



**CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY  
COMMITTEE**

**7 NOVEMBER 2016**

**SCHOOL PERFORMANCE AND OVERVIEW OF OUTCOMES IN KEY  
STAGE TESTS AND EXAMINATIONS**

**REPORT OF THE DIRECTOR OF CHILDREN AND FAMILY  
SERVICES**

**Purpose of report**

1. The purpose of this report is to provide information to Children and Families Overview and Scrutiny Committee about the performance of schools, including inspection outcomes in statutory tests and examinations.

**Policy Framework and Previous Decisions**

2. There is no longer a requirement for the Local Authority to agree targets annually with the Department for Education (DfE) to support improvements in key stage assessments and GCSE results. However, the Local Authority continues to have a duty to monitor these results for maintained schools and monitors outcomes across schools and academies as part of the Leicestershire Education Excellence Partnership.
3. In October 2013, DfE announced changes to the performance measures that would be used following changes to the national curriculum; this is the first year that these new measures come into place fully across all key stages.
4. Due to the changes in curriculum and assessment systems, outcomes are not directly comparable with previous years.

**Background**

5. It should be noted that some of these results remain provisional until they are confirmed by DfE. Whilst there is not usually any significant change in the results, there is a chance that the final percentages may change slightly.
6. In 2016, considerable changes have taken place in the curriculum affecting statutory assessment and performance measures across all key stages.

## Changes to Reporting at Key Stages 1 and 2

7. National curriculum levels are no longer used having been replaced with age-related expectations in key stages 1 and 2 which represent a rise in standards in the primary curriculum.
8. In 2016, the assessments used to measure the progress between key stage 1 and key stage 2 are:
  - key stage 1 results in English reading, English writing and mathematics (teacher assessments) that took place in summer 2012 when the 2016 Year 6 cohort were aged 7;
  - key stage 2 results in English reading and mathematics tests, reported as scaled scores, and the English writing teacher assessments that took place in summer 2016.
9. The headline measures in 2016 are:
  - the percentage of pupils achieving the 'expected standard' in English reading, English writing and mathematics at the end of key stage 2;
  - the pupils' average scaled score:
    - in English reading at the end of key stage 2
    - in mathematics at the end of key stage 2
  - the percentage of pupils who achieve at a higher standard in English reading, English writing and mathematics;
  - the pupils' average progress:
    - in English reading;
    - in English writing;
    - in mathematics.
10. The percentage of pupils achieving the expected standard is a combined measure across the three subjects of reading, writing and mathematics. To be counted towards the measure, a pupil must have a scaled score of 100 or more in reading and a scaled score of 100 or more in mathematics; and have been teacher assessed in writing as 'working at the expected standard' or 'working at a greater depth in the expected standard'.
11. The percentage of pupils achieving at a higher standard is also a combined measure across the three subjects. To be counted towards the measure, a pupil must have a 'high scaled score' of 110 or more in reading and mathematics; and have been teacher assessed in writing as 'working at a greater depth within the expected standard'.
12. The previous expected progress measure has been replaced by a value-added measure. Unlike the previous system, there is no 'target' for the amount of progress

an individual pupil is expected to make. Any amount of progress a pupil makes contributes towards the school's progress score.

### **Changes to Performance Measures at Key Stage 4**

13. Performance Measures for Key Stage 4 have also changed, with the focus now being on the progress that all pupils make between the end of primary and secondary education.

14. The previous foci in 2015 were:

- 5A\*C at GCSE with English and mathematics
- % of pupils making the expected progress in English
- % of pupils making the expected progress in mathematics.

Whereas in 2016 the foci are:

- Progress 8
- Attainment 8
- % achieving A\*-C in GCSE English and mathematics
- English Baccalaureate Entry (Ebacc) and Achievement Rates.

15. Attainment 8 measures the achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

16. Progress 8 represents the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.

17. A Progress 8 score is calculated for each pupil by comparing their achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.

18. A school's Progress 8 score will be calculated as the average of its pupils' Progress 8 scores. It will give an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools. Broadly, a Progress 8 score of 0 would represent progress in line with the national average; a Progress 8 score of above 0.5 would represent well above average progress, whereas a progress 8 score of below -0.5 would represent progress well-below average.

19. The new performance measures are designed to encourage schools to offer a broad and balanced curriculum with a focus on an academic core at key stage 4 and reward schools for the teaching of all their pupils, measuring performance across 8

qualifications. Every increase in every grade a pupil achieves will attract additional points in the performance tables.

### **Floor Standards**

20. The floor standard for a school is the minimum standard for pupil achievement and/or progress that the Government expects schools to meet. Broadly, in 2016, a school will be above the floor standard if:

- At the end of Key Stage 2, at least 65% of pupils meet the expected standard in English reading, English writing and mathematics;
- or
- the school achieves sufficient progress scores in all three subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing.

21. At the end of Key Stage 4, a school will be considered to be below floor standards if the Progress 8 score is below -0.5.

### **Overall Performance and Evaluation**

The figures are recently released and are provisional.

#### **Foundation Stage (age 5)**

22. 67.6% of children in Leicestershire achieved a Good Level of Development in 2016, this is an increase of 3.9%. National levels also increased meaning that Leicestershire remains below the national average by 1.7%.

23. The percentage of pupils who are eligible for Free School Meals achieving a Good Level of Development was 43%. National comparison are not yet available.

#### **Key Stage One (age 7)**

24. The percentage of children achieving the Phonics benchmark at Year 1 was 80.3%. This was similar to the national average of 80.5%.

25. The percentage of pupils achieving the expected standard in reading, writing and mathematics is 58.4%. The national figure is 60.3%. This is the first time in recent years that Leicestershire's Key Stage 1 outcomes have been below national.

#### **Key Stage Two (age 11)**

26. The percentage of pupils achieving the expected standard in reading, writing and mathematics is 52.5%; whilst 0.7% lower it is broadly in line with the national average.

27. Reading and maths individual test subject outcomes are below the national average. For statistical neighbours they are below for Reading.

28. Both locally and nationally there are big differences between Test and Teacher Assessment outcomes at Key Stage 2 in this first year of operation of the new systems. Contrary to the test data all teacher assessments are above or at the national averages; reading is 1.6% above and in the top quartile nationally.

29. The average scaled scores for pupils sitting the test are:

- 102.3 in reading compared to 102.6 nationally
- 102.6 in mathematics compared to 103.0 nationally.
- Writing was assessed through teacher assessment and so has no comparative scaled score.

30. Average progress (where “0” would represent expected progress and + or – represents above or below).

- in English reading is -1.04
- in English writing is -0.73
- in mathematics is -1.12

31. The percentage of pupils who achieved at a higher standard in Reading was 17.3% (18.8% national); Writing 15.1% (14.7% national) and mathematics 14.9% (16.6% national)

32. Un-validated results suggest that 14 schools may be below floor standards (6 maintained schools and 8 academies).

### **Key Stage Four (age 16) – Progress 8**

33. In 2016, there were 32 schools with GCSE results and Progress 8 (P8) in Leicestershire was at -0.11. Twelve schools attained a positive progress 8 score; five of these schools were new to GCSE in the last two years. 20 schools had negative Progress 8, two of which were new to GCSE in the last two years.

34. Five schools were below the floor standard (two of which have now closed).

35. The Progress 8 measures in Leicestershire secondary schools range from -1.24 to 0.65. The only LA maintained school attained a P8 score of -0.10. The Leicestershire data implies that each pupil would need to improve their outcomes by 1 grade in 1 subject to be in line with national progress outcomes or that 10% of their pupils would need to achieve one grade higher in all 8 subjects.

36. Looking in detail at progress scores for core outcomes at key stage 4 it can be seen that progress in mathematics is close to national progress.

37. The area causing greatest concern is the open option choice element of the Progress 8 measure which has a progress score of -0.27. This means that if pupils

did as well in their 8<sup>th</sup> option subject as they did in mathematics and English, the overall P8 figure would be very close to national. Further work will be done to identify the subjects of particular concern and this will be shared with the relevant groups such as Leicestershire Secondary Head Teachers, Teaching School Alliance Leads and LEEP.

38. Considering disadvantaged groups within Leicestershire, pupils with an Education, Health and Care Plan (EHCP) made better progress than their peers nationally, however for all other groups; such as those pupils on free school meals, boys and white British pupils, progress is below that of national comparators.
39. With a P8 of -0.11, Leicestershire's score is better than that of the East Midlands (-0.14). Overall Leicestershire is ranked 100<sup>th</sup> out of 151 local authorities for P8.

### Attainment at Key Stage Four

40. The percentage of pupils achieving GCSE A\*-C in English and mathematics, at 64.8%, is above the national figure of 62.5%.
41. On attainment of grades A\*- C, Leicestershire has improved its position being above the national averages on all the key measures for the first time in recent years:

Subject	Leicestershire % attaining A*-C	National % attaining A*-C
English	75.9	74.4
Mathematics	71.3	68.4
English and mathematics	64,8	62.5
5 A*- C with English and maths	57.2	56.8

42. The Attainment 8 score for Leicestershire in 2016 is at 49.4, this is slightly less than the national average of 49.8. Given that the progress outcome (at -0.11) is not strong, this implies that, although above average in maths and English, the attainment of Leicestershire pupils at Key Stage 4 is not high enough given their prior attainment at Key Stage 2.

### English Baccalaureate Entry (Ebacc) and Achievement Rates.

43. Both entry and achievement rates remain below the national averages. 31.4% of Leicestershire pupils were entered for the Ebacc in 2016, with an 18.8% achievement rate, compared to 40% nationally and a 24.5% achievement rate. This is a rise of 2% in entries in Leicestershire and an even greater rise nationally of 4%. The achievement rate in Leicestershire has risen by 1.5% while nationally it has remained static compared to 2015.

### Key Stage Five (age 18)

44. The Average point score per Key Stage 5 qualification entry in Leicestershire state funded institutions remains below the average of these institutions nationally. 208.5 points per entry is the Leicestershire performance, compared to 213.8 nationally. Both of these point scores translate to an average of a Grade C. The performance

nationally has improved by almost a point, whereas for Leicestershire a decline of 0.5 points has occurred.

### **Children in Care**

45. At Key Stage 2, 17.64% of children in care achieved the expected standard in reading, writing and mathematics. No national figures are yet available for comparison. The breakdown by subject was: reading 29.4%; writing 41.2%; mathematics 35.3%.

### **Not in Employment, Education or Training (NEET)**

46. The latest data from Prospects is for the end of August 2016 and shows a Leicestershire NEET figure of 3.1% (619 young people) for young people aged 16-18. This is the same as the reported quarter 1 figure and remains in the top quartile nationally.

### **Ofsted Outcomes (schools)**

47. As of August 2016, 88.7% of all Leicestershire's schools were judged by Ofsted to be good or outstanding, this is an improvement on the previous year by 2.5%. This is above the latest national figure of 87.8%. The average for statistical neighbours is 88%.

48. Ofsted rated as good or better:

- 89.5% of primary schools and academies;
- 83% of secondary schools and academies;
- 100% of all maintained secondary schools, Oakfield Short Stay School (the Pupil Referral Unit ) and all Area Special Schools.

49. The percentage of Leicestershire pupils attending a Good or Outstanding school is currently 86.6%. This compares to 84.7% nationally and 85.7% for statistical neighbours.

### **Conclusion**

50. There have been improvements in several areas of performance, which is below but broadly in line with national outcomes.

51. Overall, progress between each key stage is not good enough given pupils' starting points.

52. Leicestershire is in the lower half of all schools for progress between key stages 1 and 2 and in the bottom third for progress between key stages 2 and 4.

53. The progress of every single pupil makes a difference in the new accountability measures. Where disadvantaged pupils, those eligible for free school meals, with

special educational needs and the more able do not make as much progress as their peers nationally, this has an impact on overall progress measures.

54. The majority of this data has been recently released. More detailed analyses will identify those areas in each key stage which should become a focus of improvement activity over the next year.
55. The percentage of schools and of pupils attending good and outstanding schools are above national averages; education officers have worked effectively with schools and teaching school alliances to identify and support those schools at risk of adverse Ofsted inspections.
56. The challenge now, for the vast majority of schools in Leicestershire, is to increase the overall rates of progress that all pupils make between key stages.
57. Education Officers work through the Leicestershire Education Excellence Partnership (LEEP) with the Head Teacher Organisations and the Teaching School Alliance Network. We are in a strong position to continue to work together across the whole education system to bring about improvements in outcomes, especially with regard to the rate of pupil progress. Previous LEEP projects to improve outcomes in mathematics and writing, for example, have had a demonstrable impact in improved outcomes; work on improving outcomes for pupil premium pupils has been well received by schools across the age ranges and best practice is being actively shared through research and development projects.
58. The Department for Education White Paper 'Educational Excellence Everywhere' published in March 2016 states that: "devolving power to individual school and system leaders sits squarely within this government's devolution agenda; that means the role of local – or combined – authorities will change. They will take on a more focused and clearly defined remit so they can concentrate on delivering their core functions. The local authority's duties will focus on three areas:
- a) ensuring every child has a school place;
  - b) ensuring the needs of vulnerable pupils are met;
  - c) acting as champions for all parents and families (ref para1.52)."
59. The white paper goes on to say that the Dfe will establish clearly defined roles for local government. Local authorities will step back from running schools and will focus instead on delivering and strengthening core functions – becoming one of the key partners working to deliver educational excellence everywhere (4.46).
60. "Local authorities should act as advocates for their electorate, challenging school providers to deliver high educational standards and better outcomes for children". The proactive approach taken by members in setting up LEEP, with funding to carry out its role, has enabled Leicestershire to be well-placed to carry out the functions described in the white paper.

### **Resource Implications**



61. Further consideration now needs to be given as to how Leicestershire meets the challenges set out in the white paper; it has a small team of Education Quality Officers with limited capacity to work across all schools and academies to challenge outcomes and champion children. Whilst performance has improved in some areas the figures show there are still improvements to be made. Consideration needs to be given to what resources will be deployed in the future and how these will be used in order to achieve the most cost effective outcome which will be to achieve and maintain the highest level of performance. The ongoing role of the LEEP will be a key component of this.

### **Background Papers**

62. Figures are derived from the DfE Research and Statistics department which collates data on behalf of local authorities.

63. The technical descriptions used in the Background section are derived from the DfE documents:

- Primary School accountability in 2016. A technical guide for primary maintained schools, academies and free schools, September 2016. Department for Education. DFE-00043-2016.
- Progress 8 and Attainment 8 measure in 2016, 2017 and 2018. Guide for maintained secondary schools, academies and free schools. October 2016. Department for Education. DFE-00075-2015.

64. Educational Excellence Everywhere. Department for Education. March 2016.

### **Circulation under the Local Issues Alert Procedure**

65. None.

### **Officer(s) to Contact**

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### **Equality and Human Rights Implications**

66. These are the results achieved by all Leicestershire children and young people in the summer of 2016. The analysis of groups will inform any further targeted interventions for maintained schools where underperformance is identified.

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