

Bath & North East Somerset Council		
MEETING/ DECISION MAKER:	Children & Young People Policy Development & Scrutiny Panel	
MEETING/ DECISION DATE:	22 March 2016	
TITLE:	Education Results 2015	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report:		
Appendix 1: Performance at Key Stage 4 for 5A* - C including English and mathematics by School		
Appendix 2: Schools Ofsted Inspection judgments		

## 1 THE ISSUE

- 1.0** This report provides an analysis and summary of the performance of key groups of pupils in Bath and North East Somerset in 2015 in the Early Years and Foundation Stage (EYFS), Key Stages 1, Key Stage 2, Key Stage 4 and Post 16. The performance data outlined in this report for all key stages is validated and available publicly. The report outlines where performance is strong and also where there is need to improve performances with recommendations to address this.

## 2 RECOMMENDATIONS

- 2.0** The EYFS team continues to use local data from early years settings to target their support in those schools where disadvantaged children (eligible for pupil premium funding) and boys are underperforming to accelerate closing the achievement gaps in the foundation stage.
- 2.1** The local authority in exercising its statutory duty to “*promote high standards and fulfilment of potential in schools and other education and training providers so that all children and young people benefit from at least good education*” should challenge Headteachers and other senior leaders effectiveness in the use of pupil premium funding to narrow the attainment gap for disadvantaged pupils.

- 2.2** Elected members support two local initiatives to raise standards in mathematics:
- A joint mathematics project with the Bath and Mendip Partnership Teaching School to champion girls and more able mathematicians particularly across KS2.
  - Encourage all governors to promote “Top marks for Maths” as agenda item for all their meetings.
- 2.3** Officers continue to explore with secondary schools strategies to improve A level outcomes and to share successful practice.

### **3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)**

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

## **4 THE REPORT**

- 4.0** Currently 90.5% of primary aged pupils attend a good or outstanding school in B&NES, this compares with 89.2% in the South West and 85% national, while 97.6% of secondary aged pupils attend a good or outstanding school compared to 84.5% in the South West and 78% national. The percentage of pupils attending a primary school judged as Requiring Improvement is 9.5% and 2.4% for secondary aged pupils; both are well below the national average. Of the 9.5% of primary schools requiring improvement, only one school has been issued with a Warning Notice, which is an indication of concern by the local authority to see rapid improvements. There are no pupils in schools judged by Ofsted requiring special measures.

- 4.1** Overall pupils’ performance in national tests and teacher assessments across the local authority remain high and is at least in line or above the national averages across all key stages. However, there are some areas where further improvements are needed and these are outlined in the report with recommended actions for improvements.

### **4.2 Performance in the Early Years and Foundation Stage**

In 2015 the proportion of children who achieved a good level of development (GLD) in the Early Years and Foundation Stage (EYFS) improved for the third consecutive year from 63% to 70% and this is above the national average of 66%. This is a significant improvement on the previous year and the rate of improvement is at a faster pace than national.

- The achievement of disadvantaged children (eligible for pupil premium funding) improved and the gap in their performance compared to non-disadvantaged has also narrowed. The gap between disadvantaged children and others narrowed from by 17 percentage points the largest improvement nationally.
- The proportion of boys achieving a good level of development improved, but girls continue to outperform boys and the gap remains at 14%.
- The gap for Black and Minority Ethnic (BME) children increased by 2% to 11%.
- The gap between children in the bottom 20% of the scores and the rest has narrowed by 5% to 25% a good indication that the floor is being lifted.

Outcomes have improved for all children across the Early Learning Goals (ELG) but with a much faster rate of improvement in literacy (+5%), writing (+5.4), communication and language (+4%) and Personal Social and Emotional Development (+4.3%) compared to national averages.

The EYFS Team have made good use of local intelligence, pre-school data analysis and have established strong integrated working with the children's centres to targets support and this has contributed to narrow the gap.

**Three year trend for the percentage of children achieving a good level of development at the end of the Foundation Stage**

EYFS	2013	2014	2015
B&NES (National)	51% (52%)	63% (60%)	70% (66%)
Average point score	33.5 (32.8)	34.5 (33.8)	35.0 (34.3)

*(National average in brackets)*

**The three year trend gap between disadvantaged and other children in the EYFS**

GLD %	2013			2014			2015		
	FSM	Other	Gap	FSM	Other	Gap	FSM	Other	Gap
B&NES	29	54	<b>-25</b>	33	67	<b>-34</b>	54	71	<b>-17</b>
National	36	55	<b>-19</b>	45	64	<b>-19</b>	51	69	<b>-18</b>

### 4.3 Year 1 Phonics Performance

The proportion of pupils who achieved the national threshold standard in the Y1 phonics test improved for the fourth consecutive year to 79% and this is above the national average of 77%. This is a local authority improvement of 5% compared to the national improvement of 3%.

- Girls continue to perform better than boys, however the gap has narrowed to 4% and this is lower than national. The boys' performance is better than the national and the overall trend is rising.
- 61% of disadvantaged pupils met the national threshold, a 4% improvement on the previous year, but this is lower than the national average and the gap of 22% is much higher than national gap of 14%. Children who do not meet the Year 1 Phonics thresholds must be screened in Year 2. Cumulatively, 91% of children in the local authority met this threshold, 1% higher than national.
- Pupils with support for special education needs and with statements or Education Health Care Plans (EHC) perform better than their peers nationally (6% and 2% above national average respectively).
- National data does not provide comparators for BME instead data is broken down by ethnic groups.

Year 1 Phonics						
	2013		2014		2015	
	B&NES	National	B&NES	National	B&NES	National
All pupils	71	69	74	74	79	77
Boys	66	65	70	70	77	73
Girls	77	73	78	78	81	81
Disadvantaged	56	57	56	63	61	66
Other	74	73	78	78	83	80

#### 4.4 Key Stage 1 Performance

Overall attainment at the end of KS1 remains high (at the more secure L2b+) and improved by 3% in reading, 6% in writing 6% and 3% in mathematics. The rate of improvement is more rapid than the national average and attainment in all core subjects is significantly above the national average for the fourth consecutive year.

- Girls' attainment at L2b+ improved in reading and writing and remained the same in mathematics. Girls outperformed boys in all the core subjects at L2b+, but the gap with boys is narrowing. Boys' attainment improved by 3% in reading, 8% in writing and 6% in mathematics. It is important to note that the attainment of both boys and girls is significantly above the national average in all the core subjects.
- Disadvantaged pupils' performance improved in reading and writing and remained the same in mathematics. The gaps remained the same in reading with a slight increase in writing and mathematics.
- BME pupils' attainment improved in all subjects and the gaps narrowed.
- The attainment of pupils with Special Education Needs (SEN) Support is significantly above the national average in mathematics and above for reading and writing. Pupils with statements of SEN or Education Health and Care (EHC) Plans attainment are above national for reading, writing and mathematics.

Level 2b+	Reading		Writing		Mathematics	
2015 (2014)	B&NES	Nat	B&NES	Nat	B&NES	Nat
All Pupils	87 (84)	82 (81)	76 (70)	72 (70)	86 (83)	82 (80)
Boys	83 (80)	78 (77)	69 (61)	65 (62)	86 (80)	80 (78)
Girls	90 (89)	86 (85)	84 (80)	80 (77)	87 (87)	83 (82)
Gap	7(9)	8 (7)	15 (19)	15 (15)	1 (7)	3 (4)
Disadv.	71 (69)	72 (69)	55 (52)	59 (55)	68 (68)	71 (68)
Other	90 (88)	86 (85)	81 (74)	77 (75)	90 (87)	85 (84)
Gap	-19 (-19)	-14 (-16)	-26 (-22)	-18 (-20)	-22 (-19)	-14 (-16)

(2014 results in brackets)

#### 4.5 Attainment at the higher L3+ remains significantly above the national average in all core subjects.

- Girls' attainment improved in reading, dipped slightly in writing and mathematics while boys' attainment improved in all the core subjects. Girls' continue to outperform boys in reading and writing and the gaps have narrowed. Boys' performed better than girls in mathematics and the gap between their performance and that of girls at the higher level widened. The attainment of girls and boys is above the national average in all core subjects.

- Disadvantaged pupil's attainment dipped in reading and writing and remained the same as the previous year in mathematics. The attainment gap at the L3+ widened in all three subjects. Their attainment is just below the national average.
- Local data show improved outcomes for BME pupils' attainment in reading, the gaps closed in reading and writing and increased in mathematics.
- In 2015 the attainment of pupils with SEN support was slightly below the national average for mathematics but above for reading and writing. Pupils with SEN statements or EHC plans attainment was the same as the national average for reading and writing and slightly below for mathematics.

#### ***KS1 Performance at the higher L3+ with gaps***

<b>Level 3+</b>	<b>Reading</b>		<b>Writing</b>		<b>Mathematics</b>	
<b>2015 (2014)</b>	<b>B&amp;NES</b>	<b>Nat</b>	<b>B&amp;NES</b>	<b>Nat</b>	<b>B&amp;NES</b>	<b>Nat</b>
All Pupils	39 (36)	32 (31)	21 (19)	18 (16)	29 (28)	26 (24)
Boys	33 (30)	27 (26)	15 (12)	13 (11)	32 (29)	28 (26)
Girls	45 (43)	37 (35)	26 (27)	23 (21)	26 (27)	24 (22)
Gender gap	8 (3)	10 (9)	11 (15)	10 (10)	-6 (-2)	-4 (-4)
Disadv.	15 (17)	19 (17)	6 (9)	9 (8)	13 (13)	15 (13)
Other	44 (40)	37 (35)	24 (21)	21 (19)	33 (31)	30 (28)
Disadv. gap	-29(-23)	-18(-18)	-18(-12)	-12(-11)	-20(-18)	-15(-15)

*(2014 results in brackets)*

#### **4.6 Key Stage 2 Performance**

The overall attainment of pupils at the end of KS2 is significantly above the national average for the fourth consecutive year. Attainment is significantly above national averages in reading and mathematics. The proportion of pupils who achieved the floor standards for L4+ in reading, writing and mathematics combined dipped by 1% from 83% to 82% compared to a 1% increase at national from 79% to 80% at national but remains significantly above national.

- Girls outperformed boys in all core subjects at L4+ except for writing. The gap between girls and boys narrowed in reading and writing and widened in mathematics. The gaps between the attainment of girls and boys are at least the same or narrower than the national averages.
- Disadvantaged pupils' attainment dipped in reading and mathematics and stayed the same for writing. The gaps increased in reading by 3%, stayed the same in writing and increased by 5% in mathematics. The percentage of disadvantaged pupils who achieved L4+ in reading, writing and mathematics combined also dipped and is below the national average.
- BME pupils' attainment improved in writing and mathematics and the gaps with non-BME pupils narrowed for the third consecutive year.
- The attainment of pupils with SEN support is above the national average in all subjects while the attainment of pupils with SEN statements or EHC plans is below national for all subjects.

### **KS2 Performance at L4+ by groups with gaps**

<b>Level 4+</b>	<b>R, W &amp; M Combined</b>		<b>Reading</b>		<b>Writing</b>		<b>Mathematics</b>	
2015(2014)	B&NES	Nat	B&NES	Nat	B&NES	Nat	B&NES	Nat
All	82 (83)	80 (79)	92 (92)	89 (89)	89 (88)	87 (85)	88 (89)	87 (86)
Boys	80 (79)	77 (76)	91 (91)	87 (87)	90 (83)	87 (81)	84 (88)	83 (86)
Girls	85 (87)	83 (82)	93 (94)	91 (90)	88 (93)	87 (90)	92 (89)	91 (86)
Gap	5 (8)	6 (6)	2 (3)	4 (3)	-2 (10)	0 (9)	8 (1)	8 (0)
Disadv.	67 (68)	70 (67)	83 (86)	83 (82)	76 (76)	79 (76)	77 (81)	80 (78)
Other	86 (86)	85 (83)	94 (94)	92 (92)	91 (91)	90 (89)	92 (91)	90 (90)
Gap	-1(-18)	-15(-16)	-11(-8)	-9(-10)	-15(-15)	-11(-13)	-15(-10)	-10(-12)

(2014 results in brackets)

**4.7** The attainment of pupils at the higher L5+ is above the national average in all core subjects. Pupils' attainment dipped by 2% in reading, 3% in mathematics and improved by 1% in writing, this contrast with a 1% dip for reading, 3% increase for writing and 1% dip for mathematics at national. The proportion of pupils who achieved the higher levels for combined reading, writing and mathematics was also above the national average.

- While girls' outperformed boys at L5+ in reading and writing, the boys did better in mathematics. The gap between boys and girls narrowed for reading and writing and widened in mathematics because of a dip in girls' attainment from 45% to 35%.
- The attainment of disadvantaged pupils dipped in reading, writing and mathematics and for combined reading, writing and mathematics. The gaps also increased in all subjects and area above the national average with the biggest gap in reading.

### **KS2 Performance at L5+ by groups with gaps**

<b>Level 5+</b>	<b>R, W&amp;M Combined</b>		<b>Reading</b>		<b>Writing</b>		<b>Mathematics</b>	
2015 (2014)	B&NES	Nat	B&NES	Nat	B&NES	Nat	B&NES	Nat
All	25 (26)	24 (24)	56 (58)	48 (49)	37 (36)	36 (33)	43 (46)	41 (42)
Boys	24 (22)	22 (20)	51 (53)	44 (46)	29 (27)	28 (26)	51 (47)	45 (44)
Girls	27 (30)	26 (27)	61 (64)	53 (53)	44 (47)	44 (41)	35 (45)	37 (40)
Gap	3 (F8)	4 (7)	10 (11)	9 (7)	15 (20)	16 (15)	-16 (-2)	-8 (-4)
Disadv.	10 (13)	13 (12)	34 (39)	34 (35)	17 (21)	22 (20)	27 (32)	28 (28)
Other	29 (29)	29 (29)	61 (63)	55 (56)	41 (40)	42 (39)	47 (49)	48 (48)
Gap	-19(-16)	-16(-17)	-27(-24)	-21(-21)	-24(-19)	-20(-19)	-20(-17)	-20(-20)

(2014 results in brackets)

### **4.8 Progress from Key Stage 1 to Key Stage 2**

Overall the proportion of pupils who achieved expected progress (national expectations) from KS1 to the end of KS2 is below the national average for all subjects. Progress for reading dipped by 2% and by 3% for mathematics, this contrast with improvements at national of 1% for writing and 1% for mathematics.

- While boys' progress dipped in one subject (reading by 3%), girls progress dipped in all core subjects (reading by 1%, writing by 2% and mathematics

by 4%) and their progress is now below the national average for all subjects. Addressing girls' progress across KS2 especially in mathematics must be a key focus for schools across the local authority.

- The progress of disadvantaged pupils dipped in reading (3%) and mathematics (8%) and improved in writing (1%). The disadvantaged pupil gap for the local authority widened for reading and mathematics and is much bigger than the national gap. Narrowing the gap for disadvantaged pupils remains a key priority and appears to be linked with the progress of lower ability pupils as outlined in the table labelled – Expected Progress proportions by prior ability and subjects: three year trend.

<b>Expected progress</b>	<b>Reading</b>		<b>Writing</b>		<b>Mathematics</b>	
	<b>B&amp;NES</b>	<b>Nat</b>	<b>B&amp;NES</b>	<b>Nat</b>	<b>B&amp;NES</b>	<b>Nat</b>
<b>2015 (2014)</b>						
All Pupils	90 (92)	91 (91)	92(92)	94 (93)	88 (90)	90 (90)
Boys	89 (92)	90 (90)	90 (90)	93 (91)	90 (90)	90 (90)
Girls	91 (92)	92 (91)	93 (95)	95 (94)	85 (89)	89 (89)
Gap	2 (0)	2(1)	3 (5)	2 (3)	-5 (-1)	-1 (-1)
Disadv	82 (85)	88 (88)	87 (86)	92 (90)	79 (87)	86 (85)
Non Disadv	92 (93)	92 (92)	93 (94)	95 (94)	89 (90)	91 (91)
Gap	-10 (-8)	-4 (-4)	-6 (-8)	-3 (-4)	-10 (-3)	-6 (-6)

(2014 in brackets)

### The trend in pupils making expected progress by prior ability over the last three years

The table below shows the difference between the expected progress figures for Bath and North East Somerset and the national average broken down by prior ability for the last 3 years. This shows that expected progress is lower this year than previously and is lower in maths and writing. It also shows that lower ability pupils make less progress than similar pupils nationally. This has been the case for the past three years, and the trend is worsening. Value added analysis at KS2 confirms lower overall progress within Bath and North East Somerset primary schools, especially for the lower prior ability pupils.

### Expected Progress proportions by prior ability and subject: 3 year trend

<b>Expected Progress 2015</b>		<b>Lower Ability</b>		<b>Middle Ability</b>		<b>Higher Ability</b>		<b>All</b>	
		<b>182 Pupils</b>		<b>852 Pupils</b>		<b>548 Pupils</b>		<b>1582 Pupils</b>	
<b>Reading</b>	<b>National</b>	80	-9	95	-1	92	-1	91	-1
	<b>B&amp;NES</b>	71		94		91		90	
<b>Writing</b>	<b>National</b>	88	-11	96	-2	96	-2	94	-2
	<b>B&amp;NES</b>	77		94		94		92	
<b>Maths</b>	<b>National</b>	76	-7	93	-3	93	-3	90	-2
	<b>B&amp;NES</b>	69		90		90		88	

Expected Progress 2014		Lower Ability		Middle Ability		Higher Ability		All	
		178 Pupils		863 Pupils		542 Pupils		1583 Pupils	
Reading	National	79	-5	94	1	92	0	91	1
	B&NES	74		95		92		92	
Writing	National	86	-4	95	-2	95	-1	93	-1
	B&NES	82		93		94		92	
Maths	National	76	-6	92	0	94	0	90	0
	B&NES	70		92		94		90	

Expected Progress 2013		Lower Ability		Middle Ability		Higher Ability		All	
		215 Pupils		914 Pupils		475 Pupils		1604 Pupils	
Reading	National	76	-1	92	-1	89	0	88	0
	B&NES	75		91		89		88	
Writing	National	84	-1	93	-1	94	-2	92	-1
	B&NES	83		92		92		91	
Maths	National	74	-7	90	-1	93	-2	88	-1
	B&NES	67		89		91		87	

#### 4.9 English, Grammar, Punctuation and Spelling (SPAG)

Pupils' attainment in SPAG at L4+ is significantly above the national average (82% compared to 80%).

- The attainment of boys and girls is above the national average. Girls' outperformed boys (85% compared to 80%) but the gap narrowed from 9% to 5%.
- The performance of disadvantaged pupils improved by 4% but their performance is significantly below the national average. The gap for disadvantaged pupils at L4+ is the same as 2014 and this is in contrast to a narrowing of the national gap of 2%.

At the higher L5+ attainment is also above the national average at L5+ (59% compared to 55%).

- The attainment of girls and boys is above the national average. Girls outperformed boys at the higher L5+ for SPAG but boys' attainment improved by 4%, while girls' attainment remained the same as in the previous year. As a result the gap between boys and girls is narrower than the national average.
- The performance of disadvantaged pupils improved but not as fast as national, 2% compared to 4% at national. The gap for disadvantaged pupil narrowed by 10% and is 7% below the national average.



***Pupils' performance by groups with Gaps in English, Grammar, Punctuation and Spelling at L4+ and L5+***

English Grammar Punctuation and Spelling	2014		2015	
	L4+	L5+	L4+	5+
	B&NES (Nat)	B&NES (Nat)	B&NES (Nat)	B&NES (Nat)
All	80 (76)	57 (52)	82 (80)	59 (55)
Boys	75 (72)	50 (46)	80 (76)	54 (50)
Girls	84 (81)	65 (58)	85 (84)	65 (61)
Gap	9 (9)	15 (12)	5 (6)	9 (11)
Disadv	62 (66)	40 (39)	66 (71)	42 (43)
Non-Disadv	84 (81)	61 (58)	80 (84)	63 (61)
Gap	-22 (-15)	-21 (-19)	-22 (-13)	-11 (-18)

(Gaps in brackets)

**4.10** While overall attainment across KS1 and KS2 is high and significantly above the national average there are some key areas for further improvements. Firstly, the overall achievement of disadvantaged pupils is generally below the national average and the gaps at KS2 are not closing quickly enough. This is of particular concern as the vast majority of pupils are in schools that have been judged good or outstanding. Some of our highest performing primary schools have the biggest gaps for disadvantages pupils. This suggests that pupils from disadvantaged backgrounds are not benefitting from the very high performing education sector. Secondly, the most able pupils and girls progress in mathematics is not good enough because their progress is well below the national average. Raising the achievement by narrowing the gap for disadvantaged pupils and improving the rate of progress the most able and girls make in mathematics are key areas for improvement.

**4.11** To address these two key priorities the School Improvement and Achievement Service are supporting a number of primary schools to develop best practice through the Achievement for All initiative and this is beginning to have a positive impact; tracking the progress of disadvantage pupils is a key focus of all school visits. In addition governors are encouraged to hold senior leaders to account for the effective use and the impact of pupil premium funding, which must be published on the school website. Schools are making use of research by the Education Endowment Foundation and advised to use the toolkit to support disadvantaged learners. To raise standards mathematics for the most able pupils and girls, a joint project is being developed with the Bath and Mendip Partnership Teaching School to improve teachers mathematics subject knowledge and produce high quality resources to support the teaching of mathematics and raise the profile of maths in all primary schools.

#### 4.12 Key Stage 4 GCSEs Performance

Pupil attainment at KS4 has been agreed by Ofsted as the strongest in the region. Overall the proportion of KS4 pupils who achieved 5A\* - C (GCSEs) including English and mathematics remained above the South West and is significantly above the national averages. For the third consecutive year attainment is above the national average despite changes in the way in which the entry is calculated from 2014 onwards. High standards have been maintained in Bath and North East Somerset, while there has been a dip in the region and at national level.

<b>5A* -C Incl. English &amp; Maths</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
B&NES	64	62	62
South West	60	57	57
National (state funded)	60	56	56

Girls outperformed boys in the local authority and their peers in the South West and their performance is above the national averages. The gap between boys and girls performance is 9.5%, a slight increase on the previous year but this is lower than the national gap (9.9%).

<b>5A* - C incl. English &amp; Maths</b>	<b>B&amp;NES</b>	<b>South West</b>	<b>National</b>
Boys	57	52	53
Girls	67	62	62

The proportion of disadvantaged pupils achieving 5A\* - C including English and mathematics is 1% below the national average. The trend in the attainment of disadvantaged pupils over the last three years is improving, is in contrast to the national trend, which has remained the same for the last two years. In addition the gap between disadvantaged pupils and other pupils has narrowed by 8% since 2013 this is strong improvement. The gap is narrowing but there is need for further improvement in the achievement of disadvantaged pupils.

Disadvantaged Gap	<b>5+ A*-C GCSEs incl. English and mathematics (%)</b>								
	Disadvantaged pupils			National other pupils			National Gap		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
England (state funded)	41%	37%	37%	68%	64%	65%	-27%	-28%	-28%
B&NES	31%	33%	36%	71%	67%	69%	-37%	-31%	-29%

### GCSE A\* - G including English and mathematics

The proportion of pupils who achieve A\* - G including English and mathematics is in line with Overall 92% of pupils achieved A\* -G including English and mathematics compared to 92% in the South West and 91% national averages. There was a small dip (1%) for boys and girls compared to a marginal improvement for the South West and national averages.

<b>A* - G Incl. English &amp; Maths</b>	<b>Boys</b>	<b>Girls</b>	<b>All</b>
B&NES	91	94	92
South West	91	94	92
National (state-funded)	90	93	91

### Expected Progress from KS2 to KS4

Expected progress in **English** and mathematics improved for the third year and is well above the South West and national averages.

<b>English Expected progress</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
B&NES	72	74	76
South West	71	73	72
National	72	73	71.4

Expected progress in **Mathematics** improved on the previous year and these places the LA third in the South West. While progress in the South West improved by 2% and 1% nationally it improved by 4% in the local authority.

<b>Mathematics Expected progress</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
B&NES	74	69	73
South West	72	67	69
National	72	67	68

### Value Added

Value added for pupils best 8 subjects (actually 10 subjects due to the English and Maths bonus) shows that pupils in Bath and North East Somerset make less progress than expected taking into account their prior ability. Although higher prior ability pupils make better progress than similar pupils nationally, middle ability, and particularly lower prior ability pupils, make lower progress than their peers nationally. For lower ability pupils this amounts to each child achieving half a grade below what would be expected for all of the subjects in the measure. Value added is a more comprehensive measure of progress than expected progress and gives a more accurate picture of the overall progress achieved.

<b>Value Added (best 8) measure</b>	<b>All</b>	<b>Low attainers</b>	<b>Middle attainers</b>	<b>High attainers</b>
England - state funded schools	1000.0	1000.2	1000.1	999.9
B&NES	996.2	972.0	997.7	1002.3

Source: Local Authority RAISE online

#### **4.13 English Baccalaureate**

This measure of performance identifies English, mathematics, science, a modern or classical language, and either history or geography as qualifying subjects. Pupils' in the local authority outperform the South West and national for the proportion of pupils who achieve the English Baccalaureate and Bath and North East Somerset is ranked number 1 of the 15 local authorities in the South West.

<b>English Baccalaureate</b>	<b>2015</b>	
	<b>% entered</b>	<b>% achieved</b>
B&NES	54	33
South West	38	23
National	39	24

Overall pupils' performance at KS4 is very strong and this has been maintained over a sustained period of time. Secondary schools have been very proactive in championing the achievement of disadvantaged pupils through a range of initiatives. These include use of research by the Education Endowment Foundation, introduction of Achievement for All, Think Differently, designated senior leader with responsibility for the achievement of disadvantaged pupils, visits to see best practice in other schools and providing a range of opportunities to build confidence and self-esteem. While high ability groups do as well as their peers nationally, pupils with low prior attainment do less well. This highlights the importance of pupils achieving L4b+ and meet age related expectations at the end of KS2 because this is crucial to their success at KS4. From September 2016, pupils not meeting age related expectations will be re tested in Year 7 so that their needs are identified early and can be addressed quickly.

#### **4.15 Post 16 Performance**

The data in these tables is for school students only and does not include the City of Bath college results. The proportion of pupils achieving the highest grades at A level (level 3) is below both the South West and national averages and at its lowest level for three years.

<b>% Achieving 3 + A* &amp; A</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
B&NES	10	10	8
South West	11	11	11
National	11	10	10

### Post 16 Level 3 point scores

The points per learner gives a measure of the total points that each learner achieves in A level and other level 3 qualifications, where each additional grade at A level is worth 30 points, and each additional grade at AS is worth 15 points. Nationally the total points per learner is falling slightly as schools concentrate on getting better grades for slightly fewer subjects.

The points per exam entry figure gives an indication of the average grade achieved for A level and level 3 qualifications where 210 points is equivalent to an average of a C grade and 240 would be equivalent to a B grade. The results for school pupils in Bath and North East Somerset are broadly constant at a high C grade.

	2013		2014		2015	
Indicator	B&NES	Nat	B&NES	Nat	B&NES	Nat
Points per learner	775	780	785	775	780	772
Points per exam entry	218	214	220	215	219	216

Given the high end of KS4 results for the proportion of pupils achieving 5+A\*- C including English and mathematics, performance at Post 16 is too low and the trend over three years is down. Improving the proportion of pupils achieving the higher grade A is a key area for improvement.

## 5 RISK MANAGEMENT

A risk assessment related to the issue and recommendations has been undertaken, in compliance with the Council's decision making risk management guidance.

<b>Contact person</b>	<i>Margaret Simmons-Bird, Head of Education Improvement</i>
<b>Background papers</b>	<i>List here any background papers not included with this report, and where/how they are available for inspection.</i>
<b>Please contact the report author if you need to access this report in an alternative format</b>	

## Appendix:1

### Disadvantaged Pupil Attainment Gap Data

Gap with school 'other' pupils	5+ A*-C GCSEs inc English and Maths (%)									Gap Trend
	Disadvantaged pupils			Other pupils			In School Gap			
	2013	2014	2015	2013	2014	2015	2013	2014	2015	
England - state	41%	37%	37%	68%	64%	65%	-27%	-28%	-28%	S
BANES	31%	33%	36%	71%	67%	69%	-39%	-34%	-33%	D
BCA	11%	25%	21%	25%	43%	30%	-14%	-18%	-9%	D
Beechen Cliff	48%	32%	46%	76%	64%	69%	-28%	-32%	-23%	D
Broadlands	NA	32%	42%	NA	58%	48%	NA	-26%	-6%	D
Chew Valley	17%	39%	30%	71%	63%	68%	-54%	-24%	-38%	D
Hayesfield	21%	33%	39%	79%	73%	74%	-58%	-40%	-35%	D
Norton Hill	25%	50%	43%	67%	71%	75%	-42%	-21%	-32%	D
Oldfield	47%	40%	48%	85%	72%	64%	-38%	-32%	-16%	D
Ralph Allen	33%	43%	37%	81%	81%	74%	-48%	-38%	-37%	D
Saint Gregory's	52%	50%	55%	65%	68%	64%	-13%	-18%	-9%	D
St Mark's	29%	23%	15%	72%	62%	53%	-43%	-39%	-38%	D
Somervale	32%	18%	22%	61%	51%	72%	-29%	-33%	-50%	U
Wellsway	29%	37%	55%	80%	79%	84%	-51%	-42%	-29%	D
Writhlington	42%	26%	36%	64%	59%	67%	-22%	-33%	-31%	U

Gap with national 'other' pupils	5+ A*-C GCSEs inc English and maths (%)									Gap Trend
	Disadvantaged pupils			Other pupils			'Ofsted' Gap			
	2013	2014	2015	2013	2014	2015	2013	2014	2015	
England - state	41%	37%	37%	68%	64%	65%	-27%	-28%	-28%	S
BANES	31%	33%	36%	71%	67%	69%	-37%	-31%	-29%	D
BCA	11%	25%	21%	25%	43%	30%	-57%	-39%	-44%	D
Beechen Cliff	48%	32%	46%	76%	64%	69%	-20%	-32%	-19%	D
Broadlands	NA	32%	42%	NA	58%	48%	NA	-32%	-23%	D
Chew Valley	17%	39%	30%	71%	63%	68%	-51%	-25%	-35%	D
Hayesfield	21%	33%	39%	79%	73%	74%	-47%	-31%	-26%	D
Norton Hill	25%	50%	43%	67%	71%	75%	-43%	-14%	-22%	D
Oldfield	47%	40%	48%	85%	72%	64%	-21%	-24%	-17%	D
Ralph Allen	33%	43%	37%	81%	81%	74%	-35%	-21%	-28%	D
Saint Gregory's	52%	50%	55%	65%	68%	64%	-16%	-14%	-10%	D
St Mark's	29%	23%	15%	72%	62%	53%	-39%	-41%	-50%	U
Somervale	32%	18%	22%	61%	51%	72%	-36%	-46%	-43%	U
Wellsway	29%	37%	55%	80%	79%	84%	-39%	-27%	-10%	D
Writhlington	42%	26%	36%	64%	59%	67%	-26%	-38%	-29%	U

Source: 2015 Performance Tables

NB Trend compares 2015 to 2015: Up, Down or Static

## Appendix: 2

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## 2015 KS2 to KS4 Value Added by ability and school

Value Added (best 8) measure	All	Low attainers	Middle attainers	High attainers
<b>England - state funded schools</b>	<b>1000.0</b>	<b>1000.2</b>	<b>1000.1</b>	<b>999.9</b>
<b>Bath &amp; North East Somerset</b>	<b>996.2</b>	<b>972.0</b>	<b>997.7</b>	<b>1002.3</b>
BCA	927.2	899.0	951.8	885.2
Beechen Cliff	992.9	940.9	991.9	1003.9
Broadlands	983.2	1019.8	981.3	968.0
Chew Valley	993.1	989.5	992.2	994.8
Hayesfield	1009.8	995.9	998.7	1020.9
Norton Hill	1009.0	981.8	1012.5	1010.3
Oldfield	998.9	1016.5	1000.7	992.3
Ralph Allen	1006.0	1018.8	1003.0	1006.0
Saint Gregory's	1015.0	1023.5	1013.4	1014.4
St Mark's	917.3	826.7	904.7	1005.0
Somervale	1010.2	1008.7	1019.4	994.0
Wellsway	1019.1	1044.7	1023.9	1009.3
Writhlington	985.8	979.8	987.2	986.4

Source: School Data - Performance Tables

Source: LA Data - Local Authority RAISE  
online

NB LA Data does not have significance tests applied. If this were to be the case it is likely that lower ability pupils' value added would show as significantly below.

As a guide a 30 point difference (from 1000) means that all pupils were half a grade above (or below) what they should have achieved based on their prior attainment, for all of their subjects (Best 8).

Date Inspected	Name of School	Ofsted Category
09/01/2007	Widcombe Infant	1
28/01/2009	Bathwick St Mary C of E Primary	1
08/02/2010	Bathampton Primary	1
09/06/2010	Weston All Saints C of E Primary	1
17/05/2012	St Julian's C of E Primary	1
04/07/2012	Bishop Sutton Primary	1
04/07/2012	Stanton Drew Primary	1
13/12/2012	Marksbury C of E Primary	1
16/01/2013	Farmborough C of E Primary	1
30/04/2013	St John's C of E Primary Keyn	1
27/06/2013	Trinity C of E Primary	1
23/01/2014	High Littleton C of E Primary	1
21/10/2014	Widcombe C of E Junior	1
29/01/2015	Paulton Junior	1
06/05/2015	Bathford C of E Primary	1

12/10/2010	St John's C of E Primary MSN	2
08/02/2011	Paulton Infant	2
25/05/2011	Farrington Gurney C of E Primary	2
03/10/2012	Oldfield Park Junior	2
17/10/2012	Chandag Junior	2
28/11/2012	St Saviours Infant	2
05/12/2012	Peasedown St John	2
07/02/2013	Midsomer Norton Primary	2
07/03/2013	St Saviours C of E Junior	2
30/04/2013	East Harptree C of E Primary	2
14/05/2013	Saltford C of E Primary	2
12/06/2012	Ubley C of E Primary	2
09/07/2013	Camerton Church School	2
18/09/2013	Batheaston C of E Primary	2
19/09/2013	Combe Down C of E Primary	2
26/09/2013	Chew Magna Primary	2
22/01/2014	Clutton Primary	2
04/02/2014	St Andrew's C of E Primary	2
05/02/2014	St John's Catholic Primary	2
11/02/2014	St Mary's C of E Primary Radstock	2
21/05/2014	Cameley C of E Primary	2
21/05/2014	Shoscombe C of E Primary	2
22/07/2014	Freshford C of E Primary	2
14/10/2014	Moorlands Infant	2
09/10/2014	Chandag Infant	2
16/10/2014	Chew Stoke C of E Primary	2
25/11/2014	Newbridge Primary	2
08/01/2015	St Michael's C of E Junior	2
03/02/2015	St Mary's Catholic Primary Bath	2
05/03/2015	Moorlands Junior	2
11/03/2015	St Stephen's C of E Primary	2
22/04/2015	Westfield Primary	2
29/04/2015	Twerton Infant	2
24/06/2015	St Nicholas' C of E Primary	2
08/07/2015	Oldfield Park Infant	2
22/10/2015	Longvernal Primary	2



06/10/2015	Welton Primary	2
09/11/2010	Swainswick C of E Primary	2
09/03/2011	St Philip's C of E Primary	2
13/06/2013	Pensford Primary	RI
28/01/2014	St Keyna	RI
26/02/2014	St Martins Garden Primary	RI
08/01/2015	Whitchurch Primary	RI
10/06/2015	Castle Primary	RI
29/09/2015	St Mary's C of E Primary Timsbury	RI

SCHOOL NOW AMALGAMATED  
PREVIOUSLY SOUTHDOWN JUN  
SO UNINSPECTED as ROUNDHILL

17/04/2013	Southdown Junior now Roundhill	RI
30/06/2009	Southdown Infant now Roundhill	1
	Roundhill	Uninspected

Date Inspected	Name of School	Ofsted Category
16/07/2013	St Gregory's Catholic School	1
19/03/2014	Beechen Cliff	1
12/09/2012	Oldfield School	1

28/02/2007	Writhlington School	2
22/06/2011	Ralph Allen School	2
17/01/2013	Norton Hill School	2
17/01/2013	Somervale	2
11/04/2013	Hayesfield	2
12/02/2014	Wellsway School	2
07/05/2015	Chew Valley School	2
13/05/2015	St Mark's C of E School	2
17/06/2014	Broadlands School	2

08/10/2014	Bath Community Academy	3
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#### UN-INSPECTED

	The Bath Studio School	Un-inspected
	The IKB Studio School	Opened Sep 15
	The Mendip Studio School	Opened Sep 15

#### SPECIAL

08/07/2014	Fosse Way	1
11/06/2015	Three Ways	1
		0

<b>UN-INSPECTED</b>	Aspire Academy (The Link)	
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