SCHOOL STANDARDS REPORT TO AMBITIOUS SCRUTINY





This report is structured by Key Stage and contains a short summary of headlines. This summary should be read alongside **ANNEX A** which acts as the internal city overview for school performance data. **It uses provisional and unvalidated**

Early Years Foundation Stage (EYFS) (Teacher assessment of 5 year olds, reported 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 1% on last year.
- 1.2 Plymouth's results are provisionally 2% below the national average after having been 5% above last year. This is a new assessment and our result last year was surprisingly high. National results leapt by 8% this year.
- 1.3 16% more girls than boys reached a GLD in Plymouth which is in-line with the national gender gap of 17%.
- 1.4 As a LA we moderate school judgements and challenge where teacher assessments look out of alignment. Our moderation was quality assured by the Standards and Testing Agency in June and found to be extremely thorough and of high quality.
- 1.5 The percentage of Early Years settings inspected as being 'good' or better is 89.6% (31/08/14). This is about 2% lower than last year. National figures are not available yet but Plymouth is likely to be performing better than average. The number of settings being judged 'inadequate' has increased as expectations have been raised about the education that 3 and 4 year olds receive. Recent inspections have shown settings previously graded as 'requiring improvement' or 'inadequate' as reaching good again, so we are confident that the picture should continue to improve.

Key Stage I (KSI) (YI Phonics Reading Test and Teacher assessment of 7 year olds, reported at the end of Infant phase)

- 2.1 The YI Phonics Test measures the ability of 6 year olds to decode text using phonic knowledge. An improvement of 4% this year was a little lower than the national improvement. This leaves Plymouth's young readers spot on the national average at 74% passing the test.
- 2.2 All KSI results improved or were the same as last year and this mirrors the national results. Plymouth's results are below national averages. The biggest gaps with national are in writing L2b+ and maths L2b+ with boys further behind national gender averages than girls. Reading improved by more than the national result this year at L2b+ as did writing L2+ and maths at L3+.
- 2.3 The issues to target for improvement include the attainment of more able pupils and standards in writing especially for boys where there is a 9% gap in reaching the national gender average.

Key Stage 2 (KS2) (Statutory mainly externally marked assessments of I I year olds, reported at the end of Junior phase)

- 3.1 There has been a good improvement of 3% in reading at L4+ and in the grammar punctuation and spelling test results at L4+ and L5+ (3 and 4% respectively) but these improvements mirror the national improvements. The other results fall short of the national improvements and so gaps have widened further at KS2.
- The biggest gaps in relation to national averages are those for more able pupils achieving above expectation (L5) especially in writing but also in maths. The biggest gender gaps are in writing with boys being 8% behind the boys' national average (at both L4 and L5) and for girls at L5+ with a 10% gap compared to the girls' national average.

- 3.3 Achieving two national curriculum levels of progress is the expectation for all pupils from KS1 to KS2 (4 years). Progress in Plymouth is broadly in-line with national averages but is 3% below in writing.
- 3.4 KS2 results are disappointing which have been exacerbated by national rises this year. Our moderation of school teacher assessment has been rigorous and is likely to have been more visible here than in other LAs. Results are probably a fairer representation of pupils' abilities but national results may not reflect this.

Key Stage 4 (KS4) and Key Stage 5 (KS5)

- 4.1 The provisional percentage of students gaining 5 good GCSE passes including English and maths is much lower than last year a like for like fall of 6%. Plymouth secondary schools (14 of the 16 schools are independent academies) have always provided a range of academic and vocational pathways that are well matched to their learner's needs. Unfortunately this year the Secretary of State made a number of changes to the rules governing GCSE courses and the national reporting arrangements (many based on the Wolf review recommendations). The changes include: ending course work in English; ending marks in English for the student's ability in speaking and listening; harsher exam board moderation of controlled assessments completed and marked in schools; all BTEC qualifications now counting for just one exam; early entry results used in performance tables and reducing the breadth and number of qualifications that can count in the performance tables. These have impacted disproportionately on Plymouth's schools especially those with a wide vocational offer.
- 4.2 Last year Plymouth's results were just above national averages as for many years there has been a consistent year on year improving trend. This year, using the old methodology, Plymouth's results are 5% below the national average. Using the new rules (outlined above) Plymouth's 5 x GCSE A*-C Inc. English and maths result is 4% below the national average. All secondary schools have now adapted their qualification pathways to secure significant improvements next year.
- 4.3 Again boys are furthest from national gender averages being 6% below with girls being just 2% below the national girls' average.
- 4.4 Standards at KS5 held up reasonably well this year with a small improvement in the grades achieved per entry but there was a fall when comparing the number of A level qualifications each student achieved. Positively schools reported that the vast majority of students achieved the grades required for further study or employment.

Closing the gaps for Free School Meal (FSM) pupils (ANNEX B)

- 5.1 This table of data confirms that despite falls in results this year the achievements of FSM pupils in Plymouth's schools have not been affected. Gaps have been further narrowed in most performance indicators. We are awaiting publication of national averages. For those where we have national averages, currently Plymouth's FSM gaps are all less than the national gaps.
- 5.2 All primary schools have been given a detailed analysis of their FSM gaps as this analysis is not available nationally.

Ofsted

6.1 The percentage of primary schools deemed by inspectors to be 'good or better' has dropped steadily during the year without national comparative data it is hard to interpret this. The latest statistics are summarized below:

Summary table showing school Ofsted inspection judgements 'overall effectiveness' as good or better.

	1/2 (Oustanding & Good) As of 17/07/14	Total Schools As of 17/07/14	% As of 17/07/14	Inadequate as of 17/07/14
Primary	51	67	76.12	2
Secondary	12	16	75	1
Special	7	8	87.5	0

Below Floor Standards (BFS)

- 7.1 A combination of results is used to create the floor standard at KS2. This means that school cohorts need to exceed the threshold of 65% (achieving a L4 in reading, writing and maths) and reach national average progress levels in each subject too. Plymouth's primary school results show that four schools are considered to be 'below floor standard' which represents 6% this is an increase of 3% on last year.
- 7.2 There is an expectation that schools that fail to meet the Floor Standards or who are placed in category after an inspection will be transformed through academy sponsorship.

Conclusion

Whilst it is very pleasing that gaps, in relation to the attainments of FSM eligible pupils, are reducing the city's educational performance in 2014 raises a number of concerns. Improving outcomes in several areas, especially for boys in literacy requires concerted effort. The ability of the LA to impact on school performance has been weakened by national policy changes. However the old model of top down intervention has not secured sustained improvement. The Plymouth Teaching School Alliance (PTSA) now provides school to school support to ensure that schools tackle performance issues effectively. The LA has been working in partnership with PTSA for over a year and the schools that have been supported during over this period have made significant improvements on their 2013 results. A shared 'aspiration plan' is being developed to ensure that performance concerns are addressed in collaboration.

John Searson (Principal Adviser Schools and Settings) 20/11/14



SERVICES FOR CHILDREN AND YOUNG PEOPLE - EDUCATION LEARNING & FAMILY SUPPORT 2014 NATIONAL ASSESSMENTS

Changes in LA results compared to national changes (Updated from DfE Performance Tables data as at 23-10-14)

	Changes from 2013				013		Percentage		
Achievement criteria	Plymouth		National		difference between LA	Notes			
	2013	2014	Variance	2013	2014	Variance	and National 2014		
Early Years			l				l	Cohort 2979 Boys - 1547 Girls - 1432	2
% children achieving GLD	57	58	1	52	60	8	-2	EYFSP figures taken from SFR released 20/11/2014	-7
FSM / Non-FSM Achievement Gap (GLD)	-20	-16	4	-19	-19	0	3		4
Key Stage I						Phonics Co	hort 2970 B	 oys - 1511 Girls - 1459 / KS1 Cohort 2905 Boys - 1489 Gir	
YI Phonics test	70	74	4	69	74	5	0	Phonics figures taken from SFR released 25/09/14	-1
Yr I Phonics FSM / Non-FSM Achievement Gap	-14	-12	2	-16	-16	0	4	Thomas ingules careful for six released 25/07/14	2
Reading 2+	86	87	1	89	90	ı	-3	VCI figures only a form CED only and 3E /00/14	0
	74	77	3	79	81	2	-4	KS1 figures taken from SFR released 25/09/14	ī
Reading 2b+ Reading 3+	26	26	0	29	31	2	-4		-2
Writing 2+	80	84	4	85	86	1	-2		3
Writing 2b+	61	63	2	67	70	3	-7		
Writing 3+	12	12	0	15	16	1	-4		-1
Mathematics 2+	90	91		91	92				-1
	74		1			1	-1		0
Mathematics 2b+		75	1	78	80	2	-5		-1
Mathematics 3+	19	21	2	23	24	ı	-3	Cohort 2526 Boys - 1283 Girls - 1243	
Key Stage 2		1							
Reading L4+	84	87	3	86	88	2	-1	KS2 figures taken from SFR released 28/08/14	1
Reading L4b+	73	75	2	75	78	3	-3		-1
Reading L5+	42	44	2	45	49	4	-5		-2
Writing L4+	82	81	-1	84	85	I	-4		-2
Writing L5+	25	25	0	30	33	3	-8		-3
Mathematics L4+	84	83	-1	85	85	0	-2		-1
Mathematics L4b+	71	71	0	73	75	2	-4		-2
Mathematics L5+	37	36	-1	41	42	I	-6		-2
Grammar and punctuation and spelling L4+	71	72	1	74	76	2	-4		-1
Grammar and punctuation and spelling L4b+	61	64	3	65	68	3	-4		0
Grammar and punctuation and spelling L5+	43	47	4	48	52	4	-5		0
Expected progress in reading from KSI	88	90	2	88	91	3	-1		-1
Expected progress in writing from KSI	90	90	0	92	93	- 1	-3		-1
Expected progress in maths from KSI	87	88	- 1	88	89	I	-1		0
L4+ in reading, writing and maths	74	74	0	76	78	2	-4		-2
L4b+ in reading, writing and maths	61	62	- 1	63	67	4	-5		-3
L5+ in reading, writing and maths	19	18	-1	21	23	2	-5		-3
FSM / non-FSM achievement gap (L4+RWM)	-21	-20	- 1	-19	NYA	NYA	NYA		NYA
FSM6 / non-FSM achievement gap (L4+ RWM)	-19	-18	1						
SEN / non-SEN achievement gap (L4+RWM)	-69			-74	NYA	NYA	NYA	Learners with a statement of SEN.	NYA
SC / non-SC achievement gap (L4+RWM)	7							SC = Service Children.	
Key Stage 4							<u></u>	Cohort 2780 Boys - 1414 Girls - 1366	,
Five or more GCSE A* to C (or equivalent)	86	61	See notes	83	65	See notes	-4	New methodology for 2014 - not directly comparable	Т
% 5 A*-C (inc. En/Ma) Based on 2013 methodology	61	55	-6	61	60	-1	-5	KS4 figures taken from SFR released 23/10/14	
% 5 A*-C (inc. En/Ma) Based on 2014 methodology		52			56	·	-4	2014 methodology not available to use for 2013 results	
Expected progress in English from KS2	72	68	See notes	70	71	See notes	-2	New methodology for 2014 - not directly comparable	
Expected progress in maths from KS2	68	60	See notes	71	65	See notes	-2	New methodology for 2014 - not directly comparable	
A*-C in English & Maths	61	54	See notes	62	- 55	See notes		New methodology for 2014 - not directly comparable	
FSM / non-FSM achievement gap (5A*-C EM)	-30	37	See notes	-27		See notes		New methodology for 2014 - not directly comparable	
SEN / non-SEN achievement gap (5A*-C EM)	-57		See notes	-61		See notes		New methodology for 2014 - not directly comparable New methodology for 2014 - not directly comparable	
Achieved English Baccalaureate	23	23	See notes	23	24	See notes			
-		L 23	See notes	-23		See notes		New methodology for 2014 - not directly comparable	
Key Stage 5	710:	(00 :	107	775 -	771.0	3.0	72.5	Cohort 1246 Boys 566 Girls 680	
Average Point Score per student achieving all L3 Quals (Exc FE)	718.1	698.4	-19.7	775.5	771.9	-3.6	-73.5		-16.1
Average Point Score per entry achieving all L3 Quals (Exc FE)	209.3	209.6	0.3	213.5	214.4	0.9	-4.8		-0.6
Level 2 including English & Maths at 19	62	NYA	NYA	64	NYA	NYA	NYA		NYA
Level 3 at 19	49	NYA	NYA	56	NYA	NYA	NYA		NYA
									1
				Zero No change in a			achievement per	rcentage from 2013 to 2014	1
				Positive number Increase in achi			crease in achievement percentage of that figure from 2013 to 2014		
LA results are lower than: national improvement since 2013 or national average				Negative number Decrease in act			hievement perco	entage of that figure from 2013 to 2014	
LA results are equal to or higher than: national improvement since 2013 or national average				This tracks the change in the gap between Plymouth's results and the national averages from 2013 * 2014. Green cells in this column identify a narrowing of gaps and red cells an increase in the gap.					

ANNEX B



SERVICES FOR CHILDREN AND YOUNG PEOPLE - LIFELONG LEARNING 2014 NATIONAL ASSESSMENTS

Provisional changes in LA to National changes (Based on the latest available data as at 30/10/14)

Percentage Primary School Gaps Narrowing the Gap (FSM vs NFSM) between National **Notes Plymouth** LA and Achievement criteria National 2013 2014 2013 2014 Variance Variance 2014 2014 Cohort - 2979 FSM - 635 NFSM - 2260 **Early Years** % children achieving GLD -20 -16 3 4 -19 -19 0 Yr I Phonics 2014 Cohort - 2970 FSM - 630 NFSM - 2292 -14 2 -12 -16 -16 0 4 YI Phonics test Key Stage I 2014 Cohort - 2905 FSM - 625 **NFSM - 2246** Reading 2+ -13 3 -12 -12 2 -10 O -22 -17 5 Reading 2b+ Reading 3+ -20 -14 6 Writing 2+ -16 -10 -15 -14 4 6 1 -25 Writing 2b+ -19 6 -9 Writing 3+ -8 1 Mathematics 2+ -12 -8 4 -9 -9 1 Mathematics 2b+ -21 -15 6 Mathematics 3+ -12 -11 Key Stage 2 2014 Cohort - 2526 FSM - 525 NFSM - 2001 Reading L4+ -15 -13 -14 -16 -17 -1 Reading L4b+ -18 -16 2 Reading L5+ Writing L4+ -16 -17 -1 -16 Writing L5+ -19 -14 5 Mathematics L4+ -14 -17 -3 -14 Mathematics L4b+ -18 -16 2 -20 -17 3 Mathematics L5+ -18 -16 2 -18 Grammar, punctuation and spelling L4+ -22 -15 7 Grammar, punctuation and spelling L4b+ -21 -13 8 Grammar, punctuation and spelling L5+ Expected progress in reading from KSI -5 -4 ī -5 Expected progress in writing from KSI -6 -1 Expected progress in maths from KSI -8 -7 ī -22 L4+ in reading, writing and maths -20 2 -21 L4b+ in reading, writing and maths -21 -19 2 -17 L5+ in reading, writing and maths -11 6 2014 Cohort - 2780 NFSM - 2433 Key Stage 4 FSM - 342 Five or more GCSE A* to C (or equivalent) New methodology for 2014 - not directly comparable % 5 A*-C (inc. En/Ma) Based on 2013 methodology % 5 A*-C (inc. En/Ma) Based on 2014 methodology 2014 methodology not available to use for 2013 results Expected progress in English from KS2 New methodology for 2014 - not directly comparable Expected progress in maths from KS2 New methodology for 2014 - not directly comparable LA attainment gap is greater than: National average or LA attainment gap is equal to or less than: National average or National improvement since 2013

Please note that FSM refers to those pupils flagged on the Spring/January census as being eligible for Free School Meals. Any pupils with N/A or Unknown for the FSM flag within the census are not included in the main analysis. This may lead to a disparity in the cohort numbers above. FSM refers to pupils eligible for Free School Meals in year and not FSM6 or FSMEver