

Education and Childrens Services Scrutiny Board (2)
Cabinet Member for Education

8 January 2015
20 January 2015

Name of Cabinet Member:

Cabinet Member for Education - Councillor D Kershaw

Director Approving Submission of the report:

Executive Director of People

Ward(s) affected:

All

Title:

The Attainment and Progress of Coventry Pupils by Ages 5, 7, 11, 16 and 18 in 2014

Is this a key decision?

No

Executive Summary:

The report has four key purposes which are to:

1.1 Report on the outcomes of the following key stages:

- i) The Early Years Foundation Stage (EYFS)
- ii) Key Stage 1 (KS1)
- iii) Key Stage 2 (KS2)
- iv) Key Stage 4 (KS4)
- v) Key Stage 5 (KS5)

1.2 Report on the most recent comparative data about the performance of pupils at these five Key Stages.

1.3 Recommend priorities for improvement at each Key Stage.

1.4 Seek approval for the recommendations below.

Recommendations:

The Education and Childrens Services Scrutiny Board (2) is requested to:

- 1) Note the information contained in the report and the implications for the Local Authority.
- 2) Endorse the key priorities for further improvements in standards and achievement in Coventry schools and academies.

- 3) Identify any further recommendations or comments for consideration by the Cabinet Member for Education.

The Cabinet Member is requested to:

- 1) Endorse the evaluation of EYFS, KS1, KS2, KS4 and KS5 outcomes for 2014.
- 2) Approve the key priorities for the 2014-15 improvement cycle outlined in the report.

List of Appendices included:

Key Stage 4 Gender and Vulnerable Groups: 5+ A*-C Including English and Maths Graph
KS2: Level 4+ in Reading, Writing and Maths 2012-14 Graph

Background Papers

None

Other useful documents:

The Coventry School Improvement Strategy: September 2013 - August 2015.

Has it been or will it be considered by Scrutiny?

Yes – Education and Childrens Services Scrutiny Board (2) on 8 January 2015

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

Title: The Attainment and Progress of Coventry Pupils by Ages 5, 7, 11, 16 and 18 in 2014

1. Context and background

1.1 This report has been completed using the latest data available as at December 2014. Data for EYFS and KS1 was finalised in October 2014 and August 2014 respectively. KS2 data was published in the form of national performance tables by the Department for Education on 11th December 2014.

1.2 In relation to City figures for 2014, a 1% point change represents approximately 43 children in a cohort of 4293 at EYFS, 42 of 4181 at KS1, 37 of 3705 at KS2, 34 out 3433 at KS4.

1.3 Pupil Premium

1.3.1 Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding is available to both mainstream and non-mainstream schools, like special schools and pupil referral units.

1.3.2 Funding in the 2014 to 2015 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,300 for primary-aged pupils
- £935 for secondary-aged pupils

Schools also receive £1,900 for each pupil who:

- has been looked after for 1 day or more
- has been adopted from care
- has left care under:
 - a special guardianship order
 - a residence order
 - a child arrangement order

1.3.3 Eligibility for free school meals is used as the main measure of deprivation at pupil level.

The **percentage** of pupils eligible for free school meals in Coventry primary schools is above the national average although the percentage dipped by 1% in 2014 to 22%. (The national average in 2013 was 19%). This slight dip was also mirrored in secondary schools where 17% of students from Year 7 to 13 were eligible. This remains above the 2013 national average by 1%. In special schools, the proportion of pupils eligible for free school meals rose to 43% which is significantly above the 2013 national average of 36%. There has been a year on year increase since 2010 in this phase.

Ofsted now used the term **disadvantaged pupils** for those eligible for pupil premium. In 2014, disadvantaged pupils attained less well than other pupils in all subjects and at all levels in the Early Years Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 4.

2. The Attainment and progress of Coventry pupils in 2014

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 five. 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 Early Years Foundation Stage Profile (EYFSP).

2.1.2 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.

2.1.3 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.

- 2.1.4** 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**).
- 2.1.5** 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.
- 2.1.6** 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.
- 2.1.7** 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.

2.2 Positive indicators at EYFS

- 2.2.1** The proportion of Coventry children achieving a good level of development has increased by 5 percentage points from the outcomes of 2013 to 60%.
- 2.2.2** Coventry's average point score is 33.0. 34 points is the equivalent of children achieving the expected level across all 17 Early Learning Goals (ELGs).
- 2.2.3** There has been an increase in the number of children attaining a good level of development in each of the different groups of children in the 2014 cohort.

2.3 Across the seven areas of learning and development in 2014:

- 2.3.1** Performance ranged from 65% to 85% of children attaining the expected level of development or above. For the second year of the revised EYFSP, the highest outcome was in *Physical Development*, the lowest in *Literacy*. The outcome in *Literacy* improved 2.8% on last year.
- 2.3.2** Across the 17 early learning goals (ELGs), performance ranged from 66% to 89% of children attaining the expected level of development or above. The highest performing ELGs are *Health and Self-care* and *Technology*, the lowest is *Writing*. The outcome in *Writing* improved 3% on last year.
- 2.3.3** 68% of girls attained a good level of development. This was an increase of 5% on 2013.
- 2.3.4** 52% of boys attained a good level of development, which was an increase of 3% on 2013.
- 2.3.5** The largest ethnic groups all improved their attainment, 69% of Asian Indian, 62% of White British, 58.1% of Black African and 56% of Asian Pakistani achieved a good level of development.
- 2.3.6** 53% of EAL learners achieved a good level of development, an increase of 5%.

2.3.7 55% of children attained a good level of development across the three deciles of schools in the most deprived areas¹ of the city compared to 50% in 2013.

2.4 Outcomes for disadvantaged pupils (those eligible for free school meals)

2.4.1 In 2014, 50% of disadvantaged children in Coventry achieved a good level of development which was 5% above the national average of 45%. Attainment of Coventry disadvantaged children improved by 7% compared with the previous year. 62% of other children achieved this benchmark compared with the national average of 64%.

2.5 Compared to national outcomes in 2014:

2.5.1 The percentage of children attaining a good level of development in the city was 60%, which is in line with the national figure. Across England the proportion achieving a Good Level of Development in all Local Authorities ranged from the 41% to 75%

2.6 Compared with Statistical Neighbours in 2014:

2.6.1 Coventry's performance ranked third out of 11 Local Authorities. Across our statistical neighbours the proportion of children achieving a Good Level of Development ranged from 51% to 66%.

2.6.2 The supporting measure of average point score shows the national average point score is 33.8 compared to Coventry's 33 points. Nationally the average points score achieved by children across all the early learning goals ranged from 29.7 to 37.1.

2.7 Across all 17 early learning goals in Coventry:

2.7.1 The lowest proportion of children achieving at least the expected level was in *Writing* at 66%. The highest proportion was in *Technology* and *Health and Self-care*, both at 89% respectively. Coventry outcomes were within 1% to 4% of national outcomes.

2.7.2 The percentage of girls in Coventry achieving a good level of development was 68% compared to 69% nationally. Across England the proportion of girls achieving ranged from 44% to 79%.

2.7.3 The percentage of boys in Coventry achieving a good level of development was 49% compared to the national figure of 50%. Across England the proportion of boys achieving ranged from 28% to 70%.

2.7.4 The average point score for boys in Coventry was 31.8 compared to a national figure of 32.6. The average point score for girls in Coventry was 34.3 compared to a national figure of 35.1. Overall the gender gap in Coventry was 2.5 points, which was in line with national.

2.7.5 The achievement gap between the lowest attaining 20% of children and the mean average is 36.8% compared to national which is 33.9%. The gap in achieving a good level of development has increased by 0.8% from 2013 but is still significantly lower than outcomes prior to 2013.

2.7.6 In 2014, 55% of Coventry children in the most deprived areas of the city achieved a good level of development compared to 53% nationally.

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

2.8 EYFS priorities for improvement

2.8.1 The priorities for raising attainment at age 5 are:

- Increase the percentage of children attaining a good level of development across the city through closing the achievement gap, particularly for the most vulnerable children.
- Boys' attainment is improving, but the gap between boys and girls at the end of EYFS remains too wide. In 2014, the gap in writing is 14%, therefore boys' writing continues to be a priority for improvement.
- Improve children's communication and language. 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.
- Further improve the quality of early years' education across the PVI sector to increase 'school readiness'.

2.8.2 We will do this by:

- Briefing headteachers and networks; identifying and sharing effective practice within the networks linked to national picture.
- Liaising with teaching schools to ensure EYFSP practitioners are able to access relevant continuing professional development to improve their knowledge and practice.
- Tailoring the support and training to the Private Voluntary and Independent (PVI) sector to ensure more children are 'school ready' and able to make the most of the learning opportunities presented.
- Supporting settings to maximise opportunities to develop children's communication and language.
- Monitoring and evaluating progress in the ten settings in the PVI sector working with the Achievement for All Early Years Pilot, 'Achieving Early'.
- Using the outcomes to influence practice and improve outcomes for most disadvantaged children.

3 Achievement at Key Stage 1 (KS1)

3.1 Measuring Attainment at Key Stage 1 (KS1)

3.1.1 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.

3.2 Positive Indicators at KS1

3.2.1 The 2014 Key Stage 1 data shows pupils' attainment in reading, writing and mathematics to be at an all-time record high at all levels (Level 2+, Level 2B+ and Level 3).

3.2.2 In 2014, attainment at Level 2 and above in reading and mathematics improved by 2 percentage points, writing by 1% and there was no change in speaking and listening and science. Since 2010 there has been an upward trend in attainment in all subjects. The gap with national outcomes closed in reading and mathematics in 2014. However, despite this improvement attainment in reading, writing and mathematics remains below the national figures.

Level 2+

Subject	Coventry		National		Difference	Comments
	%	increase	%	increase		
Speaking and listening	86%	+0%	90%	+1%	-4%	
Reading	89%	+2%	90%	+1%	-1%	Highest ever score
Writing	84%	+1%	86%	+1%	-2%	Highest ever score
Mathematics	91%	+2%	92%	+1%	-1%	Highest ever score
Science	88%	0%	91%	+1%	-3%	Highest ever score

3.2.3 At Level 2B and above, there were further improvements in reading, writing and mathematics in 2014 building on the improvements of the previous year. Mathematics rose by 2 percentage points with reading and writing improving by 1 percentage point.. Trends since 2012 are upward but the gaps between the City and national need closing further. Attainment is just 1% behind in reading and mathematics. It is 3 percentage points below in writing.

Level 2B+

Subject	Coventry		National		Difference	Comments
	%	increase	%	Increase		
Reading	80%	+1%	81%	+2%	-1%	Highest ever score
Writing	67%	+1%	70%	+3%	-3%	Highest ever score
Mathematics	79%	+2%	80%	+2%	-1%	Highest ever score

3.2.4 At the higher Level 3, attainment last year rose by 2 percentage points in reading, 1% in speaking and listening and mathematics but remained at the same level in writing. Trends overall are upward since 2010. Although attainment is higher than last year in reading and speaking and listening, further improvement is required at this level at this level because the gap with national remains at 4%. The gap is 3% below national in mathematics and 2% below in writing.

Level 3

Subject	Coventry		National		Difference	Comments
	%	increase	%	increase		
Speaking and listening	20%	+1%	24%	+1%	-4%	
Reading	27%	+2%	31%	+2%	-4%	Highest ever score
Writing	14%	+0%	16%	+1%	-2%	Highest ever score
Mathematics	21%	+1%	24%	+1%	-3%	Highest ever score
Science	18%	+0%	22%	+0%	-4%	

3.2.5 Although this improvement is extremely pleasing, attainment nationally also rose by a similar percentage in all subjects. Consequently, the difference between Coventry and national outcomes remain comparable to those of last year.

3.2.6 At the end of KS1, girls' attainment is better than that of boys in reading, writing and mathematics at Level 2B+. There is no difference in attainment in mathematics at level 2C. Boys attain better at the higher Level 3.

3.2.7 In 2014, girls' attainment at Level 2+ and Level 3 was similar to that achieved in the previous year in reading and writing. It was 1% higher at Level 2+ in mathematics but 1% lower at the higher Level 3. Boys attainment improved significantly in all areas. At Level 2+, boys' attainment rose by 3% in reading, writing and mathematics. At Level 3, boys' attainment rose by 4% in reading, 2% in writing and 1% in mathematics.

3.2.8 In 2014, the attainment of Bangladeshi Indian, Pakistani, Any other Black and any other Mixed backgrounds, and White Irish was above the national average at Level 2+. The attainment of Gypsy/Roma, any other White background and Black Caribbean pupils was significantly below average. Pupils with Special Educational Needs and Disabilities (SEND) perform less well in writing and better in mathematics.

3.2.9 In 2014 there were 15 children looked after who had been in the care of Coventry for more than one year. Of these three were educated outside the city.

Key stage 1 2014 with colours showing gap narrowed or gap widened between Coventry LAC and national statistics.

Subject	Coventry	National average	Difference
Reading	87	71	+16
Writing	73	61	+12
Maths	80	72	+8

3.3 Outcomes for disadvantaged pupils at KS1

3.3.1 At Key Stage 1, outcomes for disadvantaged pupils improved in 2014 in all areas at Level 2+ and Level 2B+ compared with the previous year. At the higher Level 3, attainment improved in reading and mathematics but stayed the same in writing. The gaps with other pupils narrowed in most areas except mathematics and Level 2B+ and reading at Level 3.

Key Stage 1 2014 and (2013) with colours showing gap narrowed or gap widened between disadvantaged and other pupils

Subject	Level 2+		Level 2B+		Level 3	
	Others	Disadv.	Others	Disadv.	Others	Disadv.
Reading	91 (90)	85 (82)	84 (83)	74 (71)	32 (29)	18 (16)
writing	87 (86)	78 (75)	72 (71)	55 (54)	17 (17)	8 (8)
maths	93 (92)	88 (84)	83 (81)	70 (69)	24 (24)	14 (13)

3.4 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;
- continue to raise the attainment of boys in all subjects;
- increase the attainment of Gypsy/Roma and Black Caribbean pupils and those that are looked after.

4 Achievement at Key Stage 2 (KS2)

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

4.1.1 Attainment is measured by national tests and teacher assessments. There are tests in Reading, mathematics and Grammar, Punctuation and Spelling (GPAS). Writing is teacher assessed; there is no national test in writing.

4.1.2 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 Her Majesty's Inspectors (HMI) and Ofsted use this to assess both attainment and progress, particularly from the end of KS1 to the end of KS2.

4.1.3 The progress of pupils over the four 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 the other indicating the same measure for progress in mathematics.

4.1.4 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.

4.2 Positive Indicators at KS2

4.2.1 Coventry's 11 year olds have made significant improvement in all attainment and progress measures in 2014. Pupils' reading, writing and mathematics attainment at Level 4+ and writing and mathematics attainment at Level 5+ are the highest in the city's history. In reading, attainment at Level 5+ is the highest since 2010. Although overall attainment remains below that found nationally in all subjects, the gap has narrowed perceptibly in reading and mathematics at both Level 4+ and Level 5+. The city's outcomes are above those found nationally for Grammar, Punctuation and Spelling at both levels. Progress measures were at least in line with and above those found nationally.

4.2.2 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 2014.

4.2.3 The rates of progress for the city's pupils increased for all subjects in 2014 and continue their upward trajectory over time. The proportion achieving at least two levels progress in reading was 91%, an increase of 3%. The proportion achieving at least two levels progress in writing rose by 2% to 93%. The proportion achieving at least two levels progress in mathematics rose by 2%.

Expected and more than expected progress

	expected		More than expected progress	
Reading	91 (91)	+3 (+/-0)	36	+5
Writing	93 (93)	+1 (+/-0)	35	+2
Mathematics	89 (90)	+1(+/-0)	36	+5

4.2.4 In 2014, writing attainment at Level 4+ rose by 1% point and outcomes are now 2% below the national average. Level 5+ writing outcomes rose by 3% to an all-time high of 31% and are also 2% below national.

4.2.5 Attainment at Level 4+ in reading improved significantly by 6% to 87%. The gap between Coventry and all schools nationally narrowed by 4%. Attainment at Level 5+ also rose sharply by 6% to 44%. The gap closed between the City's schools and all schools nationally by 2% but there is still a difference of 5% to make up.

4.2.6 Attainment at Level 4+ in mathematics improved by 4% to 84%. The national average increased to 85% leaving a gap of just 1%. Attainment at Level 5+ improved further in 2014 by 2% to an all-time Coventry high of 39%. National outcomes improved by 1% to 42%, therefore the gap closed by 1%.

4.2.7 In 2014, 76% of Coventry's pupils achieved a Level 4+ in reading, writing and mathematics combined compared with 79% nationally. The gap between Coventry and national averages has narrowed by 2% points and now stands at 3% points below. Although the attainment of boys rose in 2014 it still remains below that of girls in reading, writing and mathematics combined at Level 4+.

4.2.8 Girls outperformed boys in reading and writing at all levels. In addition there was 2% point difference in the attainment of boys and girls in mathematics at Level 4+ but boys' attainment was above that of the girls at the higher levels 5 and 6 in this subject. Compared with the previous year, boys and girls showed significant improvements in their outcomes at all levels to close the gap with national outcomes.

Level 4+

Subject	Coventry		National		Difference	Comments
	%	increase	%	increase		
Reading	87	+6	88	+2	-1	Highest ever attainment
Writing	83	+1	85	+1	-2	Highest ever attainment
Mathematics	84	+4	85	0	-1	Highest ever attainment
Reading, writing and mathematics	76	+5	78	+2	-2	
Grammar, punctuation and spelling	77	+6	76	+2	+1	

Level 5+

Subject	Coventry		National		Difference	Comments
	%	increase	%	increase		
Reading	44	+6	49	+4	-5	Highest attainment since 2012
Writing	31	+3	33	+3	-2	Highest ever attainment
Mathematics	39	+2	42	+1	-3	Highest ever attainment
Reading, writing and mathematics	21	+3	24	+3	-4	
Grammar, punctuation and spelling	53	+8	52	+4	+1	

4.2.9 At the higher Level 6, girls made good gains in writing. A significantly higher percentage of pupils attained the higher level in mathematics and GaPS. Overall, reading outcomes of 0.1% exceeded the national figure of 0% but was a decrease of 0.1% from the previous year. In writing Coventry's outcome of 1.7% was below the national figure of 2%. Nevertheless this was an increase of 0.7% on the 2013 outcome. Attainment in mathematics at 7.2% was below the national figure of 9%, however, this was an increase of 2.5% for Coventry. The GaPS outcome of 3.2% was an increase of 2.8 but remained below the national figure by 0.8%.

4.2.10 Indian, Chinese, Mixed other and mixed White Black African pupils now attain above the national average in reading, writing and mathematics combined. Most other groups are close to the national average but Black Caribbean, White Other, White and Black Caribbean and White Roma/Gypsy pupils' attainment is significantly below average at the end of KS2. In 2014, Mixed White/Black African and Caribbean pupils and Roma/Gypsy pupils make significantly less than expected progress but the number of pupils represented in these groups is relatively small.

4.2.11 The attainment of those eligible for free school meals and children looked after is below the national average in all subjects. In 2014 there were 25 children looked after in the year 6 cohort. This includes eight pupils educated outside the city. Outcomes improved in reading, mathematics and GaPS. However, a significant number of pupils attained the higher level 5 in reading and GaPS.

Level 4+

Subject	Coventry LAC		National LAC	Difference
	%	Increase (2013)	%	
Reading	78	9%	68	+10
Writing	74	11%	59	+15
Mathematics	70	2%	61	+9
Reading, writing and mathematics	61		48	+13
Grammar, punctuation and spelling	57%	7%	49	+8

4.2.12 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 generally below average.

4.3 Outcomes for disadvantaged pupils at KS2

4.3.1 The attainment of disadvantaged pupils at the end of Key Stage 2 in 2014 rose significantly in all areas and the gaps closed with other pupils in most areas, except mathematics at Level 5. Disadvantaged pupils made much better progress in 2014 in most areas except writing at the expected level.

Key Stage 2 2014 and (2013) with colours showing gap narrowed or gap widened between disadvantaged and other pupils

Subject	Level 4+		Level 5+		Expected Progress		More than Expected Progress	
	Others	Disadv.	Others	Disadv.	Others	Disadv.	Others	Disadv.
Reading	90 (85)	82 (75)	50 (44)	35 (28)	92 (89)	89 (85)	39 (37)	34 (32)
writing	87 (86)	77 (73)	37 (34)	20 (17)	95 (93)	92 (91)	36 (34)	33 (31)
maths	87 (85)	79 (73)	46 (43)	28 (26)	91 (90)	87 (85)	38 (34)	31 (26)
Re/Wr/Ma	81 (77)	68 (61)	26 (23)	12 (9)	na	na	na	na

4.4 Priorities for Improvement at KS2

4.4.1 Improve attainment for all pupils, particularly the most able, so that the current gaps between city and national averages at Level 4+ narrow further from the current 1% in mathematics, 1% in reading, 2% in writing, and are in line with national averages by 2015.

4.4.2 Narrow the gaps in achievement for all vulnerable groups, particularly those with SEND and White Other, White and Black Caribbean, Black Caribbean, Children Looked After and Gypsy/Roma pupils.

4.4.3 While raising the attainment and progress of all pupils, particular focus should be given to raising the performance of boys, to narrow the gender achievement gap.

4.4.4 The priorities for raising attainment and progress at KS2 are 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.

5 Achievement at Key Stage 4 (KS4)

5.1 Key Stage 4 Performance Measures

5.1.1 Two major reforms have been implemented which affect the calculation of key stage 4 performance measures data:

1. **Professor Alison Wolf's Review of Vocational Education recommendations** which;
 - restrict the qualifications counted
 - prevent any qualification from counting as larger than one GCSE
 - cap the number of non-GCSEs included in performance measures at two per pupil.
2. **An early entry policy** to only count a pupil's first attempt at a qualification.

5.1.2 The above changes have led to a reduction in attainment nationally, and the picture is no different in Coventry.

5.1.3 Nationally, there is a gap of 3.7% between the first entry (55.9%) and best entry (59.6%) outcomes. In Coventry, there is gap of 3.3% between the first entry (52.3%) and best entry (55.6%) outcomes.

5.1.4 All outcomes below refer to 'best entry'.

5.2 Outcomes for key indicators at Key Stage 4

5.2.1 Key indicators at key stage 4 show variable performance in 2014:

- 5 A*-C (including English and Maths) decreased from 57% to 56% (below national at 60%-which decreased by 1%)
- Expected progress (3 levels) in English increased significantly to 77% (above national at 73%)
- Expected progress (3 levels) in mathematics decreased from 68% to 62% (below national at 68%)
- More than expected progress (4 levels) in English increased from 28% to 36% (above national at 34%)
- More than expected progress (4 levels) in mathematics decreased by 27% to 25% (below national at 31%).

5.2.2 The attainment indicators comparing KS2 attainment with expected attainment at KS4 show a variable picture:

- 5 A*-C (including English and maths) is above estimate by 1%
- 5 A*-A is below estimate by 2%
- Expected progress (3 levels) in English is above estimate by 5% (significant)
- Expected progress (3 levels) in mathematics is below estimate by 2%.

- 5.2.3** Attainment in GCSE English (C grade or better) increased from 65% to 71% and is now above the national average of 70%. However, attainment in GCSE Maths (C grade or better) decreased from 69% to 66% and is below the national average of 69%-which decreased by 2%.
- 5.2.4** Attainment at the higher levels of 5A*-A decreased from 18% to 10% in Coventry against a decrease nationally from 20% to 16%.
- 5.2.5** As in past years girls performed better than boys on most measures and the gap (approximately 9% at 5A*-C including English and maths) remains similar to previous years.
- 5.2.6** Achievement of 5A*-C (including English and maths) by vulnerable groups shows variable performance:
- White British boys receiving free school meals decreased significantly from 31% to 22% (national at 29%)
 - LAC decreased from 30% in 2013 to 15% this year (above national average at 14%)
 - SEN increased from 25% to 27% (above national at 22%).
- 5.2.7** The performance tables will include the proportion of students attaining the English Baccalaureate or EBacc (C+ grades in English, maths, 2 sciences, a humanity and a modern foreign/ancient language). This year 20% of Coventry 16 year olds were successful in obtaining the EBacc, an increase from last year's 18% but below national (24%).

5.3 Outcomes for disadvantaged pupils at KS4

5.3.1 At Key Stage 4, the percentage of disadvantaged pupils attaining 5A*-C including English and mathematics decreased by 2% points between 2013 and 2014. Furthermore, the gap widened by 6 points from 22% to 26%. See 5.3.2. for further detail. The actual number of pupils eligible for free school meals decreased slightly.

5.3.2 Achievement of disadvantaged pupils decreased overall in 2014:

- Overall, attainment declined as a result of lower outcomes in mathematics.
- Expected progress increased in English but was lower in mathematics.
- The gaps widened with other students in all areas:
 - 5A*-C (including English and mathematics) decreased from 40% to 38% (national also at 38%) widening the gap from 22% to 26%
 - Although expected progress (3 levels) in English increased from 58% to 66% (well above national at 60%) the gap has still widened from 14% to 16%
 - Expected progress (3 levels) in mathematics decreased from 54% to 46% (below national at 50%) widening the gap from 20% to 25%.

Key Stage 4 2014 and (2013) with colours showing gap narrowed or gap widened between disadvantaged and other pupils

Key Stage 4	Others	Disadv.	Gap
% 5+ A*- C (inc English and maths)	64 (62)	38 (40)	26 (22)
% A*- C Entries in English	78 (70)	56 (49)	22 (21)
% A*- C Entries Maths	74 (74)	47 (52)	27 (22)
Expected Progress in English	82 (73)	66 (59)	16 (14)
Expected Progress in Maths	71 (74)	46 (54)	25 (20)

5.4 Priorities for improvement at KS4

5.4.1 Improve attainment for all pupils, including the performance of most able students.

5.4.2 Improve achievement in mathematics.

5.4.3 Narrow the gaps in achievement for all vulnerable groups, particularly disadvantaged students, white British boys receiving free school meals and children looked after.

6. Achievements of Coventry students 16-19

6.1 16-19 provision

6.1.2 Young people in Coventry attend a range of education providers including school sixth forms, further education colleges and independent private training providers.

6.1.3 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 43% of students are on Level 3 courses with 28% working towards Level 2 qualifications and the remaining 29% on Level 1 or pre Level 1 courses (source: College data). Additionally there are 415 apprentices studying and working with employers as part of college provision.

6.1.4 The wider Apprenticeship offer, delivered by Further Education Colleges and 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.

6.2 16-19 participation and progression

6.2.1 The most recent published data on participation rates of 16 and 17 year olds (DfE June 2014) show Coventry above West Midlands and England:

- The proportion of Coventry 16-17 year olds recorded in education and training was 90.3% (West Midlands 87.5% and England 89.7%)
- Coventry 16 year olds' participation was 94.3% (West Midlands 91.7% and England 93.1%)
- Coventry 17 year olds' participation was 86.2% (West Midlands 83.2% and England 86.2%).

6.2.2 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 53.7% (+ 2.3 point increase). Total school sixth form numbers increased from 3459 (January 2013) to 3556 (January 2014). This increase in absolute numbers was mainly due to Raising of the Participation Age.

6.2.3 Although the proportion of students who then continued from Year 12 to Year 13 decreased from 77% to 73%, the number of 'final year' students taking Level 3 qualifications in 2014 increased by almost 150 (11%) to 1453. This was achieved mainly through increases in the number of students taking vocational qualifications and the Extended Project.

6.2.4 A longitudinal approach to measuring progression of all Coventry 16-19 year olds (i.e. the cohort that left Year 11 in 2011) shows that 53.2% reached Level 3 by age 19 (+0.5 point increase but below national at 57.3%). 82% reached Level 2 (5 A*-C GCSE or equivalent) by age 19 (+3 points but below national at 84.4%).

6.2.5 The DfE published educational and employment destinations of the key stage 4 (KS4) and key stage 5 (KS5) 2010/11 cohort students and where they were in 2011/12 (one year on) are as follows:

- Nationally 89% of young people were recorded as being in a sustained education or employment/training destination in the year after KS4. Coventry's figure is the same as national at 89%.
- 74% of young people nationally were recorded as being in a sustained education or employment/training destination in the year after KS5. Coventry's figure is above national at 81%.

6.3 Attainment (Schools)

6.3.1 The provisional Key Stage 5 Value Added (VA) scores indicates that Coventry students in school sixth forms, on average, made above expected progress from KS4 (2012) to KS5 (2014).

6.3.2 The overall **A level (A2)** pass rate increased slightly by 0.1% from 98.4% to an all-time high of 98.5%. For the second consecutive year Coventry students outperformed students nationally (98%).

6.3.3 The percentage of entries achieving an A* grade increased by 0.5% to 5% compared to a similar increase nationally of 0.6% to 8%. This means the gap between Coventry and national has widened slightly by 0.1% to 3%.

6.3.4 The percentage of entries achieving A*-B grades decreased by 0.6% to 40.5% compared to a similar decrease nationally of 0.5% to 51.8%. This means the gap between Coventry and national has widened by 0.1% to 11.3%.

6.3.5 The overall **AS level** pass rate was also positive with an increase of 1.7% to 86.5%. This means that the gap between Coventry and national has closed by 1.2% to 2.4%.

6.3.6 The percentage of entries achieving A-B grades also increased by 1.5% to 29.9% compared to an increase nationally of 0.4% to 39.8%. This means the gap between Coventry and national has closed by 1.1% to 9.9%.

6.3.7 The overall pass rate for **vocational qualifications** increased by 1.5% to 98% - the best ever achieved. This is particularly impressive given the significant increase in entries.

6.4 Priorities for Improvement at KS5/Post-16

6.4.1 Improve the percentage of students achieving the highest grades. The gaps between Coventry and national are too wide which means our most able students are not doing as well as they should.

6.4.2 The destinations 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.

7. Results of consultation undertaken

7.1 No consultation undertaken to inform this report.

8. Timetable for implementing this decision

8.1 No decision required

9. Comments from Executive Director of Resources

9.1 Financial implications

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

9.2 Legal implications

Under Section 13A Education Act 1996 the Local Authority has 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/ies 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.

10. Other implications

10.1 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 attainment of all children and young people 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 contributions; encouraging a creative, active and vibrant city; together with developing a more equal city and cohesive communities and neighbourhoods.

10.2 How is risk being managed?

The Education and Inclusion 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 in the most vulnerable schools. 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 Cabinet Member for Education by officers 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.

10.3 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.

10.4 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.

10.5 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.

10.6 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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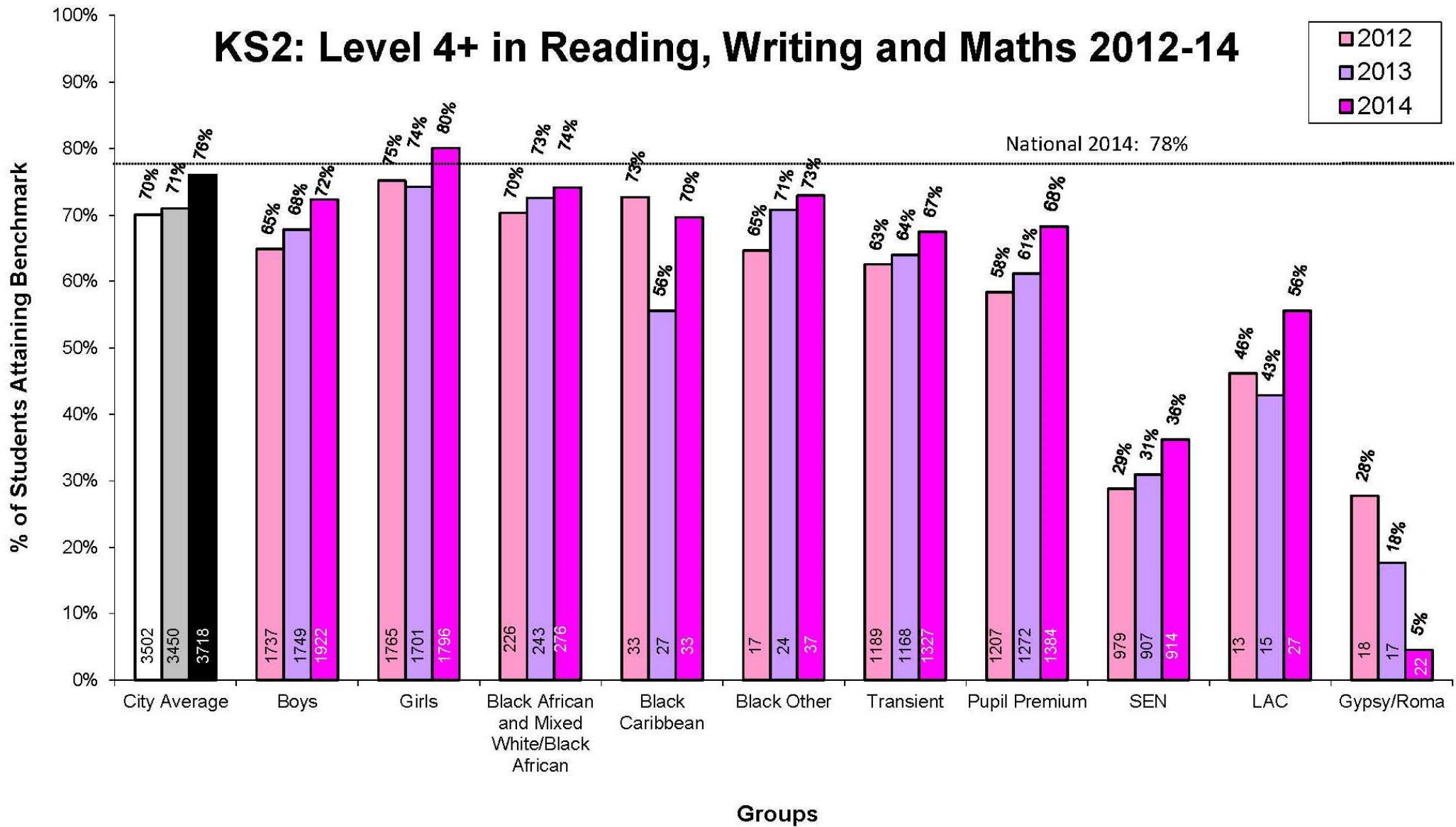
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This report is published on the council's website: www.coventry.gov.uk/meetings

KS2: Level 4+ in Reading, Writing and Maths 2012-14



KS4 gender & vulnerable groups: 5+ A*-C including English & Maths

