



**To: Education and Children's Services Scrutiny Board**  
**Date 13 February 2020**

**Subject: Coventry Education Performance 2019**

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### **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 males and females has been provided.
- 1.3 The highest and lowest performing pupil groups for key stage 2 and key stage 4 for 2018 and 2019 has been provided
- 1.4 Headline achievement data for the following vulnerable groups has been provided:
  - Disadvantaged pupils
  - Pupils with an Education, Health and Care Plan (EHCP)
  - Pupils receiving Special Educational Needs (SEN) Support
  - White British Disadvantaged Boys
  - Children Looked After (CLA)

### **2 Recommendations**

- 2.1 The Education and Children's Services Scrutiny Board are recommended to:
  - 1) Comment and/or raise questions based on the information provided.
  - 2) Identify any recommendations for the appropriate Cabinet Member

### 3 Information/Background

- 3.1 The Department for Education (DfE) published the results for the Early Years Foundation Stage Profile (EYFSP) on 17 October 2019 and Phonics and Key Stage 1 on 26 September 2019. The **validated** results were published for Key Stage 2 on 13 December 2019.
- 3.2 The revised 2019 key stage 4 and 16 to 18 performance tables were both due to be published by the DfE at 9.30am on Thursday 23 January 2020. **However, owing to a data issue the key stage 4 publication has now been delayed by two weeks, until 9.30am on Thursday 6 February.** Therefore, members will be provided with the key stage 4 validated data at Scrutiny Board on Thursday 13 February.
- 3.3 The revised 16-18 performance tables were published on Thursday 23 January 2020. Publication of post-16 participation data is as indicated in the relevant tables.
- 3.4 At the time of writing, validated data (**with the exception of key stage 4**) 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.**
- 3.5 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.
- 3.6 Further information on how to access school and FE college data is available in **Section 11 – References.**

### 4 Department for Education (DfE) accountability

On 4th May 2018, the Secretary of State announced principles for a clear and simple accountability system. These principles aim to provide school leaders with greater clarity and transparency on the circumstances in which the DfE will intervene in schools; how they will identify and support schools that are underperforming; and ways of working with schools.

In practice, this means that:

- Regional Schools Commissioners (RSCs) will only mandate academy conversion, leadership change or trust transfer of a school in relation to educational standards if Ofsted has judged it inadequate.
- RSCs will not use educational standards warning notices unless the school has already received an Ofsted inadequate rating.
- RSCs will not use formal intervention powers as a result of a school meeting the coasting definition.
- RSCs will not conduct uninvited visits to schools.

- High quality and effective governance is key to the success of any school. As such, the department is committed to ensuring robust governance in all schools. Where breakdowns in governance occur, The RSC and Education and Skills Funding Agency (ESFA) will continue to use their powers to hold schools to account for their governance and financial management regardless of the school's Ofsted rating. Both maintained schools and academies will be held to account equally and RSC's will continue to challenge underperformance in both types of school.

RSCs will always approach academy trusts, local authorities and in the case of schools with a religious character, the relevant religious body, not individual schools (unless the school is a single academy trust).

The DfE remains committed to academy conversion as a positive choice for schools and will continue to aid conversion as it has done previously.

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

## 1. Ofsted profile

### Primary and secondary schools

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

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

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

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

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

Ofsted Profile			
Percentage of pupils attending good or outstanding provision (31 <sup>st</sup> January 2020)			
Phase	%	Statistical neighbours (SN)	National
Early Years <small>(as of 31 August 2019)</small>	94%	Below SN at 96%	Below National at 95%
Primary	91%	Above SN at 84%	Above National at 90%
Secondary	75%	In line with SN at 75%	Below National at 83%
Special	100%	Above SN at 90%	Above National at 95%
Overall	85%	Above SN at 81%	Below National at 87%

### Commentary

- NB: The Ofsted profile changes every month as inspection reports are published.
- Throughout 2019 the percentage of pupils attending good or outstanding provision remained above national.
- In January 2020:
  - The profile for Primary remains above both statistical neighbours and national
  - The profile for Secondary has declined and is below national but in line with statistical neighbours
  - 100% of pupils attend good or outstanding special schools
  - The combined citywide profile (excluding Early Years) is above statistical neighbours but below national.
- For the percentage of schools that are judged good or outstanding, Coventry is currently above both statistical neighbours and national, at 89.1% compared to national at 88.6%.

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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.

Teachers decide upon a 'best-fit' assessment when judging whether 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' (GLD)

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.

The Government is currently consulting on proposed changes to EYFS from 2021. This consultation seeks views on:

- proposed revisions to the educational programmes
- proposed revisions to the early learning goals
- proposed changes to the assessment and moderation process for the early years foundation stage profile
- a proposed change to the safeguarding and welfare requirements to promote good oral health

<b>EARLY YEARS FOUNDATION STAGE PROFILE</b>				
<b>Good Level of Development</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>Trend</b>
Coventry	<b>66.1%</b>	<b>67.8%</b>	<b>69.0%</b>	Upward
National	71%	71.5%	71.8%	Upward
LA ranking	<b>132</b>	<b>132</b>	<b>124</b>	Upward
Stat neighbour (SN) average and ranking	68% 7 <sup>th</sup>	68.8% 7 <sup>th</sup>	69.0% 6 <sup>th</sup>	In line with SN average Improved from 7 <sup>th</sup> to 6 <sup>th</sup> position
<b>Commentary</b>				
<ul style="list-style-type: none"> <li>• Coventry has continued to improve against this measure and in 2019 the improvement is at a faster rate than national (1.2ppts compared to 0.3ppts).</li> </ul>				

### 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	2017	2018	2019	Trend (ppt = percentage point)
Coventry	79.2%	81.3%	80.4%	Downward
National	81.2%	82.5%	81.9%	Downward
LA ranking	112	108	113	Downward
Stat neighbour (SN) average and ranking	79% 6 <sup>th</sup>	80.3 6 <sup>th</sup>	79.9% 6 <sup>th</sup>	Above SN average No change to position
<b>Commentary</b>				
<ul style="list-style-type: none"> <li>The % of pupils achieving the expected standard in phonics decreased by 0.9%</li> <li>The gap to national has widened slightly by 0.3ppt.</li> </ul>				

#### Key Stage 1

Pupils' achievements at the end of Key Stage 1 are based on teacher assessment informed by statutory tests.

Key Stage 1 Expected standard Reading, writing and maths	2017			2018			2019			Trend (ppt = percentage point)
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	
Coventry	72	64	72	72	65	73	72	65	73	No changes
National	76	68	75	75	70	76	75	69	76	No change for Reading and Maths Downward for Writing
LA ranking	123	127	118	124	139	126	117	131	117	Improved positions for all 3
Stat neighbour (SN) average and ranking	72 7 <sup>th</sup>	65 7 <sup>th</sup>	73 9 <sup>th</sup>	73 9 <sup>th</sup>	67 9 <sup>th</sup>	74 9 <sup>th</sup>	72 Joint 6 <sup>th</sup>	66 9 <sup>th</sup>	74 Joint 8 <sup>th</sup>	Improved positions for Reading and Maths
<b>Commentary</b>										
<ul style="list-style-type: none"> <li>Coventry's performance in Reading, Writing and Maths has not changed in 2019.</li> <li>However, due to a decline in Writing nationally, Coventry has closed the gap.</li> </ul>										

<b>Key Stage 1 ATTAINMENT</b>				
<b>Expected standard Reading, writing and mathematics combined</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>Trend</b> (ppt = percentage point)
Coventry	<b>59%</b>	<b>61%</b>	<b>61%</b>	Upward but no change in 2019
National	64%	65%	65%	Upward but no change in 2019
LA ranking	<b>134</b>	<b>137</b>	<b>133</b>	Upward
Stat neighbour (SN) average and ranking	Not published	Not published	Not published	Not published
<b>Commentary</b>				
<ul style="list-style-type: none"> <li>Coventry's performance has not changed in 2019.</li> <li>Coventry has moved up in the LA ranking since 2018.</li> </ul>				

#### 4. Key Stage 2

##### Performance data

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

<b>Key Stage 2 ATTAINMENT</b>	<b>2017</b>			<b>2018</b>			<b>2019</b>			<b>Trend</b> (ppt = percentage point)
	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	
<b>Expected standard</b>										
Coventry	<b>68</b>	<b>77</b>	<b>72</b>	<b>72</b>	<b>77</b>	<b>74</b>	<b>69</b>	<b>78</b>	<b>77</b>	Upward for Maths and Writing Downward for Reading since 2018
National	72	76	75	75	78	76	73	78	79	Upward in Writing and Maths Downward in Reading
LA ranking	<b>117</b>	<b>102</b>	<b>117</b>	<b>116</b>	<b>84</b>	<b>114</b>	<b>136</b>	<b>93</b>	<b>118</b>	Downward
Stat neighbour (SN) average and ranking	68 Joint 5 <sup>th</sup>	74 Joint 3 <sup>rd</sup>	72 4 <sup>th</sup>	72 7 <sup>th</sup>	76 Joint 4 <sup>th</sup>	74 Joint 4 <sup>th</sup>	69 Joint 9 <sup>th</sup>	76 Joint 3 <sup>rd</sup>	76 7 <sup>th</sup>	Downward in Reading and Maths
<b>Commentary</b>										
<ul style="list-style-type: none"> <li>In 2019 Coventry's performance in Writing and Maths has improved and declined in Reading.</li> <li>The gap with national in Writing has closed, in Maths is closing and in Reading has widened by 1ppt.</li> <li>Coventry's LA ranking in all 3 subjects has moved down. For the statistical neighbour ranking it should be noted that data is clustered, i.e. several LAs have the same value.</li> </ul>										

<b>Key Stage 2 ATTAINMENT</b>				
<b>Expected standard Reading, writing and mathematics combined</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>Trend</b> (ppt = percentage point)
Coventry	<b>58%</b>	<b>62%</b>	<b>62%</b>	Upward but no change in 2019
National	61%	64%	65%	Upward
LA ranking	<b>115</b>	<b>110</b>	<b>121</b>	Downward
Stat neighbour (SN) average and ranking	57% Joint 5 <sup>th</sup>	61% Joint 5 <sup>th</sup>	61% Joint 6 <sup>th</sup>	In line with SN average Moved from 5 <sup>th</sup> to 6 <sup>th</sup> position
<b>Commentary</b>				
<ul style="list-style-type: none"> <li>Coventry's performance in 2019 has not changed.</li> <li>The gap with national has widened by 1ppt to 3ppts. This is due to the decline in attainment in Reading.</li> <li>Coventry has fallen 11 places in the LA ranking.</li> </ul>				

<b>Key Stage 2 PROGRESS</b>	<b>2017</b>			<b>2018</b>			<b>2019</b>			<b>Trend</b>
	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	
Coventry	-0.53	+0.07	-0.18	-0.27	-0.84	-0.20	-0.35	-0.42	+0.07	Upward for Writing and Maths Downward for Reading
National	0	0	0	0	0	0	0	0	0	National expressed as 0
LA ranking	<b>121</b>	<b>74</b>	<b>88</b>	<b>109</b>	<b>134</b>	<b>90</b>	<b>113</b>	<b>113</b>	<b>71</b>	Upwards for Writing and Maths Downward for Reading
Stat neighbour (SN) average	-0.26 6 <sup>th</sup>	+0.1 Joint 4 <sup>th</sup>	-0.31 Joint 4 <sup>th</sup>	-0.38 7 <sup>th</sup>	-0.29 9 <sup>th</sup>	-0.9 7 <sup>th</sup>	-0.37 Joint 5 <sup>th</sup>	-0.22 8 <sup>th</sup>	-0.07 Joint 4 <sup>th</sup>	Upward
<b>Commentary</b>										
<ul style="list-style-type: none"> <li>In 2019 Coventry's performance in Writing and Maths has improved and declined in Reading.</li> <li>Coventry's LA ranking in Reading has moved down but has improved for Writing and Maths.</li> </ul>										



## Key Stage 4

NB: Owing to a data issue the key stage 4 publication has been delayed by two weeks, until 9.30am on Thursday 6 February

### Secondary accountability measures in 2019

The headline measures which appear in the 2019 performance tables are:

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

Key Stage 4 PROGRESS Progress 8	2017	2018	2019	Trend
Coventry	-0.12	-0.08	-0.12	Fluctuating and below national
National	-0.03	-0.02	-0.02	Slight improvement
LA ranking	97	82	95	Fluctuating
Stat neighbour (SN) average and ranking	-0.07 6 <sup>th</sup>	-0.14 4 <sup>th</sup>	-0.15 5 <sup>th</sup>	Moved from 4 <sup>th</sup> to 5 <sup>th</sup> position
<b>Commentary</b>				
<ul style="list-style-type: none"> <li>• 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.</li> <li>• A negative progress score does not mean pupils made no progress, or that schools have failed, rather it means pupils made less progress than other pupils across England with similar results at the end of key stage 2.</li> <li>• Coventry's Progress 8 score has declined in 2019 resulting in lower positions in both the LA and SN rankings.</li> </ul>				

Key Stage 4 ATTAINMENT Attainment 8	2017	2018	2019	Trend
Coventry	42.8	43.3	43.4	Upward but below national
National	46.3	46.5	46.7	Upward
LA ranking	125	128	126	Upward since 2018
Stat neighbour (SN) average and ranking	44.0 8 <sup>th</sup>	43.7 7 <sup>th</sup>	43.8 8 <sup>th</sup>	Just below SN average Moved from 7 <sup>th</sup> to 8 <sup>th</sup> position
<b>Commentary</b>				
<ul style="list-style-type: none"> <li>• Attainment 8 measures pupils' attainment across 8 qualifications.</li> <li>• Coventry's Attainment 8 score improved by 0.1, compared to the national rate of improvement of 0.2.</li> </ul>				

<b>Key Stage 4 ATTAINMENT</b> <b>Grade 5 or above in English and maths ('strong' pass')</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>Trend</b>
Coventry	<b>36.2</b>	<b>37.5</b>	<b>37.7</b>	Upward but below national
National	42.6	43.3	43.0	Downward
LA ranking	<b>125</b>	<b>124</b>	<b>115</b>	Upward
Stat neighbour (SN) average and ranking	37.9 8 <sup>th</sup>	38.6 7 <sup>th</sup>	37.9 7 <sup>th</sup>	Below SN average No change in position in 2019
<b>Commentary</b>				
<ul style="list-style-type: none"> <li>Coventry's performance in the 'strong pass' has improved by 0.2ppts, compared to national which has declined by 0.3ppts, therefore closing the gap to national by 0.5ppts. (In March 2017, the DfE 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).</li> </ul>				

<b>Key Stage 4 ATTAINMENT</b> <b>Grade 4 or above in English and maths ('standard' pass)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>Trend</b>
Coventry	<b>58.3</b>	<b>60.2</b>	<b>59.1</b>	Downward and below national
National	63.9	64.2	Not yet published	
LA ranking	<b>128</b>	<b>117</b>	<b>118</b>	Downward
Stat neighbour (SN) average and ranking	59.9 8 <sup>th</sup>	59.5 5 <sup>th</sup>	59.6 Joint 6 <sup>th</sup>	Moved from 5 <sup>th</sup> to 6 <sup>th</sup> position
<b>Commentary</b>				
<ul style="list-style-type: none"> <li>Coventry's performance in the 'standard pass' has improved by 1.9ppts, faster than the rate of improvement nationally of 0.3ppts, therefore closing the gap to national by 1.6ppts.</li> </ul>				

<b>Key Stage 4 ENTRY MEASURE</b> <b>% ENTERING the English Baccalaureate (EBacc)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>Trend</b>
Coventry	<b>39.2</b>	<b>38.9</b>	<b>40.3</b>	Upward and above national
National	38.2	38.4	40	Upward
LA ranking	<b>65</b>	<b>69</b>	<b>63</b>	Upward
Stat neighbour (SN) average and ranking	34.9 2 <sup>nd</sup>	36.8 4 <sup>th</sup>	34.8 1 <sup>st</sup>	Above SN average and now in 1 <sup>st</sup> position
<b>Commentary</b>				
<ul style="list-style-type: none"> <li>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'.</li> <li>The government's ambition is to see 75% of pupils studying the EBacc subject combination at GCSE by 2022, and 90% by 2025.</li> </ul>				

<b>Key Stage 4 ATTAINMENT</b> <b>English Baccalaureate (EBacc) Average Point Score (APS)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>Trend</b>
Coventry	<b>NA</b>	<b>3.7</b>	<b>3.8</b>	Upward but below national
National	<b>NA</b>	4	4.1	Upward
LA ranking	<b>NA</b>	<b>121</b>	<b>116</b>	Upward
Stat neighbour (SN) average and ranking	NA	3.7 Joint 6 <sup>th</sup>	3.8 7 <sup>th</sup>	In line with our SN average Moved from 6 <sup>th</sup> to 7 <sup>th</sup> position
<b>Commentary</b>				
<ul style="list-style-type: none"> <li>In 2018 the headline EBacc attainment measure changed from the proportion of pupils achieving a grade 5 and above in the EBacc subjects to an EBacc average point score (APS). This new measure recognises the attainment of all pupils, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.</li> <li>Coventry's performance in 2019 is below national. The average point score of 3.8 equates to GCSE grade 4.</li> </ul>				

<b>Key Stage 4 PUPIL DESTINATIONS</b>	<b>2014-15 cohort in 2016</b>	<b>2015-16 cohort in 2017</b>	<b>2016-17 cohort in 2018</b>	<b>Trend</b>
Coventry	<b>93</b>	<b>94</b>	<b>93</b>	Fluctuating
National	94	94	94	No change
LA ranking	<b>90</b>	<b>49</b>	<b>87</b>	Downward
Stat neighbour (SN) average and ranking	92.7 Joint 2 <sup>nd</sup>	92.1 Joint 1 <sup>st</sup>	92.3 Joint 2 <sup>nd</sup>	Above SN average Moved from 1 <sup>st</sup> position to joint 2 <sup>nd</sup>
<b>Commentary</b>				
<ul style="list-style-type: none"> <li>The headline pupil destination measure shows the percentage of pupils continuing to a sustained education, employment or training destination in the year after completing key stage 4 study (after year 11). The data is for pupils who finished year 11 in summer 2017, 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 2017-18 academic year.</li> <li>In 2019 Coventry declined by 1ppt (national remained the same) and moved down in both the LA and SN rankings.</li> </ul>				

continued overleaf...

## 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 2019 16-18 performance tables will be published in January and March 2020 as the data sources required for some of the headline measures do not become available until after January 2020.

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.

<b>16-18 ATTAINMENT</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>Trend</b>
<b>Average point score (APS) per entry – A level</b>				
Coventry	<b>28.95</b> (Grade C)	<b>29.81</b> (Grade C)	<b>30.58</b> (Grade C)	Upward and continued improved performance but below national
National	31.14 (Grade C)	32.12 (Grade C+)	32.87 (Grade C+)	Upward
LA ranking	<b>116</b>	<b>114</b>	<b>114</b>	No change
Stat neighbour (SN) average and ranking	29.06 7 <sup>th</sup>	30.21 8 <sup>th</sup>	30.99 7 <sup>th</sup>	Upward
<b>Commentary</b>				
<ul style="list-style-type: none"> <li>• A new point score system was introduced in 2016 (A*= 60, C=30, E=10).</li> <li>• In 2019 Coventry's A Level point score remained at Grade C, below national.</li> <li>• It should be noted that 1 point is equal to 1/10<sup>th</sup> of a grade.</li> </ul>				

<b>16-18 ATTAINMENT</b> <b>Average point score (APS) per entry – Tech level</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>Trend</b>
Coventry	<b>29.29</b> (Merit +)	<b>31.66</b> (Distinction-)	<b>32.75</b> (Distinction)	Improved performance for the third year and remains above national
National	32.25 (Distinction-)	28.11 (Merit+)	28.64 (Merit)	Upward
LA ranking	<b>131</b>	<b>26</b>	<b>16</b>	Upward
Stat neighbour (SN) average and ranking	32.35 11 <sup>th</sup>	28.56 2 <sup>nd</sup>	27.65 2 <sup>nd</sup>	No change
<b>Commentary</b>				
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Coventry's performance in 2019 has improved compared to national and demonstrates Coventry's commitment to providing young people with the opportunity to follow either a vocational and/or academic pathway.</li> <li>• At 16<sup>th</sup> position in the LA ranking, Coventry is in the top 25%.</li> </ul>				

<b>English and Maths PROGRESS</b>	<b>2017</b>		<b>2018</b>		<b>2019</b>		<b>Trend</b>
	<b>Eng</b>	<b>Maths</b>	<b>Eng</b>	<b>Maths</b>	<b>Eng</b>	<b>Maths</b>	
Coventry	<b>-0.13</b>	<b>-0.16</b>	<b>-0.23</b>	<b>-0.14</b>	<b>-0.17</b>	<b>-0.11</b>	Upward
National	-0.02	-0.01	+0.06	+0.05	+0.14	+0.09	Upward
<b>Commentary</b>							
<ul style="list-style-type: none"> <li>• 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.</li> <li>• A positive score means that, on average, students got higher grades at 16 to 18 than at key stage 4. A negative score means that, on average, students got lower grades than at key stage 4. Students are included in these measures if they did not achieve a grade C/4 or higher in their GCSE or equivalent by the end of key stage 4 in that subject.</li> </ul>							

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Key Stage 5 DESTINATIONS	2014-15 cohort in 2016	2015-16 cohort in 2017	2016-17 cohort in 2018	Trend
Coventry	91	90	81	No trend. In line with national
National	89	89	81	No trend
LA ranking	13	30	Not yet published	
Stat neighbour (SN) average and ranking	88.4 Joint 1st	87.6 Joint 1st	Not yet published	

### Commentary

- This year the cohort has been expanded to include not just students of level 3 qualifications who are counted elsewhere in the performance tables (A levels, applied general qualifications and tech levels) but all level 3, level 2, level 1 and entry level qualifications.
- For the 2016-17 cohort Coventry has performed in line with national demonstrating 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.
- Breakdown by qualification level:

Qualification level	Coventry	England
All	81	81
Level 3	89	88
Level 2	76	74
L1, entry level & other	57	56

- Of the 81% of Coventry learners who progressed to education or employment:
  - 49% of Coventry learners stayed in education, compared to 47% nationally
  - 21% progressed to employment, compared to 25% nationally
  - 11% progressed to Apprenticeships, compared to 10% nationally.

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

Post-16 PARTICIPATION September Guarantee	2017	2018	2019	Trend
Coventry	95.6	95.4	96.7	Upward in 2019
England	94.7	94.5	95	Slight improvement in 2019
Statistical neighbours	93.88	Not published	Not published	
West Midlands	94.9	95.1	96	Upward

### 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.
- Coventry has performed above West Midlands and national for the last 3 years.

The annual NEET and Not Known rates in the table below were reported to the Education and Children's Services Scrutiny Board on 28 November 2019

Annual NEET and Not Known rates (3-month average – Dec, Jan & Feb)	2017 (16-17 year olds)			2018 (16-17 year olds)			2019 (16-17 year olds)		
	Com-bined figure	NEET	Not Known	Com-bined figure	NEET	Not Known	Com-bined figure	NEET	Not Known
Coventry	<b>6.8</b>	3.1	3.7	<b>5.4</b>	3.5	1.9	<b>5.4</b>	3.3	2.1
England	<b>6.0</b>	2.8	3.2	<b>6.0</b>	2.7	3.3	<b>5.5</b>	2.6	2.9
Stat neighbours	<b>7.1</b>	3.6	3.5	<b>7.9</b>	3.5	4.4	<b>6.7</b>	3.5	3.3
West Midlands	<b>7.3</b>	2.7	4.6	<b>6.4</b>	2.4	4.0	<b>5.3</b>	2.4	3.0
<b>Commentary</b>									
<ul style="list-style-type: none"> <li>Coventry's performance has continued to improve over the last three years and the 2019 combined figure of <b>5.4%</b> remains <b>below (better than)</b> both our statistical neighbours and national.</li> </ul>									

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## 7. Performance difference between males and females in 2019

The differences between Coventry males and females is similar to those differences seen nationally:

Key Stage	Males (national)	Females (national)	Difference (national)
<b>Early Years</b> Good Level of Development (GLD)	<b>63.9</b> (65.6)	<b>74.5</b> (78.5)	<b>-10.6</b> (-12.9)
<b>Year 1 Phonics</b>	<b>76.9</b> (78.5)	<b>84.1</b> (85.4)	<b>-7.2</b> (-6.9)
<b>Primary</b> <b>Key Stage 1</b> Reading, Writing & Maths combined (RWM)	<b>40.3</b> (59.7)	<b>46.5</b> (69.8)	<b>-6.2</b> (-10.1)
<b>Primary</b> <b>Key Stage 2</b> Reading, Writing & Maths combined (RWM)	<b>55.7</b> (60.1)	<b>66.4</b> (69.7)	<b>-10.7</b> (-9.6)
<b>Secondary</b> <b>Key Stage 4</b> Attainment 8	<b>40.3</b> (44.1)	<b>46.5</b> (49.5)	<b>-6.2</b> (-5.4)
<b>Secondary</b> <b>Key Stage 4</b> Progress 8	<b>-0.41</b> (-0.27)	<b>0.17</b> (0.23)	<b>-0.58</b> (-0.5)
<b>Secondary</b> <b>Key Stage 5</b> A level APS score	<b>30.32</b> (31.61)	<b>30.98</b> (32.61)	<b>-0.66</b> (-1)

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**8. Highest and lowest performing pupil groups in 2018 and 2019 (pupil numbers)**

**KS2 HIGHER performing pupil groups in 2018 & 2019**

2018	2019
Bangladeshi (65)	Lower attainers (378)
Indian (337)	Bangladeshi (72)
First language not English (1172)	First language not English (1325)
Other Asian (211)	Indian (368)
Pakistani (230)	Other Asian (282)

**KS2 LOWER performing pupil groups in 2018 & 2019**

2018	2019
EHC Plan (101)	EHC Plan (120)
SEN Support (731)	SEN Support (754)
FSM (685)	Black Caribbean (121)
Joined in Y5 or Y6 (181)	Joined in Y5 or Y6 (191)
Black Caribbean (149)	FSM (784)

**KS4 HIGHER performing pupil groups in 2018 & 2019**











2018	2019
Indian (282)	Bangladeshi (65)
Bangladeshi (67)	Indian (265)
First language not English (820)	First language not English (867)
Other Asian (150)	Pakistani (201)
Any Other (82)	Other Asian (164)











**KS4 LOWER performing pupil groups in 2018 & 2019**











2018	2019
Joined in Y10 or Y11 (84)	EHC Plan (133)
EHC Plan (113)	Joined in Y10 or Y11 (93)
FSM (491)	Black Caribbean (123)
SEN Support (381)	FSM (620)
FSM (in last 6 years) (1002)	SEN Support (424)

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## 9. Performance of vulnerable groups 2017 to 2019

Phase	Vulnerable group (each year's Coventry cohort sizes)	2017 (national)	2018 (national)	2019 (national)	2018 to 2019	Gap with national
<b>Early Years</b> Good Level of Development (GLD)	Disadvantaged pupils (685, 699, 556)	<b>57.5%</b> (56.6%)	<b>55.1%</b> (57.2%)	<b>55.0%</b> (56.5%)		Narrowed by 0.6%
	Education, Health and Care Plan (EHCP) (51, 56, 57)	<b>0.0</b> (4.0%)	<b>1.8%</b> (4.8%)	<b>0%</b> (4.5%)		Widened by 1.5%
	Special Educational Needs (SEN) Support (348, 336, 342)	<b>27.6%</b> (26.4%)	<b>26.5%</b> (27.6%)	<b>24.6%</b> (28.5%)		Widened by 2.8%
	White British disadvantaged boys (214, 225, 160)	<b>47.2%</b> (46.8%)	<b>43.1%</b> (47.3%)	<b>47.5%</b> (47%)		Gap closed (+4.4%) Above National
	Children looked after (CLA) (12, 9, 14)	<b>33%</b> (Not available)	<b>37%</b> (46%)	<b>27%</b> (48%)		Widened by 12%
<b>Year 1 Phonics</b>	Disadvantaged pupils (1045, 945, 874)	<b>72.0%</b> (70.1%)	<b>73.5%</b> (71.7%)	<b>70.7%</b> (70.7%)		In line with National
	Education, Health and Care Plan (EHCP) (70, 83, 84)	<b>4.3%</b> (18.4%)	<b>6.0%</b> (20.2%)	<b>13.1%</b> (19.6%)		Narrowed by 7.1%
	Special Educational Needs (SEN) Support (579, 559, 520)	<b>50.1%</b> (46.4%)	<b>54.0%</b> (48.2%)	<b>54.0%</b> (47.6%)		Above National
	White British disadvantaged boys (293, 287, 266)	<b>62.2%</b> (62.1%)	<b>65.2%</b> (64.3%)	<b>65.0%</b> (63.2%)		Above National
	Children looked after (CLA) (14, 14, 12)	<b>65%</b> (Not available)	<b>64%</b> (Not available)	<b>80%</b> (64%)		Increased and above National

Phase	Vulnerable group (each year's Coventry cohort sizes)	2017 National	2018 National	2019 (interim national)	2018 to 2019	Gap with national
<b>Primary Key Stage 1</b>  Reading, Writing & Maths combined (RWM)	Disadvantaged pupils (1219, 1160, 1055)	<b>47.3%</b> 49.3%	<b>47.8%</b> 50.2%	<b>49.8%</b> (49.9%)		Narrowed by 2.3%
	Education, Health and Care Plan (EHCP) (75, 91, 90)	<b>0.0</b> (8.1%)	<b>0.0</b> (7.8%)	<b>2.2%</b> (7.4%)		Narrowed by 2.2%
	Special Educational Needs (SEN) Support (728, 691, 666)	<b>21.0%</b> (19.2%)	<b>23.4%</b> (20.6%)	<b>21.5%</b> (20.6%)		Widened by 1.9%
	White British disadvantaged boys (324, 329, 302)	<b>36.4%</b> (40.1%)	<b>36.8%</b> (41.2%)	<b>42.4%</b> (41.2%)		Gap closed (+5.4%) Above National
	Children looked after (CLA) (11, 14, 14)	<b>27%</b> (0.0%)	<b>50%</b> (45%)	<b>46%</b> (38%)		Small decrease but remain well above National
<b>Primary Key Stage 2</b>  Reading, Writing & Maths combined (RWM)	Disadvantaged (1431, 1513, 1520)	<b>46.3%</b> (47.1%)	<b>49.4%</b> (50.5%)	<b>51.0%</b> (51.2%)		Narrowed by 0.8%
	Education, Health and Care Plan (EHCP) (120, 110, 127)	<b>2.5%</b> (8.2%)	<b>0.9%</b> (8.0%)	<b>3.9%</b> (9.2%)		Narrowed by 2.3%
	Special Educational Needs (SEN) Support (667, 738, 786)	<b>18.9%</b> (20%)	<b>21.3%</b> (23.4%)	<b>23.4%</b> (24.9%)		Narrowed by 0.9%
	White British disadvantaged boys (369, 379, 370)	<b>39.6%</b> (39.7%)	<b>41.2%</b> (42.7%)	<b>42.3%</b> (42.3%)		Gap closed (+1.1%) In line with National
	Children looked after (CLA) (23, 31, 32)	<b>22%</b> (32%)	<b>26%</b> (35%)	<b>36%</b> (36%)		Gap closed (+10%) - now at National

Phase	Vulnerable group (each year's Coventry cohort sizes)	2017 (national)	2018 (national)	2019 (national)	2018 to 2019	Gap with national
<b>Secondary Key Stage 4 Attainment 8</b>	Disadvantaged (1049, 1042, 1102)	<b>34.8</b> (37.0)	<b>35.7</b> (36.7)	<b>35.6</b> (36.7)		Slight widening by 0.1
	Education, Health and Care Plan (EHCP) (143, 120, 135)	<b>9.5</b> (13.9)	<b>11</b> (13.5)	<b>10.7</b> (13.6)		Slight widening by 0.3
	Special Educational Needs (SEN) Support (387, 391, 436)	<b>28.8</b> (31.9)	<b>29.4</b> (32.2)	<b>31.3</b> (32.4)		Narrowed by 1.7
	White British disadvantaged boys (279, 261, 295)	<b>26.7</b> (31.6)	<b>28.8</b> (30.8)	<b>27.9</b> (30.8)		Widened by 0.9
	Children looked after (CLA) (49, 46, 63)	<b>17.9</b> (19.3)	<b>18.7</b> (18.9)	<b>19.6</b> (19.0)		Increased and remains above National
<b>Secondary Key Stage 4 Progress 8</b>	Disadvantaged (986, 983, 1060)	<b>-0.43</b> (-0.40)	<b>-0.51</b> (-0.44)	<b>-0.47</b> (-0.44)		Narrowed by 0.4
	Education, Health and Care Plan (EHCP) (133, 113, 133)	<b>-1.29</b> (-1.04)	<b>-1.07</b> (-1.08)	<b>-1.37</b> (-1.16)		Widened by 0.24
	Special Educational Needs (SEN) Support (376, 382, 424)	<b>-0.50</b> (-0.43)	<b>-0.52</b> (-0.44)	<b>-0.55</b> (-0.42)		Slight widening by 0.01
	White British disadvantaged boys (276, 257, 292)	<b>-1.07</b> (-0.84)	<b>-1.04</b> (-0.92)	<b>-1.20</b> (-0.93)		Widened by 0.15
	Children looked after (CLA) (49, 46, 63)	<b>-1.27</b> (-1.17)	<b>-1.03</b> (-1.24)	<b>-0.88</b> (-1.27)		Increased and remains above National

Sources: NEXUS based on NPD and DfE LAIT as at January 2020

## 10. Conclusion

Members have been provided with the 2018-19 results to give them an opportunity to comment or raise questions.

In 2019 there were some achievements to celebrate:

- **Coventry's Ofsted profile:** Throughout 2019 the percentage of pupils attending good or outstanding provision remained **above** national. (For the percentage of schools that are judged good or outstanding, Coventry is currently **above** both statistical neighbours and national, at 89.1% compared to national at 88.6%).
- **Early Years:** Continued to narrow the gap with national for Good Level of Development (GLD);
- **Primary:** Improvements in KS2 Writing and Maths at both expected and greater depth;
- **Secondary:** Upward trend for KS4 English and improvement in higher grades at A Level;
- **Post-16:**
  - Key stage 5 destinations above/in line with national for the last 3 years
  - September Guarantee above national for the last 3 years
  - Coventry NEET rate below (better than) national for the last 2 years.

A key overarching priority for 2019-20 is to continue to improve outcomes for all pupils so they are in line with or better than national, and particularly for pupils with SEND.

## 11. 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:** 17 October 2019

### Phonics screening check and key stage 1 assessment

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

**Published:** 26 September 2019

### Key Stage 2 (National curriculum assessments)

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

**Published:** 13 December 2019

### Key Stage 4 (GCSEs and equivalent results)

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

**Published:** **Delayed until Thursday 06 February 2020**

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

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

**Published:** 23 January 2019

**Ofsted 'Data View'**

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

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

**Local authority interactive tool (LAIT)**

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

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