

APPENDIX I - Standards in Schools, 2018 (validated data)



Introduction:

This report is structured by key stage and contains a summary of schools' performance across the city. It begins with an overview of results for 2018 and then provides a more detailed analysis of results making comparisons (where possible) with results in 2017 and with performance nationally.

It also contains information on the number of schools judged to be below the government's floor standards and the number judged to be 'coasting'. It provides the latest information on the proportion of schools judged to be good or better.

Headlines for 2018:

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 2017 and continues a rising trend begun 2016. However, results in the 'areas of learning' that make up GLD show significant variation.

The percentage of pupils passing the test in phonics has increased by 2% (41 more pupils) this year and is now in line with the national average having been below the national average in 2017. By the end of KS1 results are mixed, with a fall in those reaching the expected standard in reading, but an increase in those reaching the expected standard in writing and maths when compared to 2017. Results in all three subjects are below national averages.

At KS2, the proportion of pupils achieving the expected standards in reading, writing and maths shows an improvement on the figure for 2017. Standards in reading and writing have increased, remained the same in maths and fallen in grammar, punctuation and spelling. All results are below their national counterparts.

It is also important to note that girls outperform boys in all subjects at KS1. However, at KS2 girls perform less well compared to boys in maths. From 2017 to 2018 at KS2 reading, writing and maths combined the gender gap has increased. Disadvantaged children and pupils continue to attain less well than non-disadvantaged children and pupils. Again, this is true across all key stages and in all subjects and in many instances the gaps in attainment have grown when compared to 2017.

The proportion of pupils achieving the higher standards at KS1 in all three subjects remain below national averages. This is also the case at the end of KS2.

By the end of KS4 pupils, overall, attain less well than pupils nationally. Key measures of performance show that pupils' attainment remains below national average and this is officially recognised by the Department for Education. In some key measures attainment levels have fallen when compared to 2017.

Girls' attainment is often higher than boys and disadvantaged pupils, in general, attain less well than non - disadvantaged pupils.

The progress made by pupils overall, is less than similar pupils nationally. This is also the case for disadvantaged pupils.

With regards to Post 16 performance there exists a large number of qualifications gained by students. However, in general, there is a consistent picture. In some instances performance has declined when compared to 2017 and in others there has been an increase. In many key measures used performance in 2018 compares unfavourably when placed against national performance.

More detailed analysis:

Early Years Foundation Stage (EYFS)

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

- I.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 a little under 2% on 2017 and now stands at 67.9%. In 2017 this was 2,077 out of 3,155 pupils; 2018 this was 2,047 out of 3,013 pupils.
- I.2 Plymouth's results are 3.6% below the national average. In 2017, Plymouth's results were 5% below the national average and therefore, the gap in attainment between the city and the national situation has narrowed (the gap of 5% was also evident in 2016.)
- I.3 In 2018 the 'strongest' areas of learning were Expressive Arts and Design, Personal Development and Understanding the World. The weakest areas were Literacy, Maths and Communication and Language. This pattern of performance is very similar to the picture in 2017.
- I.4 The percentage of girls reaching a 'good level of development' is 74.5% (1,109 out of 1,484). This is 13.1% higher than the figure for boys (938 out of 1,529). 171 more girls achieved GLD than boys. The gap nationally is 13.5%. Compared to 2017, the 'gender gap' in the city has narrowed by 1.9%. The number of boys achieving GLD in 2017 was 951 out of 1,625 compared to 1,126 out of 1,530 for girls. During the same time the gap nationally has narrowed by 0.2%.
- I.5 Children who qualify as Pupil Premium attain less well than those who do not qualify as Pupil Premium. In terms of the percentage of children achieving a Good Level of Development, the gap in attainment is 15% for Pupil Premium (the FSM gap is 23%). In 2018 439 pupils in receipt of PP achieved GLD out of 768 compared to 1,608 out of 2,245 for those pupils not in receipt of PP. The FSM gap nationally in 2018 was 17%. In 2017, the gap for Pupil Premium in the city equalled 12% and therefore, the PP/non PP gap widened during 2018. In 2017 469 pupils in receipt of PP achieved GLD out of 819 compared to 1,608 out of 2,336 for those pupils not in receipt of PP.

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 2018 the percentage of pupils reaching the necessary standard increased to 82% (2,550 out of 3,118 pupils). This represents a 2% increase on the result for 2017 (2,509 out of 3,124 pupils). The national figure in 2018 is 82%. We have been successful in eliminating a small gap that existed in 2017 i.e. 1%.
- 2.2 The percentage of girls reaching the required standard in Phonics is 85% (1,283 out of 1,507) and for boys it is 79% (1,267 out of 1,611). The girls' % result is equal to that for 2017 (1,280 out of 1,514). However, the boys' results shows a 3% increase on 2017 (1,229 out of 1,610) thus narrowing the gap between girls and boys. The gap nationally between boys and girls is 7% in 2018 and in 2017 it was 7%.
- 2.3 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils. The gap in attainment is 11%. This represents a narrowing in the gap of 1% compared to 2017. In

2018 690 pupils in receipt of PP achieved the required standard in Phonics out of 930 compared to 1,860 out of 2,188 of pupils not in receipt of PP. In 2017 666 pupils in receipt of PP achieved the required standard in Phonics out of 925 compared to 1,843 out of 2,199 of pupils not in receipt of PP.

- 2.4 At the end of KSI the proportion of pupils reaching the expected standard in reading is 72% (2,247 out of 3,120). This represents a 1% fall on the 2017 figure (2,199 out of 3,023). The national figure for 2018 is 75% and for 2017 it is 76%. Thus the gap in attainment between the city and the national situation has not narrowed.
- 2.5 The proportion of girls reaching the required standard in reading for 2018 is 79% (1,182 out of 1,504) which is 13% higher than for boys (1,065 out of 1,616). The number of girls reaching the required standard in reading for 2017 was 1,157 out of 1,487 compared to 1,042 out of 1,536 for boys. Nationally, the gender gap in 2018 is 9%. In 2017 the gender gap for the city was 10% and nationally, 9%. The gender gap in the city has grown since 2017 and has grown when compared to the national picture.
- 2.6 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in reading. The gap in attainment is 14%. This represents an increase of 2% in the gap compared to 2017. In 2018 635 pupils in receipt of PP achieved the required standard in reading out of 1,017 compared to 1,612 out of 2,103 of pupils not in receipt of PP. In 2017 680 pupils in receipt of PP achieved the required standard in reading out of 1,052 compared to 1,519 out of 1,971 of pupils not in receipt of PP.
- 2.7 At the end of KSI the proportion of pupils reaching the expected standard in writing is 67% (2,097 out of 3,120). This represents a 2% increase on the 2017 figure (2,199 out of 3,023). The national figure for 2018 is 70% and for 2017 it was 68%. Thus, the gap in attainment between the city and the national situation has not narrowed.
- 2.8 The proportion of girls reaching the required standard in writing for 2018 is 76% (1,136 out of 1,504) which is 16% higher than for boys (961 out of 1,616). The number of girls reaching the required standard in writing for 2017 was 1,090 out of 1,487 compared to 827 out of 1,536 for boys. Nationally, the gender gap in 2018 is 14%. In 2017 the gender gap for the city was 16% and nationally, 13%. The gender gap in the city has remained the same since 2017 and has narrowed when compared to the national picture.
- 2.9 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in writing. The gap in attainment is 15%. This represents an increase of 2% in the gap compared to 2017. In 2018 578 pupils in receipt of PP achieved the required standard in Writing out of 1,017 compared to 1,519 out of 2,103 of pupils not in receipt of PP. In 2017 592 pupils in receipt of PP achieved the required standard in Writing out of 1,052 compared to 1,370 out of 1,971 of pupils not in receipt of PP.
- 2.10 At the end of KSI the proportion of pupils reaching the expected standard in maths is 73% (2,266 out of 3,120). This represents a 1% increase on the 2017 figure (2,177 out of 3,023). The national figure for 2018 is 76% and for 2017 it was 75%. Thus, the gap in attainment between the city and the national situation has not narrowed.
- 2.11 The proportion of girls reaching the required standard in maths for 2018 is 75% (1,126 out of 1,504) which is 4% higher than for boys (1,140 out of 1,616). The number of girls reaching the required standard in maths for 2017 was 1,096 out of 1,487 compared to 1,081 out of 1,536 for boys. Nationally, the gender gap in 2018 is 2%. In 2017 the gender gap for the city was 4% and nationally, 2%. The gender gap in the city has remained the same since 2017 and has not narrowed when compared to the national picture.
- 2.12 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in maths. The gap in attainment is 14%. This represents a decrease of 1% in the gap compared to 2017. In 2018 643 pupils in receipt of PP achieved the required standard in Maths out of 1,017

compared to 1,623 out of 2,103 of pupils not in receipt of PP. In 2017 666 pupils in receipt of PP achieved the required standard in Maths out of 1,052 compared to 1,511 out of 1,971 of pupils not in receipt of PP.

- 2.13 In terms of the proportion of pupils reaching the 'greater depth' standards at KS1, in reading, writing and maths the percentages are 19% (603 out of 3,120), 13% (329 out of 3,120) and 16% (504 out of 3,120) respectively. In 2017, the percentage figure for reading was 19% (580 out of 3,023), 12% (374 out of 3,023) for writing and 15% (454 out of 3,023) for maths. Therefore, some limited improvement has taken place.
- 2.14 Nationally in 2018, the proportion of pupils reaching the 'greater depth' standards are 26% for reading, 16% for writing and 22% for maths. Therefore, adverse gaps exist in all three subjects when comparing the city's performance to the national picture. When compared to 2017, such gaps have in reading and writing have narrowed.
- 2.15 The proportion of girls reaching the 'greater depth' in reading is 22% for 2018 (332 out of 1,504) which is 5% higher than for boys (271 out of 1,616). The number of girls reaching the 'greater depth' in reading for 2017 was 330 out of 1,487 compared to 250 out of 1,536 for boys. Nationally, the gender gap in 2018 is 7%. In 2017 the gender gap for the city was 6% and nationally, 7%.
- 2.16 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in reading at 'greater depth' standard. The gap in attainment is 9%. This represents a decrease of 2% in the gap compared to 2017. In 2018 136 pupils in receipt of PP achieved the 'greater depth' in reading out of 1,017 compared to 467 out of 2,103 of pupils not in receipt of PP. In 2017 125 pupils in receipt of PP achieved the 'greater depth' in reading out of 1,052 compared to 455 out of 1,971 of pupils not in receipt of PP.
- 2.17 The proportion of girls reaching the 'greater depth' standard in writing is 16% for 2018 (245 out of 1,504) which is 7% higher than for boys (147 out of 1,616). The number of girls reaching the 'greater depth' in writing for 2017 was 238 out of 1,487 compared to 136 out of 1,536 for boys. Nationally, the gender gap in 2018 is 8%. In 2017 the gender gap for the city was 7% and nationally, 9%.
- 2.18 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in writing at 'greater depth' standard. The gap in attainment is 6%. This represents a decrease of 1% in the gap compared to 2017. In 2018 85 pupils in receipt of PP achieved the 'greater depth' in writing out of 1,017 compared to 307 out of 2,103 of pupils not in receipt of PP. In 2017 80 pupils in receipt of PP achieved the 'greater depth' in writing out of 1,052 compared to 294 out of 1,971 of pupils not in receipt of PP.
- 2.19 The proportion of girls reaching the 'greater depth' standard in maths is 14% in 2018 (216 out of 1,504) which is 4% lower than for boys (288 out of 1,616). The number of girls reaching the 'greater depth' in maths for 2017 was 187 out of 1,487 compared to 267 out of 1,536 for boys. Nationally, the gender gap in 2018 is 4%. In 2017 the gender gap for the city was 4% and nationally, 3%.
- 2.20 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in maths at 'greater depth' standard. The gap in attainment is 7%. This represents a decrease of 1% in the gap compared to 2017. In 2018 116 pupils in receipt of PP achieved the 'greater depth' in maths out of 1,017 compared to 388 out of 2,103 of pupils not in receipt of PP. In 2017 105 pupils in receipt of PP achieved the 'greater depth' in maths out of 1,052 compared to 349 out of 1,971 of pupils not in receipt of PP.

Key Stage 2

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

- 3.1 The results for the expected standards in reading, writing and maths combined, increased by 3% on the figure for 2017 (1,641 out of 2,723) and now stands at 63% (1,801 out of 2,882). The national figure for 2018 is 65%. The gap between the city's figure and the national figure was 1% in 2017 and therefore, the gap between the city and nationally has grown.
- 3.2 The proportion of girls reaching the expected standard in reading, writing and maths combined is 69% for 2018 (966 out of 1,407) which is 12% higher than for boys (835 out of 1,475). In 2017 the number of girls reaching the expected standard in reading, writing and maths combined was 850 out of 1,336 compared to 791 out of 1,387 for boys. Nationally, the gender gap in 2018 is 8%. In 2017 the gender gap for the city was 7% and nationally, 8%. The gender gap in the city has grown since 2017.
- 3.3 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in terms of reaching the expected standard in reading, writing and maths combined. The gap in attainment is 14%. This represents a decrease of 3% in the gap compared to 2017. In 2018 647 pupils in receipt of PP achieved the expected standard in reading, writing and maths combined out of 1,197 compared to 1,154 out of 1,685 of pupils not in receipt of PP. In 2017 588 pupils in receipt of PP achieved the expected standard in reading, writing and maths combined out of 1,164 compared to 1,053 out of 1,559 of pupils not in receipt of PP.
- 3.4 The proportion of pupils reaching the expected standard in reading is 73% (2,098 out of 2,882). This represents a 3% increase on the 2017 figure (1,913 out of 2,723). The national figure for 2018 is 76% and for 2017 it is 71%. Thus, the gap in attainment between the city and the national situation has increased.
- 3.5 The proportion of girls reaching the required standard in reading is 78% in 2018 (1,091 out of 1,407) which is 10% higher than for boys (1,007 out of 1,475). The number of girls reaching the required standard in reading for 2017 was 969 out of 1,336 compared to 944 out of 1,387 for boys. Nationally, the gender gap in 2018 is 8%. In 2017 the gender gap for the city was 4% and nationally, 7%. The gender gap in the city has grown since 2017.
- 3.6 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in reading. The gap in attainment is 12%. This represents a decrease of 2% in the gap compared to 2017. In 2018 789 pupils in receipt of PP achieved the expected standard in reading out of 1,197 compared to 1,309 out of 1,685 of pupils not in receipt of PP. In 2017 722 pupils in receipt of PP achieved the expected standard in reading out of 1,164 compared to 1,191 out of 1,559 of pupils not in receipt of PP.
- 3.7 The proportion of pupils reaching the expected standard in writing is 76% (2,177 out of 2,882). This represents a 2% increase on the 2017 figure (2,035 out of 2,723). The national figure for 2018 is 79% and for 2017 it was 76%. Thus, the gap in attainment between the city and the national situation has increased.
- 3.8 The proportion of girls reaching the required standard in writing is 82% for 2018 (1,151 out of 1,407) which is 12% higher than for boys (1,026 out of 1,475). The number of girls reaching the required standard in reading for 2017 was 1,073 out of 1,336 compared to 962 out of 1,387 for boys. Nationally, the gender gap in 2018 is 12%. In 2017 the gender gap for the city was 11% and nationally, 12%. The gender gap in the city has grown since 2017.
- 3.9 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in writing. The gap in attainment is 13%. This represents a decrease of 2% in the gap compared to 2017. In 2018 816 pupils in receipt of PP achieved the expected standard in writing out of 1,197

compared to 1,361 out of 1,685 of pupils not in receipt of PP. In 2017 769 pupils in receipt of PP achieved the expected standard in writing out of 1,164 compared to 1,266 out of 1,559 of pupils not in receipt of PP.

- 3.10 The proportion of pupils reaching the expected standard in maths is 73% (2,096 out of 2,882). This figure is equal to the figure for 2017 (1,995 out of 2,723). The national figure for 2018 is 76% and for 2017 it was 75%. Thus, the gap in attainment between the city and the national situation has increased.
- 3.11 The proportion of girls reaching the required standard in maths is 75% in 2018 (1,047 out of 1,407) which is 3% higher than for boys (1,049 out of 1,475). The number of girls reaching the required standard in maths for 2017 was 982 out of 1,336 compared to 1,013 out of 1,387 for boys. Nationally, there is no gender gap. In 2017 the gender gap for the city was 1% and nationally 1%. The gender gap in the city has grown since 2017.
- 3.12 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in maths. The gap in attainment is 13%. This represents a decrease of 4% in the gap compared to 2017. In 2018 778 pupils in receipt of PP achieved the expected standard in maths out of 1,197 compared to 1,318 out of 1,685 of pupils not in receipt of PP. In 2017 738 pupils in receipt of PP achieved the expected standard in maths out of 1,164 compared to 1,257 out of 1,559 of pupils not in receipt of PP.
- 3.13 The proportion of pupils reaching the expected standard in GPS is 75% (2,162 out of 2,882). This figure is 1% below the figure for 2017 (2,070 out of 2,723). The national figure for 2018 is 78% and for 2017 it was 77%. Thus, the gap in attainment between the city and the national situation has increased.
- 3.14 The proportion of girls reaching the required standard in GPS is 80% in 2018 (1,127 out of 1,407) which is 9% higher than for boys (1,035 out of 1,475). The number of girls reaching the required standard in GPS for 2017 was 1,068 out of 1,336 compared to 1,002 out of 1,387 for boys. Nationally, the gender gap in 2018 is 9%. In 2017 the gender gap for the city was 8% and nationally 8%. The gender gap in the city has grown since 2017.
- 3.15 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in GPS. The gap in attainment is 10%. This represents a decrease of 7% in the gap compared to 2017. In 2018 826 pupils in receipt of PP achieved the expected standard in GPS out of 1,197 compared to 1,336 out of 1,685 of pupils not in receipt of PP. In 2017 770 pupils in receipt of PP achieved the expected standard in GPS out of 1,164 compared to 1,300 out of 1,559 of pupils not in receipt of PP.
- 3.16 The results for the proportion of pupils reaching the high standards in reading writing and maths combined, increased by 1% on the figure for 2017 (195 out of 2,723) and now stands at 8% (235 out of 2,882). The national figure for 2018 is 10%. The gap between the city's figure and the national figure was 2% in 2017 and therefore, the gap between the city and nationally has not grown.
- 3.17 The proportion of girls reaching the high standard in reading, writing and maths combined is 10% in 2018 (145 out of 1,407) which is 4% higher than for boys (90 out of 1,475). The number of girls reaching the high standard in reading, writing and maths combined for 2017 was 113 out of 1,336 compared to 82 out of 1,387 for boys. Nationally, the gender gap in 2018 is 4%. In 2017 the gender gap for the city was 2% and nationally, 3%. The gender gap in the city has grown since 2017.
- 3.18 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in terms of reaching the high standard in reading, writing and maths combined. The gap in attainment is 5%. This represents a decrease of 1% in the gap compared to 2017. In 2018 63 pupils in receipt of PP reached the high standard in reading, writing and maths combined out of 1,197 compared to 172 out of 1,685 of pupils not in receipt of PP. In 2017 44 pupils in receipt of

PP reached the high standard in reading, writing and maths combined out of 1,164 compared to 151 out of 1,559 of pupils not in receipt of PP.

- 3.19 The proportion of pupils reaching the high standard in reading is 24% (705 out of 2,882). This figure is 2% above the figure for 2017 (608 out of 2,723). The national figure for 2018 is 28% and for 2017 it was 25%. Thus, the gap in attainment between the city and the national situation has increased.
- 3.20 The proportion of girls reaching the high standard in reading is 29% for 2018 (401 out of 1,407) which is 8% higher than for boys (304 out of 1,475). The number of girls reaching the high standard in reading for 2017 was 335 out of 1,336 compared to 273 out of 1,387 for boys. Nationally, the gender gap in 2018 is 9%. In 2017 the gender gap for the city was 6% and nationally 7%. The gender gap in the city has grown since 2017.
- 3.21 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in reaching the high standard in reading. The gap in attainment is 10%. This represents a decrease of 2% in the gap compared to 2017. In 2018 226 pupils in receipt of PP reached the high standard in reading out of 1,197 compared to 479 out of 1,685 of pupils not in receipt of PP. In 2017 180 pupils in receipt of PP reached the high standard in reading out of 1,164 compared to 428 out of 1,559 of pupils not in receipt of PP.
- 3.22 The proportion of pupils reaching the high standard in writing is 16% (464 out of 2,882). This figure is 2% above the figure for 2017 (377 out of 2,723). The national figure for 2018 is 20% and for 2017 it was 18%. Thus, the gap in attainment between the city and the national situation stayed the same.
- 3.23 The proportion of girls reaching the high standard in writing is 20% for 2018 (288 out of 1,407) which is 8% higher than for boys (176 out of 1,475). The number of girls reaching the high standard in writing for 2017 was 237 out of 1,336 compared to 140 out of 1,387 for boys. Nationally, the gender gap in 2018 is 10%. In 2017 the gender gap for the city was 8% and nationally 9%. The gender gap in the city has not increased.
- 3.24 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in reaching the high standard in writing. The gap in attainment is 9%. This represents an increase of 1% in the gap compared to 2017. In 2018 127 pupils in receipt of PP reached the high standard in writing out of 1,197 compared to 337 out of 1,685 of pupils not in receipt of PP. In 2017 105 pupils in receipt of PP reached the high standard in writing out of 1,164 compared to 272 out of 1,559 of pupils not in receipt of PP.
- 3.25 The proportion of pupils reaching the high standard in maths is 22% (628 out of 2,882). This figure is 2% above the figure for 2017 (559 out of 2,723). The national figure for 2018 is 24% and for 2017 it was 23%. Thus, the gap in attainment between the city and the national situation has narrowed.
- 3.26 The proportion of boys reaching the high standard in maths is 23% (343 out of 1,475) which is 3% higher than for girls (285 out of 1,407). The number of girls reaching the high standard in maths for 2017 was 244 out of 1,336 compared to 315 out of 1,387 for boys. Nationally, the gender gap in 2018 is 4%. In 2017 the gender gap for the city was 5% and nationally 3%. The gender gap in the city has narrowed.
- 3.27 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in reaching the high standard in maths. The gap in attainment is 7%. This represents a decrease of 6% in the gap compared to 2017. In 2018 214 pupils in receipt of PP reached the high standard in maths out of 1,197 compared to 414 out of 1,685 of pupils not in receipt of PP. In 2017 149 pupils in receipt of PP reached the high standard in maths out of 1,164 compared to 410 out of 1,559 of pupils not in receipt of PP.

- 3.28 The proportion of pupils reaching the high standard in GPS is 31% (890 out of 2,882). This figure is 2% above the figure for 2017 (783 out of 2,723). The national figure for 2018 is 35% and for 2017 it was 31%. Thus, the gap in attainment between the city and the national situation has grown.
- 3.29 The proportion of girls reaching the high standard in GPS is 36% in 2018 (507 out of 1,407) which is 10% higher than for boys (383 out of 1,475). The number of girls reaching the high standard in GPS for 2017 was 439 out of 1,336 compared to 344 out of 1,387 for boys. Nationally, the gender gap in 2018 is 9%. In 2017 the gender gap for the city was 8% and nationally 8%. The gender gap in the city has expanded.
- 3.30 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in reaching the high standard in GPS. The gap in attainment is 8%. This represents a decrease of 9% in the gap compared to 2017. In 2018 311 pupils in receipt of PP reached the high standard in GPS out of 1,197 compared to 579 out of 1,685 of pupils not in receipt of PP. In 2017 224 pupils in receipt of PP reached the high standard in GPS out of 1,164 compared to 559 out of 1,559 of pupils not in receipt of PP.
- 3.31 In terms of average progress, progress scores remain positive for reading (+0.1), writing (+0.1) and maths (+0.2). In 2017 only the score for maths was positive i.e. +0.3. In 2018 1,441 out of 2,882 made positive progress in reading, 1,481 out of 2,882 made positive progress in writing and 1,435 out of 2,882 made positive progress in maths. In 2017 1,331 out of 2,723 made positive progress in reading, 1,298 out of 2,723 made positive progress in writing and 1,393 out of 2,723 made positive progress in maths.
- 3.32 In 2018 and 2017 girls' progress scores in reading and writing were positive but negative in maths. Boys' progress scores were negative in reading and writing, but positive in maths.

Key Stage 4.

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

- 4.1 The Attainment 8 score of 44.1pts represents a fall of 0.4pts on the figure for 2017. The national figure for 2018 has increased to 46.6pts and therefore the gap between the city's figure and the national figure has increased.
- 4.2 The Attainment 8 score for girls is 46.8pts which is 5.3pts higher than boys. The gender national points gap is 5.5pts. In 2017 the gap between girls' and boys' attainment in the city was 5.0pts. The gender gap in the city has grown since 2017.
- 4.3 Pupils who qualify for Pupil Premium attain less well than Non Pupil Premium pupils. The gap in the Attainment 8 score is 8.2pts. In 2017 the gap was 10.1pts.
- 4.4 The average Progress 8 figure is -0.32. This represents an increase on the 2017 figure of -0.30. On average, pupils make less progress than similar pupils nationally.
- 4.5 The average Progress 8 figure for girls is -0.09 and for boys it is -0.54. Both boys and girls perform less well than their counterpart nationally. This situation also occurred in 2017.
- 4.6 Pupil Premium pupils make less average progress when compared to all pupils nationally. This was also the case in 2017. However the gap between Pupil Premium and the National average has narrowed.
- 4.7 The average progress figure in English is -0.37. This represents an increase on the 2017 figure of -0.31.
- 4.8 Progress for girls in 2017 for English was 0.1 compared to 0.0 in 2018. Progress for boys in 2017 for English was -0.7 compared to -0.7.

- 4.9 Pupil Premium pupils make less progress than Non Pupil Premium pupils in English when compared to all pupils nationally. This was also the case in 2017.
- 4.10 The average progress figure in Maths is -0.24. This represents a fall on the 2017 figure.
- 4.11 Progress for girls in 2017 for Maths was -0.3 compared to -0.3 in 2018. Progress for boys in 2017 for Maths was -0.2 compared to -0.2.
- 4.12 Pupil Premium pupils make less progress in maths than all pupils nationally. This was also the case in 2017. However the gap between Pupil Premium and the National average has narrowed.
- 4.13 The proportion of pupils achieving grades 4 – 9 in English and maths (Standard Pass) is 58.8% (1,458 out of 2,485 pupils). This represents a very small fall on the figure of 58.9% in 2017 (1,482 out of 2,517 pupils).
- 4.14 The percentage of girls achieving a standard pass in English and maths is 65.1% (790 out of 1,217 girls) compared to boys 52.8% (668 out of 1,268 boys). In 2018 the gender gap is 12.3%. This figure represents a growth in the gender gap compared to 2017.
- 4.15 Pupil premium pupils attain less well than Non Pupil Premium pupils in English and maths, grades 4 – 9. A 16.9% (570 pupils with PP out of 1,149 compared to 888 pupils out of 1,336 pupils without PP) gap exists in 2018. In 2017 the gap was 22.6% (376 pupils with PP out of 855 compared to 1,106 out of 1,662 pupils without PP). Therefore the gap has reduced by 5.7%.
- 4.16 The proportion of pupils achieving grades 5 – 9 in English and maths (Strong Pass) is 38.5% (956 out of 2,485 pupils). This represents a small increase on the figure of 38.1% (958 out of 2,517 pupils) in 2017. However it remains below the national average in 2018.
- 4.17 The percentage of girls achieving a strong pass in English and maths is 42.7% (518 out of 1,217 girls) compared to boys 34.6% (438 out of 1,268 boys). In 2018 the gender gap is 8.1%. This figure represents a growth in the gender gap compared to 2017. In both years attainment levels for girls and boys are below corresponding national figures.
- 4.18 Pupil premium pupils attain less well than Non Pupil Premium pupils in English and maths, grades 5 – 9. A 6.4% gap exists in 2018 (124 pupils with PP out of 1,149 compared to 230 out of 1,336 pupils without PP). In 2017 the gap was 13.6% (97 pupils with PP out of 855 compared to 415 out of 1,662 pupils without PP). Therefore the gap has reduced by 7.2%.

Key Stage 5.

- 5.1 The average points score per entry was 29.36 in 2018. This is the accumulation of all the points from L3 qualifications ('A' Levels, BTECs etc.). This is a decrease of 1.69 compared to 2017 (31.05) and is below the 2018 national average (32.20).
- 5.2 The average points score per entry for A Level qualifications is 29.56. This is a decrease of 0.39 compared to 2017 (29.95) and is below the 2018 national average (32.35).
- 5.3 The percentage of pupils achieving at least 2 A Levels in 2018 is 70.1%. In 2017 this percentage was 67%. Therefore there has been an increase of 3.1% in 2018. The national percentage for 2018 is 76.3%.

Below floor standards and schools in danger of being classified as 'coasting'.

The floor standards are the minimum standards set by the government for schools and academies. Should a school fall below the floor standard there is an expectation that a rigorous plan for improvement is formulated and implemented as soon as is possible. Floor standards do not apply to infant schools, special schools. Independent schools, hospital schools, alternative provision or pupil referral units.

The criteria for judging a primary school to be below the floor standards is where fewer than 65% of pupils meet the expected standard in reading, writing and maths combined, or if it fails to make sufficient progress in all three subjects. The measures for sufficient progress are: -5 in reading, -5 in writing and -7 in maths.

For secondary schools, a school is judged to be below the floor standard if its overall Progress 8 score is below -0.5 (and the upper band of its 95% confidence interval is below zero).

- 6.1 We have two primary schools that are below floor standards. In 2017 there was one primary school who failed to meet the floor standards.
- 6.2 We have four secondary schools that are below floor standards. In 2017 there were seven secondary schools who failed to meet the floor standard. (In 2016/17 UTC Plymouth and Plymouth Studio School were included in the measure, in 2017/18 the standards no longer included Key Stage 4 schools.)

‘Coasting schools’ are those schools which have, year on year failed to push every pupil to reach their full potential. The government considers a school’s performance over three years to decide who is performing below a reasonable level of attainment and progress.

- 6.3 We have two Primary schools that are judged to be coasting schools. In 2017, there were no primary schools judged to be coasting schools.
- 6.4 We have three secondary schools that are judged to be coasting schools. In 2017, there were three secondary schools judged to be coasting schools. (In 2016/17 UTC Plymouth and Plymouth Studio School were included in the measure, in 2017/18 the standards no longer included Key Stage 4 schools.)

Ofsted.

The most up to date figures show:

- 7.1 Across all our schools, 74.3% of schools are judged to be good or better (NA = 87.9%)
- 7.2 81.1% of primary schools are judged to be good or better (NA = 89.3%)
- 7.3 47% of secondary schools are judged to be good or better (NA = 80.3%).