



To: Education and Children's Services Scrutiny Board

Date: 14th February 2018

Subject: Coventry Education Performance

1 Purpose of the Note

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

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

1.2 Headline achievement data for the following vulnerable groups (not yet validated) has been provided:

- Children Looked After (CLA)
- Disadvantaged (previously referred to as Pupil Premium)
- 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 Services Scrutiny Board is recommended to:

- 1) Consider the 2016-17 results provided in the report to give them an opportunity to comment and to raise questions.
- 2) Identify any 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 30 November 2017, Phonics and Key Stage 1 on 14 December 2016, Key Stage 2 on 25 January 2018, and Key Stage 4 (including GCSEs) and 16-19 attainment on 25 January 2018. 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 9 – References.**

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

1. Ofsted profile

Primary and secondary schools

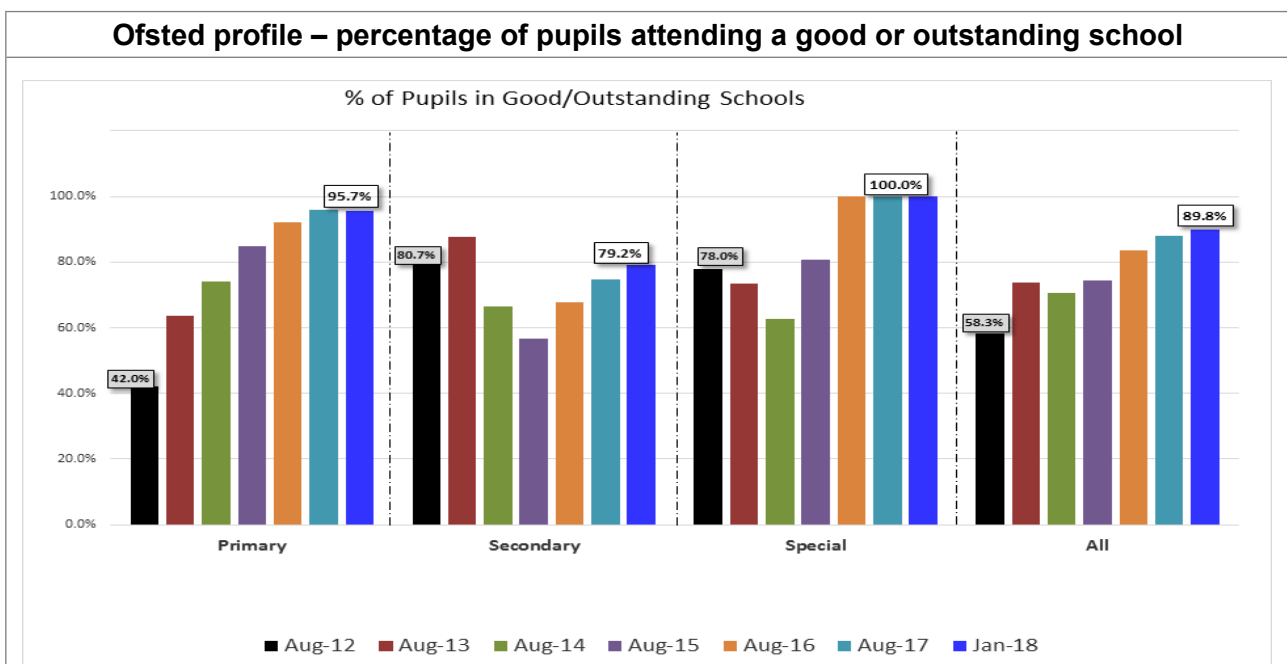
All maintained schools across England are subject to monitoring and inspections by the Office for Standards in Education, Children’s Services and Skills (Ofsted).

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

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

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

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



Commentary

- The profile for Primary continues to rise (Coventry 96%, National 90%)
- The profile for Secondary has improved since 2015 (Coventry 79%, National 83%)
- 100% of pupils attend good or outstanding special schools (National 95%)
- The combined citywide profile continues to rise and is above national (Coventry 90%, National 87%)

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2. Early Years Foundation Stage Profile

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

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

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.

Definition of a 'Good Level of Development'

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

EARLY YEARS FOUNDATION STAGE PROFILE				
Good Level of Development	2015	2016	2017	Trend
Coventry	63.9%	65.4%	66.1%	Upward
National	66.3%	69.3%	71%	Widening gap to national
LA ranking	104	123	132	Downward
Stat neighbour (SN) average and ranking	63.4% 5 th	66.4% 6 th	68% 7 th	Below SN average in 2017 Dropped from 6 th to 7 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. Significant increases in the number of newly-arrived pupils has impacted on the measure resulting in a downward trend in our LA and SN rankings. 				

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3. Phonics and Key Stage 1

Phonics

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

Year 1 Phonics	2015	2016	2017	Trend (ppt = percentage point)
Coventry	75%	79%	80%	Upward
National	77%	81%	81%	Narrowed the gap to national
LA ranking	106	102	101	Upward
Stat neighbour (SN) average and ranking	74.2% 4 th	79.3% 6 th	80% 6 th	In line with SN average Remained in 6 th position

Commentary

- The % of pupils achieving the expected standard in phonics rose by 1ppt and continues the upward trend, compared to national which remained the same as the previous year.
- The gap to national has narrowed by 1ppt.

Key Stage 1

In 2016 pupils were assessed against the new more challenging curriculum. Results are no longer reported as levels, the interim frameworks for teacher assessment have been used by teachers to assess if a pupil has met the new, higher expected standard. As a consequence of these assessment changes, figures for 2016 and 2017 are not comparable to those for 2015. The expectations for pupils at the end of key stage 1 have been raised.

Key Stage 1 Expected standard Reading, writing and maths	2015			2016			2017			Trend (ppt = percentage point)
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	
Coventry	90	85	92	70	62	70	72	64	72	Improved performance in 2017
National	90	88	93	74	65	73	76	68	75	Gap to national has stayed the same for Reading & Maths but has widened for Writing
LA ranking	80	121	95	126	115	114	123	127	118	Improved position for Reading but downward for Writing & Maths
Stat neighbour (SN) average and ranking	88.6 3 rd	85.5 5 th	91.3 3 rd	70.6 7 th	62.4 7 th	70.1 7 th	72 7 th	65 7 th	73 9 th	Dropped from 7 th to 9 th position for Maths

Commentary

- Although Coventry's performance has improved in 2017 and at the same rate as national (+2ppts) for Reading and Maths, Coventry has not improved at the same rate as national for Writing (+2 compared to +3).
- Coventry is in line with its SN average for Reading but below in Writing and Maths.

Key Stage 2

Performance data

The headline measures, which appear in the performance tables in December 2017, include attainment and progress measures. These are:

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

The 'expected progress' measure

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

Floor standard

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet. In 2017, 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

To be above the floor, the school needs to meet either the attainment **or** all of the progress element.

Coasting schools definition

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.

The coasting definition is based on three years of data, using the same performance measures that underpin the floor standards. In line with regulations, **in 2017** a primary school falls within the coasting definition if based on revised data:

- 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, and
- 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, and
- In 2017, fewer than 85% of pupils achieved the expected standard at the end of primary schools and average progress made by pupils was 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				
	2015	2016	2017	Trend (ppt = percentage point)
Coventry	78%	49%	58%	Improved performance but still below national
National	80%	53%	61%	Narrowed the gap to national
LA ranking	118	123	115	Upward
Stat neighbour (SN) average and ranking	77.8% Joint 4 th	48.3% Joint 6 th	57% Joint 5 th	Improved from 6th to 5th position
Commentary				
<ul style="list-style-type: none"> Coventry's improvement is at a faster rate than nationally (9ppts compared to 8ppts). The gap with national has therefore narrowed by 1ppt to 3ppts. Coventry has moved up 8 places in the LA ranking and 1 place in the SN ranking. 				

Key Stage 2	2015			2016			2017			Trend
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	
PROGRESS										
Coventry	91%	95%	89%	-0.73	-0.27	-0.26	-0.5	+0.1	-0.2	Improved performance in 2017
National	94%	96%	93%	0	0	0	0	0	0	National expressed as 0
LA ranking	70	54	74	123	97	89	121	74	88	Upward
Stat neighbour (SN) average	NA	NA	NA	-0.57 6 th	-0.07 8 th	-0.22 Joint 5 th	-0.26 6 th	+0.1 Joint 4 th	-0.31 Joint 4 th	Improved positions for Writing and Maths
Commentary										
<ul style="list-style-type: none"> In 2017 Coventry is above national for Writing and although our performance has improved in Reading and Maths we are below national. Coventry has moved up in both the LA and SN rankings. 										

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4. Key Stage 4

Secondary accountability measures in 2017

A new secondary school accountability system was introduced in 2016. The headline measures which appear in the 2017 performance tables are:

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

Floor standard

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

The coasting definition

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. In 2017, a secondary school will fall within the coasting definition if based on revised data:

- 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 -0.25
- **and** in 2017, the school's Progress 8 score was below -0.25

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 PROGRESS Progress 8	2016	2017	Trend
Coventry	-0.05	-0.12	Downward and below national
National	-0.03	-0.03	No change to national figure
LA ranking	86	97	Downward
Stat neighbour (SN) average and ranking	-0.1 4 th	-0.07 6 th	Dropped from 4th to 6th position

Commentary

- Progress 8 was introduced in 2016 as the headline indicator of school performance determining the floor standard. It aims to capture the progress a pupil makes from the end of primary school to the end of key stage 4. It is a type of value added measure, which means that pupils' results are compared to the progress of other pupils nationally with similar prior attainment.
- In 2017, new GCSE (9 to 1) qualifications in English and maths were included for the first time in the Progress 8 measure.
- Coventry's Progress 8 score has declined in 2017 resulting in a drop in both our LA and SN rankings.

Key Stage 4 ATTAINMENT Attainment 8	2016	2017	Trend
Coventry	48.1	42.8	Downward and below national
National	50.1	46.4	Gap to national has widened
LA ranking	118	125	Downward
Stat neighbour (SN) average and ranking	47.9 6 th	44.0 8 th	Below SN average Dropped from 6 th to 8 th position
Commentary			
<ul style="list-style-type: none"> Attainment 8 measures pupils' attainment across 8 qualifications. In 2017, new GCSE (9 to 1) qualifications in English and maths were included for the first time in the Attainment 8 measure. Although Coventry's attainment 8 score dropped (as did national), using the legacy measure of 5 or more A*-C GCSEs including English and Maths, Coventry's figure improved from 54% in 2016 to 55.3% in 2017. It should be noted that the 2017 Key Stage 4 cohort left the primary phase in summer 2012 at which point only 42% of pupils were in good or better provision. 			

Key Stage 4 ATTAINMENT Grade 5 or above in English and maths ('strong' pass)	2016	2017	Trend
Coventry	NA	36.2	Below national
National	NA	42.6	
LA ranking	NA	125	
Stat neighbour (SN) average and ranking	NA	37.9 8 th	Below SN average
Commentary			
<ul style="list-style-type: none"> In 2017, pupils sat reformed GCSEs in English language, English literature and maths for the first time, graded on a 9 to 1 scale. In March 2017, the department announced that the 'strong' pass would be used in headline attainment accountability measures. The headline English and maths measure is, therefore, the percentage of pupils achieving a grade 5 or above in English and maths. There is also an additional measure showing the percentage of pupils achieving a grade 4 or above in English and maths in performance tables (see table below). In 2017 Coventry is 4.4ppts below national and 1.7ppts below our SN average, placing us in the bottom half of the table. 			

Key Stage 4 ATTAINMENT Grade 4 or above in English and maths ('standard' pass)	2016 (Old measure: Grade C or above)	2017 (New measure: Grade 4 or above)	Trend
Coventry	60.8	58.3	Downward and below national
National	63.3	64.2	Upward
LA ranking	102	128	Downward
Stat neighbour (SN) average and ranking	59 3 rd	59.9 8 th	Dropped from 3 rd to 8 th position

Commentary

- This additional measure in the performance tables shows the percentage of pupils achieving a grade 4 or above in English and maths.
- In 2017 Coventry is 5.9ppts below national and 1.6ppts below our SN average, placing us in the bottom half of the table.

Key Stage 4 ENTRY MEASURE % ENTERING the English Baccalaureate (EBacc)	2016	2017	Trend
Coventry	20.6	39.2	Upward trend at a faster rate than national
National	24.8	38.4	Upward
LA ranking	104	65	Upward
Stat neighbour (SN) average and ranking	21.2 6 th	34.9 2 nd	Above SN average Moved from 6th to 2nd position

Commentary

- The English Baccalaureate (EBacc) entry measure reports the percentage of pupils entered for the EBacc. To enter the EBacc, pupils must take up to eight GCSEs across five subject 'pillars'.
- The 2017 figure (almost doubled from 2016) demonstrates the impact of the change in Coventry schools' curriculum offer and shows that we are closing the gap to national for the number of students entering.

Key Stage 4 ATTAINMENT % ACHIEVING the English Baccalaureate (EBacc)	2016 (Old measure: Grade C or above)	2017 (Comparable measure 4-9 EM + Grade Cs)	2017 (Headline measure 5-9 EM + Grade Cs)	Trend (between 2016 and comparable 2017 measure)
Coventry	20.6	19.7	17.1	Downward trend in line with national
National	24.8	23.9	21.4	Gap to national has remained the same (-4.2ppts)
LA ranking	104	107	112	Downward
Stat neighbour (SN) average and ranking	21.2 6 th	Not calculated	18.6 8 th	NA

Commentary

- The headline EBacc attainment measure in 2017 is the percentage of pupils in a school gaining a grade 5 or above in English and maths, and a grade C or above in other subjects.
- In 2018 the headline EBacc attainment measure will change from the proportion of pupils achieving a grade 5 and above in the EBacc subjects to an EBacc average point score. This will ensure the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.
- In the 2017 headline measure Coventry is 4.2ppts below national and 1.5ppts below our SN average, placing us in the bottom half of the table.

Key Stage 4 PUPIL DESTINATIONS	2012/13 cohort in 2013/14	2013/14 cohort in 2015/16	2014/15 cohort in 2016/17	Trend
Coventry	91	92	93	Improved performance for the third consecutive year but 1ppt below national
National	92	94	94	No change to national figure from 2016
LA ranking	NA	110	90	Upward
Stat neighbour (SN) average and ranking	90.4 Joint 2 nd	92.1 Joint 4 th	92.7 Joint 2 nd	Above SN average Improved from 4th to 2nd position

Commentary

- The headline pupil destination measure shows the percentage of pupils continuing to a sustained education, employment or training destination in the year after completing key stage 4 study (after year 11). The data published in January 2018 is for pupils who finished year 11 in 2015, which is the most recent data available. To be counted in a sustained destination, pupils had to have a recorded activity throughout the first two terms of the 2015/16 academic year.
- In 2017 Coventry improved by 1ppt (national remained the same) and moved up in both the LA and SN rankings. This demonstrates that Coventry schools are preparing pupils effectively for the next stage of their education or training.
- 89% of pupils progressed to education (compared to 90% nationally) and 4% progressed to employment and/or training (compared to 3% nationally).

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5. 16-18 accountability

Headline measures

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

The 2017 16-18 performance tables will be published in January and March 2018 as the data sources required for some of the headline measures do not become available until after January 2018.

The five headline measures are:

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

16-18 ATTAINMENT	2016	2017	Trend
Average point score per entry – A level			
Coventry	28.29 (Grade C-)	28.95 (Grade C)	Improved performance but below national, however Grade C now in line with national
National	31.79 (Grade C)	31.13 (Grade C)	Downward
LA ranking	108	116	Downward
Stat neighbour (SN) average and ranking	28.28 6 th	29.06 7 th	Below SN average Dropped one position
Commentary			
<ul style="list-style-type: none"> • A new point score system was introduced in 2016 (A*= 60, C=30, E=10). • In 2017 Coventry's A Level point score improved from Grade C- to Grade C, in line with national. • It should be noted that 1 point is equal to 1/10th of a grade. Therefore, although Coventry's LA and SN ranking positions have dropped, the data set is clustered around Grade C. 			

16-18 ATTAINMENT Average point score per entry - Applied general	2016	2017	Trend
Coventry	35.08 (Distinction)	34.49 (Distinction)	Downward and below national, however Distinction grade in line with national
National	34.69 (Distinction)	35.69 (Distinction)	Upward
LA ranking	63	100	Downward
Stat neighbour (SN) average and ranking	34.5 6 th	36.27 9 th	Below SN average Dropped from 6 th to 9 th position
Commentary			
<ul style="list-style-type: none"> • Since 2016, only high value level 3 vocational qualifications, which meet predefined characteristics, are recognised in the 16-18 performance tables. Only those qualifications on the list of applied general qualifications are recognised in the applied general category. • Applied general qualifications are level 3 qualifications that provide broad study of a vocational subject area, e.g. level 3 certificate/diploma in business or applied science. • In 2017 Coventry's Applied general point score grade remained at Distinction, in line with national. • It should be noted that 1 point is equal to 1/10th of a grade. Therefore, although Coventry's LA and SN ranking positions have dropped, the data set is clustered around Distinction grade. 			

16-18 ATTAINMENT Average point score per entry – Tech level	2016	2017	Trend
Coventry	28.63 (Merit +)	29.29 (Merit +)	Improved performance but below national
National	30.77 (Merit+)	32.25 (Distinction-)	Upward
LA ranking	117	131	Downward
Stat neighbour (SN) average and ranking	30.46 10 th	32.35 11 th	At the bottom of the table for SN ranking
Commentary			
<ul style="list-style-type: none"> • Since 2016, only high value level 3 vocational qualifications, which meet predefined characteristics, are recognised in the 16-18 performance tables. Only those qualifications on the list of tech level qualifications are recognised in the tech level category. • Tech level qualifications are level 3 qualifications for students wishing to specialise in a technical occupation or occupational group, e.g. a level 3 diploma in construction or bricklaying. • It should be noted that 1 point is equal to 1/10th of a grade. Therefore, although Coventry's LA and SN ranking positions have dropped, the data set is clustered around a high Merit/low Distinction grade. 			

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English and Maths PROGRESS	2016		2017		Trend
	English	Maths	English	Maths	
Coventry	-0.12	-0.29	-0.13	-0.16	Improved performance in maths progress in 2017 but below national for progress in both subjects
National	-0.10	-0.13	-0.02	-0.01	Upward
LA ranking	NA	NA	NA	NA	Not available
Stat neighbour (SN) average	NA	NA	NA	NA	Not available

Commentary

- These scores show how much progress students made in English and maths qualifications such as GCSE re-takes, between the end of key stage 4 and the end of the 16 to 18 phase of education.
- A positive score means that, on average, students got higher grades at 16 to 18 than at key stage 4. A negative score means that, on average, students got lower grades than at key stage 4. Students are included in these measures if they did not achieve a grade C or higher in their GCSE or equivalent by the end of key stage 4 in that subject.

Key Stage 5 DESTINATIONS	2013/14 cohort in 2015/16	2014/15 cohort in 2016/17	Trend
Coventry	90	91	Upward and above national for 2 consecutive years
National	88	89	Upward
LA ranking	14	13	Upward
Stat neighbour (SN) average and ranking	86.8 Joint 1st	88.4 Joint 1st	Above SN average Maintained position at the top of the table alongside two SNs

Commentary

- The headline destination measure shows the percentage of young people continuing to a sustained education, employment or training destination in the year after the young person took their A level or other level 3 qualifications.
- Coventry has performed above national and our statistical neighbours for two consecutive years and demonstrates the impact of all Coventry's 16-18 providers in preparing learners for their chosen next steps, enabling them to make well-informed decisions about their future plans.
- 71% of Coventry learners' progressed to education (compared to 66% nationally) and 20% progressed to employment (compared to 23% nationally). Of these:
 - 56% progressed to Higher Education Institutions (HEIs) compared to 51% nationally. 10% of these were to Russell Group universities compared to 12% nationally.
 - 7% progressed to Apprenticeships, the same percentage as nationally.

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

Post-16 PARTICIPATION September Guarantee	2015	2016	2017	Trend
Coventry	95.1	91.1	Not yet published	Downward and below national
England	94.6	94.5	Not yet published	No change
Statistical neighbours	94.9 4 th	93.97 10 th	Not yet published	Below SN average in 2016 Dropped from 4 th to 10 th position
West Midlands	94.6	93.1	Not yet published	Downward

Commentary

- The September Guarantee helps local authorities fulfil their duty to provide education and training to young people and find them a suitable place. The offer should be appropriate to the young person's needs and can include:
 - full-time education in school sixth-forms or colleges
 - an apprenticeship or traineeship
 - employment combined with part-time education or training.
- The September Guarantee data show Coventry's performance dropped in 2016. Indications for 2017 are that the figure will be similar to 2015 and previous years.

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	Combined figure	NEET	Not Known
Coventry	6.8	10.7	4.7	11.1	6.8	3.1	3.7
England	4.7	9.0	5.1	6.2	6	2.8	3.2
Stat neighbours	5.7	8.5	4.3	12.4	7	3.6	3.4
West Midlands	5.4	12.2	4.2	8.4	7.3	2.7	4.6

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.
- From September 2016 local authorities are only required to report on 16 and 17 year olds.
- In addition, the DfE have changed the definition of NEET to **include** those young people whose activity is not known, i.e. a **combined figure** and also shifted the period for which the average is made from November to January to December to February. As such the 2016 figures cannot be compared with NEET publications for previous years.
- Coventry's 2016-17 combined figure is above (worse than) national but below (better than) our statistical neighbour average and West Midlands.

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7. PERFORMANCE OF VULNERABLE GROUPS

SOURCES

GLD LAIT: Same group nationally

Phonics DfE SFRs and NCER Nexus – same group nationally

KS1 DfE SFRs and NCER Nexus – Ofsted agreed comparison (LAC:non, Dis:non, FSM:non, SEND:all, EAL:all, WB:all, GRT:all)

KS2 DfE SFRs and NCER Nexus – Ofsted agreed comparison (LAC:all, Dis:non, FSM:non, SEND:all, EAL:all, WB:all, GRT:all)

KS4: DfE SFRs and NCER Nexus – Ofsted agreed comparison (LAC:all, Dis:non, FSM:non, SEND:all, EAL:all, WB:all, GRT:all)

Progress DfE SFRs and NCER Nexus - 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

Group	Phase	Measure	Coventry National	2016	2017	Diff	Narrative / trend
CLA (Children Looked After)	EYFS	% GLD	Coventry				Yr 1 phonics – decreased by 7ppts. KS1 expected standard – improvement in Maths, decreases in Reading and Writing. Gap in Maths narrowed and widened in Reading and Writing. KS2 RWM expected standard – improved by 8ppts, the same as national. Gap remained the same. KS2 RWM progress – improvements in Reading and Maths at a faster rate than national, decrease in Writing. Gap in Reading and Maths narrowed and widened in Writing. KS4 Progress 8 score improved. Gap narrowed. KS4 Attainment 8 score decreased. Gap narrowed.
			National				
	Yr 1 Phonics	% at Standard or above	Coventry	71	64	-7	
			National	61	NA	NA	
	KS1	Expected standard R,W,M	Coventry	69, 38, 46	36, 27, 54	-33, -11, +8	
			National	74, 65, 73	76, 68, 75	+2, +3, +2	
	KS2	Expected standard RWM	Coventry	14	22	+8	
			National	53	61	+8	
		Progress R,W,M	Coventry	-3.3, -1.2, -4.1	-2.6, -2.5, -0.8	+0.7, -2.3, +3.3	
			National	-0.5, -1.0, -1.3	Embargo	Embargo	
	KS4	Progress 8	Coventry (National)	-1.4 (-1.14)	-1.28 Embargo	+0.12 Embargo	
		Attainment 8	Coventry (National)	18.4 (50.1)	17.2 (46.3)	-1.2 (-3.8)	

Disadvantaged (previously known as Pupil Premium)	EYFS	% GLD	Coventry	57	57	0	<p>EYFS – the percentage of children achieving a good level of development (GLD) remained the same and above national. National narrowed the gap with Coventry.</p> <p>Yr 1 phonics – remained the same and above national whilst national dropped by 1ppt. National widened the gap with Coventry.</p> <p>KS1 expected standard – improvements in Reading and Maths. Gap in Writing widened.</p> <p>KS2 RWM expected standard – improved by 8ppts. Gap narrowed by 1ppt.</p> <p>KS2 RWM progress – improvement in Writing at a faster rate than national. Gap narrowed in Writing and widened in Reading and Maths.</p> <p>KS4 Progress 8 score decreased. Gap widened.</p> <p>KS4 Attainment 8 score decreased. Gap widened.</p>
			National	54	56	+2	
	Yr 1 Phonics	% at Standard or above	Coventry	70	70	0	
			National	69	68	-1	
	KS1	Expected standard R,W,M	Coventry	61, 52, 59	62, 51 62	+1,-1, +3	
			National	78, 70, 76	79, 72, 79	+1,+2, +3	
	KS2	RWM Expected standard	Coventry	38	46	+8	
			National	60	67	+7	
		Progress R,W,M	Coventry	-1.3,-0.7, -0.7	-1.3,-0.3, -1.0	0, +0.4, -0.3	
			National	-0.7,-0.3, -0.5	-0.6,-0.2, -0.5	+0.1, +0.1, 0	
KS4	Progress 8	Coventry (National)	-0.32 (-0.37)	-0.44 (-0.41)	-0.12 (-0.04)		
	Attainment 8	Coventry (National)	40.4 (53.3)	34.4 (49.5)	-6.0 (-3.8)		
SEND (Special Educational Needs)	EYFS	% GLD	Coventry	30	28	-2	<p>EYFS – the percentage of children achieving a good level of development (GLD) decreased. Gap to national widened by 3ppts.</p> <p>Yr 1 phonics – remained the same. Gap widened by 2ppts.</p> <p>KS1 expected standard – decreased in all three indicators. Gap in all three indicators has widened.</p> <p>KS2 RWM expected standard – remained the same. Gap widened by 8ppts.</p> <p>KS2 RWM progress – improvements in Reading and Writing. Gap in Reading and Writing remained the</p>
			National	30	31	+1	
	Yr 1 Phonics	% at Standard or above	Coventry	55	55	0	
			National	64	66	+2	
	KS1	Expected standard R,W,M	Coventry	36, 27, 37	31, 22 33	-5,-3, -4	
			National	74, 65, 73	76, 68, 75	+2,+3, +2	
	KS2	RWM Expected standard	Coventry	12	12	0	
			National	53	61	+8	
		Progress R,W,M	Coventry	-2.4, -2.8, -1.7	-2.2, -2.6, -2.1	+0.2, +0,2,-0.4	
			National	-1.5, -2.6, -1.4	-1.3, -2.4, -1.3	+0.2, +0.2,+0.1	

	KS4						same and widened in Maths.
		Progress 8	Coventry (National)	-0.51 (-0.55)	-0.70 (-0.59)	-0.19 (-0.04)	KS4 Progress 8 score decreased. Gap widened. KS4 Attainment 8 score decreased. Gap widened.
		Attainment 8	Coventry (National)	30.0 (50.1)	23.3 (46.3)	-6.7 (-3.8)	
EAL (English as an Additional Language)	EYFS	% GLD	Coventry				Yr 1 phonics – decreased by 1ppt compared to national decrease of 2ppts. Gap closed – no gap. KS1 expected standard – improvements in Reading and Maths. Gap in all three indicators has widened. KS2 RWM expected standard – improved by 10ppts. Gap narrowed by 2ppts. KS2 RWM progress – improvements in all three indicators. Gap in Reading and Writing has narrowed and remained the same in Maths. KS4 Progress 8 score small improvement. National closed the gap with Coventry – no gap. KS4 Attainment 8 score decreased. Gap widened.
			National				
	Yr 1 Phonics	% at Standard or above	Coventry	79	78	-1	
			National	80	78	-2	
	KS1	Expected standard R,W,M	Coventry	69, 64, 71	70, 63, 72	+1,-1, +1	
			National	74, 65, 73	76, 68, 75	+2,+3, +2	
	KS2	RWM Expected standard	Coventry	47	57	+10	
			National	53	61	+8	
		Progress R,W,M	Coventry	-0.3 +1.2 +1.5	-0.2 +1.4 +1.6	+0.1 +0.2 +0.1	
			National	+0.3 ,+1.5 +2.0	+0.3 ,+1.4 +2.1	0 -0.1 +0.1	
KS4	Progress 8	Coventry (National)	0.50 (0.39)	0.51 (0.51)	+0.01 (+0.12)		
	Attainment 8	Coventry (National)	49.7 (50.1)	44.8 (46.3)	-4.7 (-3.8)		
WB (White British)	EYFS	% GLD	Coventry				
			National				
	Yr 1 Phonics	% at Standard or above	Coventry	79	78	-1	
			National	81	81	0	
	KS1	Expected standard R,W,M	Coventry	72, 64, 72	73, 63, 73	+1, -1 +1	
			National	74, 65, 73	76, 68, 75	+2,+3, +2	
						Yr 1 phonics – decreased by 1ppt. Gap widened. KS1 expected standard – improvements in Reading and Maths. Gap in all three indicators has widened. KS2 RWM expected standard – improved by 12ppts.	

	KS2	RWM Expected standard	Coventry	46	58	+12	Gap narrowed by 4ppts. KS2 RWM progress – improvement in Reading, decreases in Writing and Maths. Gap narrowed in Reading and widened in Writing and Maths.	
			National	53	61	+8		
		Progress R,W,M	Coventry	-0.8,-0.1,-0.1	-0.7,-0.6,-1.1	+0.1,-0.5,-1		
			National	-0.1,-0.4,-0.5	-0.1,-0.3,-0.5	0,+0.1,0		
	KS4	Progress 8	Coventry (National)	-0.27 (-0.11)	-0.39 (-0.14)	-0.12 (-0.03)	KS4 Progress 8 score decreased. Gap widened.	
		Attainment 8	Coventry (National)	46.8 (50.1)	41.0 (46.4)	-5.8 (-3.7)	KS4 Attainment 8 score decreased. Gap widened.	
	Gypsy/ Roma	EYFS	% GLD	Coventry				Yr 1 phonics – improved by 10ppts. KS1 expected standard – improvement in Maths, decreases in Reading and Writing. Gap in Maths has narrowed and widened in Reading and Writing. KS2 RWM expected standard – improved by 4ppts compared to 8ppts improvement nationally. Gap widened. KS2 RWM progress – improvement in Reading, decreases in Writing and Maths. Gap narrowed in Reading and widened in Writing and Maths. KS4 Progress 8 score decreased as did national. Gap widened. KS4 Attainment 8 score decreased. Gap narrowed.
				National				
Yr 1 Phonics		% at Standard or above	Coventry	26	36	+10		
			National	37	NA	NA		
KS1		Expected standard R,W,M	Coventry	28,22,22	26,19,31	-2,-3,+9		
			National	74, 65, 73	76, 68, 75	+2,+3,+2		
KS2		RWM Expected standard	Coventry	7	11	+4		
			National	53	61	+8		
		Progress R,W,M	Coventry	-3.1,+4.0,+0.7	-2.6,+2.3,-0.5	+0.5,-1.7,-1.2		
			National	-1.5,-0.6,-1.0	-1.1,-0.4,-0.7	+0.4,+0.2,+0.3		
KS4		Progress 8	Coventry (National)	0.65 (-0.69)	-0.11 (-0.82)	-0.76 (-0.13)		
		Attainment 8	Coventry (National)	20.0 (50.1)	19.8 (46.3)	-0.2 (-3.8)		

Summary of KS2 higher and lower performing pupil groups in 2017

	Higher performing	Lower performing
Overall achievement pupil progress	Bangladeshi (66) Indian (307) First language not English (1047) Other Asian (209) Any Other (122)	EHC Plan (116) Joined in Y5 or Y6 (187) SEN Support (645) Black Caribbean (104) FSM (656)

Summary of KS4 higher and lower performing pupil groups in 2017

	Higher performing	Lower performing
Overall achievement pupil progress	Indian (260) Bangladeshi (64) First language not English (779) Black African (218) Other Asian (131)	EHC Plan (133) Joined in Y10 or Y11 (70) Black Caribbean (110) SEN Support (377) FSM (494)

8. Conclusion

Members have been provided with the 2016-17 results to give them an opportunity to comment or raise questions.

In 2017 there are some notable improvements to celebrate:

- results at Key Stage 2
- KS4 destinations and KS5 destinations
- performance of some vulnerable groups

A key overarching priority for 2017-18 is to continue to improve outcomes for all pupils so they are in line with or better than national.

9. 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: 30 November 2017

Phonics screening check and key stage 1 assessment

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

Published: 14 December 2017

Key Stage 2 (National curriculum assessments)

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

Published: 25 January 2018

Key Stage 4 (GCSEs and equivalent results)

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

Published: 25 January 2018

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

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

Published: 25 January 2018

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