



To: Education and Children's Services Scrutiny Board
Date 28 February 2019

Subject: Coventry Education Performance

1 Purpose of the Note

1.1 To update members on Coventry's performance on the following:

- Ofsted profile
- Early Years Foundation Stage
- Phonics and Key Stage 1
- Key Stage 2
- Key Stage 4
- 16-19 attainment
- Post-16 participation in education, employment and training

1.2 Headline achievement data for the following vulnerable groups has been provided:

- Disadvantaged pupils
- Pupils with an Education, Health and Care Plan (EHCP)
- Pupils receiving Special Educational Needs (SEN) Support
- White British Disadvantaged Boys
- Children Looked After (CLA)

2 Recommendations

2.1 The Education and Children's Service Scrutiny Board (2) are recommended to:

- 1) Comment and/or raise questions on the information provided
- 2) Identify any recommendations for the appropriate Cabinet Member

3 Information/Background

3.1 The Department for Education published the results for the Early Years Foundation Stage Profile (EYFSP) on 18 October 2018 and Phonics and Key Stage 1 on 30 October 2018. The **validated** results were published for Key Stage 2 on 13 December 2018. The validated results for Key Stage 4 (including GCSEs) and 16-19 attainment were published on 24 January 2019. Publication of post-16 participation data is as indicated in the relevant tables.

At the time of writing, validated data is available for all local authorities across England and allows for comparisons to be made with Coventry's statistical neighbours, the West Midlands region and performance seen nationally in state-funded schools and FE colleges across England. **Pupils who are admitted from**

overseas within the last two years of the completion of their key stage and for whom English is not their first language have been removed from final published data.

Comparisons with statistical neighbours have been included where possible. The use of statistical neighbours is ideal since it allows us to compare our performance with other local authorities who share many of the characteristics present within Coventry. These include such aspects as the proportion of children entitled to Free School Meals, similar population demographics and the proportion of children who are defined as non-White British.

Further information on how to access school and FE college data is available in **Section 12 – References.**

**Kirston Nelson, Director Education and Skills
People Directorate**

1. Ofsted profile

Primary and secondary schools

All maintained schools across England are subject to monitoring and inspections by the Office for Standards in Education, Children's Services and Skills (Ofsted).

Further information on Ofsted and its purpose can be found at the following link:

<http://www.ofsted.gov.uk/resources/school-inspections-guide-for-parents>

When a school has been inspected, Ofsted will determine whether the school falls into one of four categories, these are:

- Grade 1 (Outstanding)
- Grade 2 (Good)
- Grade 3 (Requires Improvement)
- Grade 4 (Inadequate)

Ofsted profile – percentage of pupils attending a good or outstanding school

Proportion of pupils attending good or outstanding provision (December 2018)			
Phase	Coventry	Statistical neighbours (SN)	National
Early Years *	94%	Below SN at 95%	Below National at 95%
Primary	95%	Above SN at 84%	Above National at 90%
Secondary	85%	Above SN at 78%	Above National at 83%
Special	100%	Above SN at 93%	Above National at 93%
Overall	92%	Above SN at 82%	Above National at 87%

** as at 31st August 2018

Commentary

- The profile for Primary remains above national
- The profile for Secondary has improved since 2015 and is now above national
- 100% of pupils attend good or outstanding special schools
- The combined citywide profile (excluding Early Years) continues to rise and is above national

2. DfE accountability

On 29 January 2019 the Department for Education launched a [consultation](#) that seeks views on proposals for a clearer, simpler approach to identifying schools that may benefit from an offer of support to help improve a school's educational performance.

The proposal is that all schools judged as 'Requires improvement' by Ofsted will be eligible for support, and that schools with 2 consecutive 'Requires improvement' judgements will be eligible for more intensive support.

To simplify accountability the DfE is also proposing to remove floor and coasting data standards.

3. Early Years Foundation Stage Profile

Teacher assessments of children at the end of the reception year at all primary schools are conducted according to the Early Years Foundation Stage Profile (EYFSP).

The EYFSP is conducted across all children at the end of the reception year and should assist in supporting the smooth transition of pupils into a Key Stage 1 programme of study. The EYFSP has been designed to assist both teachers and parents in informing them about their child's development against the early learning goals.

Teachers decide upon a 'best-fit' assessment when judging whether or not a child is seen to be 'emerging', 'expected' or 'exceeding' against all of the 17 Early Learning Goals.

Definition of a 'Good Level of Development'

The number and proportion of children achieving at least the expected level within the three prime areas of learning: communication and language, physical development and personal, social and emotional development and the early learning goals within the literacy and mathematics areas of learning.

EARLY YEARS FOUNDATION STAGE PROFILE				
Good Level of Development	2016	2017	2018	Trend
Coventry	65.4%	66.1%	67.8%	Upward
National	69.3%	71%	71.5%	Upward
LA ranking	123	132	132	No change to position
Stat neighbour (SN) average and ranking	66.4% 6 th	68% 7 th	68.8% 7 th	Below SN average No change to position
Commentary				
<ul style="list-style-type: none"> Coventry has continued to improve against this measure and in 2018 the improvement is at a faster rate than national (1.7ppts compared to 0.8ppts). 				

4. Phonics and Key Stage 1

Phonics

The Year 1 phonics screening check, introduced in 2012, is a statutory assessment for all children in Year 1 (typically aged 6). Pupils are judged to have met the expected phonics standard if they exceed the nationally published performance level.

Year 1 Phonics	2016	2017	2018	Trend (ppt = percentage point)
Coventry	79%	79.2%	81.3%	Upward
National	81%	81.2%	82.5%	Upward
LA ranking	102	112	108	Upward
Stat neighbour (SN) average and ranking	79.3% 6 th	79% 6 th	80.3 6 th	Above SN average No change to position
Commentary				
<ul style="list-style-type: none"> The % of pupils achieving the expected standard in phonics rose by 2.1ppt at a faster than national at 1.3ppt The gap to national has narrowed by nearly 1ppt. 				

5. Key Stage 1

In 2016 pupils were assessed against the new more challenging curriculum. Results are no longer reported as levels, the interim frameworks for teacher assessment have been used by teachers to assess if a pupil has met the new, higher expected standard. The expectations for pupils at the end of key stage 1 have been raised.

Key Stage 1 Expected standard Reading, writing and maths	2016			2017			2018			Trend (ppt = percentage point)
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	
Coventry	70	62	70	72	64	72	72	65	73	No change for Reading Upward for Writing and Maths
National	74	65	73	76	68	75	75	70	76	Downward for Reading Upward for Writing and Maths
LA ranking	126	115	114	123	127	118	124	139	126	Dropped positions for all 3
Stat neighbour (SN) average and ranking	70.6 7 th	62.4 7 th	70.1 7 th	72 7 th	65 7 th	73 9 th	73 9 th	67 9 th	74 9 th	Dropped to 9 th position for Reading and Writing
Commentary										
<ul style="list-style-type: none"> Coventry's performance in Writing and Maths has improved in 2018, and at the same rate as national for Maths but marginally slower for Writing. Coventry is below its SN average for Reading, Writing and Maths. 										

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6. Key Stage 2

Performance data

The headline measures, which appear in the performance tables, include attainment and progress measures. These are:

- the percentage of pupils achieving the ‘expected standard’ in English reading, English writing and mathematics at the end of key stage 2
- the pupils’ average scaled score
 - in English reading at the end of key stage 2
 - in mathematics at the end of key stage 2
- the percentage of pupils who achieve at a higher standard in English reading, English writing and mathematics
- the pupils’ average progress:
 - in English reading
 - in English writing
 - in mathematics

The ‘expected progress’ measure

The system of national curriculum levels is no longer used by the government to report end of key stage assessment. There is no ‘target’ for the amount of progress an individual pupil is expected to make. Any amount of progress a pupil makes contributes towards the school’s progress score.

Key Stage 2 ATTAINMENT Expected standard Reading, writing and mathematics combined	2016	2017	2018	Trend (ppt = percentage point)
Coventry	49%	58%	62%	Upward
National	53%	61%	64%	Upward
LA ranking	123	115	110	Upward
Stat neighbour (SN) average and ranking	48.3% Joint 6 th	57.4% Joint 5 th	61.4% Joint 5 th	Above SN average No change to position
Commentary				
<ul style="list-style-type: none"> • Coventry’s improvement in 2018 is at a faster rate than nationally (4ppts compared to 3ppts). • The gap with national has therefore narrowed by 1ppt to 3ppts. • Coventry has moved up 5 places in the LA ranking. 				

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Key Stage 2 PROGRESS	2016			2017			2018			Trend
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	
Coventry	-0.73	-0.27	-0.26	-0.5	+0.1	-0.2	-0.3	-0.8	-0.2	Upward for Reading, no change for Maths and downward for Writing
National	0	0	0	0	0	0	0	0	0	National expressed as 0
LA ranking	123	97	89	121	74	88	109	134	90	Upward for Reading, downward for Writing and Maths
Stat neighbour (SN) average	-0.57 6 th	-0.07 8 th	-0.22 Joint 5 th	-0.26 6 th	+0.1 Joint 4 th	-0.31 Joint 4 th	-0.38 7 th	-0.29 9 th	-0.9 7 th	Downward positions for all 3
Commentary										
<ul style="list-style-type: none"> In 2018 Coventry's performance in Reading has improved, stayed the same for Maths and declined in Writing, and we are below national for all 3. Coventry has moved up 12 places in the LA ranking for Reading but moved down for Writing and Maths. 										

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7. Key Stage 4

Secondary accountability measures in 2018

A new secondary school accountability system was introduced in 2016. The headline measures which appear in the 2018 performance tables are:

- progress across 8 qualifications (Progress 8)
- attainment across the same 8 qualifications (Attainment 8)
- percentage of pupils entering the English Baccalaureate (EBacc)
- percentage of pupils at the school achieving the English Baccalaureate at a grade 5 or above in English and maths, and at a grade C or above in other subjects
- percentage of pupils achieving a grade 5 or above in English and maths
- percentage of students staying in education or going into employment after key stage 4 (pupil destinations)

Key Stage 4 PROGRESS Progress 8	2016	2017	2018	Trend
Coventry	-0.05	-0.12	-0.08	Upward but below national
National	-0.03	-0.03	-0.02	Upward
LA ranking	86	97	82	Upward
Stat neighbour (SN) average and ranking	-0.1 4 th	-0.07 6 th	-0.14 4 th	Improved from 6 th to 4 th position
Commentary				
<ul style="list-style-type: none"> • Progress 8 was introduced in 2016 as the headline indicator of school performance determining the floor standard. It aims to capture the progress a pupil makes from the end of primary school to the end of key stage 4. It is a type of value added measure, which means that pupils' results are compared to the progress of other pupils nationally with similar prior attainment. • In 2017, new GCSE (9 to 1) qualifications in English and maths were included for the first time in the Progress 8 measure. In 2018 most other subjects were also graded 9-1. • Coventry's Progress 8 score has improved in 2018 resulting in improved positions in both the LA and SN rankings. Coventry's Progress 8 score improved by 0.04, above the national rate of improvement of 0.01, therefore closing the gap to national by 0.03. 				

Key Stage 4 ATTAINMENT Attainment 8	2016	2017	2018	Trend
Coventry	48.1	42.8	43.3	Upward but below national
National	50.1	46.3	46.5	Upward
LA ranking	118	125	128	Downward
Stat neighbour (SN) average and ranking	47.9 6 th	44.0 8 th	43.7 7 th	Just below SN average Improved from 8 th to 7 th position
Commentary				
<ul style="list-style-type: none"> • Attainment 8 measures pupils' attainment across 8 qualifications. • In 2018, new GCSE (9 to 1) qualifications in English and maths were included for the first time in the Attainment 8 measure. In 2018 most other subjects were also graded 9-1. • Coventry's Attainment 8 score improved by 0.5, faster than the national rate of improvement of 0.2, therefore closing the gap to national by 0.3. 				

Key Stage 4 ATTAINMENT Grade 5 or above in English and maths ('strong' pass')	2016	2017	2018	Trend
Coventry	NA	36.2	37.5	Upward but below national
National	NA	42.6	43.3	Upward
LA ranking	NA	125	124	Upward
Stat neighbour (SN) average and ranking	NA	37.9 8 th	38.6 7 th	Below SN average Improved from 8 th to 7 th position
Commentary				
<ul style="list-style-type: none"> Coventry's performance in the 'strong pass' has improved by 1.3ppts, almost twice the rate of improvement nationally at 0.7ppts, therefore closing the gap to national by 0.6ppts. <p>(In March 2017, the department announced that the 'strong' pass would be used in headline attainment accountability measures. The headline English and maths measure is, therefore, the percentage of pupils achieving a grade 5 or above in English and maths. There is also an additional measure showing the percentage of pupils achieving a grade 4 or above in English and maths in performance tables (see table below).</p>				

Key Stage 4 ATTAINMENT Grade 4 or above in English and maths ('standard' pass)	2016 (Old measure: Grade C or above)	2017 (New measure: Grade 4 or above)	2018 (New measure: Grade 4 or above)	Trend
Coventry	60.8	58.3	60.2	Upward but below national
National	63.3	63.9	64.2	No change
LA ranking	102	128	117	Upward
Stat neighbour (SN) average and ranking	59 3 rd	59.9 8 th	59.5 5 th	Improved from 8 th to 5 th position
Commentary				
<ul style="list-style-type: none"> Coventry's performance in the 'standard pass' has improved by 1.9ppts, faster than the rate of improvement nationally of 0.3ppts, therefore closing the gap to national by 1.6ppts. 				

Key Stage 4 ENTRY MEASURE % ENTERING the English Baccalaureate (EBacc)	2016	2017	2018	Trend
Coventry	39.6	39.2	38.9	Downward but above national
National	39.7	38.2	38.4	Upward
LA ranking	69	65	69	Downward
Stat neighbour (SN) average and ranking	36.5 3 rd	34.9 2 nd	36.8 4 th	Above SN average Dropped from 2 nd position to 4 th
Commentary				
<ul style="list-style-type: none"> The English Baccalaureate (EBacc) entry measure reports the percentage of pupils entered for the EBacc. To enter the EBacc, pupils must take up to eight GCSEs across five subject 'pillars'. 				

Key Stage 4 ATTAINMENT English Baccalaureate (EBacc) Average Point Score (APS)	2016	2017	2018	Trend
Coventry	NA	NA	3.7	No trend but below national
National	NA	NA	4	No trend
LA ranking	NA	NA	121	No trend
Stat neighbour (SN) average and ranking	NA	NA	3.7 Joint 5 th	In line with our SN average

Commentary

- In 2018 the headline EBacc attainment measure changed from the proportion of pupils achieving a grade 5 and above in the EBacc subjects to an EBacc average point score (APS). This new measure recognises the attainment of all pupils, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.
- Coventry's performance in 2018 is below national. The average point score of 3.7 equates to GCSE grade 4.

Key Stage 4 PUPIL DESTINATIONS	2013-14 cohort in 2015	2014-15 cohort in 2016	2015-16 cohort in 2017	Trend
Coventry	92	93	94	Improved performance for the third consecutive year and in line with national
National	94	94	94	No change
LA ranking	110	90	49	Upward
Stat neighbour (SN) average and ranking	92.1 Joint 4 th	92.7 Joint 2 nd	92.1 Joint 1 st	Above SN average Improved from 2 nd position to joint 1 st

Commentary

- The headline pupil destination measure shows the percentage of pupils continuing to a sustained education, employment or training destination in the year after completing key stage 4 study (after year 11). The data is for pupils who finished year 11 in summer 2016, which is the most recent data available. To be counted in a sustained destination, pupils had to have a recorded activity throughout the first two terms of the 2016-17 academic year.
- In 2018 Coventry improved by 1ppt (national remained the same) and moved up in both the LA and SN rankings. This demonstrates that Coventry schools are preparing pupils effectively for the next stage of their education or training.

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8. 16-18 accountability

Headline measures

A set of five headline measures was published for the first time in 2016 16-18 performance tables. These measures provide a rounded picture of provider performance used in a range of ways: informing student choice; informing a provider's own self-assessment and benchmarking; informing Ofsted's inspection regime; and informing government's performance management of the 16-18 sector.

The 2018 16-18 performance tables will be published in January and March 2019 as the data sources required for some of the headline measures do not become available until after January 2019.

The five headline measures are:

- **Progress:** The progress of students is the main focus of the new accountability system. This measure is a value added progress measure for academic and applied general qualifications, and a combined completion and attainment measure for tech level and level 2 qualifications.
- **Attainment:** The attainment measure shows the average point score per entry, expressed as a grade and average points. Separate grades are shown for level 3 academic (including a separate grade for A level), applied general, tech level and level 2 vocational qualifications, including a separate grade for technical certificate qualifications.
- **English and maths progress** (for those students who have not achieved GCSE grade 9-4 or A*-C by the end of key stage 4): This measure shows the average change in grade separately for English and maths. The methodology for the measure is closely aligned with the condition of funding rules, which means that students that do not reach grade 9-4 or A*-C are required to continue to study English and/or maths at post-16.
- **Retention:** As the participation age has increased to 18 it is increasingly important that all young people are given suitable education and training opportunities that they see through to completion. The retention measure therefore shows the proportion of students who are retained to the end of their main programme of study.
- **Destinations:** Including destination information in performance tables broadens the information available to the public and gives schools and colleges the opportunity to demonstrate other aspects of their performance.

16-18 ATTAINMENT	2016	2017	2018	Trend
Average point score (APS) per entry – A level				
Coventry	28.29 (Grade C-)	28.95 (Grade C)	29.81 (Grade C)	Upward and continued improved performance but below national
National	31.79 (Grade C)	31.14 (Grade C)	32.12 (Grade C+)	Upward
LA ranking	108	116	114	Upward
Stat neighbour (SN) average and ranking	28.28 6 th	29.06 7 th	30.21 8 th	Below SN average Dropped one position
Commentary				
<ul style="list-style-type: none"> • A new point score system was introduced in 2016 (A*= 60, C=30, E=10). • In 2018 Coventry's A Level point score remained at Grade C, just below national. • It should be noted that 1 point is equal to 1/10th of a grade. Therefore, although Coventry's SN ranking position has dropped, the data set is clustered around Grade C. 				

16-18 ATTAINMENT Average point score (APS) per entry – Tech level	2016	2017	2018	Trend
Coventry	28.63 (Merit +)	29.29 (Merit +)	31.66 (Distinction-)	Improved performance for third year and above national for the first time
National	30.77 (Merit+)	32.25 (Distinction-)	28.11 (Merit+)	Downward
LA ranking	117	131	26	Upward
Stat neighbour (SN) average and ranking	30.46 10 th	32.35 11 th	28.6 2 nd	Moved up 9 positions
Commentary				
<ul style="list-style-type: none"> Coventry's performance in 2018 has improved significantly compared to national. Further analysis of this data is required to understand the drop in national performance. Since 2016, only high value level 3 vocational qualifications, which meet predefined characteristics, are recognised in the 16-18 performance tables. Only those qualifications on the list of tech level qualifications are recognised in the tech level category. Tech level qualifications are level 3 qualifications for students wishing to specialise in a technical occupation or occupational group, e.g. a level 3 diploma in construction or bricklaying. 				

English and Maths PROGRESS	2016		2017		2018		Trend
	Eng	Maths	Eng	Maths	Eng	Maths	
Coventry	-0.12	-0.29	-0.13	-0.16	-0.23	-0.14	Downward in English Upward in Maths
National	-0.10	-0.13	-0.02	-0.01	+0.06	+0.05	Upward
Commentary							
<ul style="list-style-type: none"> These scores show how much progress students made in English and maths qualifications such as GCSE re-takes, between the end of key stage 4 and the end of the 16 to 18 phase of education. A positive score means that, on average, students got higher grades at 16 to 18 than at key stage 4. A negative score means that, on average, students got lower grades than at key stage 4. Students are included in these measures if they did not achieve a grade C/4 or higher in their GCSE or equivalent by the end of key stage 4 in that subject. 							

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Key Stage 5 DESTINATIONS	2013-14 cohort in 2015	2014-15 cohort in 2016	2015-16 cohort in 2017	Trend
Coventry	90	91	90	Downward but above national for 3 consecutive years
National	88	89	89	No change
LA ranking	14	13	30	Downward (data clustered across a small range)
Stat neighbour (SN) average and ranking	86.8 Joint 1st	88.4 Joint 1st	87.6 Joint 1st	Above SN average Maintained position at the top of the table alongside one SN

Commentary

- The headline destination measure shows the percentage of young people from school or college continuing to a sustained education, employment or training destination in the year after the young person took their A level or other level 3 qualifications.
- Coventry has performed above national and our statistical neighbours for three consecutive years and demonstrates the impact of all Coventry's 16-18 providers in preparing learners for their chosen next steps, enabling them to make well-informed decisions about their future plans.
- 71% of Coventry learners' progressed to education (compared to 67% nationally) and 18% progressed to employment (compared to 22% nationally). Of these:
 - 63% progressed to Higher Education Institutions (HEIs) compared to 59% nationally.
 - 7% progressed to Apprenticeships, compared to 6% nationally.

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9. Post-16 participation in education, employment and training

Post-16 PARTICIPATION September Guarantee	2016	2017	2018	Trend
Coventry	91.1	95.6	Not yet available	Upward and above both national and West Midlands for 2017
England	94.5	94.7	Not yet available	Slight improvement in 2017
Statistical neighbours	93.97 10 th	Not yet known	Not yet available	
West Midlands	93.1	94.9	Not yet available	Upward

Commentary

- 2018 data will be available in October 2019.
- The September Guarantee helps local authorities fulfil their duty to provide education and training to young people and find them a suitable place. The offer should be appropriate to the young person's needs and can include:
 - full-time education in school sixth-forms or colleges
 - an apprenticeship or traineeship
 - employment combined with part-time education or training.











Annual NEET and Not Known rates	2016 (16-18 year olds)		2017 (16-17 year olds)			2018 (16-17 year olds)		
	NEET	Not Known	Com- bined figure	NEET	Not Known	Com- bined figure	NEET	Not Known
Coventry	4.7	11.1	6.8	3.1	3.7	5.4	3.5	1.9
England	5.1	6.2	6	2.8	3.2	6.0	2.7	3.3
Stat neighbours	4.3	12.4	7	3.6	3.4	Not yet known	Not yet known	Not yet known
West Midlands	4.2	8.4	7.3	2.7	4.6	6.4	2.4	4.0











Commentary








- Coventry's performance has continued to improve over the last two years and the 2018 combined figure is **below (better than)** both national and West Midlands.
- The term NEET refers to the group of young people who are not engaged in any form of further education, employment or training. The term Not Known refers to young people who are believed to be resident in the area but whose current activity is not known.
- Since September 2016 local authorities are only required to report on 16 and 17 year olds.
- In addition, the DfE changed the definition of NEET to **include** those young people whose activity is not known, i.e. a **combined figure** and also shifted the period for which the average is made from November to January to December to February. As such the 2016 figures cannot be compared with NEET publications for subsequent years.

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10. PERFORMANCE OF VULNERABLE GROUPS

Phase	Vulnerable group	2017 (national)	2018 (national)	2017 to 2018	Gap with national
Early Years Good Level of Development (GLD)	Disadvantaged pupils	57.5% (56.6%)	55.1% (57.2%)		Widened by 3.0
	Education, Health and Care Plan (EHCP)	0.0 (4.0%)	1.8% (5.0%)		Narrowed by 0.8
	Special Educational Needs (SEN) Support	27.6% (26.4%)	26.6% (27.5%)		Widened by 2.1
	White British disadvantaged boys	47.2% (46.8%)	43.1% (47.4%)		Widened by 4.7
	Children looked after (CLA)	33% (Not available)	44% (47%)		National not available in 2017
Year 1 Phonics	Disadvantaged pupils	72.0% (70.1%)	73.5% (71.7%)		No gap – above national
	Education, Health and Care Plan (EHCP)	5.7% (18.4%)	6.1% (20.2%)		Widened by 1.4
	Special Educational Needs (SEN) Support	50.1% (46.4%)	53.8% (48.2%)		No gap – above national
	White British disadvantaged boys	62.5% (62.2%)	65.2% (64.4%)		No gap – above national
	Children looked after (CLA)	65% (0.0%)	64% (0.0%)		National not available

Phase	Vulnerable group	2017 (national)	2018 (national)	2017 to 2018	Gap with national
Primary Key Stage 1 Reading, Writing & Maths combined (RWM)	Disadvantaged pupils	47.3% (49.3%)	47.8% (50.2%)		Widened by 0.5
	Education, Health and Care Plan (EHCP)	0.0 (8.1%)	0.0 (7.8%)		No change
	Special Educational Needs (SEN) Support	21.0% (19.2%)	23.5% (20.6%)		No gap – above national
	White British disadvantaged boys	36.4% (40.1%)	36.8% (41.2%)		Widened by - 0.7
	Children looked after (CLA)	27% (0.0%)	43% (37%)		National not available in 2017
Primary Key Stage 2 Reading, Writing & Maths combined (RWM)	Disadvantaged	46.3% (47.1%)	49.4% (50.5%)		Widened by 0.2
	Education, Health and Care Plan (EHCP)	2.6% (8.2%)	1.7% (8.0%)		Widened by 0.7
	Special Educational Needs (SEN) Support	18.8% (20%)	21.4% (23.4%)		Widened by 0.8
	White British disadvantaged boys	39.6% (39.7%)	41.2% (42.7%)		Widened by 1.4
	Children looked after (CLA)	22% (32%)	26% (35%)		Closed by 1.0

Secondary Key Stage 4 Progress 8	Disadvantaged	-0.43 (-0.40)	-0.51 (-0.44)		Widened by 0.4
	Education, Health and Care Plan (EHCP)	-1.29 (-1.04)	-1.05 (-1.08)		Narrowed by 0.28
	Special Educational Needs (SEN) Support	-0.50 (-0.43)	-0.52 (-0.44)		Widened by 0.01
	White British disadvantaged boys	-1.07 (-0.84)	-1.04 (-0.92)		Narrowed by 0.11
	Children looked after (CLA)	-1.27 (-1.18)	-1.03 (-1.24)		No gap – above national
	White disadvantaged boys – English	20.1% (27.4%)	25.4% (26.8%)		Narrowed by 6.1
	White disadvantaged boys – Maths	19.4% (25.8%)	23.1% (25.2%)		Narrowed by 4.3

Sources: NEXUS based on NPD and DfE LAIT as at January 2018

Summary of KS2 higher and lower performing pupil groups in 2018

Higher performing

Bangladeshi (65)
Indian (337)
First language not English (1172)
Other Asian (211)
Pakistani (230)

Lower performing

EHC Plan (101)
SEN Support (731)
FSM (685)
Joined in Y5 or Y6 (181)
Black Caribbean (149)

Summary of KS4 higher and lower performing pupil groups in 2018

Higher performing

Indian (282)
Bangladeshi (67)
First language not English (820)
Other Asian (150)
Any Other (82)

Lower performing

Joined in Y10 or Y11 (84)
EHC Plan (113)
FSM (491)
SEN Support (381)
FSM (in last 6 years) (1002)

11. Conclusion

Members have been provided with the 2017-18 results to give them an opportunity to comment or raise questions.

In 2018 there are some notable improvements to celebrate:

- Upward trend for EYFS and Year 1 phonics
- Improvement in KS2 results, specifically attainment
- Upward trend and improvements at a faster rate than national for almost all KS4 indicators:
- Coventry NEET rate below (better than) national

A key overarching priority for 2018-19 is to continue to improve outcomes for all pupils so they are in line with or better than national.

12. References and sources

Much of the data contained in the tables above is currently accessible to the public via the DfE's Government Data website:

<https://www.gov.uk/government/organisations/department-for-education/about/statistics>

Early Years Foundation Stage Profile

<https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile>

Published: 18 October 2018

Phonics screening check and key stage 1 assessment

<https://www.gov.uk/government/collections/statistics-key-stage-1>

Published: 27 September 2018

Key Stage 2 (National curriculum assessments)

<https://www.gov.uk/government/collections/statistics-key-stage-2>

Published: 11 January 2019

Key Stage 4 (GCSEs and equivalent results)

<https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>

Published: 24 January 2019

16-19 attainment (A levels and other 16-18 results)

<https://www.gov.uk/government/collections/statistics-attainment-at-19-years>

Published: 24 January 2019

Ofsted 'Data View'

<http://dataview.ofsted.gov.uk>

Published: Ofsted Data View is usually updated on a six monthly basis

Local authority interactive tool (LAIT)

<https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

A tool for comparing data about children and young people across all local authorities in England