

Cabinet Member (Education)

16 January 2013

**Name of Cabinet Member:**

Cabinet Member (Education) – Councillor David Kershaw

**Director Approving Submission of the report:**

Director of Children, Learning and Young People

**Ward(s) affected:**

All

**Title:**

The Standards, Progress and Achievements of Coventry Students by Age 16 (Key Stage 4) and Age 19 (Key Stage 5)

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**Is this a key decision?**

No

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**Executive Summary:**

The report has four key purposes. These are to:

- 1.1 Report the outcomes of the Key Stage 4 (KS4) and post-16 examinations undertaken by Coventry students in 2012;
- 1.2 Report on the most recent comparative data about the performance of 16-19 year olds;
- 1.3 Recommend appropriate priorities for the 2012 to 2014 improvement cycle, particularly in relation to maximising impact on the 2013 results;
- 1.4 Seek approval of the recommendations below.

**Recommendations:**

- 1.5 The Cabinet Member is recommended to:
  - 1.5.1 Endorse the evaluation of the outcomes of the 2012 KS4 and post-16 examinations summarised in sections 2 pages 3 to 4;
  - 1.5.2 Approve the key priorities for the 2012 -14 improvement cycle outlined in section 5 and 6 on page 6 and 7.

**List of Appendices included:**

- Appendix 1 – An explanation of the key indicators that are used to evaluate Key Stage 4 and Key Stage 5 performance
- Appendix 2 – Graph showing recent trends in Key Stage 4 and Stage 5 performance
- Appendix 3 - Graph showing Key Stage 4 gender and Vulnerable Groups: 5+ A\* - C including English and Maths

**Other useful information:**

Directorate Operational Plan: Education and Learning Service  
Overcoming Barriers to Learning Strategy

**Has it or will it be considered by Scrutiny?**

The Standards, Progress and Achievement of Coventry children and young people was presented and discussed by Scrutiny Board 2 on 20<sup>th</sup> December 2012. A further update will be provided in June 2013, particularly in relation to the performance of key underachieving groups.

**Will this report go to Council?**

No

**Report title:**

**The Standards, Progress and Achievements of Coventry students by age 16 (Key Stage 4) and 19 (Key Stage 5)**

**1. Context/background**

- 1.1 This report has been drafted using the latest available data at the time of writing and the key headline statistics are based on the provisional KS4 and post-16 data. This will be updated by the DfE in the Spring of 2013 when the validated data becomes available. Most of the judgements in this report are based on the analysis of provisional 2012 data.
- 1.2 The Local Authority has agreed with Headteachers and College Principals that they will adopt a balanced approach to monitoring and evaluating student performance using a range of key indicators. This approach ensures that the Local Authority and providers focus on a variety of inclusive measures that demonstrate the performance of all Coventry students. These key indicators are outlined in Appendix 1. The most significant data that has been used to evaluate the performance of Coventry students in this report is as follows:
- Fischer Family Trust (FFT) data about the expected progress of similar pupils in similar schools from the end of Key Stage 2 to the end of Key Stage 5;
  - The DfE Value Added scores for Key Stage 4 and Key Stage 5;
  - Comparisons with the performance of Coventry's 11 statistical neighbours and trends in the national average;
  - Comparisons of the performance of different groups of Coventry students

**2. The Standards, Progress and Achievement of Coventry Students by age 16 (Key Stage 4)**

- 2.1 Coventry 16 year olds achieved the best ever results in 2012 and for the first time the achievements in Coventry are higher than the national average on many key measures including
- 5 A\*-C (including English and Maths) improved by 4.3% to 59% (national 58.3%)
  - 5 A\*-C (any subject) improved by 1.1% to 87.1% ( national 81.1%)
  - 3 levels of progress English 69% (national 68%)
  - 3 levels progress mathematics 71% ( national 68%)
- 2.2 A comparison with FFT estimates reinforces this strong picture:
- 5 A\*-C (including English and Maths) – above estimate by 5.5% points
  - 5 A\*-C (in any subject) – above estimate by 7.1% points
  - Capped Point Score – above estimate by 12.6 points.
- 2.3 As in past years Girls performed better than boys on most measures and the gap (approx 9% at 5ACEM) remain similar to previous years
- 2.4 Attainment in GCSE English improved again in the city with 67.6% attaining C or better grades. This was against the national trend and despite the difficulties experienced by some schools with the marking and grade boundary issues. Attainment in GCSE Maths improved significantly by 6.7% to 68.6% and is now above the national average
- 2.5 Performance at the higher levels of A\* A and 4 levels of progress in English and Mathematics although improved slightly remains below expectations with 9.1% of Coventry students achieving at least 5 A\*A passes 2.5% below the FFT prediction

- 2.6 The performance tables will include the proportion of students attaining the English Baccalaureate EBacc (C+ grades in English, maths, 2 sciences, a humanity and a modern foreign language). This year 10.4% (18.1% nationally) of Coventry 16 year olds were successful in obtaining the EBacc, up 3.4% from 2011.

In Coventry secondary schools the proportion attaining this measure ranged from 30% to 0%. This qualification relates to curriculum provision planned in schools up to 3 years ago before this measure was introduced and it is restricted to particular approved qualifications. Schools have not yet had sufficient opportunity to configure subject choices to achieve the EBacc in advance of it becoming a published measure.

- 2.7 The provisional analysis of school by school results indicates that of the 19 secondary schools and Academies in the City 10 are likely to be in the top 25% of schools nationally for student progress in 5 A\*-C including English and Maths, with 5 in the top 10%. There are 5 schools likely to be below the 50th percentile on this measure including 3 significantly below.
- 2.8 The vast majority of vulnerable groups identified as a priority by the Overcoming Barriers to Learning Strategy made good improvements in attainment. 35.4% of students on Free school meals attained 5 good GCSE's including English and Mathematics, an increase of 4% on last year but still significantly below students not in receipt of free school meals.

Black African and Black Caribbean students performed well in 2012 with both groups now achieving above the city and national averages. (See Appendix 2)  
The only group in Coventry performing significantly below expectation on the 5ACEM measure are those in the School Action group. (See Appendix 3)

### 3. **Future Service priorities**

Following this analysis of the latest performance data it is proposed that the priorities for the next improvement cycle should include a focus on the following areas:

- 3.1 Continue to develop the Overcoming Barriers to Learning Strategy in order to improve the outcomes achieved by Looked After Children, students with SEN, in receipt of FSM, Gypsy/Roma, and transient students together with low attenders.
- 3.2 Support schools in the effective use of the Pupil premium to raise achievement of students facing poverty.
- 3.3 Improve the performance of higher attaining students, both by ages 16 and 19.

### 4. **The Standards, Progress and Achievements of Coventry students 16 – 19**

- 4.1 The provisional DfE Key Stage 5 Value Added (VA) scores indicated that Coventry students, on average, made above expected progress from ages 16 to 19 in 2012. This judgement is supported by the latest 2011 DfE statistical first release information (April 2012) which shows that 77% of Coventry students reached Level 2 by age 19 and 52% reached Level 3 by age 19. This compares well with our group of statistical neighbours, particularly at Level 3 where we are 3<sup>rd</sup> out of 11. The 2011 Learning and Achievement Tracker (LAT) data, which is calculated using a slightly different method, indicates that Coventry students made broadly expected progress. 2012 LAT provisional data is due to be published at the end of November 2012.

## Participation

- 4.2 Coventry Schools currently have a very high number of young people studying in sixth forms with the year 11 into year 12 transition currently showing an all time high of 52%. Total school sixth form numbers went from 3579 (January 2011) to 3,514 (9<sup>th</sup> January 2012). The slight decline in numbers was mainly due to lower cohort in year 11. The number of 'final year' students taking Level 3 qualifications in 2012 rose by 99 (7%) to 1462. This figure includes a slight decline in the number of A level entries of 139 (4%) and most notably a continuation of the increase in the take up of vocational qualification at Level 3. Comparing the amount of vocational qualifications (mainly BTEC Diplomas) with 2011 there has been an increase from 946 to 1271 (+34%). This change to the mix and balance of the post-16 offer is a result of planned curriculum development to meet the needs of students progressing from key stage 4. The last published data on participation rates of 16 and 17 year olds (2010 participation data DfE statistical first release) shows Coventry 1st compared to its statistical neighbours; the latest figure for 16 year old participation is 99% with the figure for 17 being 89% and the combined figure being 94%.

## Attainment Headlines

- 4.3 The overall A level (A2) pass rate has increased from 97.4% to 97.7% in line with the national average. The percentage of A\* - B grades at A2 has increased from 40.9% to 41.87%, the highest it has ever been in Coventry. This is even more noticeable given the slight decline in national results, meaning that Coventry has closed the gap with the national trend from 12% to 11%.
- 4.4 The percentage of students achieving 3 A\* - A at A level increased from 5.2% to 6.4% in 2012.

The percentage of A – B grades at AS has slightly declined from 28% to 27.3% .The gap with the national average increased slightly from 11% to 12%.

The overall AS pass rate increased from 84.4% to 84.7%.

- 4.5 The average point score per candidate has stayed broadly the same at 645 from 646 in 2011. Coventry's position amongst its statistical neighbours has gone from 9<sup>th</sup> to 8<sup>th</sup> on this measure. Both the statistical neighbour average (675) and the national average (822) declined in 2012. The Coventry factors impacting on this measure include both increased participation and the continued increase in the number of vocational qualifications being taken (these qualifications attract a lower overall points score than A levels). The points score per candidate dropped slightly from 205.2 (2011) to 203.3 (2012) but again our position with regard to our statistical neighbours improved from 8<sup>th</sup> (2011) to 5<sup>th</sup> (2012).
- 4.6 The position in relation to our statistical neighbours strongly suggests that our improving position is as a result of increased participation across the country with many of our neighbours facing the challenges that we are already dealing with.
- 4.7 In terms of the percentage of students achieving a Level 2 qualification at 19, the latest data shows that Coventry is ranked 6th amongst its statistical neighbours with a percentage of 77% in 2011, an increase from 74.9 in 2010.

The picture for Level 3 at 19 shows that Coventry has maintained its position as joint 3rd with a percentage of 51.8% in 2011, an increase from 49.3% in 2010. The 2012 figures become available in March 2013.

## **5. Key issues arising from the performance of Coventry students**

- 5.1 Although there was a high rate of increase in the percentage of students achieving 3A\*- A grades at GCSE in 2011, a range of data indicates that the highest attaining students did not make as much progress as expected by age 16. FFT data indicated that the average number of A\*- A passes in Key Stage 4 was significantly lower than expected, as was the percentage of students making 4 levels of progress in English or maths.
- 5.2 The rise in the percentage of higher grades at A level is positive news however the performance of higher attaining students remains a priority. Additionally a key area for targeted improvement is the overall percentage pass rate at AS level.
- 5.3 Looked After Children, including those placed in Coventry schools by other Local Authorities, made lower than expected progress by age 16.
- 5.4 Whilst FFT data shows that Coventry students made significantly above expected progress at 5A\*-C, (including English and maths), and achieved a top quartile ranking nationally, the City's ranking for this measure in relation to the performance of the group of statistical neighbours dropped from an average ranking in 2010 to a just below average ranking in 2011.
- 5.5 Ensure targeted support is available for the most vulnerable young people to enable them to remain in education and training, alongside support for schools for their new statutory responsibilities for careers guidance from Sep 2012.

## **6. Future Service priorities**

Following this analysis of the latest performance data it is proposed that the priorities for the 2010 – 2012 improvement cycle should include a focus on the following areas:

- 6.1 Continue to develop the Overcoming Barriers to Learning Strategy in order to improve the outcomes achieved by Looked After Children, students with SEN, in receipt of FSM, Gypsy/Roma, and transient students together with low attenders.  
  
White British students, particularly boys, are also a focus group for improvement and continue to achieve below expectations.
- 6.2 Improve the performance of higher attaining students, both by ages 16 and 19.
- 6.3 Improve the percentage pass rate (A – E) at AS level
- 6.4 Further explore the strategies that are being used by schools in some of our statistical neighbours Local Authorities to improve performance at 5A\*-C, including English and maths, and ensuring that no Coventry schools are below the DfE 'floor standards' outlined in the White Paper.

## **7. Priorities for working with 11-19 Providers**

- 7.1 Focus on the importance of raising the aspirations of all young people, in particular meeting the needs of vulnerable and under-achieving students through the Overcoming Barriers to Learning Strategy and maximising the potential of the most able students to ensure improved performance at the higher grades at both GCSE, AS and A Level.
- 7.2 Detailed city wide and subject based school reports are being shared with schools to support self-evaluation and identify key improvement actions.
- 7.3 Continue to work with schools, colleges and training providers to ensure a broad range of Level 1, 2 and 3 provision and qualifications.
- 7.4 Meet the requirements of Raising the Participation Age (RPA) by 2013 and 2015; develop and deliver Coventry's RPA Strategy. This will include the promotion of full participation across the city and targeted support and encouragement for our most vulnerable young people.
- 7.5 Linked to Raising the Participation Age we will continue to work closely on reviewing and understanding the destinations of young people post-16. This work will be taken forward at the 11 – 25 Strategic Partnership and other post 16 forums across the city.
- 7.6 Support schools, colleges and providers in the implementation of changes to 14-16 qualifications and Key Stage 4 performance tables following the Wolf Review.
- 7.7 Raise the awareness of Apprenticeships as a positive progression option with schools (both pre and post 16 students)

## **8. Consultation undertaken**

- 8.1 This analysis has been shared with key stakeholders, including Secondary Headteachers and College Principals, Secondary School Governors, Councillors through Scrutiny Board 2 and the local Roman Catholic and Church of England Diocese.

## **9. Timetable for implementing this decision**

- 9.1 The expected outcomes and actions for 2011/12 are detailed in the Operational Plan for the Education and Learning Service.
- 9.2 The Local Authority's 11-19 improvement cycle operates across two years, with related planning, implementation and evaluation phases. This report focuses on the evaluation of the 2011 results and marks the completion of the 2009 to 2011 cycle. This analysis also supports the process of identifying the key priorities for the 2011 to 2013 improvement cycle, which focuses on improving the 2012 results.

## **10. Comments from Director of Finance and Legal Services**

### **10.1 Legal implications**

There are no specific legal implications arising from this report.

The public sector equality duty under section 149 of the Equalities Act 2010 came into force on 5th April 2011. Decision makers must have on-going due regard to

avoid discrimination and advance opportunity for anyone with the relevant protected characteristics which are disabilities, age, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. "Due regard" requires more than just an awareness of the equality duty. It requires rigorous analysis by the public authority, beyond broad options.

## **11. Other implications**

None

## **12. How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / LAA (or Coventry SCS)?**

12.1 Improving secondary age pupils' attainment makes an important contribution to the Council's core aims of securing a prosperous Coventry; where young people are employable and make a positive contribution to the City's economic future; where children and young people are supported and their achievements celebrated and where they are safe, achieve and make a positive contribution; encouraging a creative, active and vibrant city; together with developing a more equal city with cohesive communities and neighbourhoods.

### **12.2 How is risk being managed?**

The 11-19 Learning and Achievement Team has a planned programme in place to monitor the progress being made by Coventry schools and analyses key attainment and achievement data robustly. This is supported by regular monitoring of the quality of teaching, classroom observation and the scrutiny of OFSTED reports. Regular monitoring and evaluation also takes place through discussions with senior and middle leaders in schools, Education Improvement Advisers, relevant lead officers in the Children, Learning and Young People Directorate and other City Council Departments and Diocesan staff. Progress is regularly reported to the Director of Children, Learning and Young People and the Cabinet Member for Children's Services by the Leadership Team of the Education and Learning Service.

Key strategies for reducing risk include:

- a) Developing and maintaining local performance data systems;
- b) Leading and providing a programme of support, challenge and intervention to schools and settings targeted at those needing to improve most quickly.
- c) Co-ordinating key improvement partnerships and networks in order to facilitate the sharing of effective practice;

### **12.3 What is the impact on the organisation?**

The success of these school improvement initiatives is linked to the impact of local work to help schools to recruit and retain staff.

### **12.4 Equalities/EIA**

A review of the Equality Impact Assessment of the work of 11-19 Learning and Achievement Service was completed in the Autumn term 2010. This concluded that the Service continued to have a positive impact on equalities. The Service maintains



a focus on helping schools to analyse and improve the attainment of different groups of students, including boys and girls, different minority ethnic groups, transient students, Looked After Children, children living in poverty and students with Special Educational Needs.

#### **12.5 Implications for (or impact on) the environment**

There are no particular implications for the environment arising from this report although it should be noted that different subjects of the primary curriculum promote an awareness of sustainable development and environmental issues.

#### **12.6 Implications for partner organisations?**

The continued focus on improving achievement and overcoming barriers to learning will help key partners to ensure that successful student and family learning is placed at the heart of our approach to community education and that schools are viewed as key institutions at the centre of the City's approach to ensuring community cohesion.

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## APPENDIX 1

### Appendix 1 - An explanation of the key indicators that are used to evaluate Key Stage 4 and Key Stage 5 performance

#### a) Students' attainment by 16 and progress from aged 11 - 16

The LA currently uses the independent Fischer Family Trust (FFT) estimates of performance to review the progress made by students in different schools. These estimates are based around what is known about students' progress, given their performance in tests or examinations in Years 6 and 11, together with the impact of a range of contextual factors, such as the students' gender or whether they are living in poverty.

The LA reviews a broad range of key indicators. The first three of these are sometimes referred to as 'threshold measures' because they indicate the percentage of students achieving a particular threshold. The key 11-16 measures are:

- 1) The percentage of students achieving at least 5 GCSE grades at A\*-C, including English and maths.
- 2) The percentage of students achieving at least 5 GCSE grades at A\*-C
- 3) The percentage of students achieving at least 5 GCSE grades at A\*-G
- 4) The capped average points scores achieved by students. This measures the average examination points gained by all students in the City across their best 8 subjects, with one grade in one of these subjects being typically worth 6 points and a grade C in one subject at GCSE being worth 40 points.
- 5) The DCSF contextual value added (CVA) score. A score of 1,000 indicates that students have made average progress, given what is known statistically about the typical progress that is made by similar students in similar schools. This measure is based on the capped average points score across 8 subjects. A CVA score of 1006 would therefore be equivalent to students achieving one GCSE grade in one subject above the statistically expected average. In 2008 a school would have been placed in the top quartile if they had achieved a score above 1011 and in the bottom quartile below 991. In 2009 this measure was changed to include additional points for the performance of students in English and maths.
- 6) The DCSF also produces CVA scores and percentile rankings for progress from Key Stage 2 to Key Stage 4 in English and maths. These provide evidence about the average progress made by all students in these subjects and may therefore present a different picture from the threshold measures which look at the percentage of students achieving the higher grades.
- 7) Percentile rankings that are calculated by the Fischer Family Trust (FFT). These are calculated in similar way to the DCSF contextual value added measures but FFT uses a slightly different statistical formula to weight some of the contextual factors. A percentile ranking of around 50 out of a 100 indicates average performance.
- 8) Conversion rates that show the percentage of students making 3 levels, or 'expected', progress from Key Stage 2 to Key Stage 4. For the purposes of this measure the DCSF assumes that expected progress is as follows:

Key Stage 2 level	2	3	4	5
GCSE grade	E	D	C	B

These conversion rates don't take the context of the school into account or the statistical likelihood of achieving a certain GCSE grade from, for example, a low level 4 as opposed to a high level 4 at the end of Key Stage 2.

## **b) Students' attainment by 19 and progress from aged 16 - 19**

The Local Authority currently uses a number of key indicators to judge post 16 provision. These include:

- 1) The overall percentage of students who achieve either Level 2 or Level 3 by age 19. Level 2 is judged to be the equivalent of either 5A\*-C grades at GCSE or two AS levels at grades A-E. Level 3 is judged to be the equivalent of either two A2 levels or four AS levels at grades A-E.
- 2) The average total points gained by each student on all their level 3 courses ( A2 and AS level equivalent) Using the QCDA scale, 30 points is equivalent to one A2 grade and 15 points to an AS level grade. A grade C in one A level is worth 210 points and in an AS level is worth 105 points. This measure is also influenced by the number of qualifications that each student takes and in 2007 this was around 3.5 A level courses per student. The national average was 733 points in 2010. This was equivalent to students achieving approximately three grade Cs at A2 plus a grade C in a fourth subject at AS.
- 3) The average points gained by each student for each level 3 course that they are entered for. In 2010 the national average was 201 points.
- 4) The percentage of students who complete level 3 courses that they started studying in Year 12 (Retention rates) and who are then successful in passing the examinations at the end of the course (Pass rates).
- 5) The percentage of Year 11 students who go on to positive destinations in education, employment or training i.e. are not classified as NEET ( Not in Education Employment and Training) at ages 16, 17 and 18.
- 6) Different value added measures that indicate the progress of students from the end of their Key Stage 4 GCSE courses to their post 16 courses. These are not adjusted for the context of the provider or the student. The LA and the YPLA currently use the Learner and Achievement Tracker (LAT) scores to measure the progress of students from the end of Key Stage 4. These scores are centred around 0 and a score of plus 30 would be equivalent to one A2 grade and plus 15 to an AS level grade.
- 7) In 2009 the DCSF also released a new post-16 value added (VA) measure in the Attainment and Achievement tables. A score of 1,000 indicates that students have made average progress from Key Stage 4 to Key Stage 5. This measure is based on the points awarded for level 3 courses. A VA score of 1030 would therefore be equivalent to students achieving one A level grade in one subject above the statistically expected average. In 2008 a provider would have been placed in the top quartile if they had achieved a score above 1014 and in the bottom quartile below 986.

## Key Stage 4 2003-2012 (Provisional) Coventry & National % 5+ A\*-C (including English & Maths)



