

Children and Young People Overview & Scrutiny Committee

6 November 2012

Performance of Warwickshire Children and Young People in 2012 National Tests and Examinations

Recommendations

1. To consider the report and make any appropriate recommendations arising from it
2. To decide if any additional reports or briefing sessions are required

1.0 Purpose of report

- 1.1 The purpose of this report is to give an overview of the attainment of Warwickshire's young people in the 2012 national tests and examinations, with a particular focus on vulnerable groups and districts/boroughs.
- 1.2 The report is based on confidential provisional data provided to the Local Authority (LA) by the National Consortium for Examination Results, and so it is not possible to report the results for individual institutions at this stage. These will be reported at a future meeting after the publication of the national performance tables.

2.0 Contents

- 2.1 The sections of this report are:
 - Summary of main messages
 - Note on data sources
 - Attainment
 - Progress
 - Vulnerable groups
 - Districts/boroughs
 - Current context and future developments

3.0 Summary of main messages

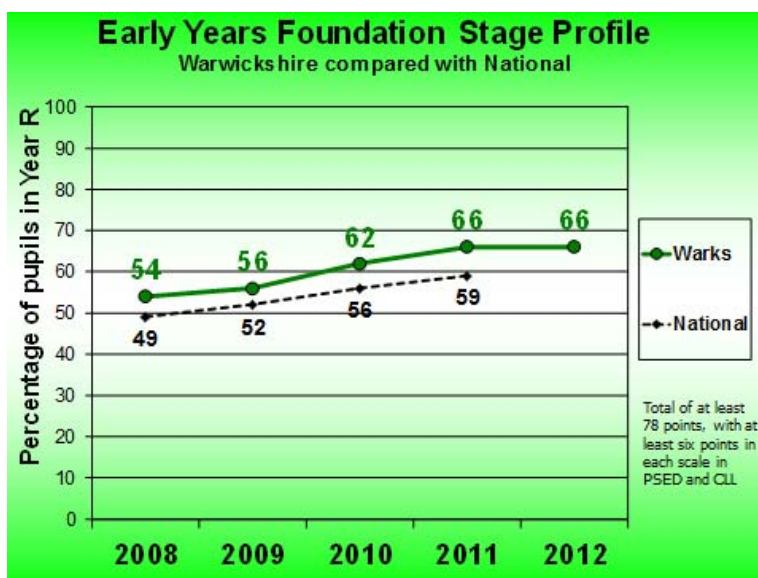
- 3.1 Children make a good start in the early years of their education in Warwickshire, and standards of attainment for children and young people at Key Stage 2, Key Stage 4 and post-16 are generally above the national average. Most attainment measures have improved, but GCSE English is a notable exception.
- 3.2 In terms of value added, progress in secondary schools is slightly above the national average, but in Key Stage 2 it is now below the national average.
- 3.3 Some more vulnerable pupils reach standards that are well below their peers. These lower-attaining groups include children with special educational needs (SEN), looked-after children (LAC) and those with free school meals (FSM). Generally, the outcomes for these groups are comparable to those of similar pupils nationally, but the average for Warwickshire pupils on FSM is below similar pupils nationally at Key Stages 4 and 5.
- 3.4 A national “pupil premium” has been introduced to help schools improve outcomes for pupils with FSM and for LAC, but it is too soon for any effects to be noticeable.
- 3.5 The proportion of young people aged 16 to 18 who are not in education, employment or training (NEET) is below the national average, and is falling, but remains a concern.
- 3.6 Standards vary between districts and localities, and socio-economic status appears to have a very important influence on pupil attainment. There is some convergence in the attainment for different areas, but there remain large differences in the secondary years, and considerable differences in NEET rates.
- 3.7 The situation has become clearer in relation to national policy for data analysis and for Ofsted judgements of institutions. Changes to examination requirements have yet to take effect and may mean standards appear to fall in future years.
- 3.8 The LA has limited opportunities to gather information and influence pupils’ progress, especially where they are taught in academies and colleges. It also has limited ability to respond where improvements are needed.

4.0 Important notes on data sources and when they become available

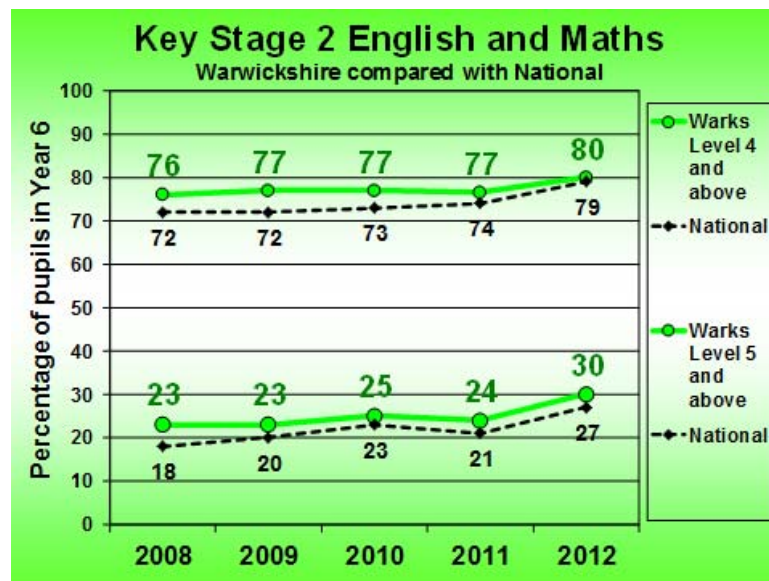
- 4.1 All attainment data reported in this paper is provisional. Provisional results are always subject to change because of errors, re-marks, appeals and alterations to cohorts through the validation process, but this year there are very serious concerns relating to changes in the GCSE English grade boundaries between January and June 2012, and these may be the subject of legal action.
- 4.2 The national processes for collating and analysing test and examination results take many months, and so a complete picture of 2012 performance in Warwickshire schools is not likely to be available to the LA until March 2013, and performance by 19 is likely to be even later. This particular paper is based on provisional attainment data released to the National Consortium for Examination Results (NCER). Some value added data for primary and secondary schools is likely to become available later this calendar year, and data for post-16 institutions early next year. Results for individual primary schools are expected to be published in the Department for Education (DfE) performance tables in December, with secondary school and college results following in January.

5.0 Attainment

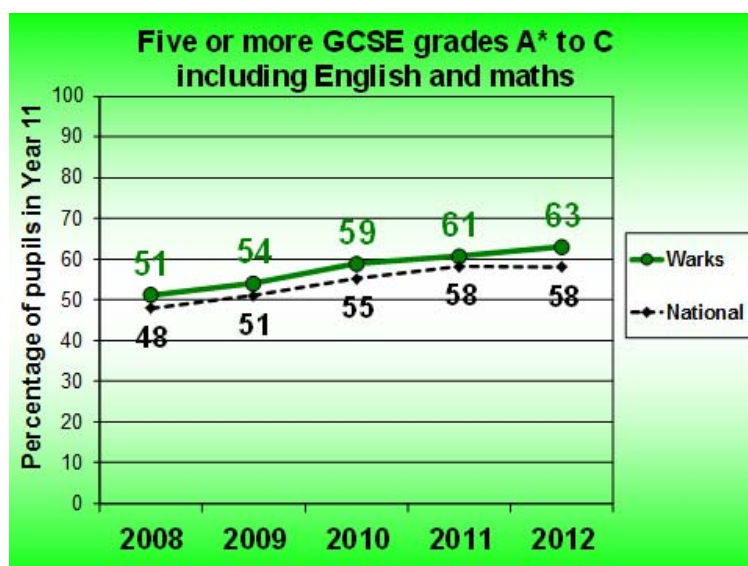
- 5.1 In 2012, 66% of children aged five showed a good standard of development on the Early Years Foundation Stage Profile. This percentage was unchanged from the previous year.



- 5.2 At Key Stage 2, 80% of eleven year olds reached the national expectation of Level 4 in the national tests in both English and mathematics. This was a rise of three percentage points (ppts), following a number of years when results have been static. However, the rise in Warwickshire was less than the rise nationally, so while results remain above the national average, they are now much closer to national figures than they have been in the last five years. There was also a very large rise of six ppts in the proportion of children reaching Level 5, but this was in line with the national rise. 30% of pupils reached this level.



- 5.3 At Key Stage 4, 63% of sixteen year olds gained five or more GCSEs or equivalent, including GCSE English and mathematics (5AC EM). This was a rise of around two ppts, when the national average remained the same, which put the Warwickshire figure approximately five ppts above the national average. The rise in the overall 5AC EM figure occurred as a consequence of a four ppt rise in the proportion of pupils gaining A*-C in mathematics, from 66% to 70%. However, the rise in the combined headline figure masks a fall of two ppts in the proportion of pupils gaining A*-C in English, from 73% to 71%. This appears to be related to a change in “grade boundaries” (the marks required for different grades), which took place between January and June 2012. In relation to the national average, the picture is different. English results are likely to be around five ppts above the national average, while mathematics results are only about one ppt above the national average.

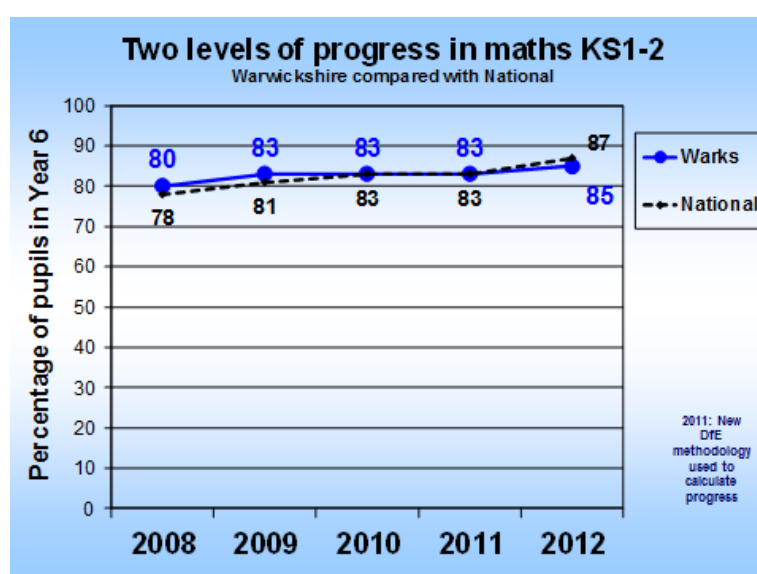
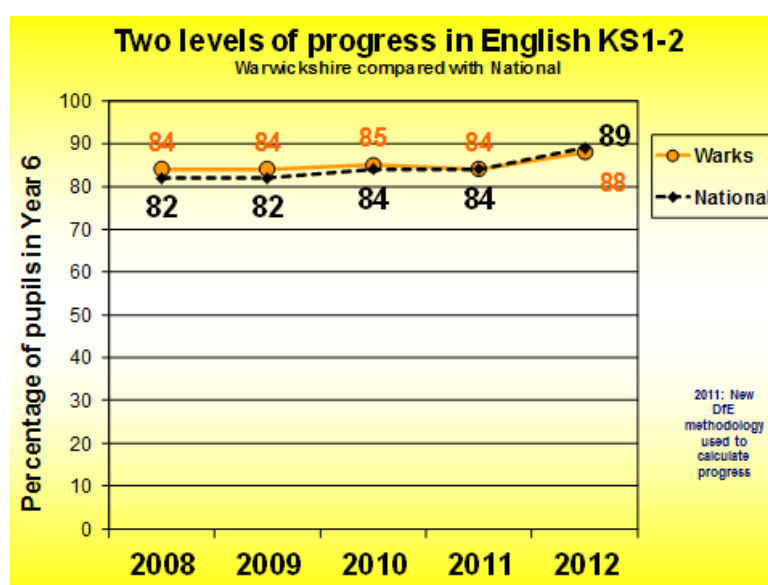


- 5.4 To gain the English Baccalaureate (EBacc), pupils need GCSE grades A*-C in English, mathematics, two sciences, geography or history, and a specified foreign language. 19% of pupils reached this standard, around three ppts higher than the national average. This was only about one ppt higher than the last two years, but as noted in previous reports, this year group chose their examination courses before the requirements of the EBacc had been announced. This meant that pupils were not studying all of the specified subjects, so a major rise would not have been possible this year. Pupils now in Year 11, who take their GCSEs in 2013, are the first ones who could have taken the requirements for the EBacc into account when choosing their GCSE courses.
- 5.5 In relation to the raising of the participation age, pupils presently in Year 11 are legally required to continue in education or work-based training until the end of the academic year in which they reach the age of 17, and those in Year 10 have to continue until age 19. In the past, participation data was not available for more than a year in arrears because it was collated by the DfE from many sources which were not available to the LA. This policy has recently changed, and the DfE now collects and publishes data directly from information, advice and guidance organisations that work locally. This means comparative data has already become available for June 2012.
- 5.6 In June 2012, 91% of Warwickshire 16 and 17 year olds were participating in education or work-based learning. This was three ppts higher than June 2011, and around four ppts higher than the national average. For the 16 and 17 year old groups separately, the respective figures were 93% and 89%. Both of these figures were above the national average, by around two ppts for 16 year olds and five ppts for 17 year olds.
- 5.7 In terms of attainment, the national expectation is that young people will gain Level 3, which is two or more A Levels or their equivalent in vocational qualifications. In 2011, 57% of Warwickshire 19 year olds reached this level. This was two ppts higher than the previous year, and around three ppts higher than the appropriate national comparison figure. 82% of young people reached

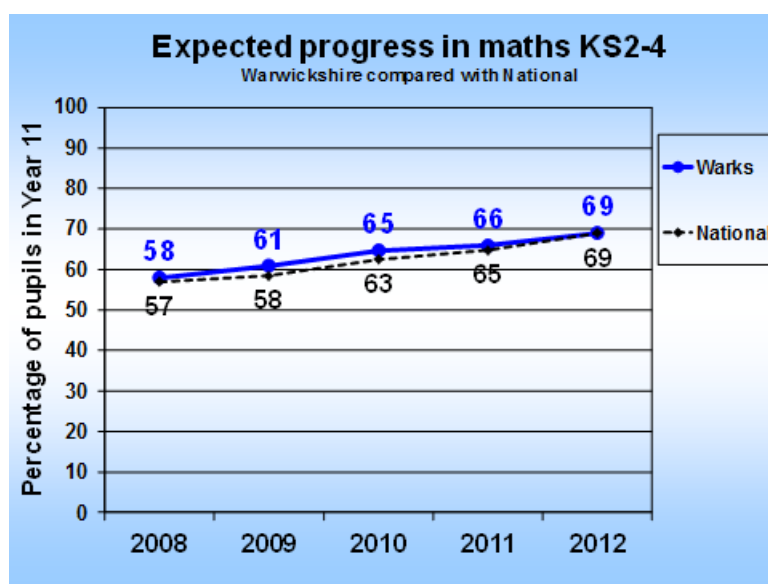
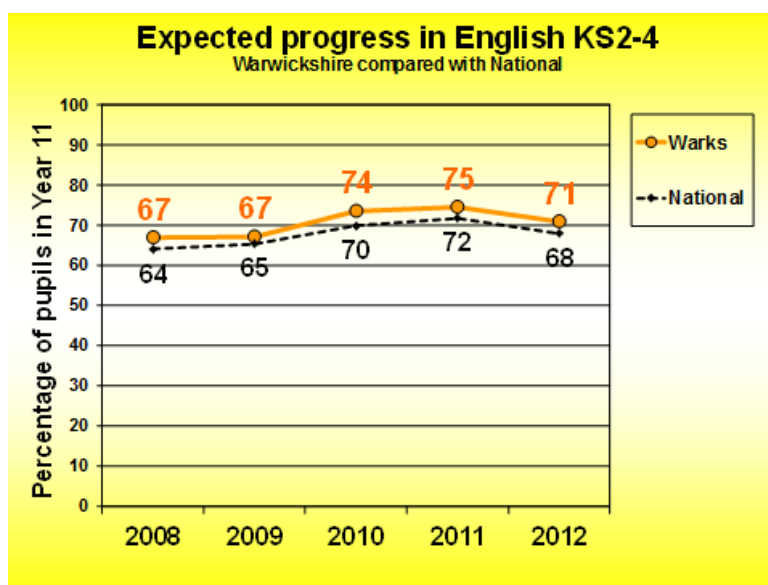
Level 2, which is five or more GCSE grades A* to C or their equivalent in vocational qualifications. This was two ppts higher than the previous year, and one ppt higher than the national figure.

6.0 Progress

- 6.1 During Key Stage 2, the national expectation is that pupils will make two national curriculum levels of progress in English and mathematics. In 2012, 88% of Warwickshire pupils made the expected progress in English and 85% in mathematics. This followed a rise of around four ppts in English and two ppts in mathematics, the first improvements for some years. However, from a position in the past where the proportions of Warwickshire children making expected progress was around two ppts better than the national average, the national figures have risen faster than Warwickshire's, and progress in English is now one ppt below the national average, while mathematics is two ppts below.



- 6.2 During the secondary phase, from Key Stage 2 to Key Stage 4, the national expectation is that pupils will progress from Level 4 to GCSE grade C, and from Level 3 to GCSE grade D, and so on. In 2012, 71% of Warwickshire pupils made the expected progress in English and 69% in mathematics. However, reflecting the issues with GCSE English results this year, there was a fall of four ppts in the proportion of pupils making expected progress in English. In mathematics, there was a rise of three ppts. However, comparing the Warwickshire trends with the national trends gives a different view. In English, the Warwickshire fall was in line with the national fall, and the Warwickshire proportion of pupils making expected progress remains around three ppts above the national proportion. However, in mathematics, the national rise has been greater than the rise in Warwickshire, and the Warwickshire figure is now only in line with the national figure.

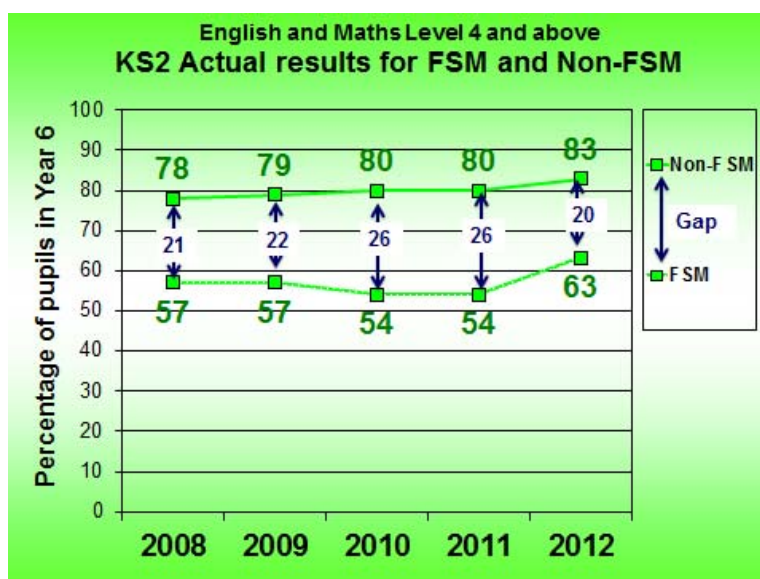


7.0 Vulnerable Groups

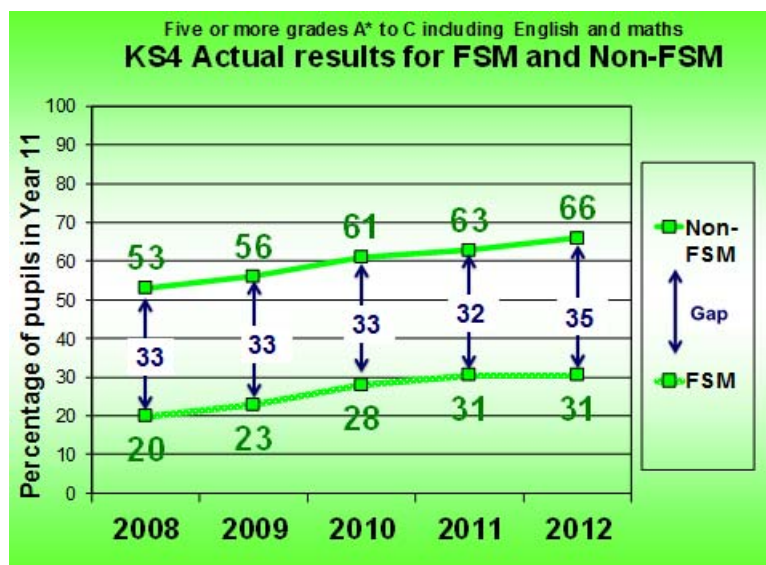
- 7.1 In Year 11 in 2012, there were 74 children in the care of Warwickshire LA, 48 in Warwickshire schools and 26 in schools in other LAs. Of these 74 children, 12 reached the national expectation of 5AC EM, and 28 gained five or more higher grade GCSE passes or their equivalent. Both are proportionally the highest results ever for this group.

Looked after secondary school children for whom Warwickshire was the corporate parent					
Year 11	2008	2009	2010	2011	2012
Number of children	51	51	57	71	74
5+A*-C EM	1	8	2	8	12
5+A*-C	N/a	11	12	22	28
5+A*-G	N/a	N/a	47	49	49
Any qualification	N/a	N/a	N/a	N/a	69

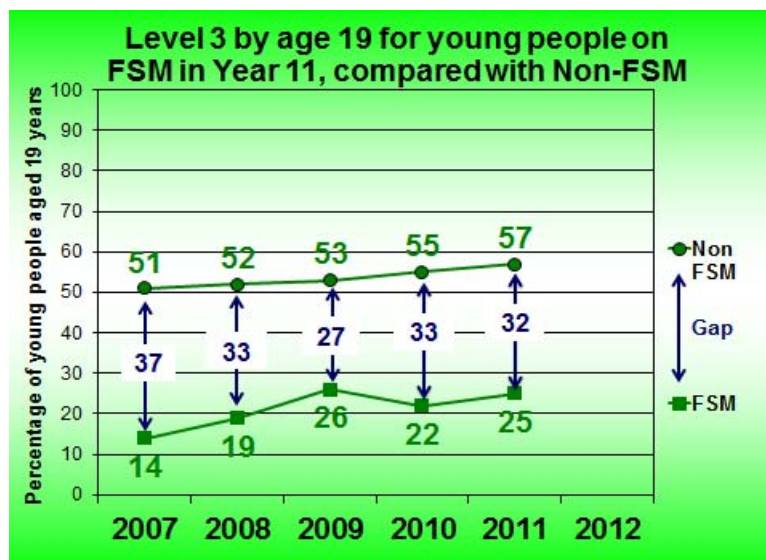
- 7.2 There were 627 children in Year 6 registered as entitled to free school meals (FSM), and 63% of this group gained Level 4 or above in English and mathematics. This was a sharp increase of nine ppts from 2011. As a consequence, the 2012 gap between results for pupils with and without FSM narrowed by six ppts. The 2012 national average for Year 6 pupils with FSM is not yet available, but last year's results were slightly above the national figure, and the gap was slightly smaller (better) than the national gap.



- 7.3 In Year 11, there were 480 children registered as entitled to FSM, of whom 31% reached the national expectation of 5AC EM. The Warwickshire figure for pupils with FSM did not improve, whereas the results for pupils without FSM did rise. Hence the gap widened (worsened). Results for pupils with FSM were around five ppts below the national figure, and the Warwickshire gap of 35 ppts is around nine ppts larger (worse) than the national gap.



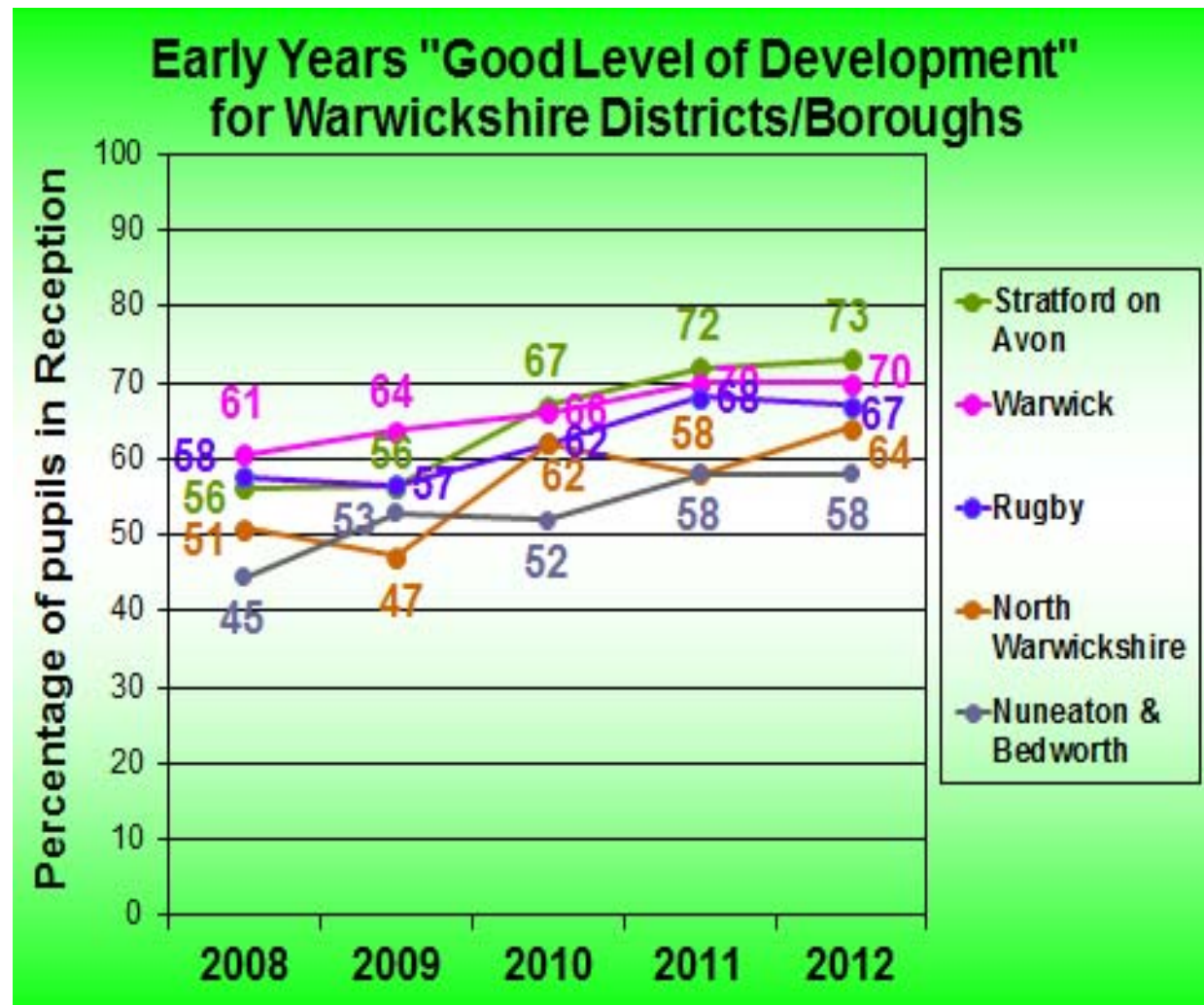
- 7.4 The comparable DfE impact indicator for young people post-16 relates to those who were registered for FSM when they were in Year 11. The latest data available is for 2011, when 25% of this group gained Level 3 by age 19. This was well below the national average for this group, which was 32%. The gap between the performance of these Warwickshire young people and their peers who were not registered for FSM was 32 ppts. This gap has fluctuated over the last few years, but although it narrowed by around one ppt from the previous year whereas the national gap widened, the Warwickshire gap is still around seven ppts larger (worse) than the national gap.



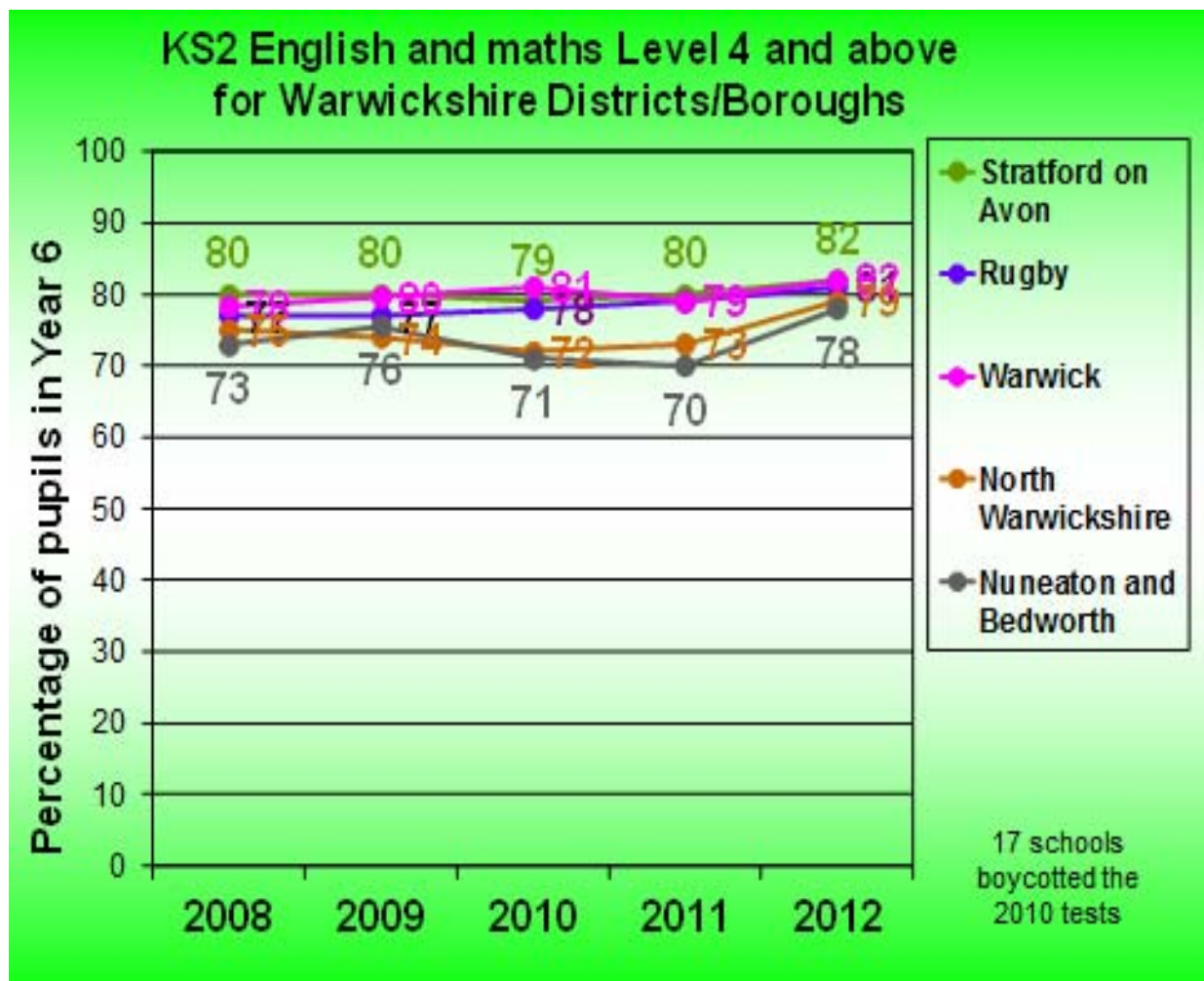
- 7.5 As could be expected, an analysis of Key Stage 2 and Key Stage 4 results for pupils with SEN show that the higher the stage of pupils' SEN, the smaller the proportion who reach the national expectation.
- 7.6 Minority ethnic groups in Warwickshire typically have Key Stage 4 performance above the Warwickshire average. However, in 2012 there are some small groups for whom the proportion reaching the national expectation is below the Warwickshire and national averages.
- 7.7 Five ppt fewer boys than girls reach the national expectation at Key Stage 2, and the gap between boys and girls is wider at Key Stage 4 where it is seven ppts. This is a long-standing national issue, and relates particularly to performance in English. Mathematics results for boys and girls are similar, though a greater proportion of boys than girls attain the higher levels.
- 7.8 For young people aged 16, 17 and 18, a group of considerable concern is those who are not in education, employment or training (NEET). Full details for this group were given in a paper to the Overview and Scrutiny meeting of 6th September, but for convenience the headlines are repeated here.
- 7.9 For the three months up to January 2012, there were around 830 young people aged 16 to 18 who were NEET, which was 4.5% of the total of over 18,000 young people resident in Warwickshire in these three year groups. This percentage was a noticeable improvement on the published Warwickshire figure of 5.2% for January 2011. These overall figures, however, only give a snapshot of the situation. There are seasonal variations, and considerable differences between the three year groups involved. For example, at the end of 2011, 3.0% of those of academic age 16 were NEET, while it was 4.3% of those aged 17 and 7.3% of those aged 18.
- 7.10 In addition to the data collected locally about NEETs, there are also two national sets of statistics. These three data sets collect data at different times using different sources and definitions and so cannot be compared directly. Nevertheless, as the definitive national figure for the period was 8.1%, it is likely that a distinctly smaller proportion of young people in Warwickshire are NEET than in the country as a whole.

8.0 Districts/Boroughs

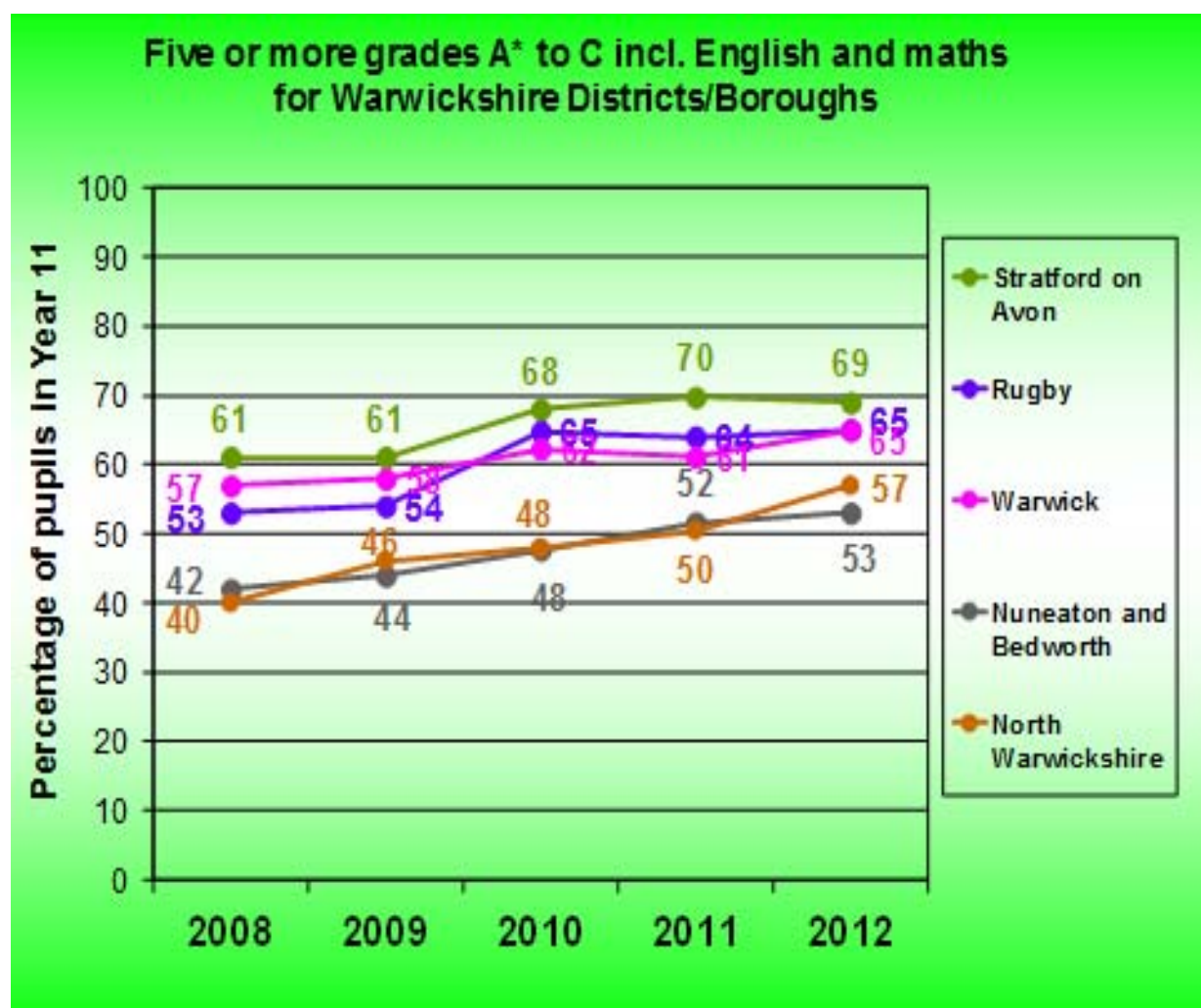
- 8.1 Performance differs across Warwickshire's five districts and boroughs. In the early years, the proportion of pupils reaching a good level of development in 2012 was 66% for Warwickshire, but ranged from 73% in Stratford on Avon, through 70% in Warwick, 67% in Rugby and 64% in North Warwickshire to 58% in Nuneaton & Bedworth. There have been fluctuations, but results for all districts/boroughs have risen considerably over the last five years.



- 8.2 At the end of the primary phase, the proportion of 11-year-old pupils reaching the national expectation of Level 4 in both English and mathematics was 80% for Warwickshire, but ranged from 82% in Stratford on Avon and Warwick, through 81% in Rugby and 79% in North Warwickshire, to 78% in Nuneaton & Bedworth. Only the figure for Nuneaton & Bedworth was below the national average of 79%. Following a period of several years when there had been little improvement in results for any district/borough, there were considerable rises in Nuneaton and Bedworth (8 ppts) and North Warwickshire (6 ppts), so that this year there was only a gap of four ppts between the highest and lowest attaining borough/district.



- 8.3 At the end of Key Stage 4, the proportion of 16 year olds reaching the national expectation of 5AC EM was 63% for Warwickshire, but ranged from 69% in Stratford on Avon, through 65% in Rugby and Warwick, and 57% in North Warwickshire to 53% in Nuneaton & Bedworth. The figures for both North Warwickshire and Nuneaton & Bedworth were below the national average of 58%. Results for all districts/boroughs have improved considerably over the last five years, though the improvements since last year are greatest in North Warwickshire and Warwick.



- 8.4 The proportion of young people who are NEET also differs between the districts. For example, in January 2012, it ranged from 3.3% in Stratford on Avon, through 3.9% in Rugby, 4.0% in Warwick and 4.6% in Nuneaton & Bedworth, to 5.2% in North Warwickshire.
- 8.5 Looking at performance across the key stages, and at a range of measures including the headline ones listed above, for some years there appears to have been a relatively consistent pattern for the five districts/boroughs. Generally, the performances of pupils in Stratford on Avon have been the highest, with performances in Nuneaton & Bedworth and North Warwickshire not only being the lowest, but below the national average. While the differences have reduced

to some extent over the last few years, and are relatively small at the end of the primary years, they are large in the early years, and reappear at Key Stage 4.

- 8.6 The LA recognises 30 localities, but the database needed to produce analyses for their 2012 Key Stage 4 results is not yet available to the LA. In 2011, the proportions of pupils reaching the national expectation ranged from 78% to 43%, and there were ten localities where under 50% of the pupils reached this standard.
- 8.7 Last year, the LA carried out some experimental analysis of results for different socio-economic groups. There is considerable variation between the results for different groups, and it seems likely that much of the variation between districts/boroughs and localities arises from the different socio-economic contexts of these areas.

9.0 Individual Institutions

- 9.1 The DfE floor standards take account of pupils' progress as well as their attainment. Definitive 2012 results are not yet available for individual schools, but it is likely that there will be four primary schools below the floor standard. All of these are small schools, with 15 pupils or fewer in the year group, where results calculated as percentages can change considerably from year to year. There were twelve primary schools below the floor in 2011, but only one of these is likely to remain below the floor in 2012. This is a school that had 10 pupils in Year 6, which was graded good by Ofsted when it was inspected in June 2012.
- 9.2 The floor standard for secondary schools has been redefined for this year to relate to the figure of 40% 5AC EM. It is possible that one school will be below the standard this year, even though its performance in previous years has been well above this level.
- 9.3 Ofsted inspections judge the overall effectiveness of schools. At their latest inspection up to July 2012, 66% of state-funded primary schools within the LA boundaries were graded good or better. This proportion was very similar to last year. There were no primary schools in Ofsted categories of concern in July 2011, but during the school year Ofsted placed two primary schools in special measures. One of these schools closed at the end of the school year, so at the time of writing there is one primary school in an Ofsted category of concern.
- 9.4 In the latest Ofsted inspections of secondary schools up to July 2012, 60% of secondary schools were graded good or better. This proportion was very similar to last year. Eight out of nine special schools were good or better. The pupil referral unit (PRU), which was subject to special measures, closed at the end of the school year, so there are currently no secondary or special schools in Ofsted categories of concern.

- 9.5 There are three general colleges of further education and one sixth form college within Warwickshire. At their latest inspections, one was graded outstanding and one good. Two were graded satisfactory, though the report for one of these two colleges drew attention to wide variations in the quality of provision, which ranged from outstanding to inadequate.

10.0 Current context and future developments

- 10.1 The effects of the structural changes that have taken place over the last two years are now becoming more apparent. For example, the ending of the National Strategies and school improvement partner (SIP) programme in March 2011, together with the continuing reductions in the learning improvement team, have restricted the LA's capacity to detect early signs of any decline in the performance of individual institutions and to intervene where institutions need assistance to improve. In the secondary phase, 22 of 35 schools are academies, and the LA no longer has the same rights to investigate or to offer support where issues are identified in these schools.
- 10.2 Nevertheless, the legal responsibilities of the LA in relation to all pupils and education institutions are becoming clearer. Also, after some months' consideration and delay in providing performance data for academies, the DfE decided that data agencies should provide full data to the LA on all state-maintained schools in the county. The LA is still determining how best to discharge its current responsibilities, but relationships remain constructive and institutions are cooperating with the LA as institutional accountability and development is reconfigured.
- 10.3 In relation to the data on which this report is based, and on which institutions are evaluated by Ofsted, there have been several national policy changes. For example, value-added data no longer takes direct account of contextual factors, and there is a greater emphasis on academic qualifications. Modular examinations are being discontinued, the opportunities for resits are being limited and there will be considerable changes to the point scores allocated to different qualifications. One effect of these changes could be that standards may appear to decline in future.
- 10.4 Another national policy change is the introduction of the pupil premium. In the current financial year, schools have received £600 for every pupil who is registered as entitled to FSM, and also for every looked after child. Schools are free to spend this money as they see fit, and continue to be accountable to Ofsted for the achievements of the vulnerable groups that the premium is intended to support. It has been announced that the pupil premium will increase next year.

- 10.5 There were some changes in January 2012 that made the Ofsted framework for school inspection more rigorous, but there were even more radical changes to the inspection regime in September 2012. For example, inspections are now notified only on the afternoon before inspectors arrive, and schools can no longer be judged satisfactory. If they are not good, but not poor enough to be judged inadequate, they will be designated as 'requiring improvement' and re-inspected within two years. A school that has been found to 'require improvement' at two consecutive inspections and is still not good at its third inspection, is highly likely to be put into special measures. To put this in perspective, at the end of July 2012 there were 63 primary schools, 13 secondary schools and 1 special school whose latest inspection had graded them 'satisfactory'.
- 10.6 This report addresses performance issues. Some of the matters underlying the issues raised by this paper will be addressed by the committee's Task and Finish Group on how the council is engaging with academies and councillors in area discussions. However, in the light of the outcomes outlined in this paper, the committee may wish to request additional, more detailed briefings, or may consider setting up an additional Task and Finish Group on how the council is addressing the attainment levels of vulnerable children and the differences in performance that arise in areas of relative deprivation, taking account of its success measures, timescales and available finance.

	Name	Contact details
Report Author	David Bristow, Learning Improvement Officer	01926 742009 davidbristow@warwickshire.gov.uk
Head of Service	Mark Gore	markgore@warwickshire.gov.uk
Strategic Director	Wendy Fabbro	wendyfabbro@warwickshire.gov.uk
Portfolio Holder	Cllr Heather Timms	cllrtimms@warwickshire.gov.uk