
Cabinet Member (Education)

21st January 2014

Name of Cabinet Member:

Acting Cabinet Member (Education) – Councillor D Chater

Director Approving Submission of the report:

Director of Education and Inclusion

Ward(s) affected:

All

Title: The Standards, Progress and Achievement of Coventry Children by Ages 5, 7, 11, 16 and 18 in 2013

Is this a key decision?

No - Although this matter may affect all wards, the impact of the proposals is not expected to be significant

Executive Summary:

The report has four key purposes which are to:

- 1.1 Report on the Standards, Progress and Achievement of Coventry Children at the end of each Key Stage:
 - a) The Early Years Foundation Stage (EYFS)
 - b) Key Stage 1 (KS1) - Aged 7
 - c) Key Stage 2 (KS2) - Aged 11
 - d) Key Stage 4 (KS4) - Aged 16
 - e) Key Stage 5 (KS5) - Aged 18
- 1.2 Report on the most recent comparative data about the performance of pupils at these five Key Stages.
- 1.3 Recommend priorities for improvements at each Key Stage.
- 1.4 Seek approval of the recommendations below.

Recommendations:

The Acting Cabinet Member is recommended to:

- 1) Endorse the evaluation of the outcomes of the 2013 EYFS, KS1, KS2, KS4 and KS5
- 2) Approve the key priorities for the 2013-14 school improvement cycle outlined in the document.

List of Appendices included:

Graphs showing attainment and progress data at the end of each Key Stage.

Background papers:

None

Other Useful Documents:

The School Improvement Strategy September 2013 - August 2015

Has it been or will it be considered by Scrutiny?

By Scrutiny Board 2 on 19 December 2013

Has it been or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Report title:

The Standards, Progress and Achievement of Coventry Children by Ages 5, 7, 11, 16 and 18 in 2013

1. Context and background

- 1.1 This report has been written using the latest data available as at December 2013. Data for EYFS and KS1 was finalised in October and August respectively. KS2 data was published in the form of national performance tables by the Department for Education (DfE) on 13 December 2013.
- 1.2 In relation to City figures for 2013, a 1% point change represents approximately 43 children at EYFS, 39 at KS1, 34 at KS2, 36 at KS4 and 14 at KS5.

2. The Standards, Progress and Achievement of Coventry pupils

2.1 Early Years Foundation Stage (EYFS)

- 2.1.1 Children at the end of the EYFS are completing their Reception year and most will be aged 5. Their progress and attainment has been assessed across seven Areas of Learning (AoLs) by their teachers, measured against the 17 Early Learning Goals (ELGs) of the new Early Years Foundation Stage Profile (EYFSP). There are three prime areas of learning: Communication and Language (CL), Physical Development (PD) and Personal, Social and Emotional Development (PSED) with eight associated ELGs.

There are four specific areas of learning: Literacy (L), Mathematics (M), Understanding the world (UW) and Expressive Arts and Design (EAD) with nine associated goals.

- 2.1.2 At the end of the EYFS, teachers have made a judgement for each ELG as to whether the child's learning and development is best described by:
- the description of the level of development expected at the end of the EYFS (**expected**)
 - not yet at the level of development expected at the end of the EYFS (**emerging**); or
 - beyond the level of development expected at the end of the EYFS (**exceeding**).

The judgements made by the teacher are '**best fit**'. 'Best fit' does not mean that the child has equal mastery of all aspects of the ELG. Teachers look to the whole of each ELG description when making their summative judgements about children's attainment, taking into account their relative strengths and weaknesses.

- 2.1.3 The **Good Level of Development** (GLD) measure for the 2013 EYFSP is different from previous years because the Early Learning Goals have changed. A child is judged to have reached a good level of development if they have achieved at least the expected level of development in each of the ELGs of the three prime areas of learning (CL, PD and PSED) and in the two specific areas of learning of Literacy and Mathematics.

As the content of the Good Level of Development measure has changed, it is not possible to compare results for the new profile with previous years. The data for 2013 should be treated with some caution because the new profile and assessment arrangements need to become embedded and tested out over more than one year.

- 2.1.4 All areas of learning within the EYFS are important. To reflect this, the GLD measure is supported by a measure of the average of the cohort's total point score across every early learning goal. This captures the attainment of all children across all the Early Learning Goals.

3 Positive indicators at EYFS

- 3.1 The proportion of children achieving a good level of development is 55%, 3% above the national figure of 52%. Across England the proportion achieving a Good Level of Development in other Local Authorities ranges from 28% to 69%.

Coventry's performance compared with Statistical Neighbours in 2013 ranked the City first out of 11. Across our statistical neighbours the proportion achieving a Good Level of Development ranged from 41% to 53%.

The supporting measure of average score points shows the national average is 32.8 and Coventry's average point score is 32.9. 34 points is the equivalent of children achieving the expected level across all Early Learning Goals.

- 3.2 In 2013, across the 17 Early Learning Goals (ELGs):

- Performance ranges from 63% attaining the expected level of development or above in Writing to 89% attaining the expected level of development or above in Technology.
- Gap between girls and boys is the least it has been in last four years with the new measure of performance at 14.2%. 62.6% of girls attained a good level of development compared to 48.4% of boys.
- Of the largest ethnic groups 59.1% of White British, 56.1% of Black African and 61.5% of Asian Indian achieved a good level of development.
- 47.5 % of EAL learners achieved a good level of development
- 49.7% of children in the most deprived areas¹ attained a good level of development.

- 3.3 Both girls and boys performed best in Physical Development where 89.5% of girls and 80% of boys achieved at least the expected level of development in both ELGs of that area of learning. Both boys and girls performed the lowest in Literacy with 68.9% of girls and 55.7% of boys achieving at least the expected level of development in both ELGs of that area of learning.

- 3.4 Compared to national outcomes:

- The percentage of girls in Coventry achieving a good level of development exceeded the national outcome of 60% by 3%. Across England the proportion of girls achieving ranges from 33% to 69%.
- The percentage of boys in Coventry achieving a good level of development was 4% higher than the national figure of 44%. Across England the proportion of boys achieving ranges from 23% to 62%.
- The average point score for boys in Coventry was 31.8 compared to a national figure of 31.6. The average point score for girls in Coventry was 33.9 compared to a national figure of 34.1. Overall the gender gap in Coventry was 2.1 compared to a national gap of 2.5, at 32.9 compared to 32.8.

- 3.5 At national level, the achievement gap between the lowest attaining 20% of children and the mean is 36.6%. The gap in Coventry is slightly better at 36.4%.

- 3.6 Across all seventeen early learning goals in Coventry, the lowest proportion of children achieving at least the expected level was in Writing and Numbers at 63% and 69.8% respectively. The highest proportion was in Technology and Health and Self-care at 89.3% and 88.9% respectively. This mirrors national outcomes closely.

¹ Grouping within Income Deprivation Affecting Children Index (where 0 to <1decile is the most deprived, 9 to <10 least

4 Priorities for Improvement at EYFS

- 4.1 The achievement gap between the lowest attaining 20% of children and the mean is 36.4%. Closing the gap further continues to be a priority to improve outcomes for the most vulnerable children.
- 4.2 Boys' attainment is improving, but the gap between boys and girls at the end of EYFS at 14.2% remains too wide. In 2013, the gap in writing continues at 13.7%; boys' writing continues to be a priority for improvement.
- 4.3 A child's ability to communicate effectively threads through many of the ELGs and impacts on a child attaining the expected level of development across those goals. Children need to be confident communicators and have the relevant vocabulary to enable them to reach the expected level of development across the Early Learning Goals.
- 4.4 The priorities for raising attainment at age 5 are to:
- Continue to improve outcomes in Literacy by continuing to build on and embed improvements in the provision for writing;
 - Narrow the gap further between the lowest attaining 20% and the City median;
 - Improve children's communication and language;
 - Improve children's achievement in Number.
- 4.5 We will do this through:
- Supporting the improvement of quality further, focussing on what adults do and what adults provide, particularly for boys, through accurate assessment of children's learning and development
 - Providing support for practitioners in the Prime and Specific areas of learning and development, particularly Writing and Numbers.
 - Supporting settings and schools to maximise opportunities to develop children's communication and language by:
 - focussing on the adult's role in modelling use of language and vocabulary;
 - using the Welcomm tool in supporting early identification and intervention;
 - Ensuring that the characteristics of Effective Learning underpin children's learning and development, leading to high levels of engagement, motivation and thinking across settings and schools

5 Measuring Attainment at Key Stage 1 (KS1)

- 5.1 Attainment at the end of KS1 is measured by teacher assessment in speaking and listening, reading, writing, mathematics and science. National Curriculum Level 2 is the expected standard for children by the end of KS1, with Level 3 representing the achievement of the more able. Level 2 is subdivided into a lower: Level 2c, a secure Level 2b and a higher Level 2a.

6. Positive Indicators at KS1

- 6.1 In 2013, at Level 2 and above reading and writing improved by 2 percentage points, science by 1% and there was no change in mathematics. Since 2010 there has been an upward trend in attainment in all three subjects. However, reading, writing and mathematics all remain below the national figures and the gaps did not narrow sufficiently in 2013.
- 6.2 At Level 2B and above, there were sharp and significant improvements in reading, writing and mathematics in 2013. Reading rose by 6 percentage points, writing 5% and mathematics 4%. Trends since 2012 are upward and the gaps between the City and national outcomes have closed dramatically. Attainment now matches the national average in reading and is just 1% behind in writing and mathematics.

- 6.3 At the higher Level 3, attainment rose by 3 percentage points in writing, mathematics and in reading. Science remained the same. Compared with the national picture, the gap has closed in all subjects in 2013 and trends are upward since 2010. Although higher than last year, standards in reading need to improve further at this level. The gap with national is closing but it still remains at 4% in Reading, 1% in Writing and 3% in Mathematics.
- 6.4 Overall, girls' attainment is better than that of boys in reading, writing and mathematics at the end of KS1. Girls' attainment at Level 2+ improved by 2% in reading and writing, 1% in science and remained the same in mathematics. At Level 3, girls' attainment rose by 5% in reading and mathematics, 3% in writing and 1% in science. Boys also improved in most areas at Level 2+ and at Level 3. Boys' attainment rose by 3% in reading and writing and 1% in mathematics. There was no change in science. At Level 3, boys' attainment rose by 1% in reading, writing and mathematics. It fell by 2% in science. Girls continue to attain better than boys in all subjects at Level 2+ and in reading and writing at Level 3. Despite the improvements at Level 2+ the gaps remained the same. The gaps with national have closed in reading, writing and mathematics for girls at Level 3. Boys closed the gap in writing, it remained the same in mathematics but it widened in reading and science at the higher level.
- 6.5 Bangladeshi and other Asian pupils attain above the national average at all levels. The attainment of Indian pupils is below the national average at KS1 at Level 2+ and at Level 3. Those pupils eligible for free school meals attain above the national average at Level 2B+ and at Level 3. Those children who are looked after attain below the national average at all levels.

7 The priorities for raising attainment and progress at KS1 are to:

- increase attainment in reading, writing and mathematics, particularly at Level 2+;
- improve attainment at Level 3, particularly in reading and mathematics;
- ensure gaps are closed between different groups to minimise the under-achievement of any particular group;
- raise the attainment of boys in all subjects;
- increase the attainment of Indian pupils and those that are looked after.

8 Measuring attainment and progress at the end of Key Stage 2 (KS2)

- 8.1 Attainment is measured by national tests and teacher assessments. There are tests in Reading, Mathematics and, for the first time this year, Grammar, Punctuation and Spelling (GPaS). Writing is assessed by Teacher Assessment; there is no national test in writing.
- 8.2 National curriculum levels can be converted to average points scores (APS) with a number ascribed to each level. This method is used in the national RAISEonline data booklet for each school and HMI and Ofsted use this to assess both attainment and progress, particularly from the end of KS1 to the end of KS2.
- 8.3 The progress of pupils over the 4 years from the end of KS1 to the end of KS2 is measured in a number of ways. There are two National Indicators here, one indicating the proportion of pupils that have made at least two national curriculum levels progress in English and one indicating the same measure for progress in mathematics.
- 8.4 Value Added is a formula based measure that seeks to assess the expected progress of an individual cohort of pupils between the end of KS1 and KS2 against the progress that they actually made. The 'average' figure is 100, with figures either side deemed as lower or higher than expected based on the size of the cohort and the gap between the average figure.

9 Positive Indicators at KS2

- 9.1 **Please note:** In local data the cohort is part adjusted for overseas pupils. The percentage may therefore be up to 0.5% higher in the final data set published in December 2013.

- 9.2 In 2013, the performance (standards) of Coventry's eleven year olds was below the national average on all measures of Level 4+ and Level 5 attainment. Progress measures were at least in line with and above those found nationally. The overall trajectory over the past five years is upwards with good improvement made in writing and mathematics. However, it is more uneven in reading.
- 9.3 Although rates of progress for the City's pupils fluctuated across some subjects in 2013, overall they remain on an upward trajectory over time for all subjects. The proportion achieving at least two levels progress in reading was 88%, a fall of 2% but this matched the national figure. The proportion achieving at least two levels progress in writing rose by 2% to 92% which exceeded the national outcomes by 1%. The proportion achieving at least two levels progress in mathematics rose by 1%. This exactly matches the national figure.
- 9.4 In 2013, attainment at Level 4+ in writing rose by 5% points. This was a considerable improvement. Outcomes are now just 1% below the national average. Level 5+ writing outcomes rose by 3% to an all-time high of 37%, but it is still 4% below national.
- 9.5 Attainment at Level 4+ in reading fell by 3% to 81%. Although the national figure also fell to 85%, this meant that the gap between Coventry and all schools nationally widened by 1%. Attainment at Level 5+ fell by 3% to 38%. Nationally, reading attainment fell by a wider margin of 4% to 44%. Therefore, in reading the gap closed between the City's schools and all schools nationally by 1%
- 9.6 Attainment at Level 4+ in mathematics fell by 1% to 80% while the national average remained at 84%. This represents a 1% widening of the gap. Attainment at Level 5+ improved by 3% to an all-time Coventry high of 37%. National outcomes improved by 2% to 41%, therefore the gap closed by 1%
- 9.7 In 2013, 71% of Coventry's pupils achieved a Level 4+ in reading, writing and mathematics combined compared with 75% nationally. The gap between Coventry and national averages has narrowed by 1% and now stands at 4% below. Although the attainment of boys rose in 2013 it still remains below that of girls in reading, writing and mathematics combined at Level 4+.
- 9.8 At the higher Level 6, reading outcomes of 0.2% exceeded the national figure of 0%. This was an increase of 0.1%. In writing Coventry's outcome of 1% was below the national figure of 2%. Nevertheless this was an increase of 0.4%. Mathematics attainment at 4.7% was below the national figure of 6%. However, this was an increase of 3% for Coventry.
- 9.9 Most groups of pupils including White British, Black Caribbean, Indian, Pakistani, Bangladeshi and Gypsy/Roma pupils achieve below the national average in mathematics, reading and writing at the end of KS2. Those eligible for free school meals and looked after children attain above the national average in all subjects. The attainment of pupils identified with special educational needs including those at school action, school action plus and those with statements of special educational needs (SEN) is variable, but generally below average.

10. Priorities for Improvement at KS2

- 10.1 Further improve attainment for all pupils, including the more able, so that the current gaps between City and national averages at Level 4+ continue to narrow from 4% in mathematics, 4% in Reading, 1% in Writing, and are in line with national averages by 2014.
- 10.2 Continue this year's good progress to further narrow the gaps in progress and attainment for all vulnerable groups, particularly those with SEN. Further raise the attainment of different groups of pupils including White British, Black Caribbean, Indian, Pakistani, Bangladeshi and Gypsy/Roma Gypsy pupils.

- 10.3 While raising the attainment and progress of all children, particular focus to be given to raising the performance of boys, to narrow the gender performance gap.
- 10.4 The priorities for raising attainment and progress at KS2 are to continue to:
- Increase the proportion of children attaining Level 4+ in both mathematics and English and making at least 2 Levels progress from KS1 to KS2.
 - Increase the proportion of higher attaining pupils assessed at Level 5 and Level 6.
 - Close the gaps in attainment for vulnerable groups such as pupils with special educational needs, those from the most deprived neighbourhoods and different ethnic groups of pupils.
- 11 The Standards, Progress and Achievement of Coventry Students by age 16 (Key Stage 4)**
- 11.1 Following Coventry's best ever results in 2012 and significant changes to the examination system there is greater variability in the key indicators in summer 2013 exams, specifically;
- 5 A*-C (including English and Maths) decreased from 59% to 57% (below national at 60%)
 - 5 A*-C (any subject) decreased from 88% to 87% (above national at 82%)
 - Expected progress (3 levels) in English increased marginally to 69% (below national at 70%)
 - Expected progress (3 levels) in mathematics decreased from 70.5% to 68% (below national at 71%)
 - More than expected progress (4 levels) in English increased from 25% to 28% (below national at 31%)
 - More than expected progress (4 levels) in mathematics decreased by 30% to 27% (below national at 33%)
- 11.2 Many of the attainment indicators comparing KS2 attainment with expected attainment at KS4 show a positive picture:
- 5 A*-C (including English and maths) is above estimate by 1%.
 - 5 A*-C (in any subject) is above estimate by 7% (significant)
 - Point Score Capped is above estimate by 13 points (significant). This means on average students achieved 2 grades better over a range of 8 subjects
 - Expected progress (3 levels) in English is above estimate by 2% (significant)
 - Expected progress (3 levels) in mathematics is above estimate by 0.5%.
- 11.3 As in past years girls performed better than boys on most measures and the gap (approx 9% at 5A*-C including English and maths) remains similar to previous years.
- 11.4 Attainment in GCSE English (C grade or better) decreased from 67% to 65% and is now below the national average of 68%. Attainment in GCSE Maths (C grade or better) remained the same at 69% and is below the national average of 71%.
- 11.5 Attainment at the higher levels of 5A*-A decreased from 19% to 18% in Coventry against a similar decrease nationally from 21% to 20%. For Coventry this is below predictions based on KS2 results.
- 11.6 The performance tables will include the proportion of students attaining the English Baccalaureate, (EBacc) (C+ grades in English, maths, 2 sciences, a humanity and a modern foreign/ancient language). This year 17% of Coventry 16 year olds were successful in obtaining the EBacc, up from 10% in 2012 (23% nationally in 2013).
- 11.7 Achievement of 5A*-C (including English and maths) by vulnerable groups shows overall improvements:

- Pupil Premium (PP) increased from 39% to 40% (below national at 41%) closing the gap between PP and all other pupils from 29% to 23%
- White British Boys receiving Free School Meals improved significantly from 23% to 33% (above national at 32%)
- LAC increased significantly from 13% to 30% (no national data available)
- SEN increased from 25% to 26% (above national at 23%).

12. Priorities for improvement at KS4

- 12.1 To improve attainment for all pupils, including the performance of higher attaining students, both by ages 16 and 19.
- 12.2 To increase to proportion of young people making 3 and 4 levels of progress in English and mathematics to meet or exceed national averages by 2014.
- 12.3 To continue this year's good progress to further narrow the gaps in progress and attainment for all vulnerable groups, particularly those with SEN, Gypsy/Roma pupils, those that are transient and those pupils who attract the Pupil Premium.

13. The Standards, Progress and Achievements of Coventry students 16-19

- 13.1 Young people in Coventry attend a range of education providers including school sixth forms, further education colleges and independent private training providers (Apprenticeships).
- 13.2 The provisional Key Stage 5 Value Added (VA) scores indicates that Coventry students in school sixth forms, on average, made just below expected progress from KS4 (2011) to KS5 (2013) with Level 3 (A level and equivalent) candidates scoring on average 1 grade less across a programme of three subjects. A longitudinal approach to measuring progression of all Coventry 16-19 year olds (i.e. the cohort that left Year 11 in 2010) shows that 53% (+1%) reached Level 3 by age 19 and 79% (+2%) reached Level 2 (5 A*-C GCSE or equivalent) by age 19.

14 Participation

- 14.1 Coventry Schools have a very high number of young people studying in sixth forms with the Year 11 into Year 12 (first year of sixth form) transition currently at 51.4%. Total school sixth form numbers decreased from 3514 (January 2012) to 3459 (January 2013). This continued decline in absolute numbers was mainly due to lower cohort numbers in Year 11.
- 14.2 The proportion of students who then continue from Year 12 to Year 13 rose by 1% from 79% to 80% although again in absolute terms there were slightly fewer students. The number of 'final year' students taking Level 3 qualifications in 2013 also decreased by 54 (4%) to 1356. With fewer students, Level 3 entries declined by a similar proportion compared to 2012 for both GCE A level and vocational courses.
- 14.3 The most recent published data on participation rates of 16 and 17 year olds (June 2013 participation data DfE) shows Coventry first compared to its statistical neighbours; the latest figure for 16 year olds is 92% with the figure for 17 year olds being 87% and the combined figure at 89.4%. This is above England at 88.4 and the West Midlands at 87.4.
- 14.4 Just under 4,000 young people aged 16-19 are attending our three Coventry Colleges of Further Education, City College, Henley College and Hereward College. Provision in these colleges is wide, ranging both in terms of levels of courses and the vocational offer. The breakdown of levels of qualification shows that 45% of students are on Level 3 courses with 23% working towards Level 2 qualifications and the remaining 32% on Level 1 or pre Level 1 courses (source: College data). Additionally there are 474 apprentices studying and working with employers as part of the college provision.

14.5 In addition to the above, the wider Apprenticeship offer, delivered by Independent Private Training Providers, is vital in terms of the mix and balance of 16 – 19 provision for Coventry young people. The communication and coherence of this offer is particularly important bearing in mind the requirements of the Raising of the Participation Age (RPA). From September 2013, the age of compulsory participation has been raised, meaning young people now stay in some form of education or training until the end of the academic year in which they turn 17. From the start of the 2015/16 academic year this requirement will be extended so that it applies until a young person's 18th birthday.

15 Attainment (Schools)

15.1 The overall A level (A2) pass rate has increased from 97.7% to 98.4% slightly above the national average. In contrast the percentage of A* - B grades at A2 decreased from 41.9% to 41.1% when national increased by 0.3% to 52.9%; the gap with national has therefore widened by 1% point to 11.8% points.

15.2 The percentage of students achieving 3 A*-A at A level decreased from 6.6% to 5.6% in 2013 compared to a small national increase of 0.1% to 10.8% leaving a 5.2% gap with national.

15.3 The percentage of A-B grades at AS has increased from 27.3% to 28.4%. The gap with the national average has closed from 12% to 8% because the national figure saw 4% point decrease to 35.9%.

15.4 The overall AS pass rate increased from 84.7% to 84.8%.

15.5 The average point score per student for all Coventry students has decreased from 645 in 2012 to 629 in 2013. Coventry's position amongst its statistical neighbours has gone from 8th to 11th for points per student.

15.6 The Coventry factors impacting on this measure include both increased participation and the continued increase in the number of vocational qualifications being taken (these qualifications attract a lower overall points score than A levels). Particularly of note for 2013 is the significant increase in the number of students who have taken a Level 3 qualification in a College. The statistics would indicate that these students are taking qualifications which either attract a lower overall point score or in fact are taking fewer qualifications in total. Further review of the data behind this cohort plus discussion with College principals will take place in order to identify key underlying issues.

16 Attainment (FE Colleges)

16.1 The combined Level 3 achievement rate for college students for 2013 is 92% against a national benchmark of 91%.

16.2 The overall apprenticeship framework completion rate for 2013 (the percentage of young people who have successfully completed their apprenticeship) for Coventry College students is 85%.

17. Priorities for Improvement at KS5/Post-16

17.1 Higher grades at both AS and A Level because Coventry remains over 10% points below national figures. This means that our more able students are not doing as well as those nationally.

17.2 Improve the overall AS pass rate (currently 3.5% points below national) and continue to target specific subjects causing concern.

17.3 The destinations of the 20% of year 12 students (schools) who do not progress into Year 13 (schools) require more detailed analysis in order to identify a) progression route and subsequent achievement and b) whether there are any information, advice and guidance issues requiring further discussion.

17.4 Focus on College performance and challenge with College Principals about Level 3 average points score per student and per entry.

18. Results of consultation undertaken

18.1 No consultation undertaken to inform this report.

19. Timetable for implementing this decision

19.1 No decision required

20 Comments from the Executive Director, Resources

20.1 Financial Implications

There are no financial implications to the Council as a result of this report.

20.2 Legal implications

Under Section 13A Education Act 1996 the Local Authority have a duty to promote high standards of education and fulfilment of potential. A Local Authority must ensure, that their relevant education functions are exercised (as far as they are capable of being so exercised) with a view to promoting high standards of education, ensure fair access and promote fulfilment of learning potential in persons under 20 years of age or over 20 but under 25 who have been assessed to have a learning difficulty.

Public authority decision makers are under a duty to have due regard to 1) the need to eliminate discrimination, 2) advance equality of opportunity and 3) foster good relations between persons who share a relevant protected characteristic. (Public sector equality duty - s 149(1) Equality Act 2010)

The relevant protected characteristics in education are, age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Decision makers must be consciously thinking about the 3 aims as part of their decision making process with rigour and with an open mind. The duty is non-delegable and continuing to have "due regard", not to achieve a result but to have due regard to the need to achieve these goals. Consideration must be given to the potential adverse impacts and the measures needed to minimise any discriminatory effects.

21 Other implications

None

21.1 How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / Local Area Agreement (or Coventry Sustainable Community Strategy)?

Improving primary and secondary age pupil's attainment makes an important contribution to the Council's core aims of securing a prosperous Coventry; where young people are employable and make a positive contribution to the City's economic future; where children and young people are supported and their achievements celebrated and where they are safe, achieve and make positive contribution; encouraging a creative, active and vibrant city; together with developing a more equal city and cohesive communities and neighbourhoods.

21.2 How is risk being managed?

The Education and Learning Service has a planned programme in place to monitor the progress being made by Coventry Schools and analyses key attainment and achievement data robustly. This is supported by regular monitoring of the quality of teaching, classroom observation and the scrutiny of OFSTED reports. Regular monitoring and evaluation also takes place through discussions with senior and middle leaders in schools, school Improvement Partners, relevant lead officers in the Education and Inclusion Service and other City Council Departments and Diocesan staff. Progress is regularly reported to the Director of Education and Inclusion and the Cabinet Member for Education by the leadership Team of the Education and Inclusion Service.

Key strategies for reducing risk include:

- a) Developing and maintaining local performance data systems;
- b) Leading and providing a programme of support, challenge and intervention to schools and settings targeted for those needing to improve most quickly.
- c) Co-ordinating key improvement partnerships and networks in order to facilitate the sharing of effective practice;

For further advice and support in identifying, assessing, treating and monitoring strategic and operational risk within projects, service delivery etc please contact the Business Risk Officer on 024 7683 3965.

21.3 What is the impact on the organisation?

Educational standards and attainment have an impact on the reputation of the City and influence people's desire to live, work and invest in the City. Higher school standards correlate with higher aspirations and expectations for the City and a strong school sector leads to a stronger City. The success of Coventry Schools has a direct impact on the ability of schools to recruit and retain staff.

21.4 Equalities / EIA

An Equality Impact Assessment of the work of the Learning and Achievement Service was completed as part of service review and re-organisation in 2013. This concluded that the Service continues to have a positive impact on equalities. The Service maintains a focus on challenging and supporting schools to analyse and improve the attainment of different groups of students, including boys and girls, different minority ethnic groups, transient students, Looked After Children, children living in poverty and students with Special Educational Needs. The analysis of the standards and attainment of children and young people by gender, ethnic group and specific characteristics including Special Educational Needs and Looked After Children is undertaken at City-wide level at each key stage and is reported in the Report.

21.5 Implications for (or impact on) the environment

There are no particular implications for the environment arising from this report although it should be noted that different subjects of the primary and secondary curriculum promote an awareness of sustainable development and environmental issues.

21.6 Implications for partner organisations?

The continued focus on improving educational achievement and outcomes will help key partners to ensure that successful student and family learning is placed at the heart of our approach to community education and that schools are viewed as key institutions at the centre of the City's approach to ensuring community cohesion.

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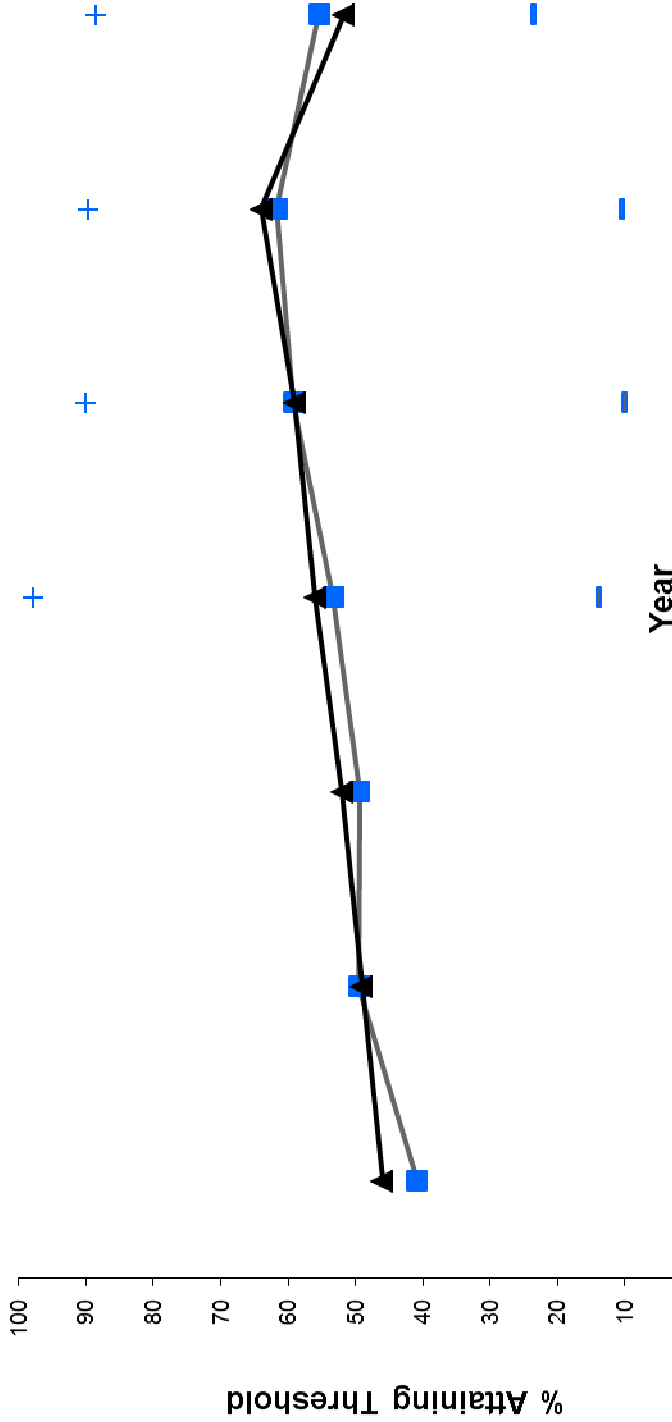
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Ed Carter	Senior Advisor	People	13/12/13	17/12/13
Michelle Pickering	Senior Advisor	People	13/12/13	17/12/13
John Dywer	Senior Advisor	People	13/12/13	17/12/13
Anne Brennan	Senior Advisor	People	13/12/13	17/12/13
Kate Ireland	Strategic Lead: Learning and Achievement	People	13/12/113	17/12/13
Michelle Salmon	Governance Services Officer	Resources	23/12/13	23/12/13
Names of approvers for submission: (officers and Members)				
David Haley	Director, Education and Inclusion	People	13/12/13	17/12/13
Rachel Sugars	Finance Manager	Resources	13/12/13	17/12/13
Elaine Atkins	Solicitor	Resources	13/12/13	13/12/13
Neelesh Sutaria	Human Resources Manager	People	13/12/13	13//12/13
Councillor D Chater	Cabinet Member (Education)	-	13/12/13	07/01/14

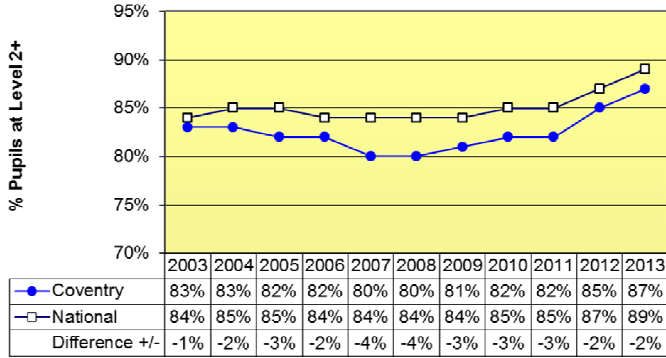
This report is published on the council's website: www.coventry.gov.uk/councilmeetings

**EYFSP % Pupils reaching a good level of development
(NI72 up to 2012)**

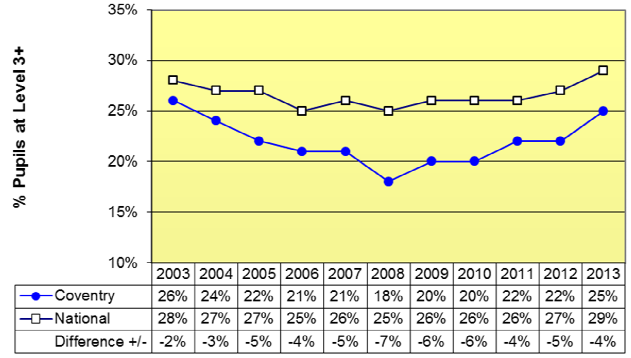


	2007	2008	2009	2010	2011	2012	2013
City	40.8	49.5	49.4	53.3	59.2	61.7	55.4
National	46	49	52	56	59	64	51.7
Max City				97.8	90.0	89.7	88.4
Min City				13.8	10.0	10.5	23.5

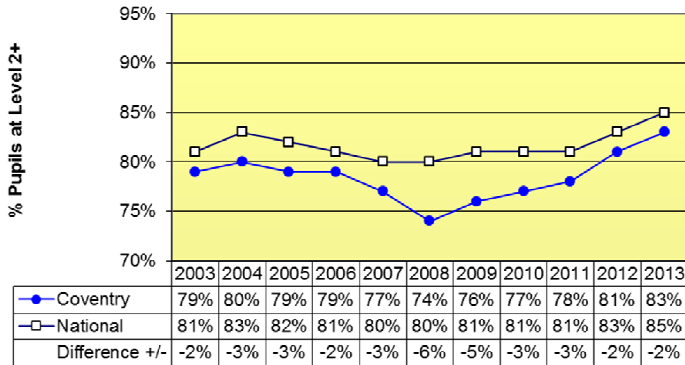
Key Stage 1 Reading Task/Test/TA 2003-2013



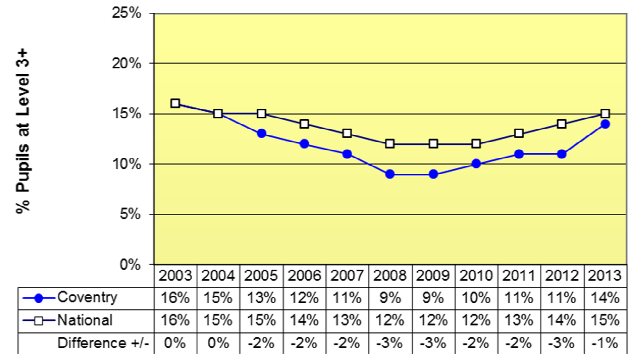
Key Stage 1 Reading Task/Test/TA 2003-2013



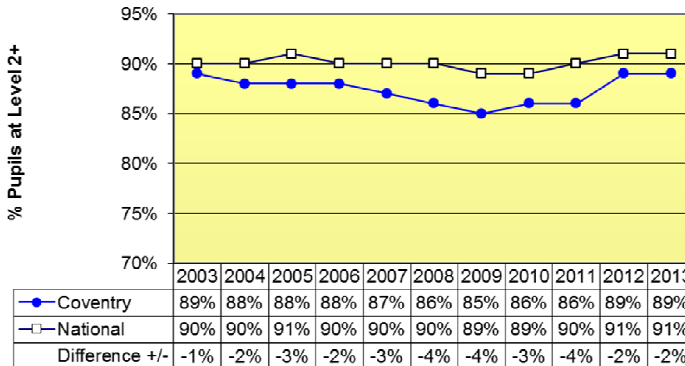
Key Stage 1 Writing Task/Test/TA 2003-2013



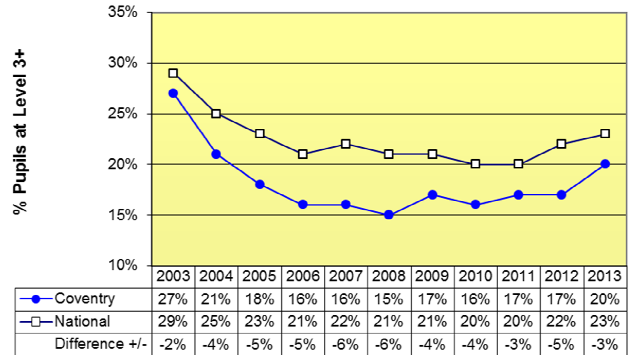
Key Stage 1 Writing Task/Test/TA 2003-2013



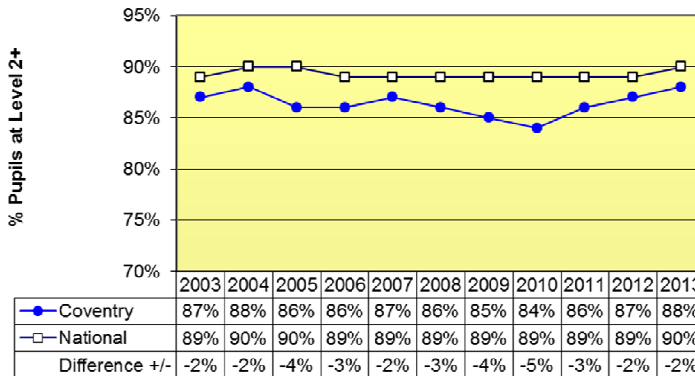
Key Stage 1 Mathematics Test/TA* 2003-2013



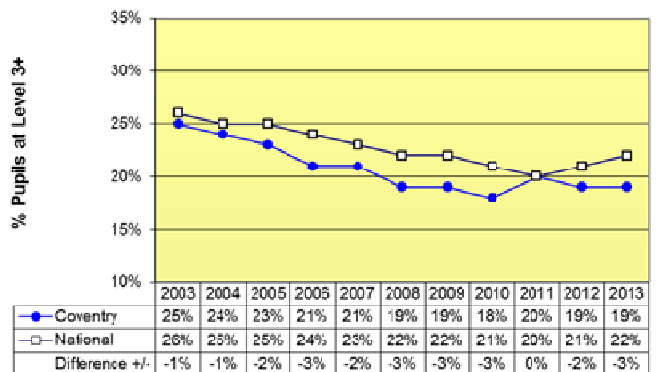
Key Stage 1 Maths Task/Test/TA 2003-2013



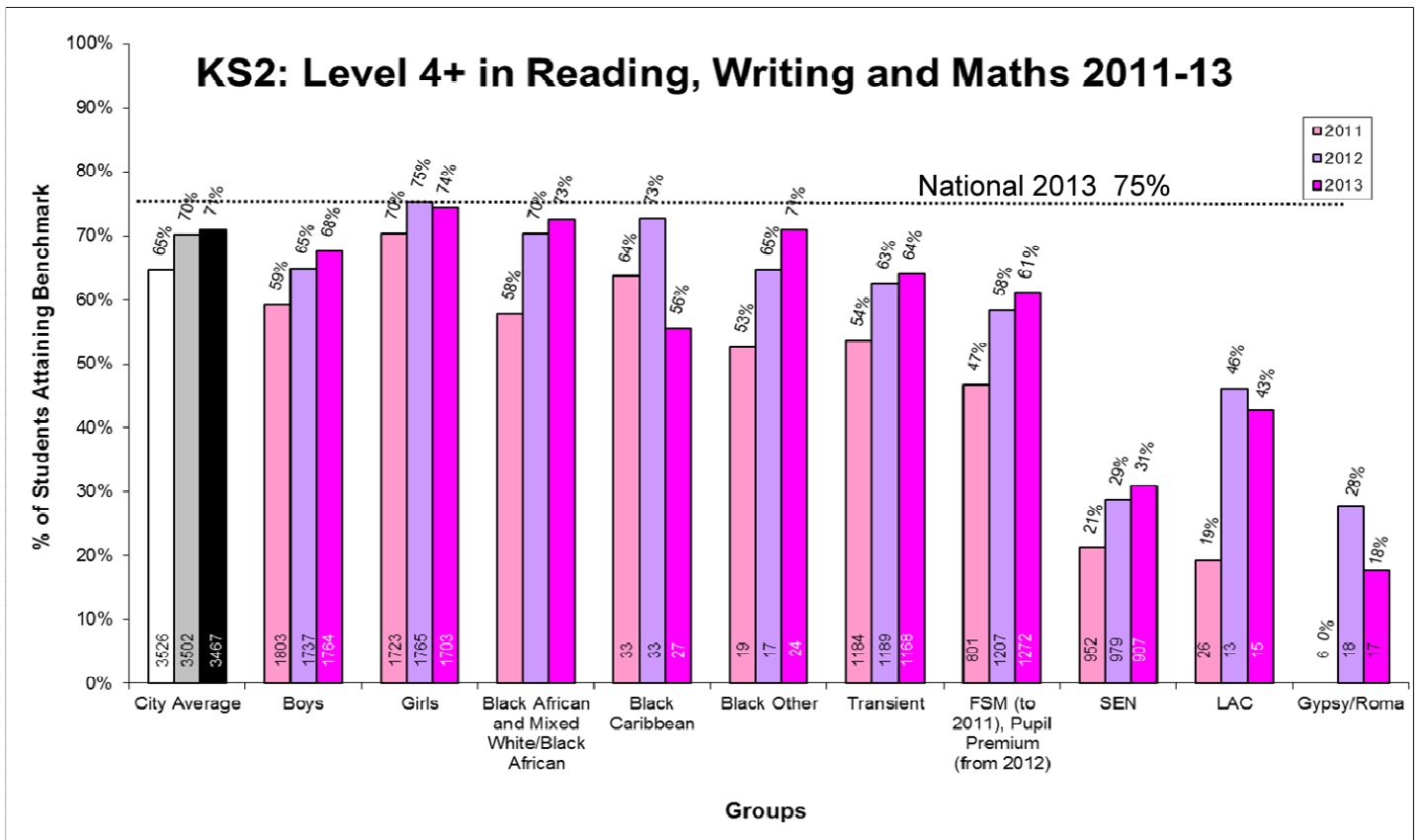
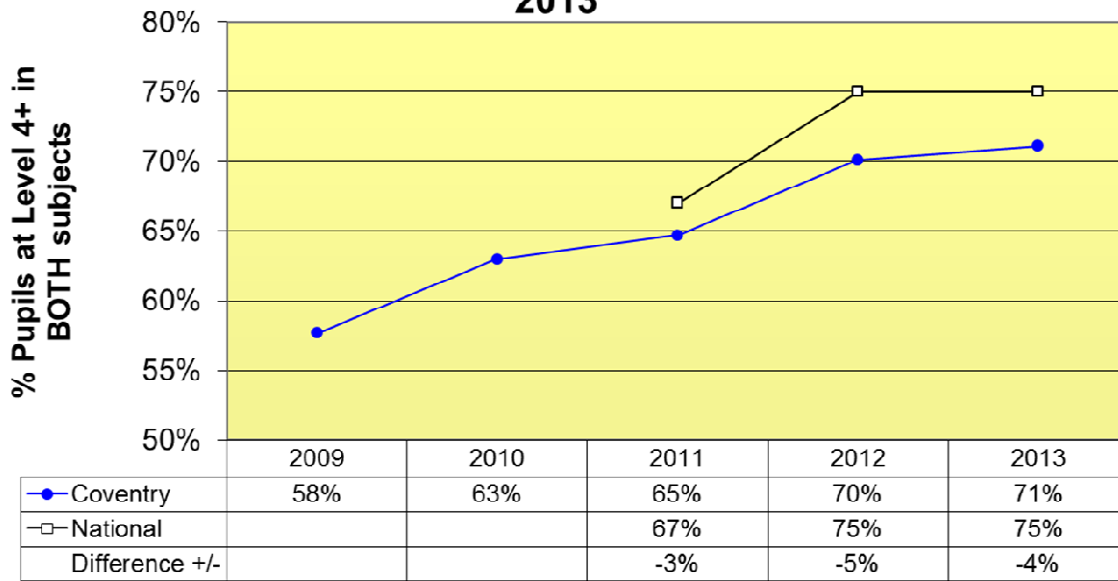
Key Stage 1 Science Test/TA* 2003-2013



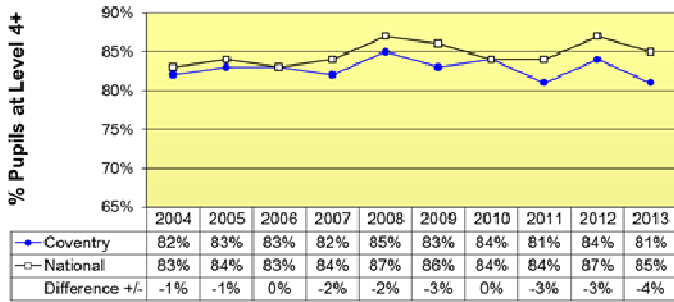
Key Stage 1 Science Task/Test/TA 2003-2013



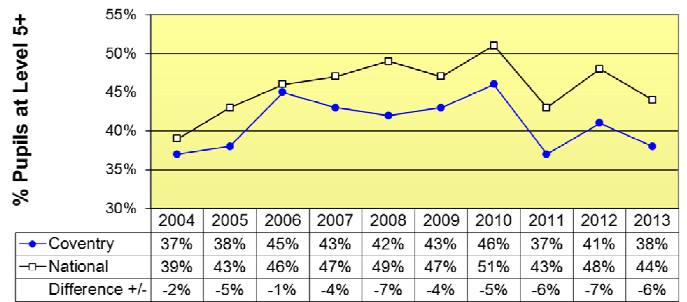
Key Stage 2 Reading, Writing and Maths 2003-2013



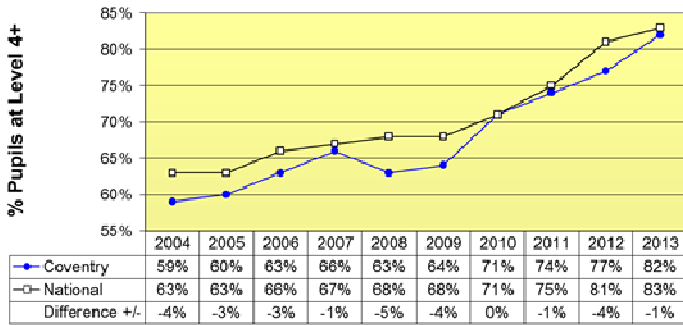
Key Stage 2 Reading Test 2004-2013



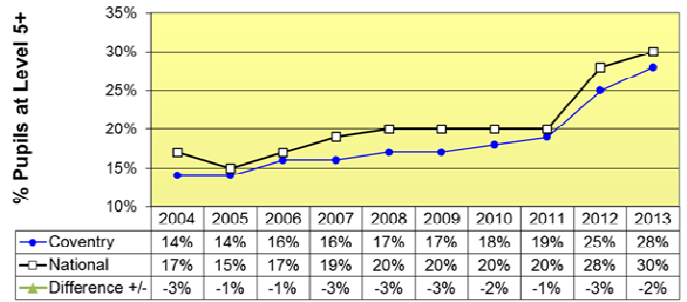
Key Stage 2 Reading Test 2004-2013



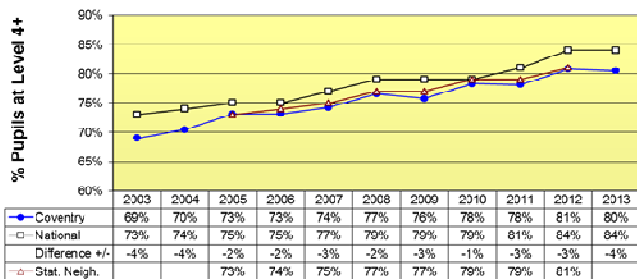
Key Stage 2 Writing Test/TA 2004-2013



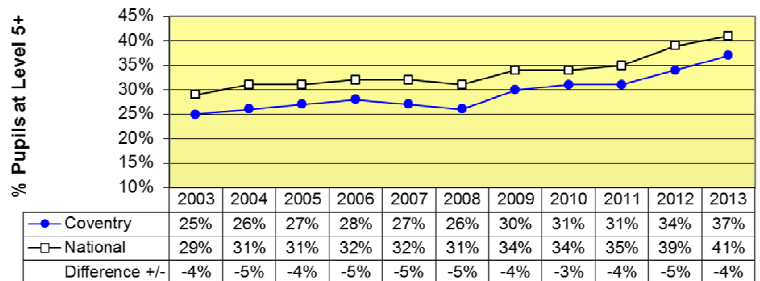
Key Stage 2 Writing Test/TA 2004-2013



Key Stage 2 Mathematics Test 2003-2013

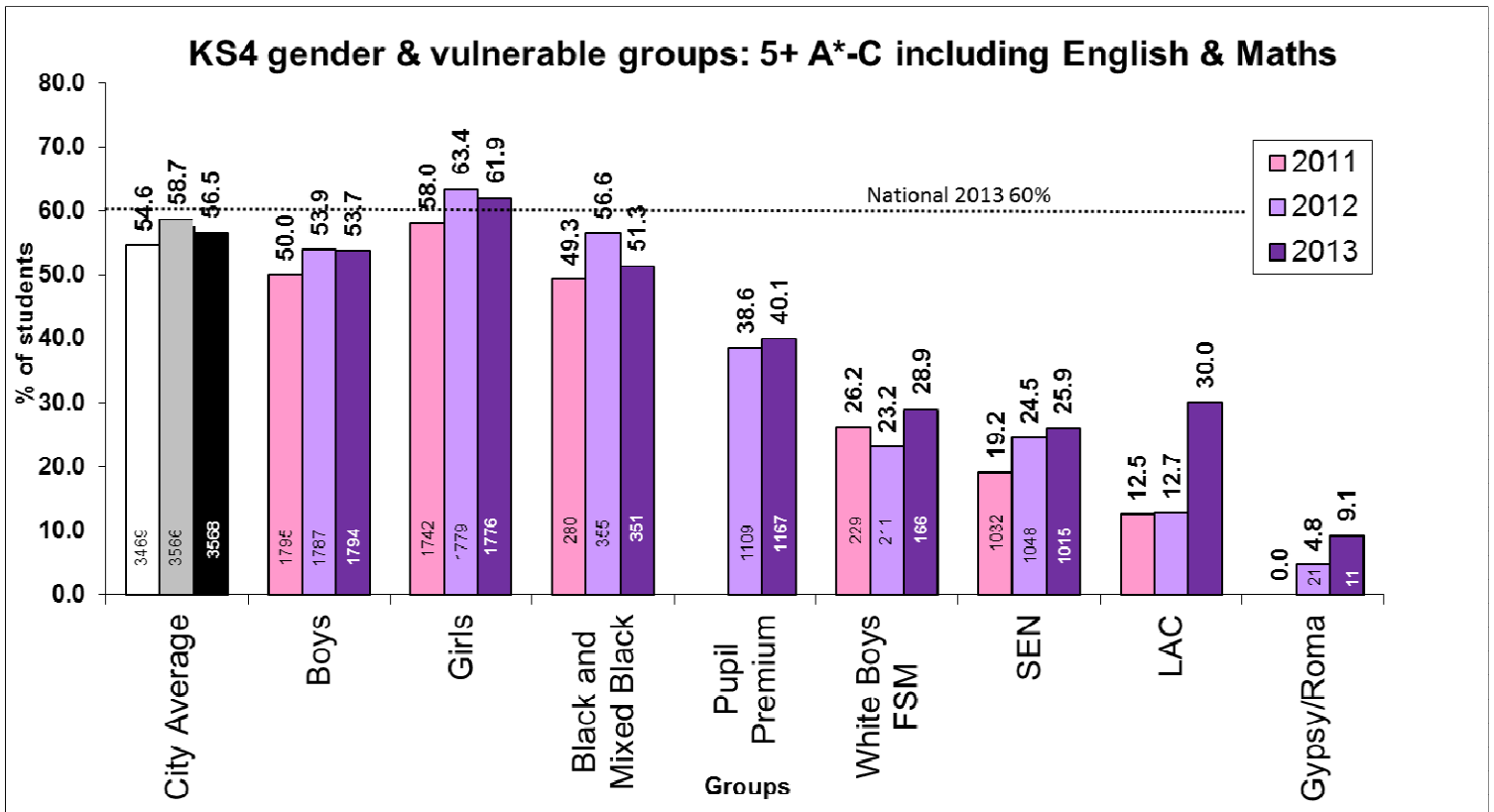
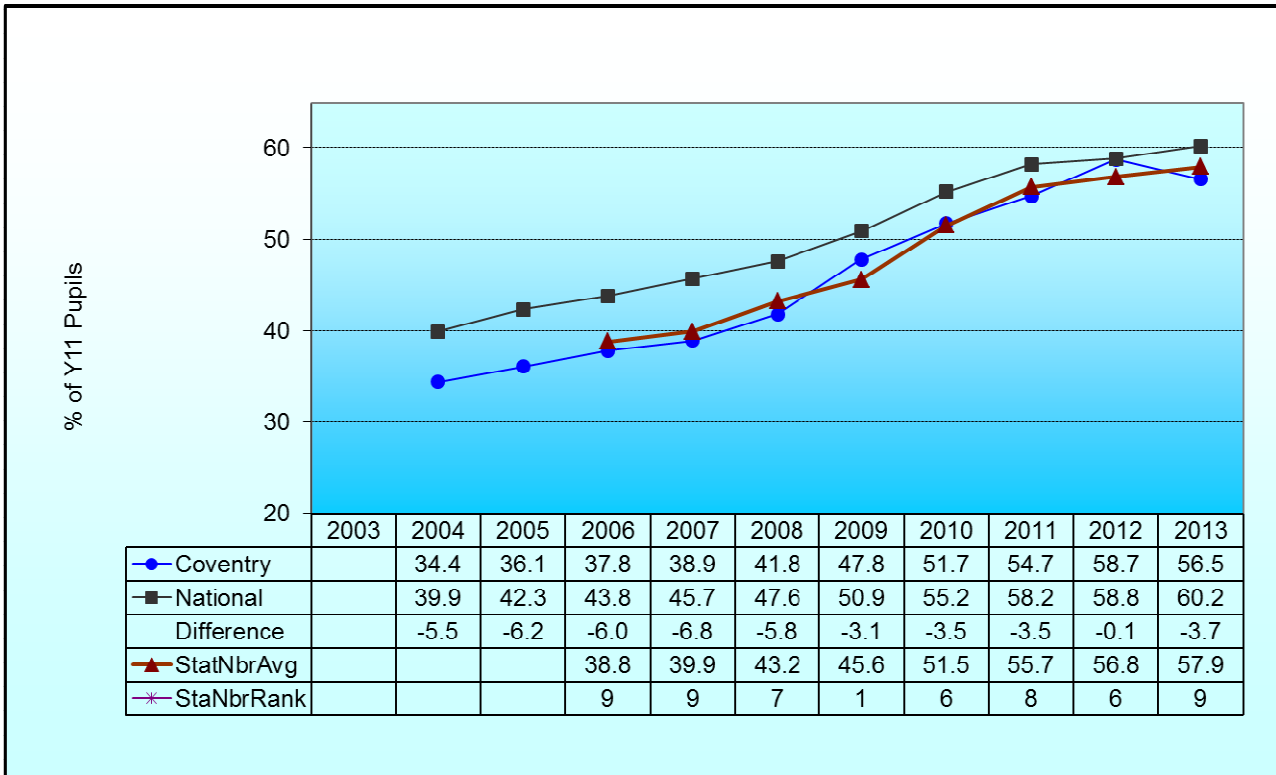


Key Stage 2 Mathematics Test 2003-2013



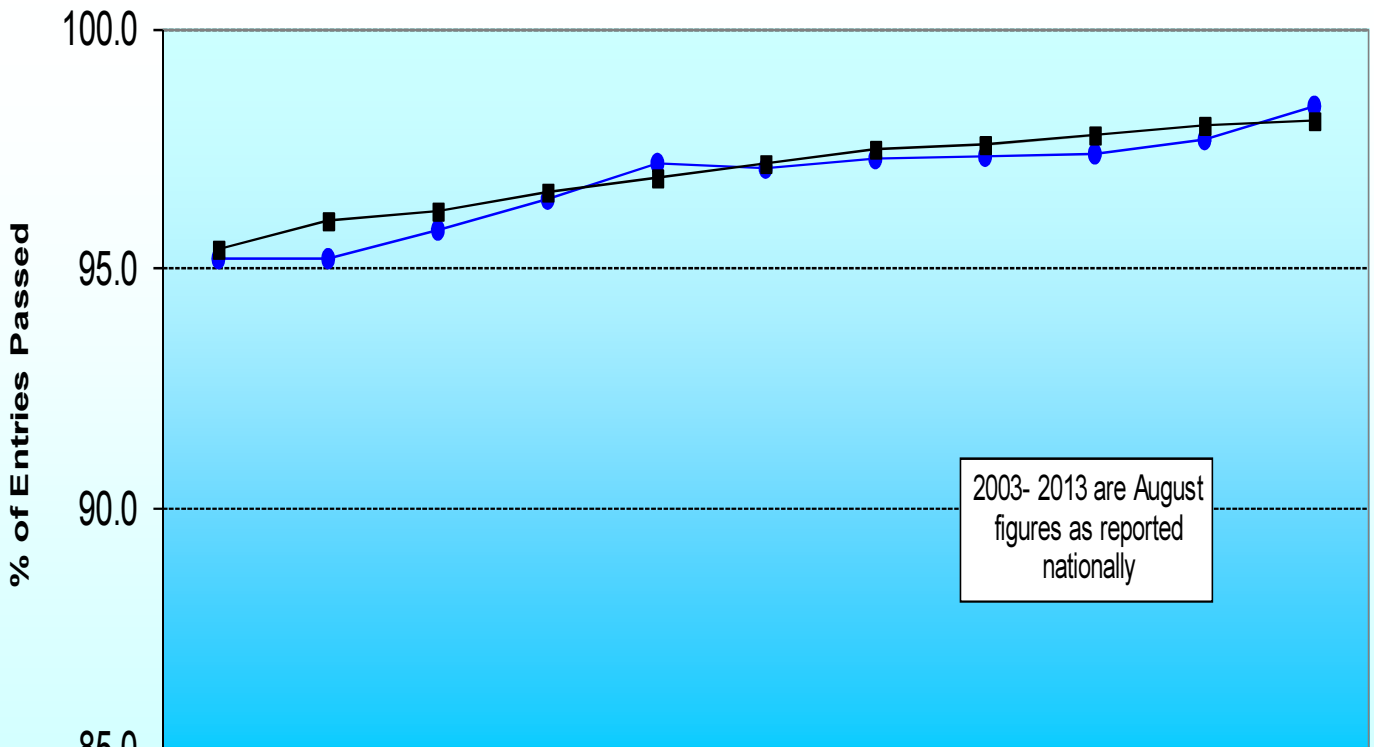
Key Stage 4 2003-2012 (Provisional)

Coventry & National % 5+ A*-C (including English & Maths)



KEY STAGE 5 2003 – 2012 (Provisional)
Coventry and National A Level Pass Rate %A* - E

August Analysis: A Level Pass Rate 2003 - 2013 Coventry & National (%A*-E)



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
● Coventry	95.2	95.2	95.8	96.5	97.2	97.1	97.3	97.4	97.4	97.7	98.4
■ National	95.4	96.0	96.2	96.6	96.9	97.2	97.5	97.6	97.8	98	98.1
Diff	-0.2	-0.8	-0.4	-0.1	0.3	-0.1	-0.2	-0.2	-0.4	-0.3	0.3

KEY STAGE 5 2004 – 2013 (Provisional)

Coventry and National A Level Pass Rate %A* - E

