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Coventry City Council

Briefing note

To: Education and Children's Services Scrutiny Board

Date: 13th February 2025

Subject: Coventry Education Performance

1   Purpose of the Note

1.1   To update members on Coventry's 2024 performance on the following:

- Trends in pupil numbers
- Early Years Foundation Stage (EYFS)
- Phonics
- Key Stage (KS) 2
- Key Stage (KS) 4 (provisional)
- 16-19 attainment (provisional)
- Attendance and exclusions
- Difference in performance between males and females
- Performance of vulnerable groups

1.2   Refer to Section 4 for the executive summary, and Appendix 1 which holds all the supporting data and further commentary.

1.3   Please also refer to the glossary at Appendix 4 for an explanation of key terminology.

1.4   This report includes published data available through government sources. For operational and planning purposes the Local Authority (LA) use a wider range of tools such as NCER Nexus and FFT Aspire, used as management information by most LAs. This can provide more timely data and supports LA officers in their roles but is not included in this report as not published data.

2   Recommendations

2.1   The Education and Children's Services Scrutiny Board (2) are recommended to:

1) Consider the information provided to comment and/or raise questions

2) Identify any recommendations for the appropriate Cabinet Member

3) Identify any areas for further scrutiny to be added to the work programme

3 Background/context

3.1 KS4 data is currently provisional and does not take account of amendments to data made by schools. Notwithstanding, significant changes in the data are not expected at this stage. We are expecting further data updates in February 2025.

3.2 National and statistical neighbour averages are included where available. Statistical neighbour comparator information includes local authority areas that are more like Coventry in terms of statistics such as levels of deprivation, ethnicity, size, etc. These are all factors that can have an impact on educational performance. A list of Coventry's statistical neighbours is included in Appendix 2.

3.3 The Department for Education (DfE) has been clear that all users of educational school performance data need to consider the data alongside a range of other information about the school and its individual circumstances, for example by speaking to the school directly, and that conclusions should not be drawn based on a single piece of data alone.

3.4 Within the report the KS4 and 16-18 attainment 2023/24 data has been compared to 2022/23. (KS4 data and 16-18 performance measures based on qualification outcomes cannot be compared to 2021/22. This is because for most qualifications that count in performance measures a different grading approach was used in 2021/22 (to take account of the impact of the Covid-19 pandemic). Although this data is included it should not be used for comparison purposes.

3.5 Within the report the KS2 and EYFS 2023/24 data has been compared to 2022/23 to provide consistency with the presentation of other data in the report (KS4 and KS5). However, for EYFS and KS2, 2021/2022 data was assessed in the same way so can be taken as a reliable comparison point.

3.6 KS1 data has not been provided because this is no longer a statutory assessment point.

3.7 Following the Covid-19 pandemic performance data was not used by Ofsted to inform inspections in the same way. For 2022/2023 and 2023/2024 performance data is now once again used to inform Ofsted inspections, in triangulation with evidence gathered from other inspection activity.

4 Executive summary

4.1 The vision of the Coventry Education Partnership encompasses high expectations for the achievement of children and young people to achieve their full potential whatever background. As part of our working partnership with all schools and settings, the LA acts as champion of educational excellence for children and young people forging strong networks. The LA recognises that schools retain statutory responsibilities for their own school performance and seeks to support this through enabling school leaders to engage in professional collaboration with colleagues across the system. This includes facilitation of primary networks, secondary collaboratives, the special school network and partnership meetings which bring all schools together.

4.2 The collaborative approach of the Coventry Education partnership is designed to support all schools in maintaining and improving on their effectiveness. The Coventry Education Improvement priorities for the 2024/25 academic year are included at Appendix 3. For maintained schools the LA recognises its statutory responsibilities

regarding schools which become eligible for intervention from the Department for Education. Furthermore, the LA seeks to support maintained schools as early as possible, where there is evidence or concern that school effectiveness is declining. School Improvement Board and Progress Check-in structures monitor progress and enable specific intervention and support.

4.3 From September 2024 overall 'one word' Ofsted judgements for schools have been removed. The change is part of the government's plans to reform Ofsted inspections. For inspections this academic year, parents will see four grades across the existing sub-categories: quality of education, behaviour and attitudes, personal development and leadership & management. This means that the previous performance measure regarding the number of children attending good or outstanding schools is no longer available. Ofsted are currently consulting on a new framework and approach from September 2025 using report cards[1].

4.4 It's important to note the trends in pupil numbers and the increase in certain groups, which form part of the contextual information for Coventry. All the supporting data and commentary for the following summary is included in Appendix 1.

- There has been an increase in **pupil population** over the last 5 years from 57,570 in 2020 to 61,566 in 2024 – 6.9% increase since 2020
- The number of children eligible for **free school meals** has increased from 20.1% in 2020 to 28.2% in 2023 – an 8.1% increase over 5 years.
- There has been an increase of 5.9% in **non-white British** children between 2020 and 2024.
- The proportion of the pupil population receiving **SEN support** has also increased by 2,157 (2.6%) since 2020, and 726 (increase of 1%) more children on an EHCP.

4.5 Early years continues to be a citywide priority through the Early Years Strategy and the Best Start for Life programme. Notwithstanding significant work in this area Coventry's citywide good level of development (GLD) measure remains below national and statistical neighbour average in 2024. Outcomes for 2024 were below 2023.

4.6 There has been an improvement in performance in the Year 1 phonics screening check in Coventry in 2024 and at a faster rate than national. Outcomes remain below national, but we have maintained our statistical neighbour position.

4.7 In KS2 attainment, for reading, writing and maths combined, there has been an improvement in performance in Coventry in 2024 but at a slower rate than national. Outcomes remain below national, but we have maintained performance when compared with statistical neighbours. Individually our position improved for reading with no change in writing and maths.

4.8 In KS4 the Attainment 8 measure for 2024 showed an improvement whilst national declined. In English and Maths combined, for both the standard pass (GCSE grade 4) and strong pass (GCSE grade 5), there has been an improvement in performance in Coventry in 2024 and at a faster rate than national. Coventry has narrowed the gap significantly with national and we have improved or maintained our performance

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[1] https://www.gov.uk/government/consultations/improving-the-way-ofsted-inspects-education

when compared with statistical neighbours. The Progress 8 measure for 2024 showed an improvement from 2023 and for the first time is positive and above national.

4.9   In KS5 attainment, the average A level grade has improved since 2023 and at a faster rate than national. This means the gap to national has narrowed.

4.10   KS5 English and Maths progress measures (for students who have not achieved GCSE 9-4 by the end of KS4) could not be produced as it would rely on using KS4 prior attainment data from summers 2020 and 2021. There has been a national commitment not to use this data due to differing assessment methodology as a result of the Covid pandemic. The KS5 English and maths progress measure will be published for the cohort of students completing 16 to 18 study in the 24/25 academic year at the earliest.

4.11   Post-16 participation data (2024) will be published in March and annual NEET and not known data in July. This means there is no updated data to be provided in this report.

4.12   The full year attendance data for the 2023/24 academic year is not yet published. Compared to the 2022/23 academic year there has been an improvement in attendance during the first two terms of the 2023/24 academic year in all phases.

4.13   The last published suspension data is for the 2022/23 academic year. Compared to the 2021/22 academic year the suspension rate in primary, secondary and special has increased. The rate for secondary is below national and statistical neighbour averages. The rate for primary and special is above national and statistical neighbour averages.

4.14   The last published exclusion data is for the 2022/23 academic year. Compared to the 2021/22 academic year the permanent exclusion rate in primary has decreased and is below national and in line with statistical neighbours. In secondary and special the permanent exclusion rate has increased and is above national and statistical neighbours. The LA is working in partnership with schools to develop additional pathways that aim to reduce the number suspensions and permanent exclusions over time. The Coventry Alternative Provision (CAP) Graduated Model of Support is currently being piloted with secondary schools in the 2024/25 academic year.

4.15   In Coventry the 'gender' gap stayed the same at Key Stage 2 and widened at Key Stage 4 with male attainment staying static as female attainment increased.

4.16   The performance of vulnerable groups is summarised below across EYFS, KS2 and KS4. It is important to note that due to small cohort size this data can fluctuate significantly, and fluctuations should always be viewed in this context, with consideration given to longer term trends.

Disadvantaged children in Coventry saw an improvement in achievement data in most measures, and although achievement remained below national average in most measures, the gap narrowed.

Children with an EHCP in Coventry saw an improvement in achievement data in some measures but a decrease in others. The cohort size is growing but remains small. Achievement remains below national averages with the gap widening for half of the measures and narrowing for the other half.

SEND Support children in Coventry saw an improvement in achievement data for most measures – achievement is below national averages for most measures, and the gap widened for the majority of these.

Children Looked After (CLA) in Coventry saw a decrease in achievement in most measures. It should be noted that the small cohort size is particularly relevant for this group.

4.17 Overall, Coventry's performance compares favourably with statistical neighbours for the majority of measures. Statistical neighbours are directly comparable to Coventry because of similarities in size and other important characteristics. For many (but not all) of the key performance measures Coventry is below national average, and this reflects the characteristics of the city in comparison to all local authorities nationally. However, national averages remain the target, and all Coventry schools continue to strive to meet or exceed national benchmarks.

4.18 The performance in Coventry shows an improvement across the key stages when compared with statistical neighbour and national averages. This demonstrates that as children and young people progress in education within Coventry their performance improves and by the time they reach the end of their school years a higher proportion secure positive KS4 results and positive destinations (i.e. education, employment, or training). This is testament to the whole system, the strong partnership between Coventry education providers and a relentless focus on next steps.

5   Appendices:
Appendix 1
1. Trends in Pupil Numbers
2. Early Years Foundation Stage Profile
3. Phonics (final)
4. Key Stage 2 (final)
5. Key Stage 4 (provisional)
6. 16-18 Attainment (provisional)
7. Overall Attendance Rates by Phase 2022 – 2024
8. Suspensions and Permanent Exclusions by phase 2021 – 2023
9. Performance KS2 and KS4: difference between males and females in 2023 and 2024
10. Performance of vulnerable groups
11. References and sources

Appendix 2
Information regarding comparative groups and A Level performance points

Appendix 3
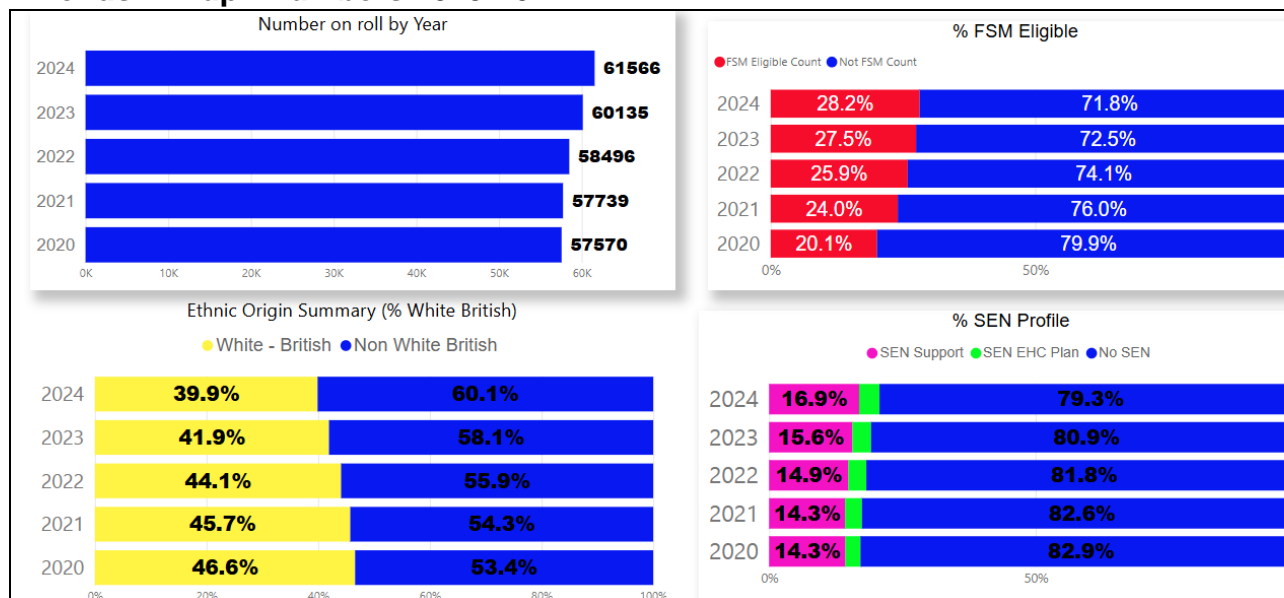Coventry Education Partnership – Priorities 2024/25

Appendix 4
Glossary of key terminology

Report Author
Rachael Sugars, Head of Service Education

1. Trends in Pupil Numbers 2019-2024

Number on roll by Year

Year	Number
2024	61566
2023	60135
2022	58496
2021	57739
2020	57570

% FSM Eligible — ● FSM Eligible Count ● Not FSM Count

Year	FSM Eligible	Not FSM
2024	28.2%	71.8%
2023	27.5%	72.5%
2022	25.9%	74.1%
2021	24.0%	76.0%
2020	20.1%	79.9%

Ethnic Origin Summary (% White British) — ● White - British ● Non White British

Year	White - British	Non White British
2024	39.9%	60.1%
2023	41.9%	58.1%
2022	44.1%	55.9%
2021	45.7%	54.3%
2020	46.6%	53.4%

% SEN Profile — ● SEN Support ● SEN EHC Plan ● No SEN

Year	SEN Support	No SEN
2024	16.9%	79.3%
2023	15.6%	80.9%
2022	14.9%	81.8%
2021	14.3%	82.6%
2020	14.3%	82.9%

2. Early Years Foundation Stage Profile (final)

EARLY YEARS FOUNDATION STAGE PROFILE				
Good Level of Development	2022	2023	2024	Trend since 2023
Coventry	**61.1%**	**63.9%**	**63.3%**	downward
National	65.2%	67.2%	67.7%	upward
LA ranking	132	124	136	downward
Stat neighbour (SN) average and ranking	62.0% 7th	64.3% Joint 5th	64.8% 9th	below SN average and down 4 places

Commentary

- Coventry has had a small decrease (0.6%) in 2024 as both national and our statistical neighbours increased by 0.5%.
- Despite the dip in 2024 the city's three-year trend still shows over 2% increase 2022-24.
- The statutory EYFS framework sets the standards and requirements that all early years providers must follow to ensure all children have the best start in life and are prepared for school. It requires that children be assessed against the EYFS profile in the summer term of the academic year in which they turn 5. Definition of a 'Good Level of Development' (GLD).
- The EYFS profile (the approach to assessing children for GLD) is intended to provide an accurate representation of each child's development at the end of the EYFS to support their transition into year 1. Children are defined as having a good level of development if they are at the expected level for the 12 early learning goals within the 5 areas of learning relating to: communication and language; personal, social and emotional development; physical development; literacy; and mathematics.

3. Phonics (final)

Year 1 Phonics	2022	2023	2024	Trend since 2023
Coventry	**72.3%**	**76.3%**	**78.3%**	Upward
National	75.5%	78.9%	80.2%	Upward
LA ranking	127	123	117	Upward
Stat neighbour (SN) average and ranking	72.5% 4th	76.4% 4th	77.9% Joint 4th	above SN average, maintained position

Commentary
- Coventry has improved in 2024 and at a faster rate than national (2.0% compared to 1.3%).
- The phonics screening check assesses children on how well they can decode certain words. Decoding means sounding out an unfamiliar written word. To do this, children will need to be able to recognise letters and the sounds that they represent. This is an important part of achieving reading fluency.
- The Year 1 phonics screening check 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.

4. Key Stage 2 (final)

Key Stage 2 ATTAINMENT Expected standard (subject level)	2022			2023			2024			Trend since 2023
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	
Coventry	71	65	68	68	69	71	70	69	71	upward in reading; no change in writing and maths
National	75	70	72	73	72	73	75	72	74	upward in reading and maths; no change in writing
LA ranking	132	136	121	145	122	109	144	130	109	rankings have increased/decreased in line with city trends
Stat neighbour (SN) average and ranking	72 Joint 6th	66 Joint 6th	69 Joint 6th	69 Joint 8th	68 Joint 6th	70 Joint 5th	71 Joint 7th	69 7th	71 Joint 5th	rankings have increased/decreased in line with city trends

Commentary
- Both Reading (+2%) and Writing (no change) matched the national trends but no change in Maths was set context of a national increase (+1%).
- Pupils' achievements in Reading and Mathematics at the end of KS2 are from statutory tests. KS2 Writing is based on teacher assessment.

Appendix 1

Key Stage 2 ATTAINMENT Expected standard Reading, writing and mathematics (combined)	2022	2023	2024	Trend since 2023
Coventry	53.6%	55.6%	56.7%	upward
National	58.7%	59.6%	61.3%	upward
LA ranking	134	124	123	upward
Stat neighbour (SN) average and ranking	56% 8th	56.4% Joint 6th	58.0% Joint 6th	below SN average and maintained position

Commentary
- Coventry has improved in 2024 by 1.1% compared to a 1.7% improvement in the national rate and a 1.6% improvement in the statistical neighbour average.
- Pupils' achievements in reading and mathematics at the end of KS2 are from statutory tests. KS2 writing is based on teacher assessment.

5. Key Stage 4 (provisional)

Key Stage 4 ATTAINMENT Attainment 8 point score	2022	2023	2024	Trend since 2023
Coventry	46.2	43.7	44.3	upward
National	48.9	46.4	46.1	downward
LA ranking	118	120	97	upward
Stat neighbour (SN) average	46.0 Joint 5th	43.5 6th	43.2 4th	above SN average and moved up 2 places

Commentary
- Coventry saw a 0.6% increase compared to a national decrease of 0.3% and has extended its position above statistical neighbour average to 1.1%.
- Attainment 8 measures pupils' average attainment across 8 qualifications.

Key Stage 4 PROGRESS Progress 8	2022	2023	2024	Trend since 2023
Coventry	**-0.04**	**-0.05**	**+0.01**	upward
National	-0.03	-0.03	-0.03	no change
LA ranking	72	76	58	upward
Stat neighbour (SN) average	-0.12 3rd	-0.14 3rd	-0.15 3rd	above SN average and maintained position

Commentary
- Coventry increased by 0.06 and is now positive and above the national average for the first time.
- Progress 8 was introduced in 2016 as the headline indicator of school performance. It aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It shows how pupils have improved during secondary school, compared to other pupils who were at the same level when they finished primary school.
- Progress 8 focuses on the same 8 qualifications as Attainment 8.

Key Stage 4 ATTAINMENT Grade 5 or above in English and maths ('strong' pass')	2022	2023	2024	Trend since 2023
Coventry	**46.6**	**40.8**	**43.4**	upward
National	49.8	45.5	46.2	upward
LA ranking	95	109	93	upward
Stat neighbour (SN) average	45.0 5th	39.9 5th	41.1 5th	above SN average and maintained position

Commentary
- Coventry has improved in 2024 and at a faster rate than national (2.6% compared to 0.7%).
- The way GCSEs are graded changed in 2017. They're graded using 9 to 1, rather than A* to G. Grade 9 is the highest grade.
- Grade 5 at GCSE is described as a 'Strong Pass' and compares with the former grading system as between a low B and a high C grade.
- This measure shows the proportion of pupils who achieved a Grade 5 or above in both GCSE English and maths.

Appendix 1

Key Stage 4 ATTAINMENT Grade 4 or above in English and maths ('standard' pass)	2022	2023	2024	Trend since 2023
Coventry	**65.1**	**61.0**	**63.9**	upward
National	69.0	65.4	65.4	no change
LA ranking	116	118	86	upward
Stat neighbour (SN) average	64.3 6th	59.7 6th	60.6 4th	above SN average and moved up 2 places

Commentary
- Coventry has improved in 2024 by 2.9% compared to no change in the national rate.
- Grade 4 at GCSE is described as a 'Standard Pass' and compared with the former grading system is equivalent to a grade C.
- This measure shows the proportion of pupils who achieved a Grade 4 or above in both GCSE English and maths.

Key Stage 4 PUPIL DESTINATIONS	2020/21 cohort in 2022	2021/22 cohort in 2023	2022/23 cohort in 2024	Trend since 2023
Coventry	**91.7**	**92.0**	**91.0**	downward
National	93.8	93.6	92.8	downward
LA Ranking	131	126	127	similar
Stat neighbour (SN) average	92.7 Joint 8th	92.0 Joint 5th	91.3 Joint 5th	Below SN average and maintained position

Commentary
- Coventry decreased by 1% compared with a national decrease of 0.8%. The city maintained its position with its statistical neighbours
- Destination measures provide information on the success of schools and colleges in helping young people continue in education, apprenticeships or employment.
- KS4 destination measures follow pupils at the end of key stage 4 study (GCSE and equivalent qualifications) and reports their destinations in the following academic year.
- They show the percentage of pupils going to an education, apprenticeship or employment destination. To be counted in a destination, young people have to have sustained participation for a 6-month period in the destination year.

Appendix 1

6. 16-18 (provisional)

16-18 ATTAINMENT Average A level result	2022	2023	2024	Trend since 2023
Coventry	Grade B- 35.53	**Grade C** **31.09**	**Grade C+** **32.11**	upward
National	Grade B- 37.86	Grade C+ 34.16	Grade C+ 34.34	upward
LA Rank	118	129	113	upward
Stat neighbour (SN) average	Grade B- 35.87 Joint 9th	Grade C 32.06 10th	Grade C+ 32.70 9th	upward and moved up 1 place

Commentary
- Coventry increased by 1.02 points compared to a smaller increase nationally of 0.18 points. Coventry is below national and the statistical neighbour average.
- The attainment measure shows the average point score per entry, expressed as a grade and average points.

7. Attendance 2022 – 2024 (part)

Primary School Overall Attendance	2021/ 2022	2022/ 2023	2023/ 2024 Autumn and Spring terms	Trend since 2022/2023
Coventry	**93.8%**	**93.7%**	**94.4%**	upward
National	93.7%	94.1%	94.6%	upward
LA ranking	76	120	Not available	awaiting update
Stat neighbour (SN) average	93.6% 4th	94.0% Joint 4th	Not available	awaiting update
• The Summer term data for 2023/2024 academic year is not yet published • First 2 terms of 2023/2024 show an improving position.				

Secondary School Overall Attendance	2021/ 2022	2022/ 2023	2023/ 2024 Autumn and Spring terms	Trend since 2022/23
Coventry	**90.8%**	**90.6%**	**91.6%**	upward
National	91.0%	91.0%	91.5%	upward
LA ranking	82	105	Not available	awaiting update
Stat neighbour (SN) average	90.8% 5th	90.6% 6th	Not available	awaiting update
• The Summer term data for 2023/2024 academic year is not yet published. • First 2 terms of 2023/2024 show an improving position.				

Special School Overall Attendance	2021/ 2022	2022/ 2023	2023/ 2024 Autumn and Spring terms	Trend since 2022/23
Coventry	**86.6%**	**86.3%**	**87.6%**	upward
National	86.8%	87.0%	87.0%	maintained
LA ranking	92	98	Not available	awaiting update
Stat neighbour (SN) average	86.6% 8th	86.8% Joint 8th	Not available	awaiting update
• The Summer term data for 2023/24 academic year is not yet published. • First 2 terms of 2023/2024 show an improving position.				

Appendix 1

8. Suspensions and Permanent Exclusions 2021 – 2023

Primary School Suspension Rate	2020/2021	2021/2022	2022/2023	Trend since 2021/2022
Coventry	**1.3%**	**1.8%**	**2.2%**	upward
National	1.0%	1.4%	1.8%	upward
LA ranking	126	120	114	position change 6 places
Stat neighbour (SN) average	1.1% 10th	1.7 7th	1.9% 8th	higher than SN average, moved down 1 place
Commentary				
• Coventry's primary suspension rate increased by 0.4% in line with the national rate increase. Coventry's rate is higher than national and the SN average. • Suspension rate: (Number of suspensions recorded across the whole academic year / Number of sole and dual main registered pupils on roll as at January census data) X 100				

Secondary School Suspension Rate	2020/2021	2021/2022	2022/2023	Trend since 2021/2022
Coventry	**7.9%**	**14.7%**	**17.5%**	upward
National	8.5%	14.0%	18.9%	upward
LA ranking	78	98	78	position change 20 places
Stat neighbour (SN) average	9.8% 4th	17.2% 4th	23.5% 3rd	below SN average, moved up 1 place
Commentary				
• Coventry secondary school suspension rate increased by 2.8% and at a slower rate than national at 4.9%. Coventry's rate is lower than national and the SN average.				

Special School Suspension Rate	2020/ 2021	2021/ 2022	2022/ 2023	Trend since 2021/2022
Coventry	**13.0%**	**22.9%**	**33.2%**	upward
National	7.3%	9.6%	11.0%	upward
LA ranking	na	135	146	position change 11 places
Stat neighbour (SN) average	7.1%	10.1% 10th	13.8% 11th	above SN average, moved down by 1 place
Commentary				
• Coventry special school suspension rate increased by 10.3% and at a faster rate than national at 1.4%. Coventry's rate is higher than national and the SN average.				

Primary School Permanent Exclusions Rate	2020/2021	2021/2022	2022/2023	Trend since 2021/2022
Coventry	0.00%	0.05%	0.02%	downward
National	0.01%	0.02%	0.03%	upward
LA ranking	1	141	85	position change 56 places
Stat neighbour (SN) average	0.01% Joint 1st	0.02% 11th	0.02% Joint 2nd	matches SN average and moved up 9 places
Commentary				
• Coventry primary permanent exclusion rate decreased by 0.03% and is below national which increased by 0.01%. The city is equal to the SN average. • Permanent exclusion rate: (Number of permanent exclusions recorded across the whole academic year / Number of sole and dual main registered pupils on roll as at January census data) X 100				

Secondary School Permanent Exclusions Rate	2020/2021	2021/2022	2022/2023	Trend since 2021/2022
Coventry	0.07%	0.14%	0.26%	upward
National	0.10%	0.16%	0.22%	upward
LA ranking	55	69	94	position change 25 places
Stat neighbour (SN) average	0.10% 6th	0.16% 5th	0.23% 8th	above SN average and moved down 3 places
Commentary				
• Coventry secondary permanent exclusion rate has increased by 0.12% and at a faster rate than the national increase of 0.06%. The city is above the SN average.				

Special School Permanent Exclusions Rate	2020/2021	2021/2022	2022/2023	Trend since 2021/2022
Coventry	0.18%	0.09%	0.66%	upward
National	0.01%	0.06%	0.08%	upward
LA ranking	na	na	148	
Stat neighbour (SN) average	0.01% na	0.06% 8th	0.10% 10th	above SN average, and moved down 2 places
Commentary				
• Coventry special school permanent exclusion rate has increased by 0.57% and at a faster rate than the national increase of 0.02%. The city is above the SN average.				

9. Performance KS2 and KS4: difference between males and females in 2023 and 2024

Key Stage and Performance Measure	Year	Males (national)	Female (national)	Difference (national)
Primary **Key Stage 2** **% Reading, Writing & Maths combined (RWM)**	**2023**	**52.2** (56.3)	**59.2** (63.0)	**-7.0** (-6.7)
	2024	**53.3** (57.1)	**60.4** (64.3)	**-7.1** (-7.2)
	% pt change	**+1.1** (+0.8)	**+1.2** (+1.3)	**-0.1** (-0.5)
Secondary **Key Stage 4** **Attainment 8**	**2023**	**41.1** (44.0)	**46.5** (48.6)	**-5.4** (-4.6)
	2024	**41.2** (44.0)	**47.4** (48.4)	**-6.2** (-4.4)
	% pt change	**+0.1** (-0.7)	**-0.3** (-0.5)	**-0.8** (+0.2)

Commentary

In Coventry the "gender" gap was similar to national at KS2 but at KS4 it widened with female attainment increasing as male attainment was almost static.

This local trend was mirrored nationally at KS2; however nationally the small decrease in female attainment and static male attainment meant the gender slightly narrowed

The net effect is the Coventry differences are now similar to the national pattern at KS2;

KS2 (City -7.1 v Nat -7.2)

but at KS4 the increase in female attainment saw greater gender differences locally

KS4 (City -6.2 v Nat -4.4).

10. Performance of vulnerable groups 2022 – 2024

Phase	Vulnerable group [cohort size for each year]	2022 (national)	2023 (national)	2024 (national)	2023 to 2024	Gap with national
Early Years Good Level of Development **(GLD)**	Disadvantaged pupils **[587;621;631]**	**46.5%** (49.4%)	**50.1%** (52.0%)	**49.8%** (51.9%)	⬇	Widened by 0.2
	Education, Health and Care Plan **[51;100;127]**	**3.9** (3.7%)	**0%** (3.8%)	**0%** (3.9%)	⬇	Widened by 0.1
	Special Educational Needs (SEN) Support **[393;476;571]**	**24.7%** (23.0%)	**21.8%** (24.5%)	**21.5%** (25.0%)	⬇	Widened by 0.8
	Children looked after (CLA) **[27;14]**	**59%** (40%)	**42.9%** (40%)	**36.4%** (39%)	⬇	Was above but now below by 2.6
Year 1 Phonics	Disadvantaged pupils **(1026;967;941)**	**63.5%** (62.5%)	**65.6%** (66.8%)	**68.2%** (68.3%)	⬆	Narrowed by 1.1
	Education, Health and Care Plan **(127;131;165)**	**15.7%** (18.8%)	**6.9%** (19.8%)	**9.1%** (20.2%)	⬆	Narrowed by 1.8
	Special Educational Needs (SEN) Support) **(581;601;640)**	**45.8%** (43.5%)	**53.4%** (48.5%)	**54.7%** (51.6%)	⬆	Widened by 1.8
	Children looked after (CLA) **[9;23;13]**	**44%** (60%)	**73.9%** (61%)	**53.8%** (60%)	⬇	Was above but now below by 6.1

Phase	Vulnerable group [cohort size for each year]	2022 (national)	2023 (national)	2024 (national)	2023 to 2024	Gap with national
Primary Key Stage 2 **Reading, Writing & Maths combined (RWM)**	Disadvantaged **(na ;1558;1561)**	**40.3%** (42.8%)	**42.2%** (44.3%)	**43.8%** (45.5%)	⬆	Narrowed by 0.2
	Education, Health and Care Plan **[na;184; 216]**	**2.3%** (7.1%)	**1.6%** (8.5%)	**6.5%** (8.8%)	⬆	Narrowed by 4.5
	Special Educational Needs Support **[na;909;920]**	**18.2%** (21.1%)	**22.0%** (23.6%)	**22.8%** (25.7%)	⬆	Widened by 1.3
	Children looked after (CLA) **[34;27;33]**	**41.4%** (32%)	**22.2%** (36%)	**18.2%** (34%)	⬇	Widened by 2.0

Phase	Vulnerable group [cohort size for each year]	2023 (national)	2024 (national)	2023 to 2024	Gap with national
Secondary Key Stage 4 Attainment 8	Disadvantaged **[1124;1237;1319]**	**34.7** (35.1)	**35.9** (34.6)	⬆	Narrowed by 1.9 and now above national
	Education, Health and Care Plan **[135;158;163]**	**9.8** (14.0)	**9.4** (14.2)	⬇	Widened by 0.6
	Special Educational Needs **[436;562;730]**	**33.0** (33.3)	**34.7** (33.1)	⬆	Narrowed by 1.9 and now above national
	Children looked after **[51;49]**	**26.9** (18.7)	**16.5** (na)	⬇	Downward (national not available)

Phase	Vulnerable group [cohort size for each year]	2023 (national)	2024 (national)	2023 to 2024	Gap with national
Secondary Key Stage 4 Progress 8	Disadvantaged **(1080;1137;1189)**	**-0.46** (-0.57)	**-0.37** (-0.57)	⬆	Narrowed by 0.9
	Education, Health and Care Plan **(133;127;142)**	**-1.17** (-1.12)	**-1.27** (-1.13)	⬇	Widened by 0.6
	Special Educational Needs Support **(424;545;701)**	**-0.39** (-0.45)	**-0.33** (-0.45)	⬆	No gap – remains above national
	Children looked after (CLA) **[69;72]**	**-1.24** (-1.39)	**-1.25** (na)	⬌	little change and was above national in 2023

Sources: NEXUS based on NPD and DfE LAIT as of January 2025

Appendix 1

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:

Statistics at DfE - Department for Education - GOV.UK (www.gov.uk)

Early Years Foundation Stage Profile

Statistics: early years foundation stage profile - GOV.UK (www.gov.uk)

Published: 28 November 2024

Phonics screening check and key stage 1 assessments

Statistics: key stage 1 - GOV.UK (www.gov.uk)

Published: 10 October 2024

Key Stage 2 (National curriculum assessments)

Statistics: key stage 2 - GOV.UK (www.gov.uk)

Published: 12 December 2024

Key Stage 4 (GCSEs and equivalent results)

Statistics: GCSEs (key stage 4) - GOV.UK (www.gov.uk)

Published: 05 December 2024

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

Statistics: 16 to 19 attainment - GOV.UK (www.gov.uk)

Published: 28 November 2024

Accountability Measures: Technical Guidance

Published: 13 Jan 2025

Local authority interactive tool (LAIT)

Local authority interactive tool (LAIT) - GOV.UK (www.gov.uk)

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

Absence 2019-2024

https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england

Appendix 2

Number of Local Authorities = 153

Statistical Neighbours – LAIT, December 2024
Statistical neighbour models provide one method for benchmarking progress. For each local authority (LA), these models designate a number of other LAs deemed to have similar characteristics. These designated LAs are known as statistical neighbours.

The National Foundation for Educational Research (NFER) was commissioned in 2007 by the Department to identify and group similar LAs in terms of the socio-economic characteristics, each LA was assigned 10 such neighbours. These are Coventry's:

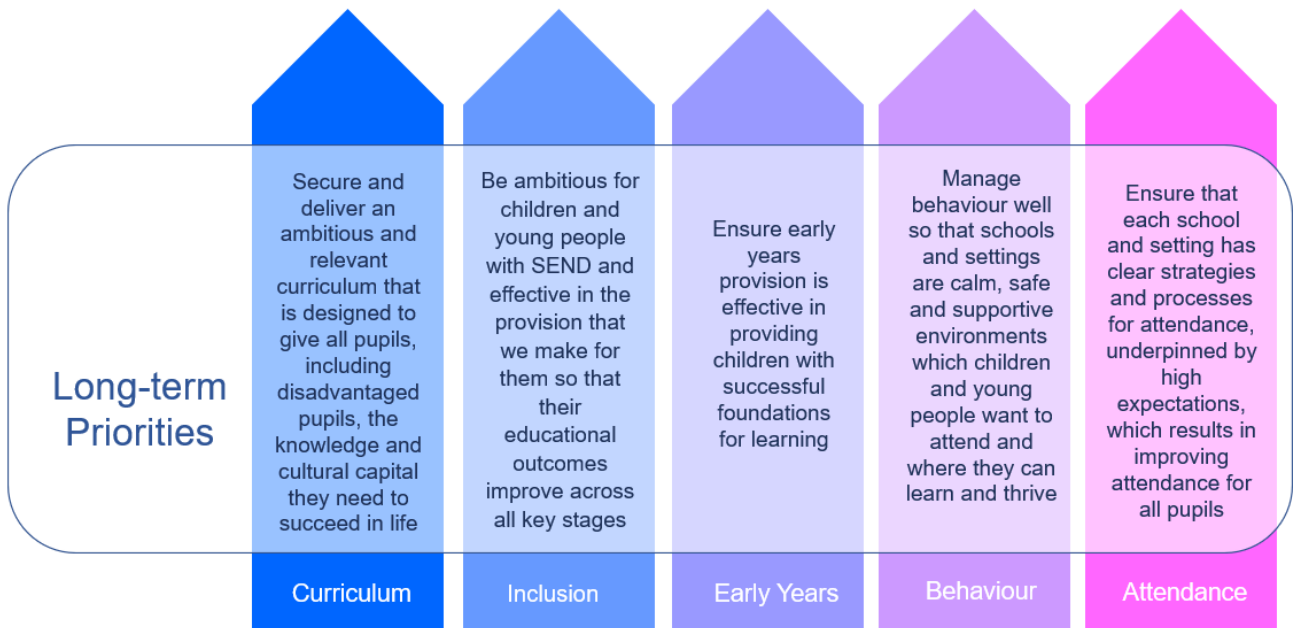Portsmouth
Tameside
Southampton
Sheffield
Derby
Bolton
Medway
Walsall
Peterborough
Leeds

See in the LAIT Tool guide to see the socio-economic characteristics used.

Advanced Level Performance Points Tables

A Level	Tech Level
A* 60	Distinction 50
A 50	Merit 35
B 40	Pass 15
C 30	
D 20	
E 10	

Appendix 3 Coventry Education Improvement Priorities 2024-25

Long-term Priorities

Curriculum	Inclusion	Early Years	Behaviour	Attendance
Secure and deliver an ambitious and relevant curriculum that is designed to give all pupils, including disadvantaged pupils, the knowledge and cultural capital they need to succeed in life	Be ambitious for children and young people with SEND and effective in the provision that we make for them so that their educational outcomes improve across all key stages	Ensure early years provision is effective in providing children with successful foundations for learning	Manage behaviour well so that schools and settings are calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive	Ensure that each school and setting has clear strategies and processes for attendance, underpinned by high expectations, which results in improving attendance for all pupils

Action 2024 to 2025 – People at the heart

Curriculum · Inclusion · Early Years · Behaviour · Attendance

People Strategy

Enabling our people to support all pupils to flourish, including those with the greatest needs.
 - We will focus on four interlinked areas:

Professional Development

Recruitment

Retention

Wellbeing

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Appendix 4 Glossary of key terminology

Attainment 8	Attainment 8 is a way of measuring how well pupils do in key stage 4, which they usually finish when they are 16 years old. Each grade from 8 subject areas (with English and Maths counted twice) a pupil gets is assigned a point score from 9 (the highest) to 1 (the lowest). Each pupil's Attainment 8 score is calculated by adding up the points for their 8 subjects.
Best Start for Life Programme	The Best Start for Life programme focusses on 1001 days of a child's life, from conception to their second birthday. In Coventry, this programme involves collaboration of a wide range of partners working together (more information available here).
CLA (Children Looked After)	This refers to children who have been taken into the care of the Local Authority.
Coventry Education Partnership	All Coventry schools working in partnership with the Local Authority.
Disadvantaged	Students are classes a disadvantaged if either or both: • they were eligible for free school meals at any time during the last six years (Ever 6 FSM or FSM eligible). • they are looked after (in the care of the local authority for a day or more or who have been adopted from care).
EHCp (Education, Health and Care plans)	An Education, Health and Care plan is a legal personalised document. It sets out the education, health and social care needs of a child or young person: aged 0 to 25 years old with special educational needs or disabilities.
Exclusions and Suspensions	An exclusion is where a child is permanently taken off a school roll. A suspension is where a child is given a fixed period of time when they must not attend school.
EYFS	Early Years Foundation Stage – the framework which covers children's education from birth to 5 years of age. This includes children's reception year in school.
FSM	FSM stands for "Free School Meals" and denotes children who are eligible for Free School Meals (i.e. where parents/carers have made this application).
GLD (Good Level of Development)	The age-related expectation for the children by the end of their reception year (the end of the Early Years Foundation Stage). Attaining GLD means attaining the expected standard across a range of key areas.
Key Stages	Key Stage 1 (KS1) consists of Year 1 and Year 2 (5 to 7 year olds) Key Stage 2 (KS2) consists of Year 3 to Year 6 (7 to 11 year olds) Key Stage 3 (KS3) consists of Year 7 to Year 9 (11 to 14 year olds) Key Stage 4 (KS4) consists of Year 10 and Year 11 (14 to 16 year olds) Key Stage 5 (KS5) consists of Year 12 and Year 13 (16 to 18 year olds) – this is covered within 16-19 attainment within the report.

NEET	(Young people) "not in education, employment or training".
Phonics	Synthetic phonics is the standard approach used nationally for teaching early reading. Children's understanding of phonics is checked with a standard assessment at the end of Year 1.
Progress 8	Progress 8 aims to capture the progress that pupils in a school make from the end of primary school to the end of KS4. It is a type of value-added measure, which means that pupils' results are compared to other pupils nationally with similar prior attainment. Every increase in grade a pupil achieves in their Attainment 8 subjects counts towards a school's Progress 8 score.
SEN (Special Educational Needs) Support	SEN Support is a designation for children and young people who are on the Special Educational Needs and Disabilities Register at their school. This level of need is significant but typically lower than that for children and young people with Education, Health and Care plans.
STA (Standards and Testing Agency)	The STA are an executive agency, sponsored by the Department for Education, who develop and deliver assessment for children between reception and the end of Key Stage 2.
Statistical neighbours	Local Authorities with similar demographics who are directly comparable in terms of performance (see Appendix 2 for the list of our eleven statistical neighbours).