



Oversight and Governance

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Published 12 September 2018

EDUCATION AND CHILDREN'S SOCIAL CARE OVERVIEW AND SCRUTINY COMMITTEE SUPPLEMENT PACK

Wednesday 19 September 2018
2.00 pm
Warspite Room, Council House

Members:

Councillor Mrs Beer, Chair

Councillor Murphy, Vice Chair

Councillors Buchan, Goslin, Mrs Johnson, Samantha Leaves, R Smith, Tuohy and Winter.

Please find attached additional information, for your consideration, under agenda item 6.

Tracey Lee

Chief Executive

Education and Children's Social Care Overview and Scrutiny Committee

6. Headline Performance Data

(Pages 1 - 14)

PLYMOUTH CITY COUNCIL

Subject:	Headline Performance Data - School Standards
Committee:	Education and Children's Social Care Overview and Scrutiny Committee
Date:	19 September 2018
Cabinet Member:	Councillor McDonald (Cabinet Member, Children, Young People and Families) Councillor Jon Taylor (Cabinet Member, Education, Skills and Transformation)
CMT Member:	Alison Botham (Director of Children's Services)
Author:	David Bowles
Contact details	Tel: 01752 307194 email: david.bowles@plymouth.gov.uk
Ref:	
Key Decision:	No
Part:	I

Purpose of the report:

To provide Members with an overview of educational standards for the city as a whole, as represented by pupil performance data. A three year analysis is provided.

Corporate Plan

'A Caring Plymouth – 'Improved schools where pupils achieve better outcomes'. It provides a picture of the test/exam performance of our schools in 2018 and in the previous two years. It allows members to view our performance and to place results against those of all schools nationally.

**Implications for Medium Term Financial Plan and Resource Implications:
Including finance, human, IT and land**

Not directly applicable.

Other Implications: e.g. Child Poverty, Community Safety, Health and Safety and Risk Management:

- Child Poverty. Whilst the report does not deal with issues of child poverty directly, the improvement of educational outcomes is one factor that helps to reduce child poverty.
- Health and Safety (any health and safety implications). No direct implications.
- Risk Management (to identify any risk management issues). No direct implications.

Equality and Diversity

Has an Equality Impact Assessment been undertaken? No.

Recommendations and Reasons for recommended action:

The Committee to note the report.

Alternative options considered and rejected:

N/A

Published work / information:

The information used to produce the report comes from data from the Department of Education (some of which is provisional) and in some instances from data held by individual schools.

Background papers:

Title	Part I	Part II	Exemption Paragraph Number							
			1	2	3	4	5	6	7	

Sign off:

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Originating SMT Member: Judith Harwood													
Has the Cabinet Member(s) agreed the contents of the report? Yes.													

Introduction:

The Local Authority (LA) plays a key role as a champion for all children and young people in terms of promoting the best possible outcomes for school leavers. In fulfilling this role the LA closely monitors the examination results and learning outcomes of children and young people in all our schools and settings. It then uses this information to challenge and support schools and settings to improve rates of progress and the standards reached by pupils across the city.

The information in this report is derived from data received from the Department of Education. It covers a three year period so that, where evident, trends can be identified.

The report contains national data as well as data for the authority as a whole. **However, with regards to 2018, the only published data available relates to performance at the end of the primary phase (KS2).**

Information is provided on the performance of our children and young people at key points in their educational careers. It does not comment on the performance of individual schools and settings. The Department for Education, Participation and Skills also publishes a 'Data Book' on educational performance three times a year as more information becomes available from central government. This is a detailed analysis of our educational performance including a comparison with our regional and statistical neighbours. The Data Book will be sent to Members of the Committee.

A glossary of terms has been provided at the end of to aid Members with their study of this report.

This report is structured by Key stage and contains a summary of school performance across the city.

Headlines for 2018: Data for 2018 is only available for KS2. Thus, the analysis below relates to validated data for 2017 for all other key stages, information on trends over time and unvalidated data for Key Stage 2.

Teacher assessment, test and examination results show a mixed picture in the authority. The proportion of children reaching the expected standard by the end of Reception Year shows a rise on 2016 and continues a rising trend begun in 2013. The percentage of pupils passing the test in phonics remains the same as in 2016. By the end of KSI results in reading, writing and maths show an improvement when compared to 2016. However, children and pupils eligible for free school meals continue to attain less well than children and pupils not receiving free school meals; and girls' attainment is higher than boys.

Whilst results in Early Years and KSI show improvement over time, they remain below national averages and our performance does not compare favourably with our statistical and regional neighbours.

At KS2, the proportion of pupils achieving the expected standards in reading, writing and maths show an improvement on the figure for 2017. This is true for the key subjects combined, but not for individual subjects. Results improved in reading and writing but declined slightly in maths and grammar, punctuation and spelling.

By the end of KS4 pupils attain at a level that is below national averages. In terms of attainment, comparisons with 2016 are not meaningful as the methodology used to calculate key measures has changed. In terms of overall progress, pupils make less progress than similar pupils nationally.

With regards to Post 16 performance results show an improvement on the performance of 2016. However, and despite there being a number of performance measures, results are, in general, below national averages.

More detailed analysis.

Early Years Foundation Stage (EYFS)

(Teacher assessment of five year olds published at the end of Reception Year).

- 1.1 The percentage of 5 year olds reaching a 'Good Level of Development' (GLD – having the essential skills, knowledge and understanding to be ready for starting the National Curriculum increased by 2% on last year.
- 1.2 Plymouth's result is 5% below the national average. Last year Plymouth's results were also below the national average by 5% and therefore, the gap in attainment has not narrowed.
- 1.3 The percentage of girls reaching a 'Good Level of Development' is 74%. This is 15% higher than the figure for boys.
- 1.4 Children eligible for free school meals (FSM) attain less well than those who do not qualify for free school meals. In 2017 the difference was 18% in terms of the percentage achieving a 'Good Level of development'. This is just above the national figure but represents a 1% rise on the figure for Plymouth in 2016.

Key Stage 1

(Year 1 Phonics Reading Test and Teacher Assessment of 7 year olds, reported at the end of the infant stage).

- 2.1 The Year 1 Phonics Test measures the ability of 6 year olds to decode text using phonic knowledge. In 2017 the percentage of pupils reaching the necessary standard remained at 80%. This mirrors the result for 2016 and therefore, there is no increase in the result. The figure of 80% is just below the national figure of 81%.
- 2.2 The percentage of girls reaching the required standard in Phonics is 85% and for boys it is 76%. Both results represent an improvement on the position in 2016. Girls' attainment is broadly in line with the national average whereas boys' attainment is below the national average.
- 2.3 All other KSI results covering reading, writing and maths improved by between 2% and 3% when compared to 2016. However, results are below the corresponding national results and the gaps in attainment equal 3% in each subject.
- 2.4 Girls' attainment is generally higher than boys and this is true for reading, writing and maths. Compared to 2016 the gaps in attainment in reading and writing have stayed the same or increased. In maths in 2016 boys' attainment was higher than girls. In 2017 this position was reversed.
- 2.5 Pupils eligible for FSM attained less well than Non – FSM pupils. Again this is the case for reading, writing and maths. Compared to 2016 gaps in attainment between FSM and Non - FSM pupils has grown in all three subjects.
- 2.6 In terms of greater depth (working at a level above national expectations), the proportion of pupils achieving this level showed no increase for reading and maths when compared to 2016 but an increase of 1% in writing. Results in all three subjects are below national averages.

Key Stage 2

(Statutory marked assessments of 11 year olds mainly reported at the end of the junior phase)

- 3.1 The proportion of pupils reaching the expected standard in reading, writing and maths combined, is 62%. This represents an increase of 2% on the 2017 result.

3.2 Plymouth's result is 2% below the national average.

3.3 Results for the last three years show an upward trend. However, results are generally at or below national averages.

3.4 Girls' attainment is higher than boys and this is true for the combined figure and for individual components.

3.5 Pupils eligible for FSM attain less well than pupils not eligible for FSM.

3.6 In terms of individual subjects, results in 2018 show both improvement and a slight deterioration. When compared to 2017, results improved in reading and writing but declined to a small extent in maths and grammar, punctuation and spelling. Over the last three years results have generally been below national averages.

3.7 In terms of progress, children made better progress than similar children nationally in reading, writing and maths. For the last three years, progress at the end of Key Stage 2 has been at least as good as and often better than similar pupils nationally.

3.8 33 of our 67 primary schools had a combined result that was lower than the national average.

Key Stage 4

(Statutory external tests taken by pupils at the end of Year 11 – 15/16 Year olds)

4.1 The average Attainment 8 score for pupils across the city as a whole is 44.5 points. This is below a national average of 46.3 points.

4.2 The percentage of pupils achieving a pass grade in GCSE English and maths (grade 4 or above) is 59%. This is approximately 5% below the national average.

4.3 The percentage of pupils achieving a pass grade in GCSE English and maths (grade 5 or above) is 38%. This is 5% below the national average.

4.4 Overall, girls attain at a higher level than boys. However, attainment of both boys and girls is lower than boys and girls nationally.

4.5 Disadvantaged pupils attain less well than non-disadvantaged pupils. For Attainment 8 score, a gap in attainment of 14pts exists. The national gap is 13pts.

4.6 The progress made during secondary school is -0.3. This means that on average the progress made by pupils is less than that made by similar pupils nationally. The gap in progress made between our pupils and similar pupils nationally has grown since 2016.

Key Stage 5.

5.1 The average points per entry for A Level is 29.95pts. This represents an increase on 2016, but it is below the national average of 31.45pts.

5.2 The average points score per entry for Tech Level Students is 34.08pts. This represents an increase on 2016 but is below the national average of 38.47pts.

5.3 The average points score per entry for all L3 qualifications is 31.05pts. This represents an increase on 2016 but is below the national average of 32.88pts.

5.4 The percentage of students achieving at least 2 'A' Levels (A*-E) is 67%. This is below the national average of 74%.

5.5 The percentage of students achieving AAB or better at 'A' Level is 17.1%. This represents an increase on 2016 but is below the national average of 21%.

5.6 Girls' attainment is higher than boys in terms of average point scores per entry at Level 3. Girls attained 31.93pts and boys attained 29.95pts.

5.7 The percentage of students staying in education or employment for at least two terms after the end of KS4 is 96%. This is above the national average of 94% (2015 cohort).

Ofsted

The most up to date figures (including 2018) show:

7.1 Across all our schools, 13% are judged as outstanding, 64% as good, 18% as requiring improvement and 5% as inadequate. The national average for all schools being good or better is 81% (Plym = 77%)

7.2 In early years settings, 18% are judged to be outstanding, 76% as good, 5% as requiring improvement and 1% as inadequate. The national average for good or better settings is 94% (Plym = 94%)

7.3 In primary schools, 14% are judged to be outstanding, 66% as good, 19% as requiring improvement and 1% as inadequate. The national average for good or better schools is 90% (Plym = 80%)

7.4 In secondary schools, 11% are judged as outstanding, 41% as good, 24% as requiring improvement and 24% as inadequate. The national average for good or better schools is 82% (Plym = 52%).

7.5 We have two secondary schools that are judged to be inadequate by Ofsted.

Appendices:

Appendix 1 is a glossary of key terms.

Appendix 2 is a graphical representation of pupil performance over time using key performance data sets. The Graphs cover Early Years, KS1 and KS2.

Appendix 3 is the City of Plymouth data summary covering all key stages and illustrating data from 2017 and 2016.

Appendix I:

Glossary:

Academies - Schools run independently of the Local Authority but are funded publically.

Attainment – The standards reached by children and pupils based upon benchmarks set by central government e.g. A ‘Good Level of Development’ at age 5 or a GCSE grade 4 at 16. Such standards are age related.

Attainment 8 – The points scores of an individual student as a result of studying eight GCSE subjects. The score is often an average and is also calculated for the school as a whole.

Achievement – This is a term to describe the standards reached by pupils combined with the amount of progress they have made.

A Good Level of Development (GLD) – The standard that children are expected to reach in eight key areas of learning, skills and development.

Benchmarks/national expectations – This is where central government decides what a child or pupil should be attaining at certain ages. Thus, reports often talk about the ‘expected standard’ to be reached say, at the age of key stage one or two.

Disadvantaged pupils – Pupils who are economically/socially disadvantaged. They include children eligible for FSM in the last 6 years and looked after children.

Floor Standards – The minimum standards set by government for schools and academies.

GCSE grades and numbers. The GCSE grades A* - U have been replaced with the numbers 9 – 1. There is no exact correlation between the new numbers and the old grades. A Grade 4 is judged to be at a standard between grades D and C. A grade 5 is judged to be at a standard between grades C and B.

Key Stage 1 – Relates to pupils aged 6 – 7 (Infant Stage).

Key Stage 2 – Relates to pupils aged 8-11 (Junior Stage).

Key Stage 4 – Encompasses pupils aged 14 – 16 (Secondary Stage).

Key Stage 5 – Includes students aged 16 – 19 (Sixth Form/FE).

KS4 Basics – For 2016 the % of pupils achieving A*-C in English and Maths. For 2017 & 2018 the % of pupils achieving a standard pass in English and Maths.

Maintained Schools – Those schools where the LA has responsibility for their performance.

Multi Academy Trusts – These are where academy schools have joined together to form a charitable trust. They are independent of the LA. There are 15 trusts in the city containing approximately 80% of our schools.

Phonics Test – A test taken by six year olds at the end of Year 1 in primary schools; it is designed to test children’s ability to breakdown words to help their understanding (phonics decoding).

Progress – The amount of learning a pupil gains over a specified period of time e.g. KS2. This amount of learning is then compared to a similar pupil nationally.

Progress 8 – The progress made by a pupil in eight subjects at the end of KS4. It is then compared to similar pupils nationally to arrive at a final figure. A figure for individual schools is also produced.

Reception Year – The first year of schooling after nursery (4-5 year olds).

Teacher assessment – Where teachers formally assess the performance of pupils and report their results to the Department of Education.

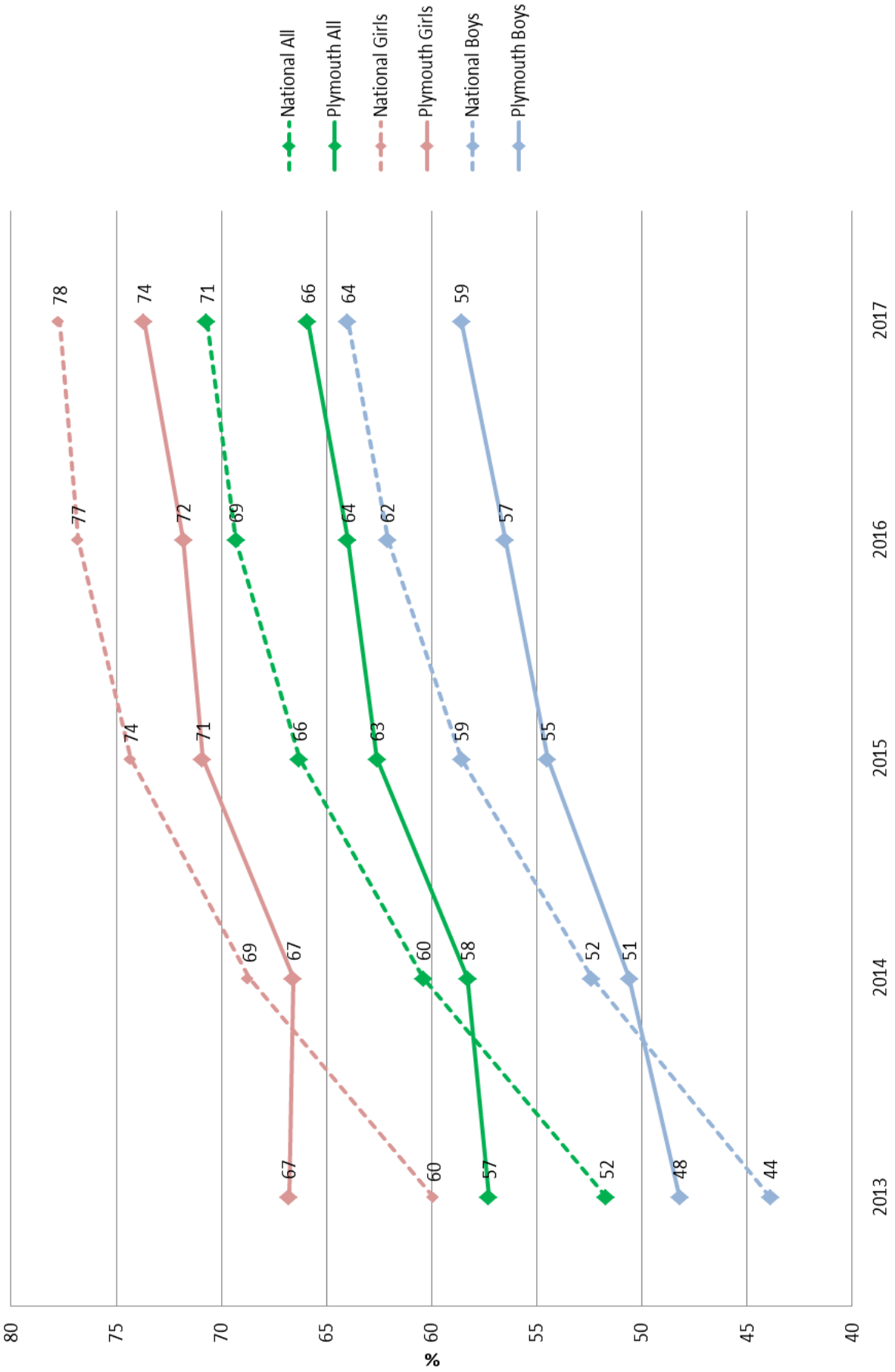
‘Standard’ Pass - The term given to a pass judged as Grade 4 at GCSE.

'Strong' Pass - The term given to a pass judged as Grade 5 at GCSE.

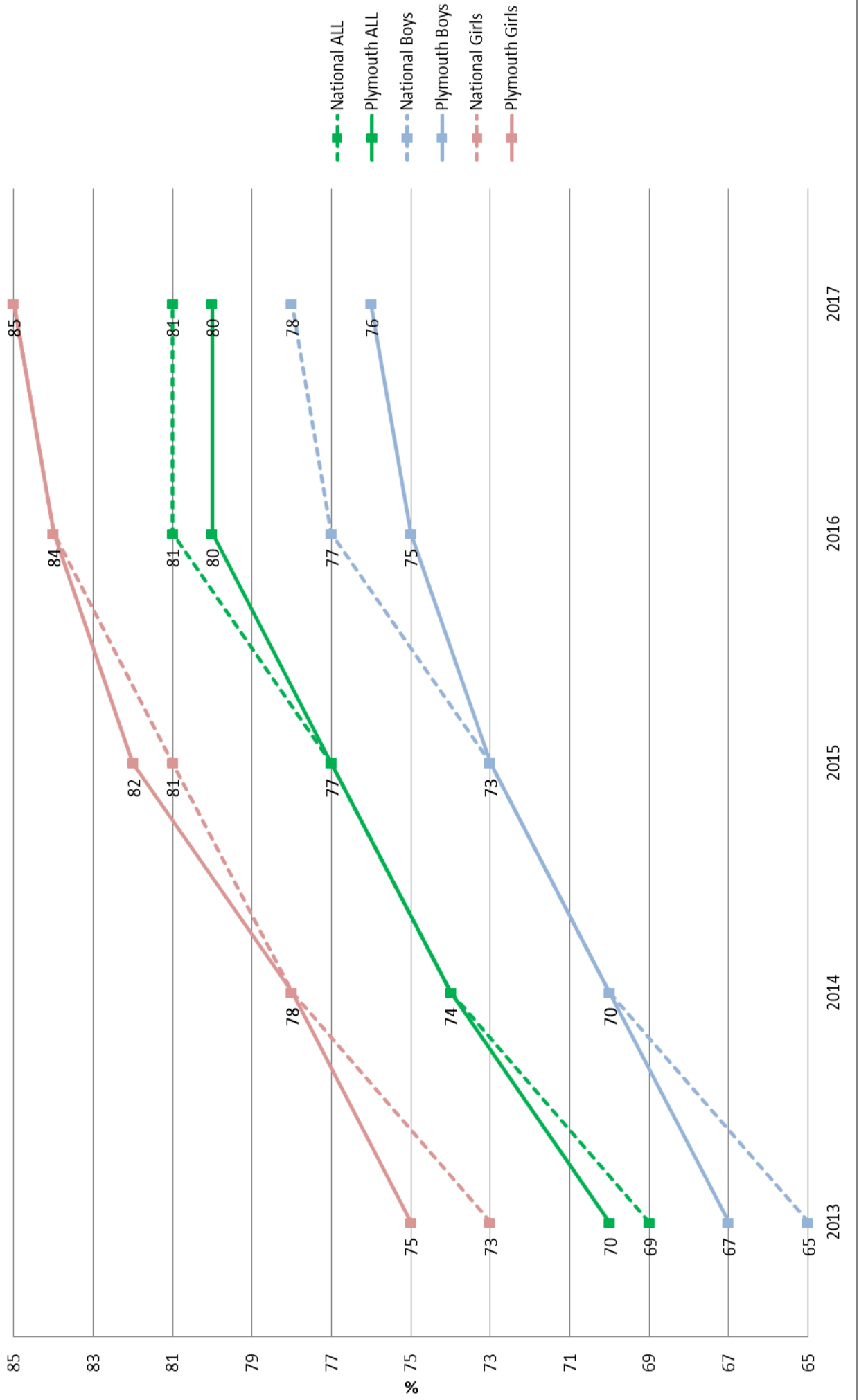
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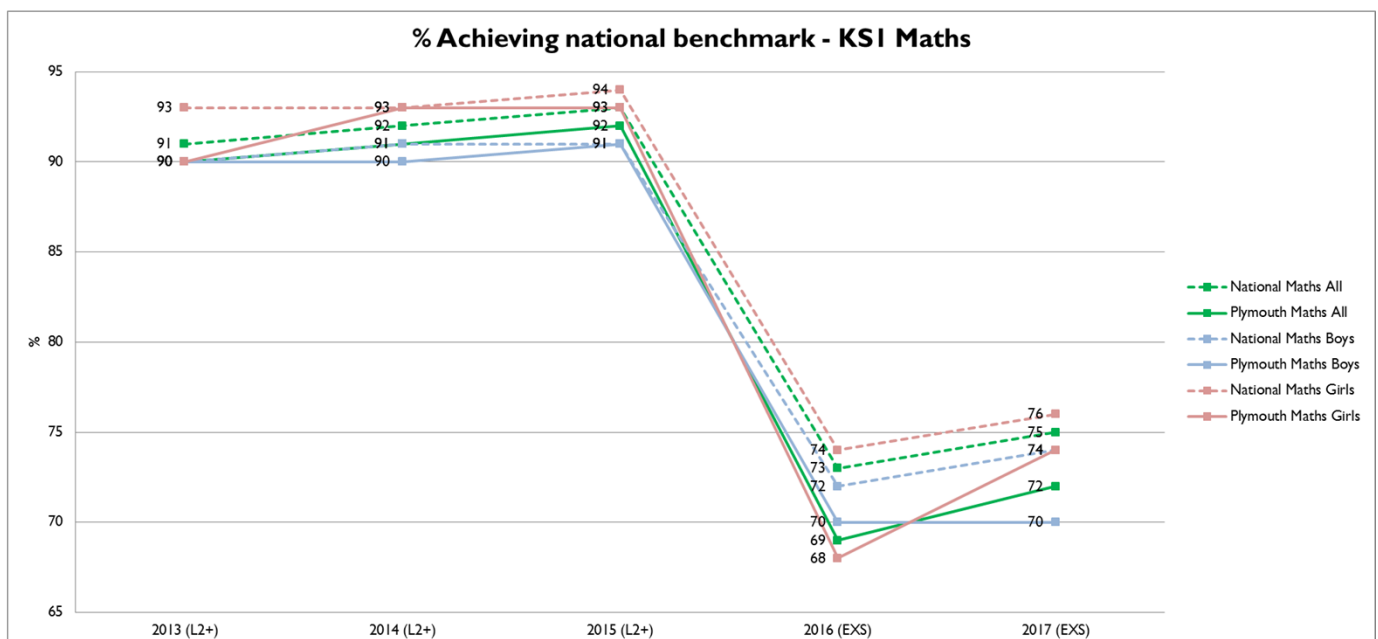
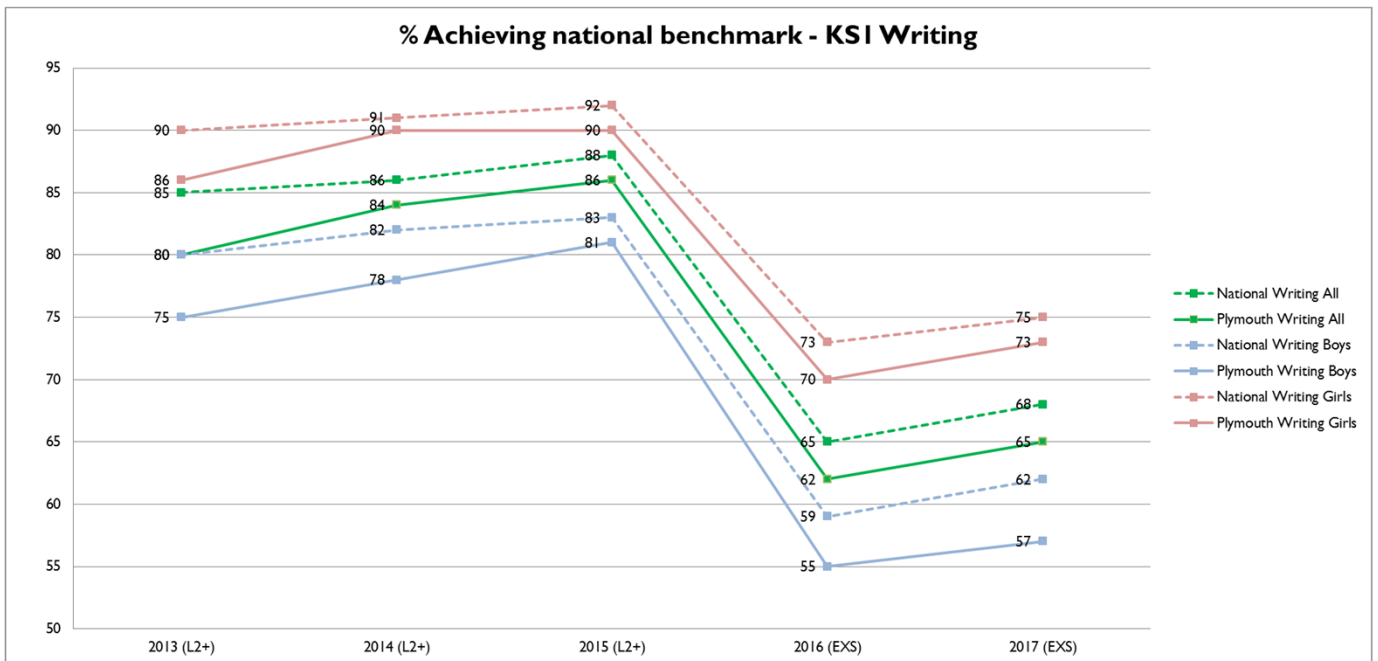
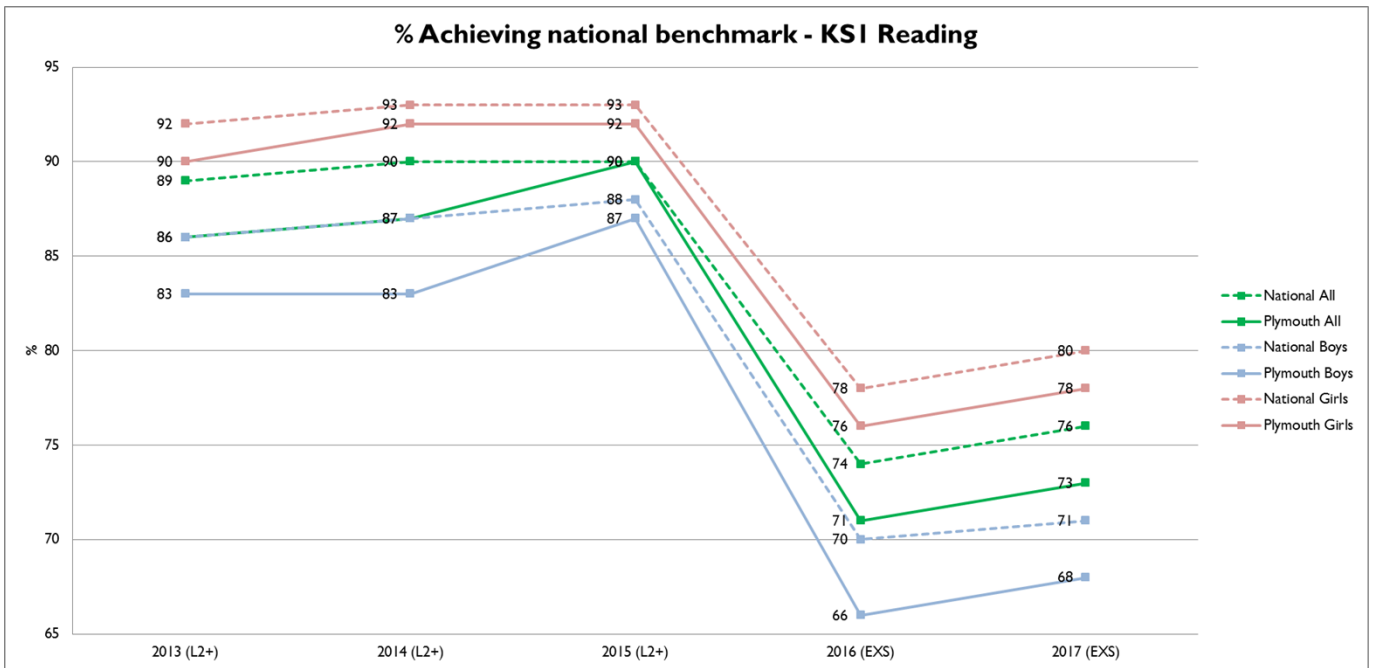
Appendix 2

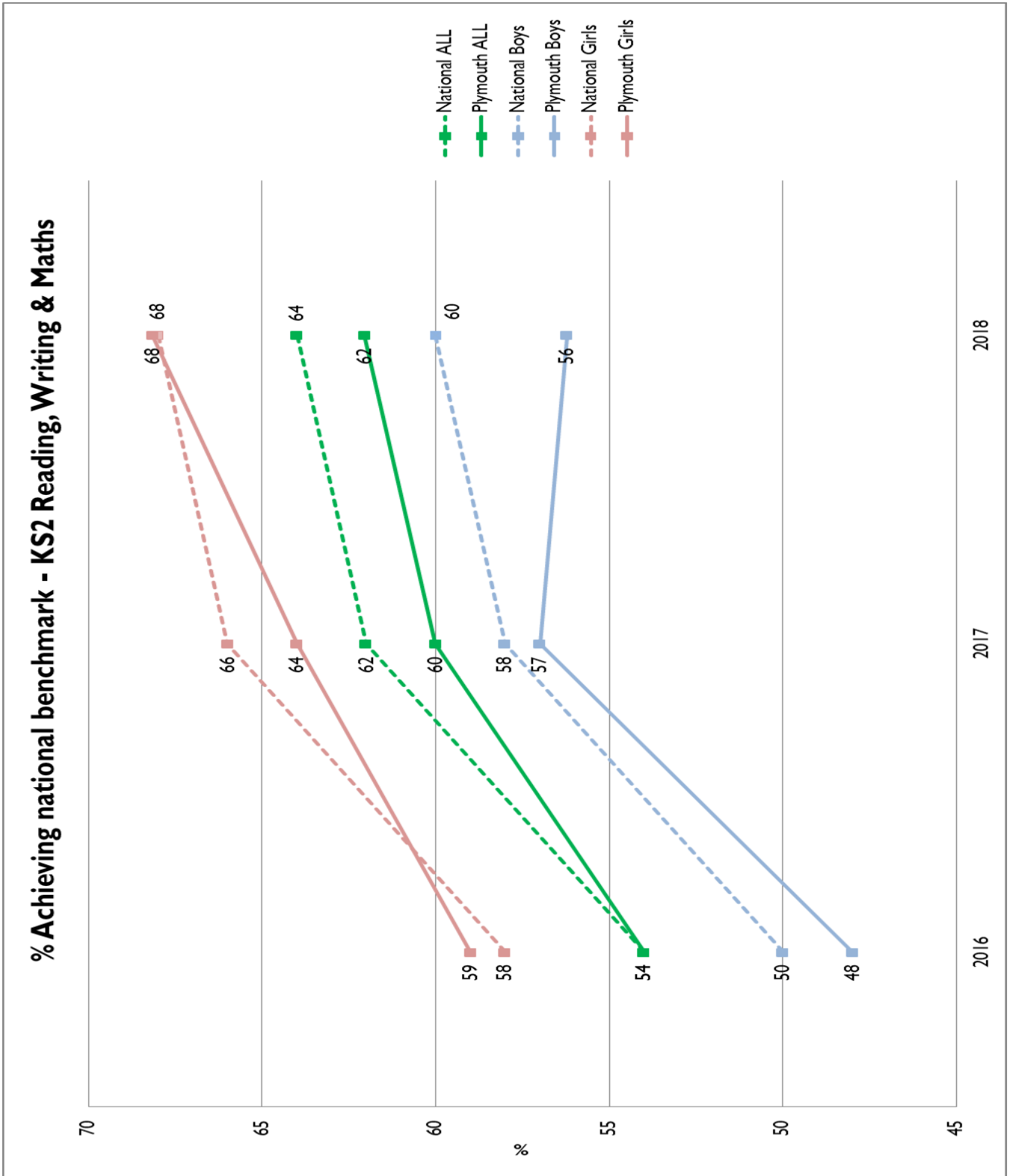
% Achieving national benchmark - EYFSP GLD



% Achieving national benchmark - Phonics







Appendix 3

Achievement criteria	Changes from 2016						Percentage difference between LA and National 2017	Notes	NtG LA v Nat *
	Plymouth			National					
	2016	2017	Variance	2016	2017	Variance			
Early Years EYFS Cohort: All - 3177 Boys - 1636 Girls - 1541									
% children achieving GLD	64	66	2	69	71	2	-5		0
FSM / Non-FSM Achievement Gap (GLD)	-17	-18	-1	-18	-17	1	-1		-2
Key Stage 1 Phonics Cohort: All - 3121 Boys - 1607 Girls - 1514 / KSI Cohort: All - 3023 Boys - 1536 Girls - 14287									
Y1 Phonics test	80	80	0	81	81	0	-1		0
Yr1 Phonics FSM / Non-FSM Achievement Gap	-10	-17	-7	-14	-15	-1	-2		-6
Reading %>=EXS	71	73	2	74	76	2	-3		0
Reading %>=GDS	19	19	0	24	25	1	-6		-1
Writing %>=EXS	62	65	3	65	68	3	-3		0
Writing %>=GDS	11	12	1	13	16	3	-4		-2
Mathematics %>=EXS	69	72	3	73	75	2	-3		1
Mathematics %>=GDS	15	15	0	18	21	3	-6		-3
Key Stage 2 KS2 Cohort: All - 2723 Boys - 1387 Girls - 1336									
Reading %Exp+	67	70	3	66	72	6	-2		-3
Reading %High	19	22	3	19	25	6	-3	High score = 110 or above	-3
Writing TA %Exp+	73	75	2	74	77	3	-2		-1
Writing TA %Working in Greater Depth	12	14	2	15	18	3	-4		-1
Mathematics %Exp+	69	73	4	70	75	5	-2		-1
Mathematics %High	15	20	5	17	23	6	-3	High score = 110 or above	-1
Grammar and punctuation and spelling %Exp+	72	76	4	73	78	5	-2		-1
Grammar and punctuation and spelling %High	21	29	8	23	31	8	-2	High score = 110 or above	0
RWM %Exp+	54	60	6	54	62	8	-2		-2
RWM %High	5	7	2	5	9	4	-2	High score = 110 or above	-2
Average Pupil Scaled score for Reading	103	104	1	103	104	1	0		0
Average Pupil Scaled score for Maths	103	104	1	103	104	1	0		0
Average Pupil Scaled score for GPS	104	106	2	104	106	2	0		0
Average Progress Score for Reading	0.6	0.0	-0.6	0	0	0	0		-0.6
Average Progress Score for Writing	0.1	0.0	-0.1	0	0	0	0		-0.1
Average Progress Score for Maths	0.4	0.3	-0.1	0	0	0	0.3		-0.1
FSM / non-FSM achievement gap (RWM %Exp+)	-15	-21	-6	-21	-22	-1	1		-5
Disadvantaged / non Disadvantaged gap (RWM %Exp+)	-15	-19	-4	-22	-20	2	1	Any LAC learners or those who have FSM in any census from Yr1-Y6	-6
SEN / non-SEN achievement gap (RWM %Exp+)	-57	-60	-3	-55	-63	-8	3	Learners with a statement of SEN.	5
Key Stage 4 KS4 Cohort: All - 2515 Boys - 1278 Girls - 1237									
Attainment 8	48.4	44.5	-3.9	50.1	46.3	-3.8	-1.8		-0.1
Progress 8	-0.14	-0.30	-0.16	-0.03	-0.03	0	-0.27		-0.16
Pupils achieving threshold measure (C+ in English & Maths)	58.0			63.3					
Pupils achieving threshold measure (9-5 in English & Maths)		38.1			42.6		-4.5		
Pupils achieving threshold measure (9-4 in English & Maths)		58.9			64.2		-5.3		
Progress 8 score in English from KS2	-0.21	-0.31	-0.1	-0.04	-0.04	0	-0.27		-0.1
Progress 8 score in maths from KS2	-0.10	-0.26	-0.16	-0.02	-0.02	0	-0.24		-0.16
Achieved English Baccalaureate	21.0			24.8					
Achieved English Baccalaureate (9-5 in En & Ma)		20.4			21.3		-0.9		
Achieved English Baccalaureate (9-4 in En & Ma)		23.1			23.9		-0.8		
FSM / non-FSM achievement gap (Attainment 8)	-14.7	-13.6	1.1	-12.7	-13.1	-0.4	-0.5	Students flagged as FSM in May 17 census (Non-FSM includes 7 students where status could not be identified)	1.5
Disadvantaged / non-disadvantaged achievement gap (Attainment 8)	-14.0	-13.6	0.4	-12.3	-12.8	-0.5	-0.8		0.9
SEN / non-SEN achievement gap (Attainment 8)	-32.7	-31.8	0.9	-36.3	-35.8	0.5	4	Learners with a statement/EHC of SEN.	0.4
Key Stage 5 KS5 Cohort: All - 1424 Boys - 640 Girls - 784									
APS per entry achieving all L3 Quals (Exc FE)	29.90	31.05	1.15	32.1	32.88	0.78	-1.83		0.37
APS per entry for A Level students	29.11	29.95	0.84	30.84	31.45	0.61	-1.5		0.23
APS per entry for Academic Students	29.18	30.04	0.86	31.03	31.65	0.62	-1.61		0.24
APS per entry for Tech Level Students	30.55	34.08	3.53	36.89	38.47	1.58	-4.39		1.95
APS per entry for Applied General Students	33.64	34.86	1.22	37.99	39.6	1.61	-4.74		-0.39
LA results are lower than: national improvement since 2016 or national average									
No change in achievement percentage from 2016 to 2017									
Increase in achievement percentage of that figure from 2016 to 2017									
Decrease in achievement percentage of that figure from 2016 to 2017									

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change in the gap between Plymouth's results and the national averages from 2016 to 2017. Green cells in this column identify a narrowing of gaps and red cells an increase in the gap.

Zero
Positive number
Negative number

Increase in achievement percentage of that figure from 2016 to 2017
Decrease in achievement percentage of that figure from 2016 to 2017

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