



To: Education and Children's Services Scrutiny Board
Date: 9th February 2017

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 (including GCSEs)
 - 16-19 attainment
 - Post-16 participation in education, employment and training
- 1.2 Headline achievement data for the following vulnerable groups (not yet validated) has been provided:
- Children Looked After (CLA)
 - Pupil Premium (PP) / Disadvantaged
 - Free School Meals (FSM)
 - Special Educational Needs (SEN)
 - English as an Additional Language (EAL)
 - Ethnicity group – White British, Gypsy/Roma

2 Recommendations

- 2.1 The Education and Children's Scrutiny Board are recommended to:
- 1) Consider the 2015-16 Education Performance and to comment and raise questions with officers.
 - 2) Identify any further recommendations for the appropriate Cabinet Member

3 Information/Background

- 3.1 The Department for Education published the validated results for the Early Years Foundation Stage Profile (EYFSP) on 24 November 2016, Phonics and Key Stage 1 on 19 December 2016, Key Stage 2 on 19 December 2016, and Key Stage 4 (including GCSEs) and 16-19 attainment on 19 January 2016. Publication of post-16 participation data is as indicated in the relevant tables.

At the time of writing, validated data (except for vulnerable groups) 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 13 – References.**

**Kirston Nelson, Director Education, Libraries and Adult Learning
People Directorate**

4 Ofsted profile

4.1 Primary and secondary schools

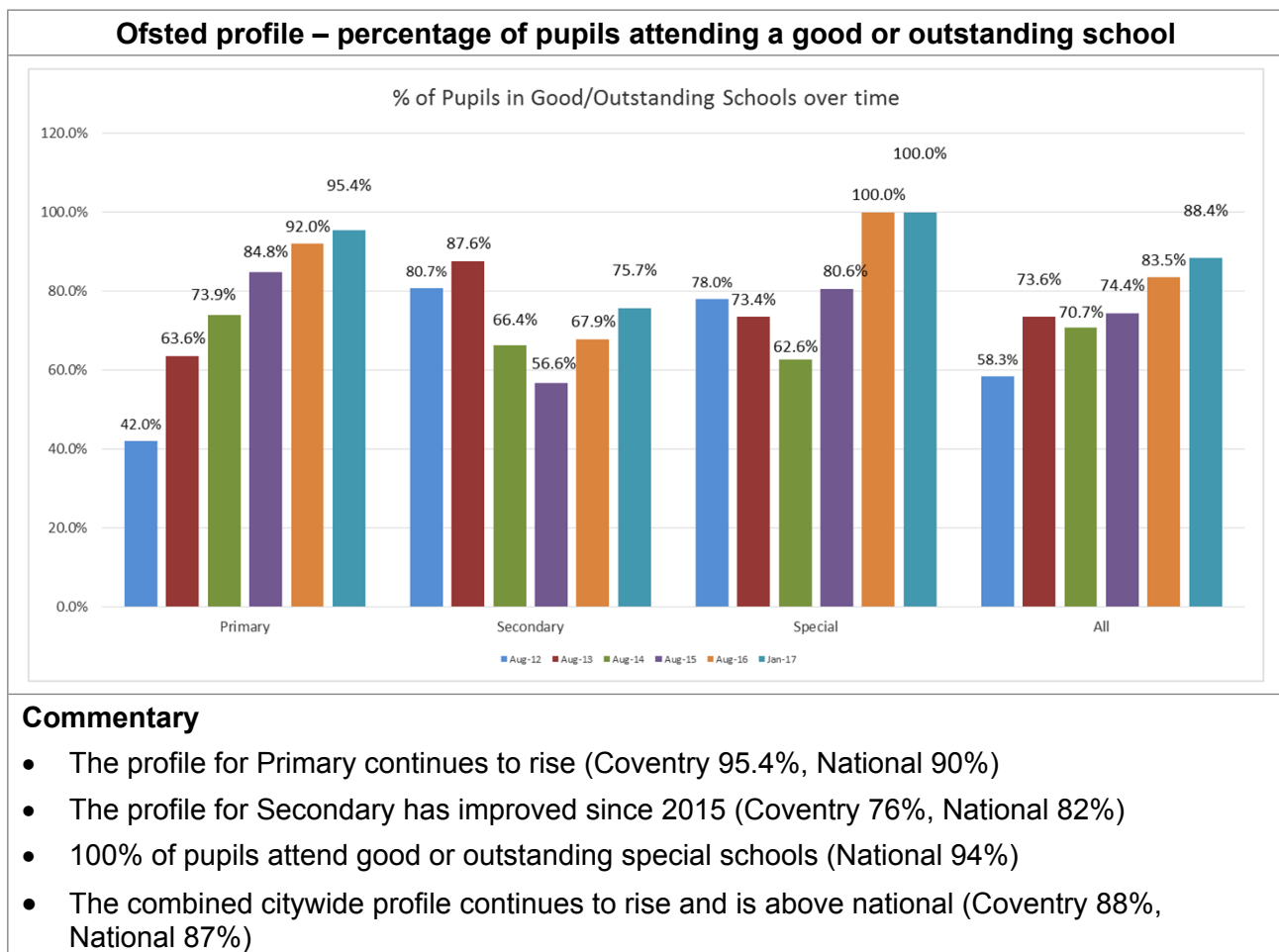
4.2 All maintained schools across England are subject to monitoring and inspections by the Office for Standards in Education, Children's Services and Skills (Ofsted).

4.3 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>

4.4 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)



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5 Early Years Foundation Stage Profile

- 5.1 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).
- 5.2 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.
- 5.3 The new profile in 2013 made changes to the way in which children are assessed at the end of the EYFS and requires teachers to 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.
- 5.4 **Definition of a 'Good Level of Development'**
- 5.5 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	2014	2015	2016	Trend
Coventry	59.6%	63.9%	65.4%	Upward trend
National	60.4%	66.3%	69.3%	Widening gap to national
LA ranking	80	104	123	Downward trend
Stat neighbour (SN) average and ranking	58% 4th	63.4% 5th	66.4% 6th	Below SN average in 2016 Dropped from 5 th to 6 th position
Commentary				
<ul style="list-style-type: none"> Although we have continued to improve against this measure it has not been at the same rate as nationally A significant increase in the number of newly-arrived pupils has impacted on the measure resulting in a downward trend in our LA ranking However, compared with our statistical neighbours the drop is less significant 				

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6 Phonics and Key Stage 1

6.1 Phonics

6.2 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	2014	2015	2016	Trend
Coventry	73%	75%	79%	Upward trend
National	74%	77%	81%	Gap to national unchanged (-2)
LA ranking	92	106	102	Improved position from 2015
Stat neighbour (SN) average and ranking	70.9% 4 th	74.2% 4 th	79.3% 6 th	In line with SN average Dropped from 4 th to 6 th position
Commentary				
<ul style="list-style-type: none"> The % of pupils achieving the expected standard in phonics rose at the same rate as nationally and continues the upward trend However, the gap to national has not closed 				

6.3 Key Stage 1

6.4 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. Because of these assessment changes, figures for 2016 are not comparable to those for earlier years. The expectations for pupils at the end of key stage 1 have been raised.

Key Stage 1 Expected standard Reading, writing and maths	2014			2015			2016			Trend
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	
Coventry	89	84	91	90	85	92	70	62	70	Consistently below national
National	90	86	92	90	88	93	74	65	73	Gap to national between 3 & 4% points in 2016
LA ranking	79	114	94	80	121	95	126	115	114	Downward trend
Stat neighbour (SN) average and ranking	87.9 2 nd	83.6 4 th	90.8 3 rd	88.6 3 rd	85.5 5 th	91.3 3 rd	70.6 7 th	62.4 7 th	70.1 7 th	Dropped from high to relatively low position
Commentary										
<ul style="list-style-type: none"> After 3 years of an upward trend, Coventry has performed below national in 2016 The introduction of the new assessment methodology and raised expectations has had a negative impact on those pupils with delayed linguistic development. However, our schools are confident of bridging this gap in the future. 										

7 Key Stage 2

7.1 Performance data

7.2 The headline measures, which appear in the performance tables in December 2016 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

7.3 The 'expected progress' measure

7.4 The system of national curriculum levels is no longer used by the government to report end of key stage assessment. The previous 'expected progress' measure, based on pupils making at least two levels of progress between key stage 1 and key stage 2, is no longer produced and do not appear in the performance tables in 2016. This measure has been replaced by a value-added measure. 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.

7.5 Floor standard

7.6 The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet. In 2016, a school will be above the floor if:

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics; or
- the school achieves sufficient progress scores in all three subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing

7.7 Coasting schools definition

7.8 The Education and Adoption Act 2016 allows the Department to identify, support and take action in coasting schools for the first time. These are schools where, over time, pupils do not fulfil their potential.

7.9 In January 2017 the Department published regulations setting out a three year definition of coasting based on the same performance measures that underpin the floor standards. This year a primary school will fall within the coasting definition if:

- In 2014 fewer than 85% of pupils achieved level 4 in English reading, English writing and mathematics and below the national median percentage of pupils achieved expected progress in all of English reading, English writing and mathematics;
- In 2015 fewer than 85% of pupils achieved level 4 in English reading, English writing and mathematics and below the national median percentage of pupils achieved expected progress in all of English reading, English writing and mathematics,
- In 2016 fewer than 85% of pupils achieve the expected standard at the end of primary schools and average progress made by pupils is less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing.

Key Stage 2 ATTAINMENT				
Expected standard – Reading, writing and mathematics combined				
	2014	2015	2016	Trend
Coventry	76%	78%	49%	Below national
National	78%	80%	53%	Gap to national -4%
LA ranking	119	118	123	Downward
Stat neighbour (SN) average and ranking	76.7% Joint 5 th	77.8% Joint 4 th	48.3% Joint 6 th	Dropped from 4th to 6th position
Commentary				
<ul style="list-style-type: none"> • Many schools reported frustration in the style, accessibility, content and marking of the Reading paper • The negative impact of this year's assessments has also been reported within Local Authorities of a similar context 				

Key Stage 2	2014			2015			2016			Trend
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	
PROGRESS										
Coventry	91%	94%	89%h	91%	95%	89%	-0.73	-0.27	-0.26	Below national in 2016
National	91%	95%	92%	94%	96%	93%	0	0	0	New measure expressed as 0
LA ranking	53	47	67	70	54	74	123	97	89	Not comparable to previous years
Stat neighbour (SN) average	NA	NA	NA	NA	NA	NA	-0.57 6 th	-0.07 8 th	-0.22 Joint 5 th	
Commentary										
<ul style="list-style-type: none"> • The new measure of progress identifies us as being below national (expressed as 0) in all 3 subjects (Reading, Writing and Mathematics) • Confidence intervals in Writing and Mathematics show us to be very close to 0 										

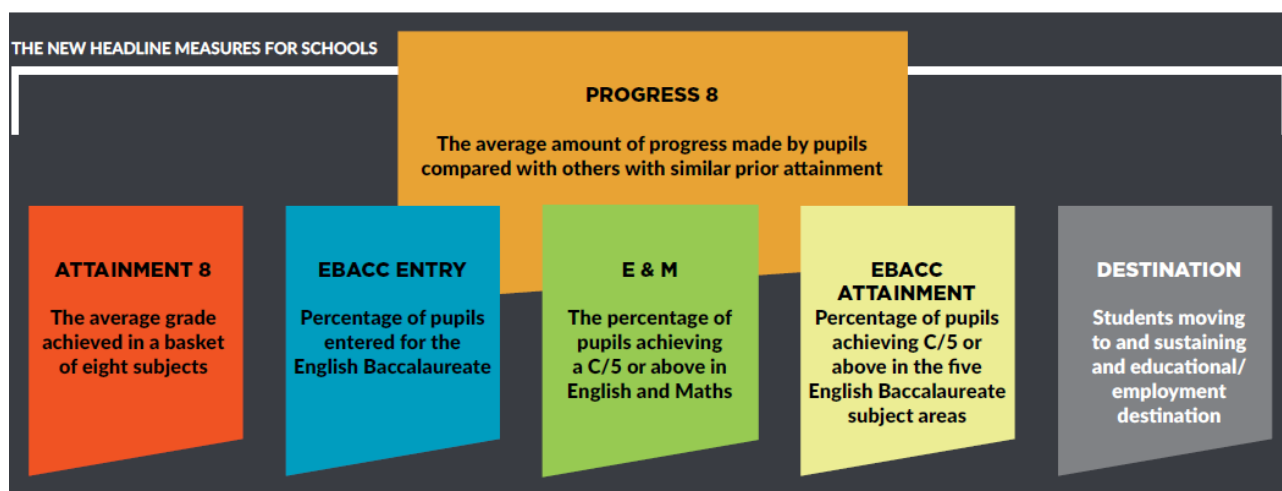
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8 Key Stage 4 (including GCSEs)

8.1 New headline measures for schools

8.2 The headline measures which appear in the 2016 performance tables are:

- progress across 8 qualifications
- attainment across the same 8 qualifications
- percentage of pupils achieving the threshold in English and mathematics (currently a C grade, grade 5 when new GCSEs in English and mathematics are first reported in performance tables in 2017)
- percentage of pupils entering the English Baccalaureate
- percentage of pupils achieving the English Baccalaureate
- percentage of students staying in education or employment after key stage 4 (destinations)



8.3 Floor standard

8.4 In 2016 a school will be below the floor standard if it's Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero. If a school's performance falls below this floor standard, then the school may come under scrutiny through inspection.

8.5 Schools in which pupils make on average one grade more progress than the national average (a Progress 8 score of +1.0 or above) will be exempt from routine inspections by Ofsted in the calendar year following the publication of the final performance tables.

8.6 The coasting definition






8.7 The Education and Adoption Act 2016 allows the Department to identify, support and take action in coasting schools for the first time. These are schools where, over time, pupils do not fulfil their potential.

8.8 In January 2017 the Department published regulations setting out a three year definition of coasting based on the same performance measures that underpin the floor standards. This year a secondary school will fall within the coasting definition if:

- in 2014 fewer than 60% of pupils achieved 5 A*-C at GCSE (including English and maths) and less than the national median achieved expected progress in English and in maths and;
- in 2015, fewer than 60% of pupils achieved 5 A*-C at GCSE (including English and maths) and less than the national median achieved expected progress in English and in maths; and
- in 2016, the school's Progress 8 score was below -0.252

8.9 A school will have to be below the relevant coasting threshold in all three years to fall within the overall coasting definition.

Key Stage 4 – LEGACY 5A*-C GCSEs incl Eng & maths	2014	2015	2016	Trend (positive)
Coventry	52.3%	51%	54%	Upward trend – 3% point improvement compared to 0.4% point improvement nationally
National	56.6%	57.3%	57.7%	Gap to national has decreased
LA ranking	121	128	114	Improved position from 2015
Stat neighbour (SN) average and ranking	52.5% 5 th	53.4% 6 th	53.1% 4 th	Above SN average Improved from 6 th to 4 th position
Commentary				
<ul style="list-style-type: none"> The improvement in 2016 in the percentage of pupils achieving this measure was better than that seen nationally. This improvement had a positive impact on both our LA ranking and statistical neighbour position. 				

Key Stage 4 – LEGACY GCSEs	The new secondary school improvement model was implemented in January 2016 with a focus on improving outcomes for Year 11 pupils, disadvantaged pupils and in English and maths. See table below for improvements in all these key GCSE measures. (national benchmarks not available as not published in 2016).		
	2015	2016	Improvement in 2016
5+ A*-C EM PP	34.7%	34.9%	 0.2
A*-C English	67.9%	73.1%	 5.2
A*-C Maths	64.5%	65.2%	 0.7
3 Levels Progress English	71.5%	82.7%	 11.2
3 Levels Progress Maths	64.9%	66.5%	 1.6

Key Stage 4 – NEW MEASURES Attainment 8	2015	2016	Trend (positive)
Coventry	46.2	48.1	Upward trend but below national
National	47.4	50.1	Gap to national has widened
LA ranking	120	118	Improved position from 2015
Stat neighbour (SN) average and ranking	46.1 6 th	47.9 6 th	Above SN average Remained in 6 th position
Commentary			
<ul style="list-style-type: none"> Attainment 8 is the average grade achieved across 8 subjects including English and maths. Although our attainment 8 figure at 48.1 is below national, we are above our statistical neighbour average and in 6th position (middle of the table). 			

Key Stage 4 – NEW MEASURES Progress 8	2015	2016	Trend
Coventry	NA	-0.05	Below national
National	NA	-0.03	
LA ranking	NA	86	
Stat neighbour (SN) average and ranking	NA	-0.1 4 th	In the top half of the SN table
Commentary			
<ul style="list-style-type: none"> Progress 8 captures the progress a pupil makes from the end of primary school to the end of secondary school. It gives an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools. Although our Progress 8 score is below national, Coventry's LA ranking is 86 and our statistical neighbour position is 4th. 			

Key Stage 4 – NEW MEASURES Grade C or better in English and maths GCSEs	2015	2016	Trend
Coventry	NA	60.8%	Below national
National	NA	63.3%	
LA ranking	NA	102	
Stat neighbour (SN) average and ranking	NA	59% 3 rd	In the top 3 of the SN table
Commentary			
<ul style="list-style-type: none"> Although we are below national for this measure, we are above our statistical neighbour average and in 3rd position. Following a focus on these core subjects by our schools we are pleased with the outcomes of this new measure. 			

Key Stage 4 – NEW MEASURES English Baccalaureate (EBacc)	2015	2016	Trend
Coventry	17%	20.6%	Upward trend, below national
National	24%	24.8%	Gap to national has decreased
LA ranking		104	
Stat neighbour (SN) average and ranking	22% 11 th	21.2% 6 th	In line with SNs and improved from 11 th to 6 th position
Commentary			
<ul style="list-style-type: none"> The English Baccalaureate (EBacc) allows people to see how many pupils get a grade C or above in the core academic subjects at key stage 4 in any government-funded school. The EBacc is made up of English, mathematics, history or geography, the sciences, a language The 2016 figure demonstrates the impact of the change in Coventry schools' curriculum offer and shows that we are rapidly closing the gap to national. 			

KS4 DESTINATIONS	2011/12 cohort in 2012/13	2012/13 cohort in 2013/14	2013/14 cohort in 2015/16
Coventry	91%	92%	92%
England	90%	92%	94%
West Midlands	90%	91%	94%
Commentary <ul style="list-style-type: none"> • In the 2016 performance tables, destination measures are included as a headline accountability measure for the first time at key stage 4. • There is a time lag between students completing their key stage and destination measures being published. This time lag is because a year has to elapse before sustained participation in education or training can be measured. • The most recent KS4 data show Coventry below West Midlands and national by 2%. 			

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9 16-19 accountability

9.1 Headline measures in 2016

9.2 The new headline performance measures will shine a light on the progress that students make while at a school or college. This is a fairer reflection of how the school or college is performing than looking only at the grades that students achieve. It encourages schools and colleges to focus on achieving the best outcomes for all students, irrespective of their starting points.

9.3 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 qualifications.
- Attainment: The attainment measure shows the average point score per entry, expressed as a grade and average points. It builds on the existing attainment measures by showing separate grades for level 3 academic (including a separate grade for A level), Applied General, and Tech Level qualifications.
- English and maths progress (for those students who have not achieved a good pass at GCSE at the end of key stage 4): This measure shows the average change in grade separately for English and Maths, for those students who did not achieve a good pass at GCSE. The methodology for the measure is closely aligned with the condition of funding rules, which means that students that do not achieve a good pass 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 16 - 18 Attainment measure	Coventry	Statistical Neighbour	England
Key Stage 5 Level 3 Average Point Score Per A Level Entry (1,674 students in 2016)	28.29 (Grade C-)	27.94 (Grade C-)	30.44 (Grade C)
Key Stage 5 Level 3 Average Point Score Per Tech level entry (459 students in 2016)	28.63 (Merit +)	30.82 (Dist -)	30.76 (Dist -)
Key Stage 5 Level 3 Average Point Score Per General Applied entry (890 students in 2016)	35.08 (Distinction)	34.41 (Dist)	34.66 (Dist)

Commentary

- A new point score system was introduced in 2016 (A*= 60, C=30, E=10).
- At Grade C-, A Level point scores are in line with our statistical neighbours and just below national.
- The average grade in technical courses is a Merit + but below national and statistical neighbour averages.
- Applied A Level attainment is strong with students averaging a Distinction and above statistical neighbours and national.

ENGLISH and MATHS at the end of 16-18			
English progress		Maths progress	
Coventry	National	Coventry	National
-0.12	-0.10	-0.29	-0.13

Commentary

- Students are included in these measures if they did not achieve a grade C or higher in their GCSE or equivalent by the end of key stage 4 in that subject.
- This measure shows 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.

KS5 DESTINATIONS	2011/12 cohort in 2012/13			2012/13 cohort in 2013/14			2014/15 cohort in 2015/16		
	School	Colleges	Both	School	Colleges	Both	School	Colleges	Both
Coventry	80%	57%	74%	81%	61%	74%	90%	88%	90%
England	77%	65%	71%	79%	68%	73%	90%	86%	88%
West Midlands	79%	66%	72%	79%	69%	74%	90%	86%	88%

Commentary

- In the 2016 performance tables, destination measures are included as a headline accountability measure for the first time at 16-18.
- This measures students finishing 16 to 18 study who either stayed in education or went into employment from October to March the following year. The data published in January 2017 is for students who finished 16 to 18 study in 2014, which is the most recent data currently available.
- The KS5 data show Coventry above national and above/in line with West Midlands for the third consecutive year.
- The percentage of KS5 students progressing to a higher education institution in 2015/16 was
 - (from Coventry schools) 64% compared to 59% nationally
 - (from Coventry colleges) 32% compared to 38% nationally
 - (from Coventry schools and colleges) 54% compared to 48% nationally.

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10 Post-16 participation in education, employment and training

Post-16 PARTICIPATION September Guarantee	2014	2015	2016
Coventry	94.8%	95.1%	95.1%
England	92.8%	94.6%	94.6%
Statistical neighbours	93.9%	94.9%	94.9%
West Midlands	92.9%	94.6%	94.6%
Commentary			
<ul style="list-style-type: none"> The September Guarantee helps local authorities fulfill 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: <ul style="list-style-type: none"> full-time education in school sixth-forms or colleges an apprenticeship or traineeship employment combined with part-time education or training. The September Guarantee data show Coventry above national, West Midlands and our statistical neighbour average for the third consecutive year. 			

Post-16 PARTICIPATION 16- and 17-year-olds in education and training	June 2014	June 2015	June 2016
Coventry	90.3%	91.0%	91.4%
England	89.7%	89.5%	91%
West Midlands	87.5%	89.3%	90.4%
Commentary			
<ul style="list-style-type: none"> The proportion of 16- and 17-year-olds in education and training in Coventry is above national and West Midlands for the third consecutive year. 			

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Annual NEET and Not Known rates	2014-15 (16-18 year olds)		2015-16 (16-18 year olds)		2016-17 (16-17 year olds)	
	NEET	Not Known	NEET	Not Known	NEET	Not Known
Coventry	6.8%	10.7%	4.7%	11.1%		
England	4.7%	9.0%	5.1%	6.2%		
Stat neighbours	5.7%	8.5%	4.3%	12.4%		
West Midlands	5.4%	12.2%	4.2%	8.4%		

Commentary

- 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.
- After a competitive tender process Coventry City Council has commissioned a new service provider, Prospects, jointly with Warwickshire County Council from 01 May 2016 to track all young people aged 16-17, to identify young people who are NEET and Not Known and to re-engage them into a positive destination.
- Dedicated careers advisers are co-located at the Coventry Job Shop and also with Coventry's SEND Team, Route 21 Team and Youth Offending Service.

Monthly NEET and Not Known rates	Sep 2016		Oct 2016		Nov 2016		Dec 2016
	NEET	Not Known	NEET	Not Known	NEET	Not Known	Not published
Coventry	1.7%	14.2%	2.2%	10.4%	2.9%	5.2%	
SN Average	2.6%	20.0%	3.1%	8.3%	3.5%	4.7%	
West Mids	2.0%	35.4%	2.1%	13.3%	2.5%	7.3%	
England	2.0%	29.2%	2.3%	12%	2.6%	5.2%	

Commentary

- From September 2016 local authorities are only required to report on 16 and 17 year olds.
- Monthly NEET data is in line with or below national (better) in September and October
- There is a significant improvement in the monthly Not Known data to previous years
- Monthly Not Known data is below national (better) in September and October and in line with national in November

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11 PERFORMANCE OF VULNERABLE GROUPS

SOURCES

GLD LAIT: Same group nationally

Phonics RAISE 2016 Nov – same group nationally

KS1 RAISE 2016 Oct – Ofsted agreed comparison (LAC:non, Dis:non, FSM:non, SEND:all, EAL:all, WB:all, GRT:all)

KS2 Attainment RAISE 2016 Nov - Ofsted agreed comparison (LAC:non, Dis:non, FSM:non, SEND:all, EAL:all, WB:all, GRT:all)

Progress FFT - same group nationally

KEY:

GLD Good Level of Development

R,W,M Reading writing and mathematics individual subject results

RWM Reading writing and mathematics combined

R,G,M Reading, grammar and mathematics individual results

Group	Phase	Measure	Coventry National	2015	2016	Diff	Narrative / trend
CLA (Children Looked After)	EYFS	GLD	Coventry				The percentage of children achieving the desired standard in phonics increased significantly this year and is above national by 10%pts The percentage of children achieving phonic outcomes remains above national for CLA pupils. The percentage of children achieving the expected standard in KS1 is well below non-CLA pupils nationally. The percentage of children achieving the combined RWM KS2 expected standard is low and well below non CLA pupils nationally. National data for Key Stage 4 not yet available
			National				
	Yr1 Phonics	% Standard	Coventry	57	71	+14	
			National	55	61	+6	
	KS1	APS – 2016 Expected standard R,W,M	Coventry	12.9	41, 36, 45	NA	
			National	13.3	74, 66, 73	NA	
	KS2	L4+ RWM – 2016 Expected standard	Coventry	29	28	NA	
			National	53	53	NA	
		Progress R,G,M	Coventry	NA		NA	
			National	NA		NA	
	KS4	5A*-C incl EM	Coventry		Not yet available	NA	
		Progress 8	Coventry		-0.90	NA	
Attainment 8		Coventry		24.3	NA		

PP (Pupil Premium) 2016 Disadvantaged	EYFS	GLD	Coventry				The percentage of children achieving the desired standard in phonics increased significantly this year
			National				
	Yr1 Phonics	% Standard	Coventry	68	72	+4	The percentage of children achieving phonic outcomes remains above national for disadvantaged pupils by 2%pts
			National	66	70	+4	
	KS1	APS – 2016 Expected standard R,W,M	Coventry	14.9	61, 52, 59	NA	The percentage of children achieving the expected standard in KS1 is well below non-disadvantaged pupils nationally
			National	14.8	78, 70, 77	NA	
	KS2	L4+ RWM – 2016 Expected standard	Coventry	69	37	NA	The percentage of children achieving the combined RWM expected standard is low. Well below non disadvantaged pupils nationally
			National	70	60	NA	
		Progress R,G,M	Coventry	NA	-1.3,+.3,-1.3	NA	The progress measure is below national for reading and maths but above national for GPS
			National	NA	0	NA	
KS4	5A*-C incl EM	Cov (Nat)		34.9 (36.9)	NA	Progress 8 is above national	
	Progress 8	Cov (Nat)		-0.32 (-0.37)	NA		
	Attainment 8	Cov (Nat)		40.3 (41.1)	NA		
FSM (Free School Meals)	EYFS	GLD	Coventry	53	57	4	The percentage of children achieving a good level of development has increased and remains above FSM nationally.
			National	51	54	3	
	Yr1 Phonics	% Standard	Coventry	68	72	+4	The percentage of children achieving the desired standard in phonics increased significantly this year
			National	65	70	+5	
	KS1	APS – 2016 Expected standard R,W,M	Coventry	14.9	62, 52, 59	NA	The percentage of children achieving phonic outcomes remains above national for FSM pupils by 2%pts
			National	14.8	78, 70, 77	NA	
	KS2	L4+ RWM – 2016 Expected standard	Coventry	66	37	NA	The percentage of children achieving the expected standard in KS1 is well below non FSM pupils nationally
			National	66	59	NA	
		Progress R,G,M	Coventry	NA	-1.5,+.2,-1	NA	The percentage of children achieving the combined RWM expected standard is low. Well below non FSM pupils nationally
			National	NA	0	NA	
	KS4	5A*-C incl EM	Cov (Nat)		30.3 (33.0)	NA	The progress measure is below national for reading and maths but above national for GPS
		Progress 8	Cov (Nat)		-0.38 (-0.46)	NA	
Attainment 8		Cov (Nat)		37.9 (38.9)	NA		

SEND (Special Educational Needs)	EYFS	GLD	Coventry	23	30	+7	The percentage of children achieving a good level of development has increased and remains above SEN nationally. The percentage of children achieving the desired standard in Y1 phonics increased and is above children with SEN nationally The percentage of children achieving the expected standard in KS1 is well below non SEN pupils nationally Below national in all three measures at KS4
			National	24	26	+2	
	Yr1 Phonics	% Standard	Coventry	45	49	+4	
			National	42	46	+4	
	KS1	APS – 2016 Expected standard R,W,M	Coventry	12.9	36, 26, 36	NA	
			National	12.5	74, 65, 73	NA	
	KS2	L4+ RWM – 2016 Expected standard	Coventry	42	12	NA	
			National	43	53	NA	
		Progress R,G,M	Coventry	NA	-2.2,-1.2,-1.6	NA	
			National	NA	0	NA	
	KS4	5A*-C incl EM	Cov (Nat)		3.5 (8.0)		
		Progress 8	Cov (Nat)		-1.17 (-1.02)		
Attainment 8		Cov (Nat)		12.5 (16.9)			
EAL (English as an Additional Language)	EYFS	GLD	Coventry				The percentage of children achieving the desired standard in phonics increased significantly this year. 2%pts greater than EAL children nationally The percentage of children achieving phonic outcomes is 1%pt below EAL pupils nationally The percentage of children achieving the expected standard in KS1 is below all pupils nationally The percentage of children achieving the combined RWM expected standard is low. Well below all pupils nationally The progress measure is below national for reading but above national for GPS and maths Above national / in line with national for all three measures at KS4
			National				
	Yr1 Phonics	% Standard	Coventry	73	79	+6	
			National	76	80	+4	
	KS1	APS – 2016 Expected standard R,W,M	Coventry	15.6	66, 60, 68	NA	
			National	15.7	74, 65, 73	NA	
	KS2	L4+ RWM – 2016 Expected standard	Coventry	71	43	NA	
			National	77	53	NA	
		Progress R,G,M	Coventry	NA	-.4,+2.4,+1.3	NA	
			National	NA		NA	
	KS4	5A*-C incl EM	Cov (Nat)		55.3 (53.8)	NA	
		Progress 8	Cov (Nat)		0.51 (0.40)	NA	
Attainment 8		Cov (Nat)		49.5 (49.7)	NA		

WB (White British)	EYFS	GLD	Coventry				The percentage of children achieving the desired standard in phonics increased significantly this year but lower than nationally The percentage of children achieving phonic outcomes is 2%pt below WB pupils nationally The percentage of children achieving the expected standard in KS1 is below all pupils nationally The percentage of children achieving the combined RWM expected standard is low. The progress measure is below national for reading and maths but above national for GPS Below national in all three measures at KS4
			National				
	Yr1 Phonics	% Standard	Coventry	76	79	+3	
			National	77	81	+4	
	KS1	APS – 2016 Expected standard R,W,M	Coventry	16	70, 59, 69	NA	
			National	16.2	74, 65, 73	NA	
	KS2	L4+ RWM – 2016 Expected standard	Coventry	79	46	NA	
			National	81	53	NA	
		Progress R,G,M	Coventry	NA	-.8,+.1, -.8	NA	
			National	NA	0	NA	
KS4	5A*-C incl EM	Cov (Nat)		51.9 (57.1)			
	Progress 8	Cov (Nat)		-0.27 (-0.11)			
	Attainment 8	Cov (Nat)		46.8 (49.6)			
Gypsy/ Roma	EYFS	GLD	Coventry				The percentage of children achieving the desired standard in phonics increased slightly this year but lower than nationally. The percentage of children achieving phonic outcomes is 7%pt below Gypsy/Roma pupils nationally The percentage of children achieving the expected standard in KS1 is below all pupils nationally The percentage of children achieving the combined RWM expected standard is low. The progress measure is below national for reading and maths but above national for GPS Progress 8 is significantly above national
			National				
	Yr1 Phonics	% Standard	Coventry	25	26	+1	
			National	32	37	+5	
	KS1	APS – 2016 Expected standard R,W,M	Coventry	10.1	23, 19	NA	
			National	11.3	74, 65	NA	
	KS2	L4+ RWM – 2016 Expected standard	Coventry	6	5	NA	
			National	29	53	NA	
		Progress R,G,M	Coventry	NA	NYA	NA	
			National	NA	NYA	NA	
	KS4	5A*-C incl EM	Cov (Nat)		0.0 (9.1)	NA	
		Progress 8	Cov (Nat)		0.60 (-0.75)	NA	
		Attainment 8	Cov (Nat)		19.2 (21.1)	NA	

12 Conclusion

- 12.1 Members have been provided with the 2015-16 results to give them an opportunity to comment or raise questions.
- 12.2 For 2016 a range of new assessment and accountability measures have been introduced. Whilst we are unable, in many instances, to make comparisons to previous years there are still some notable improvements to celebrate:
- GCSE results at Key Stage 4
 - performance of some vulnerable groups
 - post-16 participation
- 12.3 A key overarching priority for 2016-17 is to continue to improve outcomes for all pupils so they are in line with or better than national.

13 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: 24 November 2016

Key Stage 2

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

Published: 19 December 2016

Key Stage 4 (including GCSEs)

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

Published: 19 January 2016

16-19 attainment (including A levels)

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

Published: 19 January 2016

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