

Bath & North East Somerset Council	
MEETING/ DECISION MAKER:	Children & Young People Policy Development & Scrutiny Panel
MEETING/ DECISION DATE:	14 March 2017
TITLE:	School Performance in the 2016 External Tests and Teacher Assessments for maintained and academy schools
WARD:	All
AN OPEN PUBLIC ITEM	
<p>List of attachments to this report:</p> <p>Appendix 1: Early Years, Phonics, KS1 and KS2 Data Tables</p> <p>Appendix 2: Progress 8 Analysis</p> <p>Appendix 3: Key Stage 5 Data Tables</p> <p>Appendix 4: A guide to the new education performance measures</p>	

1 THE ISSUE

1.0 This report provides an update and summary analysis of the overall performance of key groups of pupils in 2016 across all key stages in Bath and North East Somerset. This analysis of performance data not previously available shows that pupils' attainment in both primary and secondary is above national; progress in primary schools is below national, while in secondary it has improved and is now in line with national. However, the achievement of vulnerable pupils, particularly those who are eligible for Free School Meals (FSM) and those with Special Educational Needs (SEN), is well below both other pupils and similar pupils nationally for both attainment and progress at all key stages. This is a cause for concern and places schools at risk in inspection. Action is needed to challenge schools about the effective use of pupil premium funding to raise the attainment and progress of disadvantaged pupils and those with SEN to at least in line with national.

2 RECOMMENDATIONS

2.0 Officers invite a Senior HMI to attend the Strategic Director's meeting with headteachers on 2 March to share Ofsted's concerns about the performance of disadvantaged pupils across schools in Bath & North East Somerset and how this may influence Ofsted inspection judgments.

2.1 Where the gaps for disadvantaged pupils (those in receipt of FSM, looked after or adopted from care) in maintained schools are significantly larger than

the national average, a pupil premium audit will be commissioned to review the use and impact of pupil premium funding to improve outcomes for eligible pupils. If the gap is larger in academy schools then officers will share concerns about the achievements of vulnerable groups with the Regional Schools Commissioner.

2.2 Actively support the engagement of disadvantaged primary school pupils in the Children's University to raise the aspirations of pupils from low income family backgrounds.

2.3 Explore opportunities to strengthen the support for pupils with EHCPs in mainstream schools, so that these pupils benefit from attending good and outstanding schools.

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 The vast majority of pupils in primary and secondary schools in Bath & North East Somerset attend a good or outstanding school. Overall the achievement of pupils is at least in line or above the national average. However, pupils from low income families, irrespective of their ability are less likely to benefit from attending a good or outstanding school and their achievement is well below other pupils or similar pupils nationally at all key stages.

4.1 Outcomes for disadvantaged pupils in the Early Years and Foundation Stage (EYFS), Phonics and Key Stage 1

- The proportion of children in receipt of Free School Meals achieving a Good Level of Development (GLD) in 2016 placed the local authority amongst the lowest performing authorities for this measure. Children in receipt of SEN support have lower outcomes than similar pupils nationally. No data is available for children in EYFS with EHCPs because the numbers are too small.
- In the Y1 Phonics test disadvantaged pupils and those with EHCP plans fell further behind similar pupils nationally in 2016 compared to 2015. The outcomes for ethnic minority pupils are mixed and fluctuate considerably from year to year due to the small cohorts.
- Key Stage 1 outcomes for disadvantaged pupils and those with EHCPs were further behind similar pupils nationally. Outcomes for SEN support pupils were broadly in line with similar pupils nationally. The proportion of ethnic minority pupils reaching the expected standard and greater depth is generally below similar groups nationally.

4.2 Key Stage 2 Attainment

The proportion of pupils in Bath and North East Somerset who achieved the expected standard in reading, writing and mathematics is above the national average and the proportion who achieved the higher standard is the same as national. However, disadvantaged pupils and those with SEN performed below similar pupils nationally. Most ethnic minority groups, with the

exception of Black and Black British pupils met the expected standard but performance at the higher standard was lower.

4.3 Progress from Key Stage 1 to Key Stage 2

Overall progress for all pupils is below national for writing and mathematics. Boys' progress in writing and girls' progress in mathematics was low. The progress on disadvantaged pupils was very low and lower than similar pupils nationally. SEN pupils progress is low and below that of similar pupils nationally. There is a correlation between pupils' prior ability and progress, with lower prior ability pupils making less progress, which is not the case nationally. The progress of ethnic minority groups varies both by group and by subject (reflecting the low numbers). Asian pupils made good progress, but Black and Chinese made lower progress than similar pupils nationally.

4.4 KS4 (GCSE) Performance

Pupil attainment at KS4 as shown by the Attainment 8 measure remains well above the national average at 51.9 compared to 49.8. On average pupils achieved a fifth of a GCSE grade above the national figure in all of their subjects. This is the equivalent of 10 subjects, English (double weighted), maths (double weighted), three EBacc subjects and three others. Both girls and boys attainment was higher than the same group nationally. Attainment was low for disadvantaged pupils; above for LAC, EHCP pupils, SEN support, middle and high prior ability pupils compared to similar groups nationally. Ethnic minority groups' attainment was similar to or above national, but Mixed and Black or Black British had attainment below similar pupils nationally.

4.5 Progress 8

Progress 8 (the progress that pupils make in the equivalent of 10 GCSEs compared to pupils of similar prior ability) shows that on average pupils made the progress that they should and this is an improvement compared to the previous two years. Groups that made lower progress than similar pupils nationally included disadvantaged pupils, those with SEN, lower ability pupils and some ethnic minority pupils (although the latter groups have lower numbers and so data could have been more strongly affected by the results of individual pupils). The following paragraphs and Appendix 2 show a detailed analysis of progress 8 data.

Progress 8 (Best 8 VA in 2014, 2015)	2014	2015	2016
Bath and North East Somerset	-0.14	-0.07	-0.02
National (state funded schools)	0	0	-0.03

NB For 2014 and 2015 the Best 8 VA scores have been rescaled to match the Progress 8 definition.

4.6 Progress 8 by Groups

Boys made less progress than girls, but better progress than boys nationally. Girls made lower progress than girls nationally. Disadvantaged pupils made much less progress than similar pupils nationally, whilst non disadvantaged

pupils make the same progress as similar pupils nationally. Looked after Pupils (LAC) made extremely low progress and lower progress than similar pupils nationally. (NB This cohort is not the cohort for whom the Local Authority is the corporate parent although there will be some overlap). Pupils with an EHCP in mainstream schools made much less progress than similar pupils nationally, however, the progress of pupils with an EHCPs in Special Schools is above the national average. Lower ability pupils were those who achieved less than a level 4 at key stage 2. These pupils made much less progress than similar pupils nationally, whilst middle ability (level 4 pupils) and high ability (level 5 pupils) made the progress that they should have.

4.7 Progress 8 by multiple characteristics

The Venn diagram in Appendix 2 shows the progress 8 figures for each combination of disadvantaged, low ability and SEN (with SEN support and EHCP pupils grouped together). This analysis shows that pupils that are solely lower ability make strong progress, and those that are solely SEN make average progress. However, if the pupils have two of the three characteristics then their progress is very low, especially if they are disadvantaged.

4.8 Progress 8 by school and prior ability

The schools with the strongest progress are Norton Hill, Somervale, Wellsway, Beechen Cliff and Hayesfield. Norton Hill added value for all prior abilities but especially for the lower ability, as did Wellsway. Somervale and Hayesfield were particularly successful with their middle ability pupils. Beechen Cliff's positive Progress 8 score was achieved due to strong progress for middle and higher prior ability pupils despite the low progress of their lower ability pupils.

Three schools had broadly neutral Progress 8 scores; Oldfield, Ralph Allen and St Gregory's, although the picture by prior ability was very different between the schools. The other six schools had low Progress 8 scores, especially Writhlington and Bath Community Academy which were below the floor value.

4.9 Post 16 performance – A levels and other post 16 qualifications

Students achieved very similar point scores to students nationally, equalling an average grade of a C. A slightly higher proportion than national achieved at least AAB grades. However, the progress from KS4 to KS5 was slightly below national at -0.05 grades on average. Two schools had progress that was significantly below national while Chew Valley had progress that was significantly above national. The data for Bath College is included in this table, but as they do not offer A level courses their results have little effect on the overall local authority data.

4.10 Post 16 performance – Applied General Qualifications

Applied general are qualifications provide broad study of a vocational area and are designed to lead to higher education. It includes areas such as performing arts, business and health and social care. On average students studying these qualifications gained similar grades to students nationally,

although progress was not as good. In particular there was low progress at Bath College, Bath Studio School, Ralph Allen and Beechen Cliff in contrast to strong progress for these students at Norton Hill.

4.11 Post 16 performance – English and Maths GCSE resits

This data is provided for the first time this year and shows how successfully schools and colleges meet their obligation to support those pupils who have not yet achieved a grade C or above in English and mathematics GCSEs. Students aged 16 to 18 who did not gain at least a grade C in English or mathematics are required to study these subjects and try to improve their grade. The numbers in the progress column in Appendix 3 show how many grades higher or lower the students are than their previous grade.

Nationally this is not currently a successful program as students are attaining 1/10 of a grade lower when they resit English, and 1/8 of a grade lower when they resit maths. The figures for Bath & North East Somerset are worse with students attaining 1/5 of a grade below their previous result on resitting English, and 1/3 of a grade below when resitting maths.

4.12 Disadvantaged Pupils

Outcomes for disadvantaged pupils are low at every key stage when compared to similar pupils nationally, and their progress from KS1 to KS2 and from KS2 to KS4 is below both other pupils nationally and similar pupils nationally. The local authority has been highlighted in the press for low outcomes for disadvantaged pupils at the end of reception in 2016. These pupils are not catching up and are being systematically let down by the schools and colleges in this area.

These pupils often may not have the advantages of more affluent pupils with respect to high quality child care and homes full of books and educational toys. They are more likely to start school with lower language and communication skills, and leave reception less well prepared for school. The primary school curriculum has been rewritten to include more formal grammar, vocabulary and spelling, which will advantage pupils that have had more exposure to this in the home. Although primary schools will endeavour to overcome this those schools with higher proportions of disadvantaged pupils are often less successful. Disadvantaged children are often less well prepared for secondary school. If they fall behind during primary or secondary school it will be harder for their parents to provide additional support through private tuition as other pupils and so fail to catch up. Pupil premium funding is provided to help redress this situation but so far it is not closing the gap in Bath & North East Somerset.

4.13 SEN

Outcomes for pupils with SEN in mainstream schools in Bath & North East Somerset are also low, and progress is generally lower than similar pupils nationally. Whilst pupils with EHCP plans in special schools are making better progress than similar pupils nationally, progress in mainstream secondary schools and in primary schools is low.

The local authority has recently researched the large rise in SEN numbers, especially in early years, and is extending this research to include different SEN needs and the achievement of these pupils. This is a similarly complex picture to that of LAC in terms of cross border issues. The SEN Strategic Group is considering what should be done to improve provision and outcomes for these pupils.

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.

Contact person	<i>Margaret Simmons-Bird, Head of Education Transformation Tom Morrison, Senior Education Improvement Advisor</i>
Background papers	<i>All appendices are included in the report.</i>
Please contact the report author if you need to access this report in an alternative format	

Appendix 1: Data Tables for EYFS, Phonics, KS1 and KS2

Good Level of Development data for FSM pupils

GLD%	2014		2015		2016	
	FSM	GAP	FSM	GAP	FSM	GAP
B&NES	33	-12	54	2	41	-14
National	45		52		55	

Good Level of Development data for SEN pupils

GLD%	2014			
	SEN Support	EHCP	GAP SEN Support	GAP EHCP
B&NES	20	x	-1	x
National	21	3		
GLD%	2015			
	SEN Support	EHCP	GAP SEN Support	GAP EHCP
B&NES	21	x	-3	x
National	24	4		
GLD%	2016			
	SEN Support	EHCP	GAP SEN Support	GAP EHCP
B&NES	22	x	-4	x
National	26	4		

Year 1 Phonics data for SEN pupils

Phonics: Proportion reaching the expected standard	2015			2016		
	LA	Nat	GAP	LA	Nat	GAP
All Pupils	79	77	2	79	81	-2
Boys	77	73	4	76	77	-1
Girls	81	81	0	82	84	-2
Disadvantaged	61	66	-5	64	70	-6
EHCP	20	18	2	14	18	-4
SEN Support	48	42	6	52	46	6

Key Stage 1 Proportions reaching the expected standard data for groups

KS1 Proportion reaching the Expected Standard	Reading						Writing						Maths					
	2015			2016			2015			2016			2015			2016		
	LA	Nat	GAP	LA	Nat	GAP	LA	Nat	GAP	LA	Nat	GAP	LA	Nat	GAP	LA	Nat	GAP
All Pupils	86	82	4	74	74	0	76	72	4	64	65	-1	86	82	4	73	73	0
Boys	83	78	5	70	70	0	69	65	4	58	59	-1	86	80	6	73	72	1
Girls	90	86	4	78	78	0	84	80	4	70	73	-3	87	83	4	73	74	-1
Disadvantaged	71	72	-1	47	62	-15	54	59	-5	38	53	-15	68	71	-3	49	60	-11
FSM	72	72	0	47	62	-15	55	59	-4	38	53	-15	69	71	-2	49	60	-11
EHCP	20	19	1	12	14	-2	13	11	2	7	9	-2	20	19	1	14	14	0
SEN Support	52	44	8	37	32	5	32	27	5	21	22	-1	53	45	8	36	33	3
White	NA	NA	NA	74	74	0	NA	NA	NA	64	65	-1	NA	NA	NA	73	73	0
Mixed	NA	NA	NA	71	76	-5	NA	NA	NA	60	68	-8	NA	NA	NA	74	74	0
Asian or Asian British	NA	NA	NA	72	76	-4	NA	NA	NA	72	69	3	NA	NA	NA	79	75	4
Black or Black British	NA	NA	NA	70	76	-6	NA	NA	NA	60	69	-9	NA	NA	NA	60	71	-11
Chinese	NA	NA	NA	63	80	-17	NA	NA	NA	63	77	-14	NA	NA	NA	100	88	12
Any other ethnic group	NA	NA	NA	63	68	-5	NA	NA	NA	50	61	-11	NA	NA	NA	63	70	-7

Key Stage 1 Proportions reaching greater depth data for groups

KS1 Proportion reaching Greater Depth	Reading						Writing						Maths					
	2015			2016			2015			2016			2015			2016		
	LA	Nat	GAP	LA	Nat	GAP	LA	Nat	GAP	LA	Nat	GAP	LA	Nat	GAP	LA	Nat	GAP
All Pupils	39	32	7	21	24	-3	20	18	2	9	13	-4	29	26	3	15	18	-3
Boys	33	27	6	18	20	-2	15	13	2	5	10	-5	32	28	4	17	20	-3
Girls	44	37	7	25	27	-2	26	23	3	14	17	-3	26	24	2	12	16	-4
Disadvantaged	15	19	-4	7	13	-6	6	9	-3	2	7	-5	13	15	-2	5	10	-5
FSM	16	19	-3	7	13	-6	7	9	-2	3	7	-4	13	15	-2	5	10	-5
EHCP	7	3	4	2	2	0	7	1	6	0	1	-1	9	3	6	2	2	0
SEN Support	6	6	0	4	4	0	2	2	0	0	2	-2	5	6	-1	4	4	0
White	NA	NA	NA	21	24	-3	NA	NA	NA	9	13	-4	NA	NA	NA	15	17	-2
Mixed	NA	NA	NA	22	26	-4	NA	NA	NA	13	15	-2	NA	NA	NA	10	19	-9
Asian or Asian British	NA	NA	NA	21	23	-2	NA	NA	NA	17	15	2	NA	NA	NA	17	20	-3
Black or Black British	NA	NA	NA	10	22	-12	NA	NA	NA	10	14	-4	NA	NA	NA	0	16	-16
Chinese	NA	NA	NA	13	32	-19	NA	NA	NA	0	24	-24	NA	NA	NA	25	40	-15
Any other ethnic group	NA	NA	NA	13	18	-5	NA	NA	NA	6	12	-6	NA	NA	NA	6	16	-10

Key Stage 2 Proportions reaching the expected and high standards data for groups

	Reading, Writing (TA) and Maths (2016 Expected Standard & 2015 L4+)							Reading, Writing (TA) and Maths (2016 Higher Standard & 2015 L5+)						
	2015			2016				2015			2016			
	LA	Nat	GAP	LA	Nat	GAP	LA	Nat	GAP	LA	Nat	GAP	LA	Nat
All Pupils	83	80	3	54	53	1	25	24	1	5	5	0		
Boys	81	77	4	51	50	1	24	22	2	4	5	-1		
Girls	85	83	2	58	57	1	27	26	1	6	6	0		
Disadvantaged	67	70	-3	30	39	-9	10	13	-3	2	2	0		
FSM	66	70	-4	30	39	-9	9	13	-4	2	2	0		
EHCP	13	16	-3	4	7	-3	0	2	-2	0	0	0		
SEN Support	44	43	1	14	16	-2	2	3	-1	1	1	0		
White	NA	NA	NA	54	53	1	NA	NA	NA	5	5	0		
Mixed	NA	NA	NA	60	56	4	NA	NA	NA	8	7	1		
Asian or Asian British	NA	NA	NA	67	55	12	NA	NA	NA	11	6	5		
Black or Black British	NA	NA	NA	29	51	-22	NA	NA	NA	0	4	-4		
Chinese	NA	NA	NA	75	71	4	NA	NA	NA	0	18	-18		
Any other ethnic group	NA	NA	NA	75	50	25	NA	NA	NA	0	5	-5		

Key Stage 1 to 2 Progress data for groups

KS1 - 2 VA (Progress)	Reading Progress LA	Reading Progress Nat	Reading Gap	Writing Progress LA	Writing Progress Nat	Writing GAP	Maths Progress LA	Maths Progress Nat	Maths GAP
All Pupils	0.07	0	0.07	-2.14	0	-2.14	-1.41	0	-1.41
Boys	-0.52	-0.34	-0.18	-3.35	-0.82	-2.53	-0.78	0.62	-1.4
Girls	0.66	0.35	0.31	-0.92	0.85	-1.77	-2.03	-0.64	-1.39
Disadvantaged	-2.54	-0.72	-1.82	-4.45	-0.25	-4.2	-3.42	-0.52	-2.9
FSM	-2.55	-0.71	-1.84	-4.5	-0.22	-4.28	-3.35	-0.49	-2.86
EHCP	-4.59	-3.12	-1.47	-7.87	-4.02	-3.85	-7.24	-3.47	-3.77
SEN Support	-2.39	-1.3	-1.09	-5.24	-2.44	-2.8	-3.1	-1.14	-1.96
Low PA	-1.74	0	-1.74	-4.49	0	-4.49	-3.3	0	-3.3
Middle PA	0	0	0	-2.23	0	-2.23	-1.39	0	-1.39
High PA	0.6	0	0.6	-1.41	0	-1.41	-0.96	0	-0.96
White	0.02	-0.04	0.06	-2.14	-0.29	-1.85	-1.43	-0.34	-1.09
Mixed	0.39	0.43	-0.04	-3.15	0.31	-3.46	-1.86	-0.02	-1.84
Asian or Asian British	4.38	-0.12	4.5	1.77	1.12	0.65	2.76	1.74	1.02
Black or Black British	-1.23	0.1	-1.33	-3.4	1.21	-4.61	-2.47	0.61	-3.08
Chinese	-0.05	1.4	-1.45	1.44	1.75	-0.31	1.13	4.51	-3.38
Any other ethnic group	2.26	0.51	1.75	-4.36	1.55	-5.91	2.91	2.36	0.55

Appendix 2: Key Stage 4 - Progress 8 Analysis Summary

Overall Progress 8 (The progress that pupils make in the equivalent of 10 GCSEs compared to pupils of similar prior ability) was effectively zero showing that pupils made the progress that they should. This is an improvement on the past two years. Groups that made lower progress than similar pupils nationally included disadvantaged pupils, those with SEN, lower ability pupils and some ethnic minority pupils (although the latter groups have lower numbers and so data could have been more strongly affected by the results of individual pupils).

By Gender

Boys made less progress than girls, but better progress than boys nationally. Girls made lower progress than girls nationally.

	Cohort	Overall progress 8	
		BANES	National
all pupils	1939	-0.02	0.00
male	936	-0.08	-0.12
female	1003	0.05	0.13

By disadvantage

Disadvantaged pupils (those in receipt of FSM, looked after or adopted from care) make **much less** progress than similar pupils nationally, whilst non disadvantaged pupils make the same progress as similar pupils nationally. Were disadvantaged pupils in Bath and North East Somerset to achieve as well

	Cohort	Overall progress 8	
		BANES	National
all pupils	1939	-0.02	0.00
disadvantaged	359	-0.62	-0.32
other	1580	0.12	0.12
Children Looked After	16	-1.45	-0.88

as similar pupils nationally Progress 8 for BANES would increase from -0.02 to 0.04 (from about 75th rank to 50th rank nationally out of 151 local authorities). LAC in BANES schools made extremely low progress and lower progress than similar pupils nationally. (NB This cohort is not the cohort for whom BANES is the corporate parent although there will be some overlap).

By prior ability

Lower ability pupils were those who achieved less than a level 4 at key stage 2. These pupils made much less progress than similar pupils nationally, whilst middle ability and high ability made the progress that they should have.

	Cohort	Overall progress 8	
		BANES	National
all pupils	1939	-0.02	0.00
low overall	291	-0.28	0.00
middle overall	960	0.04	0.00
high overall	688	0.01	0.00

By Special Educational Needs

Pupils with an Education and Health Care Plan made much less progress than similar pupils nationally.

	Cohort	Overall progress 8	
		BANES	National
all pupils	1939	-0.02	0.00
SEN with statement or EHC plan	68	-1.11	-0.35
SEN support	169	-0.19	-0.38
no SEN	1702	0.05	0.06

By a combination of characteristics

The Venn diagram on the next page shows how SEN, disadvantage and low prior ability interact.

BANES Vulnerable Groups Progress 8 Analysis

The progress 8 (P8) score for certain groups in the LA is lower than their peers nationally. This analysis examines the extent to which these groups are linked. For this diagram SEN Support pupils and those with an EHC plan have been grouped together, and pupils in the three special schools are included.

DISADVANTAGED
365 Pupils P8 = -0.62

232 Pupils
P8 = -0.51

Solely disadvantaged pupils make very low progress, but when they also have SEN their progress is extremely low.

Those pupils that are disadvantaged and have SEN have particularly low progress

25 Pupils
P8 = -1.25

57 Pupils
P8 = -1.09

51 Pupils
P8 = -0.35

101 Pupils
P8 = 0.14

LOWER ABILITY
291 Pupils P8 = -0.28

75 Pupils
P8 = -0.07

83 Pupils
P8 = -0.22

SEN
240 Pupils P8 = -0.49

Those pupils with SEN and another characteristic have very low progress, but those pupils with only SEN have less poor progress

Lower ability pupils that are not disadvantaged and are without SEN have a strongly positive progress 8 score

Therefore low prior ability is not a determinant of low progress in BANES.

Actions should focus on disadvantaged pupils and those with SEN

By SEN in special schools

Progress of pupils with an EHC plan in special schools is less than that of those in mainstream schools reflecting the greater needs of the pupils placed in these schools. However, the progress of pupils with an EHC plan in mainstream schools in BANES is much lower than that of all EHC pupils nationally (-0.57 v -0.35).

School type	No.	P8 Score
Mainstream	30	-0.57
Special	39	-1.58
Total	69	-1.14

By school

School	Low Prior Ability		Middle Prior Ability		High Prior Ability		All Pupils	
	No.	P8 Score	No.	P8 Score	No.	P8 Score	No.	P8 Score
Bath Community	9	-0.62	14	-0.96	10	-0.44	33	-0.71
Bath Studio	8	-0.55	10	-0.40	2	-0.34	20	-0.45
Beechen Cliff	23	-0.15	75	0.22	67	0.27	165	0.19
Broadlands	15	-0.67	48	-0.38	27	-0.43	90	-0.44
Chew Valley	15	-0.25	98	-0.30	81	-0.24	194	-0.27
Hayesfield	21	0.02	71	0.33	67	0.14	159	0.21
Norton Hill	31	1.12	143	0.55	71	0.31	245	0.55
Oldfield	11	0.13	66	0.07	39	-0.09	116	0.02
Ralph Allen	17	-0.05	78	-0.09	68	0.17	163	0.02
Saint Gregory's	15	-0.71	72	0.05	53	0.16	140	0.01
Somervale	21	0.29	51	0.54	21	0.15	93	0.40
St Mark's	7	-0.25	22	-0.38	10	-0.71	39	-0.44
Wellsway	22	0.52	89	0.40	92	0.15	203	0.30
Writhlington	40	-0.95	120	-0.53	80	-0.42	240	-0.56
Total	255	-0.10	957	0.05	688	0.01	1900	0.01

NB Not including pupils in special schools

By Progress 8 element

Attainment 8 is the end point of the progress 8 measure and it is made of four elements; An English GCSE score (double weighted), a maths GCSE score (double weighted), three GCSEs from the EBacc list, and three GCSEs from the 'Open' list. The table on the following page shows mainstream secondary scores for each of the Progress 8 elements.

There is wide variation in the patterns for individual schools within this table. Some schools had low progress across all elements, others had a weakness in English or mathematics, several had lower scores in the EBacc or Open elements, possibly reflecting pupils taking fewer qualifications that counted towards these elements of the indicator (sometimes known as 'empty buckets').

School	No.	P8 English element	P8 Maths element	P8 Ebacc element	P8 Open element	Progress 8
Weighting		2/10	2/10	3/10	3/10	10/10
Bath Community	33	-0.50	-0.52	-1.09	-0.59	-0.71
Bath Studio	20	-0.79	-0.60	-0.07	-0.53	-0.45
Beechen Cliff	165	0.30	0.38	0.56	-0.40	0.19
Broadlands	90	-0.08	-0.34	-0.90	-0.28	-0.44
Chew Valley	194	-0.13	-0.09	-0.39	-0.35	-0.27
Hayesfield	159	0.50	0.09	-0.06	0.35	0.21
Norton Hill	245	0.14	0.37	0.54	0.95	0.55
Oldfield	116	0.16	-0.43	-0.33	0.58	0.02
Ralph Allen	163	0.12	0.01	0.03	-0.04	0.02
Saint Gregory's	140	-0.02	-0.01	0.41	-0.37	0.01
Somervale	93	0.15	0.29	0.18	0.85	0.40
St Mark's	39	-0.52	0.08	-0.57	-0.59	-0.44
Wellsway	203	0.31	0.43	0.46	0.05	0.30
Writhlington	240	-0.57	-0.35	-0.56	-0.71	-0.56
Total	1900	0.03	0.04	0.00	0.00	0.01

Appendix 3: Post 16 Tables

Key Stage 5 A level data by school

School Name	Number of students with an A level exam entry	A level value added score	Average point score per A level entry	Average point score per A level entry expressed as a grade	% of A level students achieving at least 3 levels at grades AAB or better, at least two of which are in facilitating subjects
England - All schools	N/A	NA	31.8	C+	17.0%
England - state-funded schools only	N/A	NA	30.4	C	13.9%
B&NES	N/A	-0.05	30.9	C	16.7%
Bath College	4	-0.10	SUPP	SUPP	SUPP
Bath Studio	20	0.30	28.1	C-	NE
Beechen Cliff	178	-0.10	30.1	C	25.0%
Chew Valley	98	0.14	30.1	C	13.3%
Hayesfield	119	0.05	33.4	C+	17.1%
Norton Hill	131	-0.10	29.8	C	11.1%
Oldfield	24	-0.52	24.5	D+	10.0%
Ralph Allen	129	-0.03	32.4	C+	14.2%
Saint Gregory's	77	-0.16	27.6	C-	12.5%
Somervale	16	0.14	33.7	C+	11.1%
St Mark's	6	-0.18	34.1	C+	SUPP
Wellsway	116	-0.01	34.8	C+	18.9%
Writhlington	127	-0.14	29.0	C	15.5%

Key Stage 5 Applied General Qualifications data by school

School Name	Number of students entered for at least one applied general qualification	Applied general value added score	Average point score per applied general entry	Average point score per applied general entry expressed as a grade
England - All Schools	N/A	N/A	34.69	Dist
England - State funded schools only	N/A	N/A	34.66	Dist
B&NES	N/A	-0.09	33.89	Dist
Bath College	184	-0.36	29.91	Merit+
Bath Studio	38	-0.65	17.63	Pass+
Beechen Cliff	13	-0.50	35.56	Dist
Chew Valley	3	SUPP	SUPP	SUPP
Norton Hill	68	0.65	45.88	Dist*-
Ralph Allen	8	-0.56	28.75	Merit+
Somervale	8	0.41	44.62	Dist*-
Wellsway	41	0.08	41.97	Dist*-
Writhlington	63	0.19	38.54	Dist+

Key Stage 5 English and mathematics GCSE resit data by school

School Name	Number of students in English progress measure	Average progress made in English	Number of students in maths progress measure	Average progress made in maths
England - All Schools	N/A	-0.10	N/A	-0.13
England - State funded schools only	N/A	-0.10	N/A	-0.13
B&NES	N/A	-0.21	N/A	-0.31
Bath College	363	-0.30	383	-0.40
Bath Studio	11	0.91	15	0.40
Beechen Cliff	4	SUPP	4	SUPP
Chew Valley	1	SUPP	4	SUPP
Hayesfield	NE	NE	7	0.86
Norton Hill	7	1.00	8	0.38
Oldfield	NE	NE	2	SUPP
Ralph Allen	1	SUPP	5	SUPP
Saint Gregory's	11	1.27	13	-0.15
Somervale	1	SUPP	NE	NE
St Mark's	2	SUPP	3	SUPP
Wellsway	4	SUPP	7	0.71
Writhlington	15	0.73	17	0.29

Appendix 4: Guide to the new performance measures including revised floor and coasting standards.

Key Stage 1

Teachers are required to make a teacher assessment at key stage 1 for all eligible pupils for reading, writing mathematics and science. Schools are required to use the key stage 1 tests for reading and mathematics to inform their judgement. For this year only schools were not required to use the Spelling, Punctuation and Grammar test. Possible teacher assessment judgements are shown in the table below.

	Writing	Reading	Maths	Science
Lower Attaining	BLW (Below, including P Scales)			HNM (Has not met)
	PKF (pre-key stage foundation)			
	WTS (Working towards the standard)			
Expected	EXS (Expected Standard)			
Higher Attaining	GD (greater depth)			

Table 1: Teacher Assessments at KS1

Key Stage 2

At key stage 2 there are tests for reading, mathematics and for grammar, punctuation and spelling. Scaled scores are reported for each of these subjects (see Table 2). A scaled score of 100 is needed to reach the expected standard, whilst a score of 110 (for this year) is needed to reach the high standard.

The headline accountability measures that are published are:

- Percentage achieving the expected standard in reading, writing and mathematics
- Percentage achieving the high standard in reading, writing and mathematics
- Progress score in each of reading, writing and mathematics
- Average scaled score in each of reading and mathematics (for those with scaled scores)

Subject	High score	% of pupils achieving		Average scaled score
		expected standard	high standard	
reading	110	66%	19%	103
writing	n/a	74%	15%	n/a
mathematics	110	70%	17%	103
reading, writing and mathematics	n/a	53%	5%	n/a
grammar, punctuation and spelling	110	72%	23%	104

Table 2: 2016 KS2 national proportions achieving the expected standard (Scaled Score of 100) and the high standard (Scaled score of 110, or greater depth in the writing teacher assessment)

Primary Schools - Floor standard

A school will be **above** the floor standard if:

1. 65% of pupils meet the expected standard in reading, writing and mathematics (i.e. achieve the expected standard in all three subjects) or
2. The school achieves sufficient progress scores in **all three** subjects: at least -5 in reading, -7 in writing and -5 in mathematics. (If the school has one progress score that is less than sufficient in one subject, the school will only be below the floor if the

progress score for that subject is significantly below average – the upper band of its confidence interval is below zero.)

Primary Schools - Coasting schools definition

The definition applies to schools that meet the following in **all** three years.

- fewer than 85% of pupils achieved level 4 in reading, writing and mathematics; and
- below the median percentage of pupils made expected progress in all of reading, writing and mathematics
- average progress is below -2.5 in reading or -3.5 in writing or -2.5 in mathematics. (If the school has one progress score that is below the coasting threshold in one subject, the school will only be below the threshold if the progress score for that subject is significantly below average – the upper band of its confidence interval is below zero.)

Key Stage 4 (GCSE) Accountability

There are now five key performance indicators at KS4:

- Progress 8 (progress in 8 qualifications)
- Attainment 8 (attainment in 8 qualifications)
- Percentage achieving A*-C in English and mathematics
- Percentage achieving the EBacc (A*-C in English, mathematics, two sciences, a modern or ancient language, and history or geography) and the percentage entering the EBacc
- Destinations (percentage staying in education or employment after KS4)

Progress 8 and Attainment 8 are based on eight qualifications in four elements:

- English (double weighted)
- mathematics (double weighted)
- three EBacc slots for other EBacc subjects
- three open slots for further EBacc subjects or other approved high-value arts, academic, or vocational qualifications.

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is zero.

Secondary Schools – Floor Standard

In 2016 a school will be below the floor standard if its Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero.

Floor standards do not apply to special schools, independent schools, pupil referral units, and alternative provision or hospital schools. Schools will be excluded from a Progress 8 floor standard in a particular year where they have fewer than 6 pupils at the end of key stage 4, or where less than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculations of Progress 8.

Secondary Schools - Coasting schools definition

In 2016, a secondary school will be coasting if:

- In 2014 fewer than 60% of pupils achieved 5 A*-C at GCSE (including English and maths) and less than the national median achieved expected progress in English **and** in maths **and**;
- In 2015, fewer than 60% of pupils achieved 5 A*-C at GCSE (including English and maths) and less than the national median achieved expected progress in English **and** in maths; **and**
- In 2016, the school's Progress 8 score is below -0.25

A school will have to be below the coasting definition in three consecutive years to be defined as coasting.

KS5 (A Level) Accountability

There are five accountability measures at KS5.

1. **Progress** - a value added progress measure to show how well students have progressed when compared with students with the same prior attainment for students taking Level 3 academic and Applied General qualifications. A completion and attainment measure which compares the attainment of students with the national average attainment for each qualification and treats non-completion as a fail for students taking Tech Levels (and Technical Certificates from 2017);
2. **Attainment** – continuing the average point score per entry measure and removing the average point score per student measure;
3. **Retention** - a measure showing the proportion of students being retained in their core aim and aligned as far as possible with the retention element of the funding formula;
4. **English and maths** – an average change in grade measure for students who did not get a good pass (currently a grade C) in these subjects at GCSE;
5. **Destinations** –the measure shows the percentage of students going to or remaining in a sustained education or employment destination in the academic year after taking A levels or other Level 3 qualifications.