

Bath & North East Somerset Council

MEETING:	Early Years, Children and Youth Policy Development & Scrutiny Panel
MEETING DATE:	25 th November 2013
TITLE:	School performance data report
WARD:	ALL
AN OPEN PUBLIC ITEM	
List of attachments to this report:	
<ul style="list-style-type: none">• Appendix 1 Early Years Foundation Stage• Appendix 2 Provisional performance in 2013 at Key Stage 1, 2, 4 and Post 16• Appendix 3 Glossary of terms	

1 THE ISSUE

- 1.1 This report sets out the headlines of pupil performance in 2013 at ages 5, 7, 11, 16 and 18. Currently the data for Key Stage 4 and Post 16 is provisional. Performance figures for all key stages are provided within the attachment to this report. A glossary setting out national expectations for each key stage is also attached.

2 RECOMMENDATION

The Policy Development & Scrutiny panel is asked to agree that:

- 2.1 Note that pupils in Foundation stage, key stages 1, 2 and 4 continue to attain well compared with other local authorities and beyond national expectations on all measures.
- 2.2 Commend schools and Local Authority staff for their continuing high quality work and high standards achieved.
- 2.3 Agree that raising the achievement of particular underperforming groups of pupils and improving pupil progress are priorities for Local Authority support and challenge to schools and setting

3 FINANCIAL IMPLICATIONS

- 3.1 There are no financial implications arising directly as a result of this report.

4 THE REPORT

4.1 Early Years Foundation Stage

Summary Overview

2013 saw the introduction of a new EYFS Profile assessment at the end of the Reception year in school with a revised 'Good Level of Development' (GLD) measure. This measure is not comparable to the 2012 GLD measure.

Under the new Profile in its pilot year, the majority of children in Bath & NE Somerset continue to attain a good level of development within the Early Learning Goals.

Overall outcomes are poorest for children with SEN and in receipt of Free School Meals.

Numbers of children with a statement of SEN have increased since 2012

The achievement gap between the lowest 20% of children and the mean is 36.6% for England and 32% in B&NES

4.2 Early Years Foundation Stage 2013

- The proportion of 5 year olds achieving the national 'good level of development' target i.e. achieving or exceeding the expectations the Early Learning Goals (ELGs) in the areas of Communication and Language, Personal Social and Emotional Development, Physical Development, Literacy and Mathematics is 51%. This outcome may reflect the new 'best fit' assessment approach and the late release of the Profile by the DfE reducing the time available to teach to raised expectations in Number and to embed the new assessment approach. It is expected that this outcome will improve in 2014 through training opportunities
- The England GLD outcome is 52%. The average point score for B&NES and England is the same at 33.
- By average point score the outcomes are strongest in the key Prime Areas of Learning and Development (Communication and Language, Physical Development and Personal, Social and Emotional Development). These areas are the foundations for lifelong learning.
- B&NES children attain more highly than all England children in all ELGs except for Number. This will impact on the GLD outcome
- It is evident that improving the outcomes for children in receipt of Free School Meals remains a key area for attention but, given the change in framework, it is difficult to assess the impact of the on-going focus on improving the outcomes for this and other groups who may be more vulnerable to underachievement.
- The attainment gap remains a focus for children in receipt of FSM, summer born children and boys.
- BME groups overall have attained broadly in line with all children.

Vulnerable Groups

Attainment of all children in receipt of Free School Meals (245 children, 14% cohort)

Of all groups, next to children with SEN, children in receipt of FSM continue to have the poorest outcomes in the LA and remain a key focus. 28% of children achieved a 'Good Level of Development' compared with 51% of all children. The outcomes affecting this measure were lowest in the following Areas of Learning and Development: Mathematics, Communication and Language and Literacy.

Increased funding for 2 year olds in early years provision, which is based upon FSM criteria, will offer earlier help where needed. Children will only be funded to take up provision at good or better early years settings as research indicates that this makes a significant difference. Under the previous Profile an improvement in outcomes for this group was becoming evident. Comparison with 2013 England data, once available, will give us a new baseline for comparison moving forwards.

The impact of the following developments should continue this positive trajectory:

- The increasing number of funded 2 year olds (600 by September 2014);
- The EYFS integrated 24 to 36 month progress check in early years settings linking with the parent and the Health Visitor Two Year Review for the most vulnerable children, to ensure early identification of children's needs
- The earlier engagement of families with their children's learning and development at home through the Flying Start Plus programme, delivered through Children's Centre Services.

Children living in 30% Lower Super Output Areas (LSOA) (104)

England is divided into homogenous lower super output areas of 1000 to 1500 households. The 30% of areas are those 30% most deprived LSOA based on the index of multiple deprivation (IMD).

B&NES children living in 30% LSOA have not achieved as well as their peers in 30% LSOA in England. 36% of B&NES children achieved a GLD and 44% in England. A key area for attention is Personal Social and Emotional Development. The attainment gap is 12% points for England and 16% points for B&NES.

Black and Minority Ethnic Groups

Numbers are low in the LA at around 11% of the cohort. Overall GLD attainment is very slightly below that of all children at 47.8%. The ELGs with the most significant difference are in Communication and Language. Writing outcomes for some groups are higher than those of all children in B&NES.

Boys and summer born children

The difference in GLD attainment by gender is 18% points. Outcomes for girls remain better than for boys. (England gender gap is 16% points)

Summer born children's (both genders) attainment of a GLD is 22.2% points below that of autumn born children. This trend is reflected in the England data.

Priorities

- Continue to embed the new assessment framework with schools and focus on agreement trialling between schools to ensure accuracy and a robust LA data set in year 2 of the new Profile
- Continue to target resources on narrowing the gap for vulnerable children with a focus on the attainment of children eligible for FSM, Boys, summer born, and support and aspiration for children with SEN

- Continue to embed developments in communication and language (particularly Speaking), literacy (particularly Writing) and personal social and emotional development (particularly managing feelings and behaviour) in key geographical areas of the Local Authority where outcomes are poorest
- Focus on quality of teaching in Mathematics to enable more children to meet the raised expected outcomes
- Continue to raise the quality of provision in the EYFS in schools and other early years preschool settings as this is a preventative factor in terms of potential underachievement

4.3 Key Stage 1

Summary Overview

- Children in Key Stage 1 continue to attain well and results remain above those nationally.
- KS1 results in Bath & North East Somerset are joint highest at Level 2+ and 2B in all subjects in the South West and the second highest at Level 3 after Poole.
- The phonics screening check was administered for the second year in June 2013.
- 69% of pupils nationally met the required standards of phonics decoding ability. Within Bath & North East Somerset 71% of pupils achieved the national expectation. This is a rise of 11.3% on 2012

Level 2 +

By the end of Key Stage 1 nationally, children are expected to achieve Level 2 +

- Compared to equivalent 2012 results the overall percentages achieving Level 2+ have increased by 1 percentage point in mathematics and writing, and by 2 percentage points in reading.
- Bath & North East Somerset schools are the joint highest performing in the South West in reading (91%), writing (88%) and maths (94%).
- Girls continue to outperform boys across all areas. However, the gap between boys and girls attainment has narrowed by 1 percentage point in reading (5% gap), writing (6% gap) and maths (1% gap)

Level 2b+

The local expectation and priority has been to increase the proportion of pupils attaining the more secure level of 2b +

- Outcomes at Level 2b+ are above those nationally in all subjects.
- Overall results have improved in each subject from 2012, reading 83.0% (80.7%), writing 73.4% (68.7%) and maths 82.8% (80.7%). It remains a priority to increase the proportion of Level 2b+ outcomes across the authority.
- The greatest gap is between boys and girls writing with a gap of 12%, reflecting national and South West outcomes where the gaps are greater 15% for both.

Level 3

- At Level 3, outcomes remain above those nationally in all subjects.
- Reading results are the same as last year, 36% attaining Level 3; this continues to be a strength of the LA schools and is above national by 7%.
- Mathematics outcomes remain high, 29% attaining Level 3, 2ppt higher than 2012 and 6% higher than national.

- Writing results at Level 3 are comparatively high, they have increased by 4 percentage point in 2013 at 21% compared to 15% nationally.
- It remains a local priority to increase the proportion of pupils attaining Level 3 by the end of Key Stage 1.

Priorities for Key Stage 1

- To increase the proportion of pupils attaining Level 2b+.
- To improve writing outcomes particularly at Level 3.
- To maintain the focus on narrowing the gap for vulnerable pupils, particularly those in receipt of pupil Premium

4.4 Key Stage 2

• Summary Overview

Reporting KS2 English results in 2013 have been amended. There is no overall level awarded for English, reading and writing have been reported separately for 2013. Results are above those nationally on every measure.

Floor Targets 2012/2013

- 60% of pupils at the end of Key Stage 2 (KS2) achieved level 4 or above in English and maths; and
- below the average percentage of pupils at the end of KS2 made expected progress in English (2012 national median = 92%); and
- below the average percentage of pupils at the end of KS2 made expected progress in maths (2012 national median = 90%).

There are no schools below on all three indicators

Key indicators at the end of Key Stage 2 are percentages attaining Level 4+ in:

1. Reading, writing and mathematics combined.
2. Percentage making 2 levels progress from KS1 to KS2 in reading
3. Percentage making 2 levels progress from KS1 to KS2 in writing.
4. Percentage making 2 levels progress from KS1 to KS 2 in mathematics.

Key Points

- Attainment in reading, writing and mathematics combined at Level 4+ is 78%, 2% above national. This result cannot be compared as this is the first year that no overall English level has been reported.
- In reading, 88% achieved Level 4+ which is the same as 2012 but remains above national (86%).
- In writing, 84% achieved Level 4+ which is the same as 2012 but remains above national (83%). This is the second year that writing is based on Teacher Assessment.
- The spelling, grammar and punctuation (SPAG) test was administered for the first time in 2013. 77% of pupils achieved Level 4+ compared to 74% nationally.
- In maths, 86% achieved Level 4+, a decrease of 1ppt from 2012 but remains above national (85%)
- Higher attaining (Level 5) pupils achieved 52% in reading, 35% in writing and 42% in maths. 26% of pupils achieved Level 5 in reading, writing and maths combined. In the SPAG test 52% achieved Level 5.

- At Level 4 girls continue to outperform in all subjects, the greatest gap being in writing at 13.5% and SPAG, 12.4%
- At Level 5 girls outperform in all subjects with the exception of maths where boys outperform girls by 2%.

Progress from Key Stage 1 – 2

- This year progress is reported in reading, writing and maths, previously English and maths, therefore comparisons are not available.
- Two levels progress in reading: LA 87% National 88%
- Two levels progress in writing: LA 92% National 91%
- Two levels progress in mathematics: LA 87% National 88%
- Girls outperform boys achieving two levels progress on all indicators but not significantly so, the greatest gap being in writing (4.1%)

Vulnerable groups

At Key Stage 2, the gaps in attainment at Level 4+ in reading, writing and mathematics combined are as follows:

Attainment and progress of pupils in receipt of Free School Meals (FSM) remains a priority for the LA as there is a significant gap in all subjects; Level 4+, reading 19.7%, writing 28.1% and mathematics 22.2%. The gaps are slightly narrower for pupils achieving two levels progress, reading 15.5%, writing 11.7% and maths 14.7%.

There is currently no detailed analysis of specific BME groups available for 2013 results. Taking all BME groups at Level 4+ reading, writing and mathematics combined there is small attainment gap of 4.4% in 2013.

Priorities for Key Stage 2

- To increase the percentage of pupils making at least two levels progress in all subjects
- To increase the percentage of pupils achieving three levels progress in all subjects
- To maintain the focus on narrowing the gap for vulnerable pupils, particularly those in receipt of pupil Premium

4.5 Key Stage 4

THE DATA BELOW IS PROVISIONAL AND IS THE ONLY DATA CURRENTLY AVAILABLE. ALL DATE FOR KS4 IS NOT AVAILABLE UNTIL LATE JANUARY 2014. THIS DATA IS TAKEN FROM THE NCER DATABASE WHICH 155 LOCAL AUTHORITIES CONTRIBUTE TO.

Summary overview

There have been improvements to KS4 outcomes this year.

GCSE 5A+-C including English and Mathematics

	07/08	08/09	09/10	10/11	11/12	12/13
LA	50.6	57.2	61	64.2	56.8	63.6
SW	49.3	51.8	55.4	57.9	56.9	Not available
ENG	48.4	50.9	55.3	58.4	58.4	60.3

- **Provisional data** from the DfE for GCSE results shows an increase this year in the 5+ A*-C grades including English and Mathematics for schools and academies within Bath and North East Somerset. The La is now above the national figure again.
- There has been a rise of 6.8% for the 5+ A*-C including English and mathematics (EM) figure for 2013.

- **%A*-G including English and Mathematics: all students**

	B	G	Total
LA	92.3	95.3	93.8
SW	92.9	95.3	94.1
ENG	93.1	95.4	94.2

- Only one school in the LA is performing below the floor target of 35%. This school is an academy.

- **%5 A*-C incl. English and Mathematics: gender**

	LA	ENGLAND
BOYS	57.7 (49.8)	55.4 (53.9)
GIRLS	68.7 (63.6)	65.5 (63.3)

(2012 data in brackets)

- **GENDER GAP:** The gap between the proportion of boys and girls achieving 5+ A*-C including English and maths is 11.0% with the girls outperforming the boys. This is against a national gap of 10.1% this year
- **Expected levels of Progress: Provisional data** there has been an increase in the % of students making expected progress from Key Stage 2 to Key Stage 4 this year both in English and Mathematics.

English

	2010	2011	2012	2013
LA	76.7	79.5	66.9	70.2
SW	71.6	73.5	67.7	N/A
ENG	71	73.1	68.9	70.1

Mathematics

LA	67.2	69.7	68.9	71.8
SW	63.9	65.6	68.5	N/A
ENG	63.4	65.9	69.6	70.7

Progress levels are taken from Key Stage 2 to 4 at 3 levels of progress in both English and Maths. There has been an increase in the % of students making expected progress in 2013 in both English and Mathematics.

English Baccalaureate

This measure of performance identifies English, mathematics, science, a modern or classical language, and either history or geography as qualifying subjects. For all schools 22.7 % of students achieved this and in the LA 29.2% of students achieved the EBACC. This is an increase of 5.8% on last year.

Priorities for Key Stage 4

- Improving rates of progress
- To continue to narrow the gap for vulnerable groups.
- Raising still further the proportion of young people achieving 5 or more GCSEs at A*-C with English and mathematics

4.6 Post 16

THE DATA BELOW IS PROVISIONAL AND IS THE ONLY DATA CURRENTLY AVAILABLE. ALL DATA FOR KS5 IS NOT AVAILABLE UNTIL EITHER LATE 2013 OR EARLY 2014 AND IS PUBLISHED IN THE PERFORMANCE TABLES. THIS DATA IS TAKEN FROM THE NCER DATABASE WHICH 155 LOCAL AUTHORITIES CONTRIBUTE TO.

Attainment: Provisional data – please refer to this glossary

Each exam grade is awarded a number of points and these are used to calculate the average points per entry and the average points per student.

QCDA tariff:

Grade	Size	Points
general/applied A level		
A	1	270
B	1	240
C	1	210
D	1	180
E	1	150

The average point score per student (APSpS) provides a measure of the average number of A level equivalent exams studied and the grades achieved. The more qualifications undertaken by a student and the higher the grades achieved, the higher the average point score per student. It is calculated as follows:

Average point score per student = **Total number of QCDA points / Total number of students**

The average point score per entry (APSpE) gives an indication of the average A level grade achieved by students at an institution. The higher the points score per examination entry the higher the grade. It is calculated as follows

Average point score per entry = **Total number of QCDA points / Total number of entries**

Neither performance indicator should be considered in isolation.

Post 16 Level 3 QCDA point scores are as follows over the last 5 years and this includes all post 16 establishments in the LA that are state funded

Indicator	2009n	2010	2011	2012	2013
Points per learner	695/721	696/732	748/733	773/764	671/769
Points per exam	212/208	214/214	219/216	215/211	210/212.9

entry					
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Figures LA / ENGLAND:

The following data has been extrapolated for schools and academies only in the LA

APSpP: LA (766) < ENG (769)

APSpE: LA (217.2) > ENG (212.9)

This shows that compared to national outcomes students in LA schools and academies gained slightly fewer qualifications (generally 3 A levels) but of those taken grades were slightly higher than nationally.

Comparing 2012 with 2013: 8/10 schools and academies had improved APSpP since 2012 and were higher than the national averages

6/10 schools and academies had improved APSpE since 2012 and were higher than the national averages.

The following table shows the performance of boys and girls:

Breakdown Boys/Girls Attainment Results			
Indicator	BOYS	GIRLS	ALL
Points per learner	656.7	682.6	671/769
Points per exam entry	204.6	214.4	210/212.9

Priorities for Post 16:

- Securing provision for 100% of the cohort from 16-18 in line with the raising of the participation age.
- Raising achievement, expressed in students' progress made from 16 to 18.
- Developing the mix and balance of provision across the area and meeting the economic and employability demands of the local, regional and national communities by ensuring young people have the skills and attributes to succeed and be productive.
- Improving the quality and consistency of teaching and learning.
- Closing the attainment gap at levels 2 and 3.
- Meeting the needs of all vulnerable young people.
- Achieving low NEET numbers

4.7 Virtual Schools Data

Please note

- The groups are very small – even Year 11 is only 10 pupils, so the results of one pupil can significantly affect the overall results.
- Looked After Children (LAC) counted in the data are those who were in care on or before March 31st 2012 and have been in continuous care since
- 2012 results are in brackets

Brief commentary

- Excellent attainment and progress in KS2
- Big jump in attainment at KS4 but progress this year is just in line with national average for LAC whereas it was above last year.

- Good outcomes post 16
- Attendance and exclusions better than average for all B&NES pupils
- Data does not tell the stories of individual pupils of course, many of whom struggle against big challenges with great courage and tenacity.

Key Stage 1 (Year 2 = 3 pupils)

67% L2 or above in reading (75%)

33% L2 or above in writing (25%)

67% L2 or above in maths (25%)

Key Stage 2 (Year 6 = 8 pupils)

75% L4 or above in English (67%)

75% L4 or above in Maths (83%)

75% L4 or above in English & Maths (67%)

100% made expected progress in English (100%)

100% made expected progress in Maths (100%)

Key Stage 4 (Year 11 = 10 pupils)

40% 5 or more GCSEs at A*-C including English & Maths (12%)

56% 5 or more GCSEs at A*-C (47%)

89% 5 or more GCSEs at A*-G (65%)

30% made expected progress in English (71%)

30% made expected progress in Maths (60%)

Post 16 (Year 12 = 16 students; Y13 = 14 students)

87.5% passed Year 12 course or in sustained employment

78.6% passed Year 12 course or in sustained employment

100% in Education Employment or Training on 31/10/13

Attendance & exclusions (KS1-4)

Average attendance = 96.04% (96.6%)

Percentage LAC with one or more fixed term exclusions = 2.9% (5.6%)

Number of permanent exclusions = 0 (0)

Priorities for 2013-14

1. Continue to improve progress in all subjects but especially English and Maths through detailed tracking and focussed intervention.
2. Improve transition planning for children in care moving schools especially:
 - a. In year
 - b. Post Y11
3. Improve quality of PEPs produced by schools
4. Support Post 16 providers to produce good quality PEPs for 16-18 year old care leavers
5. Monitor use of Pupil Premium in schools and intervene where needed.
6. Implement training programme focused on the above improvement priorities for:
 - a. Schools
 - b. New designated teachers
 - c. Champions for children in care to include designated teachers and any staff who work with children in care
 - d. Governors
 - e. Social workers
 - f. Carers
7. Hold annual celebration event and continue to develop the In Care Choir
8. Promote Attachment Aware Schools and In Care In School to schools

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Appendix 1

Foundation Stage Profile

All of this data comes from the Statistics at DfE website

2010 LA and National Data comes from:

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-results-in-england-academic-year-2009-to-2010>

2011 LA and National Data comes from:

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-results-in-england-academic-year-2010-to-2011>

2012 LA and National Data comes from:

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-results-in-england-academic-year-2011-to-2012>

2013 LA and National Data comes from:

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-results-2012-to-2013>

	% of pupils achieving a Good level of development	Median Score	Mean Score	Achievement Gap %
2010	56	91	88.1	29.1
2011	58	91	88.8	27.9
2012	62	93	89.1	30.6
2013	51	34	33.5	32.0

Definition of a Good level of development:

2010 to 2012:

achieving 78 points or more across the scales and at least 6 in each of the scales associated with the Personal, Social and Emotional and Communication,

Language and Literacy areas of learning.

2013

A pupil achieving at least the expected level in the ELGs within the three prime areas of learning and within literacy and numeracy

Appendix 2

Key Stage 1

2012 LA and National Data comes from:

<https://www.gov.uk/government/publications/phonics-screening-check-and-national-curriculum-assessments-at-key-stage-1-in-england-2012>

2013 LA and National Data comes from:

<https://www.gov.uk/government/publications/phonics-screening-check-and-national-curriculum-assessments-at-key-stage-1-in-england-2013>

x = Figures not shown in order to protect confidentiality. See the section on confidentiality in the text for information on data suppression.

Reading

Year	LA Level 2+				National Level 2+			
	2010	2011	2012	2013	2010	2011	2012	2013
All	91	91	89	91	84.7	85	87	89
Boys	88	87	86	89	80.9	82	84	86
Girls	94	94	92	94	88.7	89	90	92
FSM	80	x	74	74	71.7	73	76	79
Non FSM	92	92	91	94	87.9	88	87	91
SEN - with a statement	x	26	18	31	23.1	23	24	24
No SEN identified	x	98	97	98	94.4	95	95	96
White	91	91	89	91	85.1	85	87	89
Mixed	88	88	90	92	85.3	86	88	90
Asian	x	x	85	x	84.6	86	88	90
Black	67	100	x	x	82.3	84	87	89
Chinese	x	x	100	x	88.5	87	90	90

Writing

Year	LA Level 2+				National Level 2+			
	2010	2011	2012	2013	2010	2011	2012	2013
All	87	88	87	88	80.9	81	83	85
Boys	83	85	83	85	75.5	76	78	80
Girls	92	92	90	91	86.6	87	88	90
FSM	72	x	72	67	66.4	67	70	73
Non FSM	89	90	89	91	84.5	85	86	88
SEN - with a statement	x	15	18	19	17.4	16	17	18
No SEN identified	x	96	95	96	91.9	92	93	94
White	88	89	87	88	81.5	82	83	85
Mixed	86	85	90	88	81.4	82	84	86
Asian	x	x	81	x	81.0	82	84	86
Black	67	100	77	x	77.1	79	82	85
Chinese	x	x	100	x	86.8	85	87	88

Maths

Year	LA Level 2+				National Level 2+			
	2010	2011	2012	2013	2010	2011	2012	2013
All	93	94	93	94	89.2	90	91	91
Boys	91	93	92	93	87.8	88	89	90
Girls	95	95	93	94	90.8	91	92	93
FSM	81	x	84	81	79.7	81	82	84
Non FSM	95	95	94	95	91.7	92	93	93
SEN - with a statement	x	26	27	19	25.5	26	91	27
No SEN identified	x	99	99	99	96.7	97	97	97
White	94	94	93	94	90.0	90	91	92
Mixed	86	93	93	90	89.3	90	91	92
Asian	x	x	85	x	87.6	89	90	91
Black	73	100	x	x	84.5	86	88	90
Chinese	100	x	100	100.0	94.8	94	96	95

Science

Year	LA Level 2+				National Level 2+			
	2010	2011	2012	2013	2010	2011	2012	2013
All	92	92	91	93	88.7	89	89	90
Boys	89	91	90	93	87.1	87	88	88
Girls	95	94	93	92	90.4	90	91	92
FSM	81	x	80	81	78.7	79	80	81
Non FSM	93	94	93	94	91.3	91	92	92
SEN - with a statement	x	22	24	19	24.5	24	24	24
No SEN identified	x	97	97	98	96.0	96	96	96
White	93	93	91	93	90.0	90	90	91
Mixed	85	88	94	93	88.8	89	90	91
Asian	x	x	81	86	84.5	85	86	88
Black	80	100	77	x	83.0	84	86	88
Chinese	100	x	100	x	89.1	88	90	91

Key Stage Two

All of this data comes from the Statistics at DfE website

2012 LA and National Data comes from:

<https://www.gov.uk/government/publications/national-curriculum-assessments-at-key-stage-2-in-england-academic-year-2011-to-2012>

2013 LA and National Data comes from:

<https://www.gov.uk/government/publications/national-curriculum-assessments-at-key-stage-2-in-england-2012-to-2013-provisional>

NB: pupil characteristic data isn't available yet

Reading

Year	LA Level 4+		National Level 4+		LA Level 5+		National Level 5+	
	2012	2013	2012	2013	2012	2013	2012	2013
All	91	88	87	86	55	52	48	45
Boys	88	85	84	83	48	48	43	41
Girls	94	91	90	88	61	56	54	48
FSM								
Non FSM								
SEN - with a statement								
No SEN identified								
White								
Mixed								
Asian								
Black								
Chinese								

Writing (Teacher Assessment)

Year	LA Level 4+		National Level 4+		LA Level 5+		National Level 5+	
	2012	2013	2012	2013	2012	2013	2012	2013
All	84	85	81	83	32	35	28	30
Boys	78	78	76	78	25	28	22	23
Girls	90	91	87	88	40	43	28	30
FSM								
Non FSM								
SEN - with a statement								
No SEN identified								
White								
Mixed								
Asian								
Black								
Chinese								

Spelling, Punctuation and Grammar

	LA Level 4+	National Level 4+	LA Level 5+	National Level 5+
Year	2013	2013	2013	2013
All	77	74	52	48
Boys	71	69	45	42
Girls	83	79	59	54
FSM				
Non FSM				
SEN - with a statement				
No SEN identified				
White				
Mixed				
Asian				
Black				
Chinese				

Maths

	LA Level 4+		National Level 4+		LA Level 5+		National Level 5+	
Year	2012	2013	2012	2013	2012	2013	2012	2013
All	86	88	84	85	41	45	39	41
Boys	85	87	84	85	44	45	42	43
Girls	87	89	84	85	38	45	36	39
FSM	71		73					
Non FSM	88		87					
SEN - with a statement	29		21					
No SEN identified	92		91					
White	86		84					
Mixed	88		84					
Asian	x		85					
Black	x		81					
Chinese	x		95					

Key Stage 4

All of this data comes from the Statistics

2010 LA and National Data comes from:

<https://www.gov.uk/government/publications/gcse-and-equivalent-attainment-by-pupil-characteristics-england-academic-year-2009-and-2010>

2011 LA and National Data comes from:

<https://www.gov.uk/government/publications/gcse-and-equivalent-attainment-by-pupil-characteristics-in-england-2010-to-2011>

2012 LA and National Data comes from:

<https://www.gov.uk/government/publications/gcse-and-equivalent-attainment-by-pupil-characteristics-in-england>

2013 LA and National Data comes from:

<https://www.gov.uk/government/publications/2013-gcse-and-equivalent-results-including-key-stage-3-provisional>

NB: pupil characteristic data isn't availab

Year	LA 5+ A*-C				National 5+ A*-C				LA 5+ A*-C (inc E&M)				National 5+ A*-C (inc E&M)			
	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
All	77	81.2	76.5	82.0	75.6	80.5	83.0	81.1	61	64.2	57.5	63.3	54.8	58.2	58.8	58.6
Boys	75	76.3	72.2	78.2	71.9	77.0	79.8	77.4	58	60.2	50.7	57.5	51.1	54.6	54.2	53.3
Girls	79	85.6	80.7	85.6	79.5	84.0	86.3	85.1	63	68.0	64.0	68.7	58.6	61.9	63.6	64.1
FSM	54	49.3	52.6		57.8	64.6	68.9		34	29.9	30.5		30.9	34.6	36.3	
Non FSM	79	83.5	78.4		78.4	83.0	85.3		63	66.7	59.6		58.5	62.0	62.6	
SEN - with a statement	16	x	20.5		19.7	24.9	27.4		9	x	4.8		7.3	8.5	8.4	
No SEN identified	85	88.4	84.3		85.3	88.9	90.1		69	72.1	65.9		66.2	69.5	69.2	
White	77	81.0	76.7		75.4	80.1	82.7		61	64.0	57.3		54.8	58.0	58.6	
Mixed	69	85.2	75.7		76.0	80.7	83.1		51	73.8	62.2		54.6	58.5	59.8	
Asian	88	86.7	75.6		79.0	84.3	86.0		77	70.0	51.2		58.0	61.8	62.7	
Black	72	x	75.0		73.7	80.2	82.0		39	58.3	75.0		48.9	54.3	54.6	
Chinese	100	100.0	x		89.9	92.7	93.1		x	66.7	x		75.1	78.5	76.4	

	LA 5+ A*-G				National 5+ A*-G				LA 5+ A*-G (inc E&M)				National 5+ A*-G (inc E&M)			
Year	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
All	94	96.2	94.7	95.6	94.5	95.2	95.6	93.9	93	95.2	58.3	94.8	93.1	93.9	94.2	90.0
Boys	94	95.0	93.4	94.9	93.2	94.1	94.7	92.4	92	93.6	92.3	94.1	91.7	92.7	93.1	88.1
Girls	95	97.2	96.0	96.3	95.8	96.2	96.7	95.4	94	96.7	95.3	95.5	94.5	95.1	95.4	92.0
FSM	86	85.4	87.7		87.0	88.1	89.0		84	81.9	82.5		84.1	85.4	85.9	
Non FSM	95	96.9	95.3		95.6	96.3	96.8		94	96.1	94.7		94.5	95.3	95.6	
SEN - with a statement	54	x	49.4		48.7	51.3	51.3		47	x	43.4		41.9	43.8	43.8	
No SEN identified	98	98.4	98.1		98.4	98.6	98.7		97	72.9	97.8		97.7	98.1	98.1	
White	94	96.0	94.9		94.4	95.0	95.5		93	95.0	94.0		93.0	93.8	94.2	
Mixed	91	100.0	89.2		93.9	94.7	95.0		91	100.0	87.8		92.3	93.5	93.8	
Asian	100	100.0	x		95.9	96.7	97.0		100	100.0	x		94.4	95.4	95.7	
Black	x	100.0	100.0		94.8	95.7	96.0		x	100.0	100.0		93.1	94.3	94.2	
Chinese	100	100.0	x		97.4	97.9	97.6		x	100.0	x		96.1	96.9	96.0	

Appendix 3

GLOSSARY

Attainment and Achievement

- In considering pupil performance at either school or LA level there are two ways in which we look at it. These are:

Attainment

- Attainment describes the actual level or percentage reached e.g. 84% of pupils attained Level 4+ in English in Key Stage 2. The national tables of pupil performance show attainment.

Achievement

- Achievement describes the progress that pupils make from one key stage to the next.

National age-related expectations

- At Foundation and key stages 1, 2, 3 and 4 there are national expectations about the levels that pupils should reach by the end of that key stage.

Early Years Foundation Stage

- At Early Years Foundation Stage there are age related expectations that children should reach by the end of that key stage
- The expected level of attainment is that children will meet the requirements in each of the 17 Early Learning Goals (ELGs). The Good Level of Development measure incorporates meeting or exceeding this expectation in all ELGs in the areas of Communication and Language, Physical Development, Personal, Social and Emotional Development and Mathematics

Key Stage 1

- The national age-related expectation for Key Stage 1 is Level 2+ in reading, writing and mathematics. However, 2b+ is the more secure predictor of level 4+ at Key Stage 2 and is increasingly used as the national and local expectation.

Key Stage 2

- The national age-related expectation for 11 year olds is the percentage of pupils attaining Level 4+ in reading, Level 4+ in writing and Level 4+ in mathematics and Level 4+ in reading, writing and mathematics combined.