

## Children and Young People Overview and Scrutiny Committee

15 January 2019

### Achievement of Warwickshire Children and Young People in National Tests in 2018

#### Recommendation

That the Children and Young People Overview and Scrutiny Committee consider the performance of children and young people in Warwickshire schools in national tests. Members are asked to note the disparity in performance across the districts and boroughs and to note the development of a Nuneaton and Bedworth school improvement strategy. This will be funded within existing school improvement resource for 2019/20.

#### 1.0 Background

- 1.1 This paper sets out the *provisional* data for the performance of pupils and young people at Warwickshire state-funded schools in national tests and nationally published teacher assessments in 2018. It should be noted that data is currently unvalidated and may be subject to minor changes. Further validated data will be available in February 2019.
- 1.2 The data presented in this report covers the curriculum areas highlighted below for all pupils;
- the earliest statutory tests taken by pupils in Reception (ages 4–5) called the Early Years Foundation Stage Profile
  - the Phonics tests taken by pupils in Year 1 (ages 5–6),
  - Key Stage 1 teacher assessments taken by pupils in Year 2 (ages 6–7)
  - Key Stage 2 tests and teacher assessments taken by pupils in Year 6 (ages 10–11)
  - Key Stage 4 (GCSEs and equivalent qualifications) taken by students in Year 11 (ages 15–16)
  - Post 16 (A Levels and equivalent qualifications) taken by students in Year 13 (ages 17–18)

#### 2.0 Summary

- 2.1 Table 1 below provides a summary of the key headline indicators for the different curriculum stages achieved by Warwickshire pupils in **2018** compared to those nationally and our statistical neighbours<sup>1</sup> (similar councils):

Table 1: Headline measures and results for Warwickshire, national and statistical neighbours

WE Strategy <sup>1</sup>	National Curriculum Stage	Headline Measure	Warwickshire	National	Statistical neighbours <sup>2</sup>
<a href="#">WE1: Early Years Foundation Stage</a>	Early Years Foundation Stage Profile	% of pupils achieving a <b>Good Level of Development</b> - often used as a school readiness measure	72%	72%	74%
<a href="#">WE3: Family of Schools</a>	Phonics	% of Year 1 pupils working at the required level	84%	82%	84%
	Key Stage 1	% of pupils achieving the Expected Standard in <b>Reading</b>	77%	75%	77%
		% of pupils achieving the Expected Standard in <b>Writing</b>	71%	70%	72%
		% of pupils achieving the Expected Standard in <b>Maths</b>	77%	76%	77%
	Key Stage 2	% of pupils achieving the Expected Standard in <b>Reading, Writing and Maths</b>	67%	64%	65%
	Key Stage 4	% of pupils achieving a Strong Pass (Grade5+) in English and Maths GCSEs	48%	43%	42%
		Average <b>Attainment 8</b> Score per pupil	49.3	46.5	46.2
		Average <b>Progress 8</b> Score	+0.06	-0.02	-0.07
<a href="#">WE4: Employability</a>	Post 16	A Level students: Average Point Score per entry as a grade	C+ (33.7)	C+ (31.8)	C (30.9)
		A Level students: Percentage achieving grades AAB or better at A level	21.4%	17.7%	16.0%
		Tech level students: Average Point Score per entry as a grade	Merit	Merit+	Distinction
		Applied General students: Average Point Score per entry as a grade	Merit+	Merit+	Merit+

1: Warwickshire Education Strategy available here: <https://www.warwickshire.gov.uk/schools-and-learning/education-strategy>

2: Statistical Neighbours are those local authorities deemed to have similar characteristics and used for benchmarking purposes. Warwickshire's 10 statistical neighbours are Cheshire West and Chester; Worcestershire; Central Bedfordshire; Leicestershire; Staffordshire; Warrington; Cheshire East; Essex; Hampshire; North Somerset.

2.2 Across all of the headline indicators Warwickshire's pupils have performed above or in line with the national averages. This is particularly notable at Key Stage 4. This is against a back drop of changes across the entire national curriculum that resulted in more challenging tests and assessments from 2016 onwards.

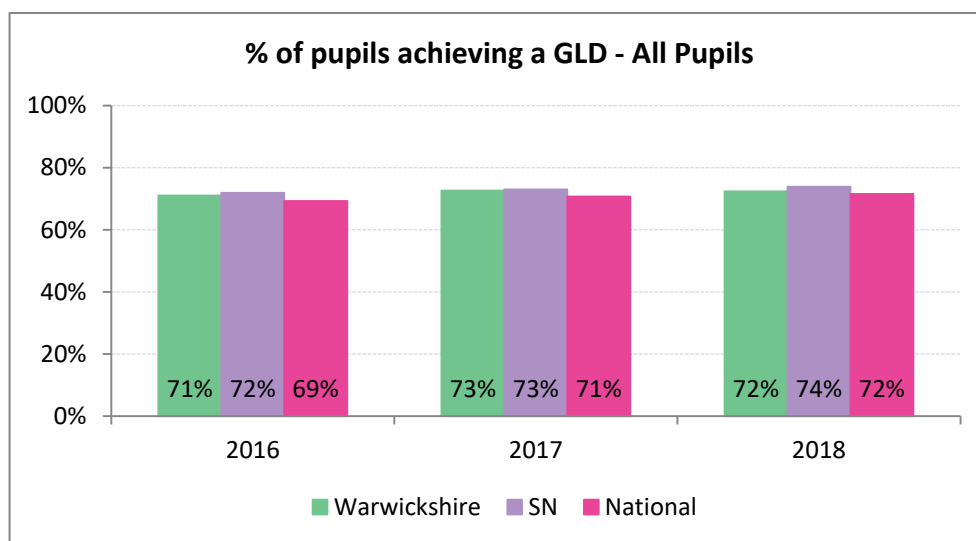
### 3.0 Early Years Foundation Stage Profile (EYFSP)

3.1 The Early Years Foundation Stage Profile (EYFSP) measures pupil performance at the end of the Reception year. It measures three “prime areas of learning” (communication and language, physical development, and personal social and emotional development) and four “specific areas of learning” (literacy, mathematics, understanding the world and expressive arts and design). These are covered by 17 early learning goals. Children are assessed on a three point scale as “emerging”, “expected” or “exceeding” the criteria.

3.2 The key measure for the EYFSP is the proportion of pupils achieving a “Good Level of Development” (GLD). In order for a child to have a good level of development, they have to be assessed as “expected” or “exceeding” on all eight goals in the **prime** areas of learning and in the four goals of the **specific** areas of learning in literacy and mathematics. The other five goals in “understanding the world”, and “expressive arts and design” are assessed separately.

\*SN refers to statistical neighbours in all the following graphs and tables

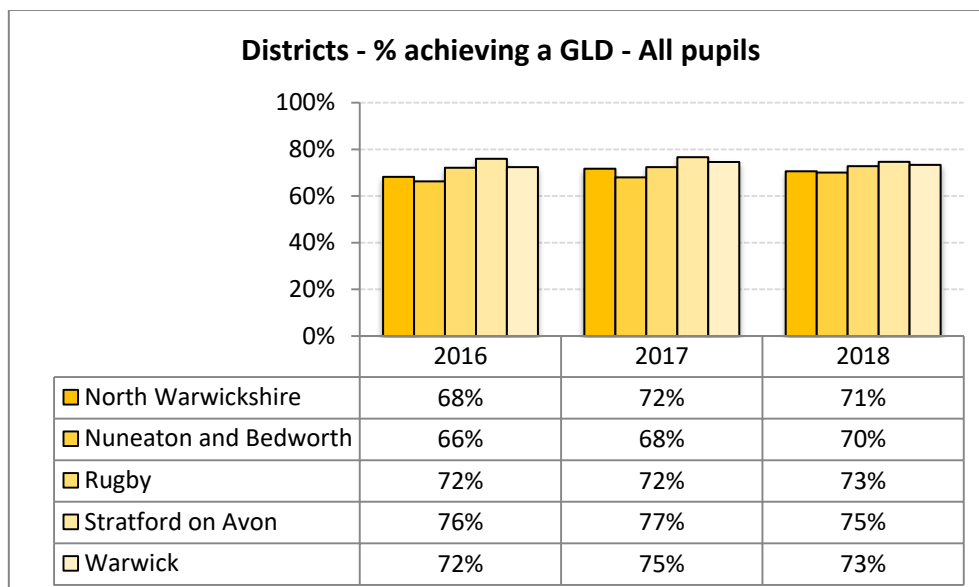
Graph 1: GLD results for Warwickshire, national and statistical neighbours



GLD	2016	2017	2018	Trend in last year
LA Rank (out of 152)	46	43	63	Downward ↓
SN Rank (out of 11)	7	5	8	Downward ↓

3.3 The percentage of pupils achieving a good level of development decreased in 2018 with 72.4% of Warwickshire’s pupils achieving this measure. This is down almost 1 percentage point on last year’s result but very slightly above the National 2018 average currently at 71.5%.

Graph 2: GLD results for the Districts and Boroughs

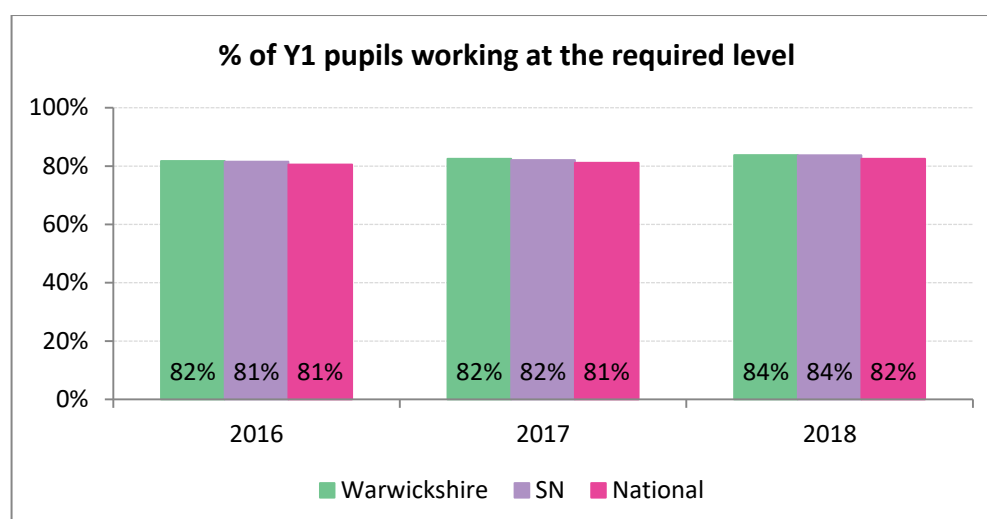


- 3.4 Performance of this measure has improved in two out of the five districts and boroughs; Nuneaton and Bedworth by 2 percentage points (ppts) and Rugby by 1 percentage point. The other 3 districts and borough have seen a fall, by up to 2ppts, culminating in the decrease overall as a County. The difference between the highest performing area (Stratford on Avon) and the lowest (Nuneaton and Bedworth) has narrowed by 4ppts on last year to 5 ppts in 2018.

## 4.0 Year 1 Phonics

- 4.1 The Year 1 phonics screening check was introduced in 2012 to assess whether children could decode simple words. The expected level since 2012 has remained the same with a score of at least 32 out of 40 deemed to be a good level to be working at. Performance in this test has improved year on year both nationally and locally.

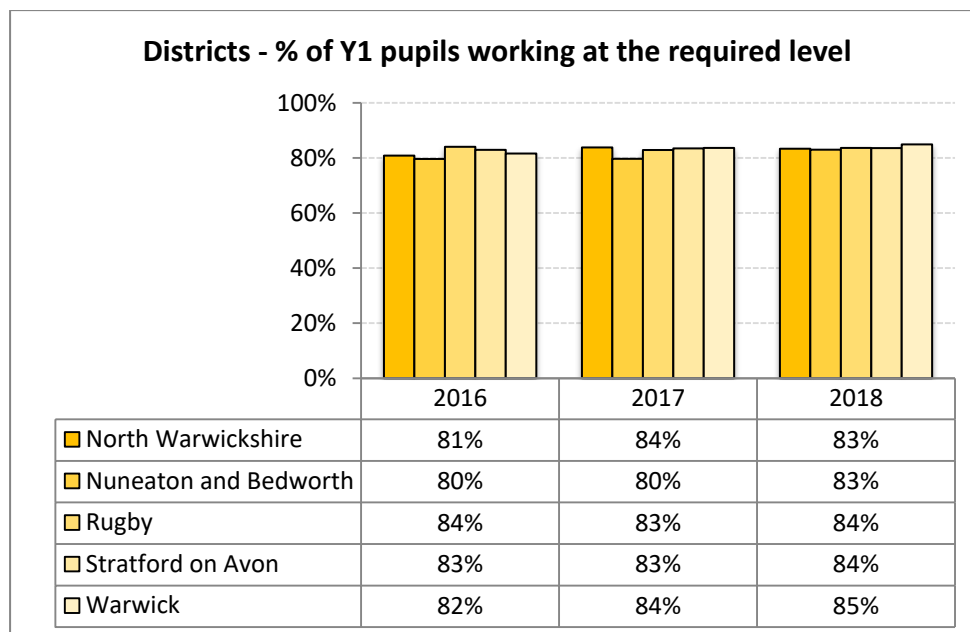
Graph 3: Year 1 phonics results for Warwickshire, national and statistical neighbours



Year 1 phonics	2016	2017	2018	Trend in last year
LA Rank (out of 152)	54	52	55	Downward ↓
SN Rank (out of 11)	5	3	7	Downward ↓

4.2 In 2018, 84% of Warwickshire's Year 1 pupils achieved the required standard of decoding, at least 32 out of 40 words. This is an increase of 2ppts on the previous year and 2ppts above the current 2018 National result of 82%.

Graph 4: Year 1 phonics results for the Districts and Boroughs

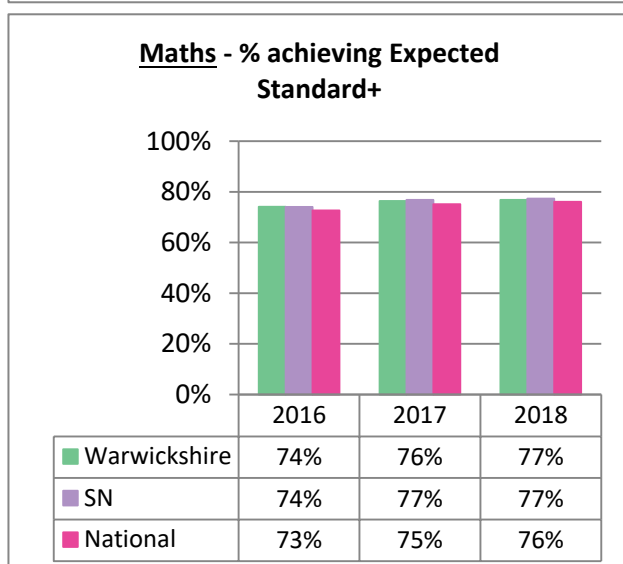
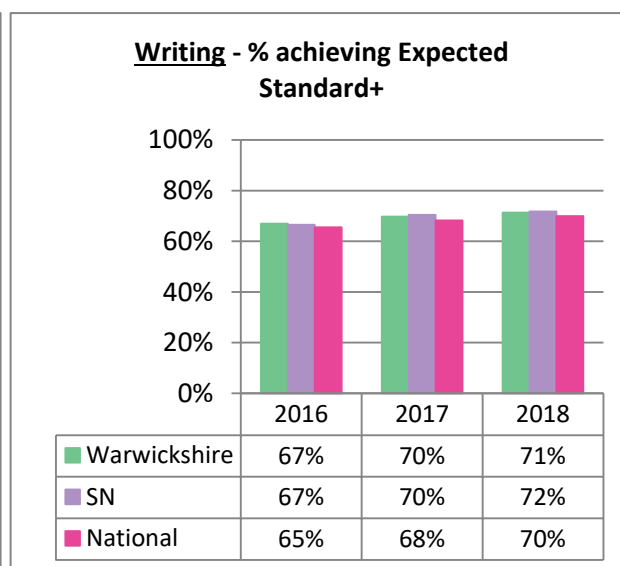
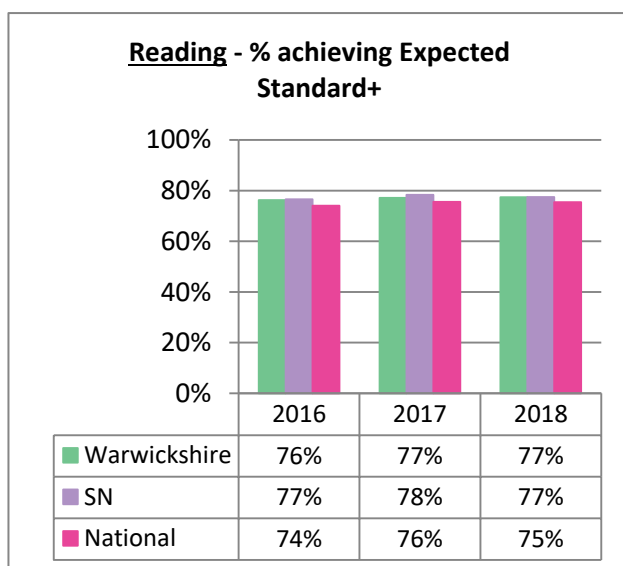


4.3 Performance in the phonics decoding test has increased in 4 of the 5 districts and boroughs, decreasing by 1ppt in North Warwickshire. The performance of all 5 areas is above the current national average and with the exception of North Warwickshire and Nuneaton and Bedworth (only by 1ppt), 3 areas are in line or above our statistical neighbours.

## 5.0 Key Stage 1

5.1 Pupils were assessed against the new, more challenging curriculum, introduced in 2016. Results are no longer reported as levels. The interim frameworks for teacher assessment have been used by teachers to assess if a pupil has met the new, higher **expected standard**. The expectations for pupils at the end of key stage 1 have been raised.

Graphs 5, 5a and 5b: KS1 results for Warwickshire, national and statistical neighbours



KS1 – Expected Standard		2016	2017	2018	Trend in last year
Reading	LA Rank (out of 152)	47	53	46	Upward ↑
	SN Rank (out of 11)	6	7	4	Upwards ↑
Writing	LA Rank (out of 152)	69	60	59	Upward ↑
	SN Rank (out of 11)	7	7	6	Upward ↑
Maths	LA Rank (out of 152)	64	62	66	Downward ↓
	SN Rank (out of 11)	7	6	7	Downward ↓

5.2 Warwickshire pupils continue to do well in all three Key Stage 1 subjects with performance increasing by at least 1ppt in Writing and Maths. Pupils within

the County continue to outperform their counterparts nationally and, on the whole, perform in line with peers in our statistical neighbour council areas.

Table 2: KS1 results for the Districts and Boroughs

	% achieving the Expected Standard								
	Reading			Writing			Maths		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
England (state funded schools)	74%	76%	75%	65%	68%	70%	73%	75%	76%
Statistical Neighbours	77%	78%	77%	67%	70%	72%	74%	77%	77%
Warwickshire	76%	77%	77%	67%	70%	71%	74%	76%	77%
North Warwickshire	76%	76%	75%	68%	69%	70%	74%	75%	75%
Nuneaton and Bedworth	71%	72%	76%	59%	63%	69%	66%	72%	75%
Rugby	75%	78%	78%	70%	72%	73%	76%	76%	77%
Stratford on Avon	79%	80%	79%	69%	72%	74%	78%	79%	78%
Warwick	80%	81%	78%	70%	74%	71%	78%	80%	78%

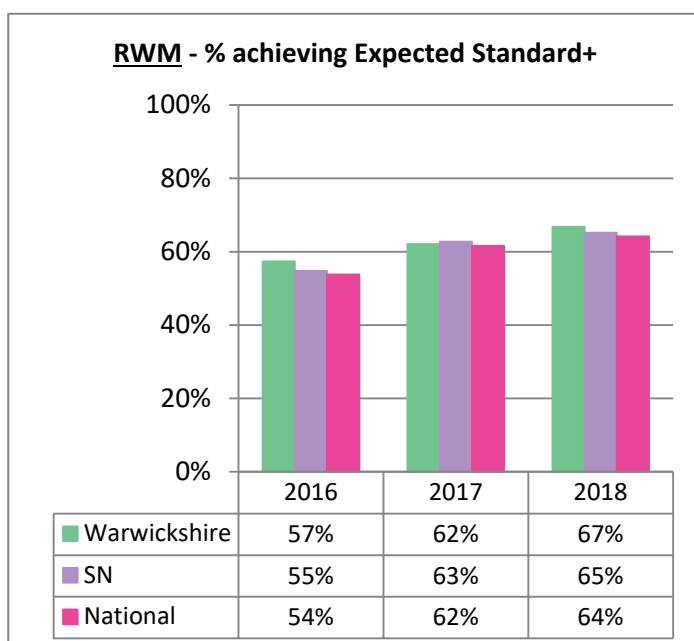
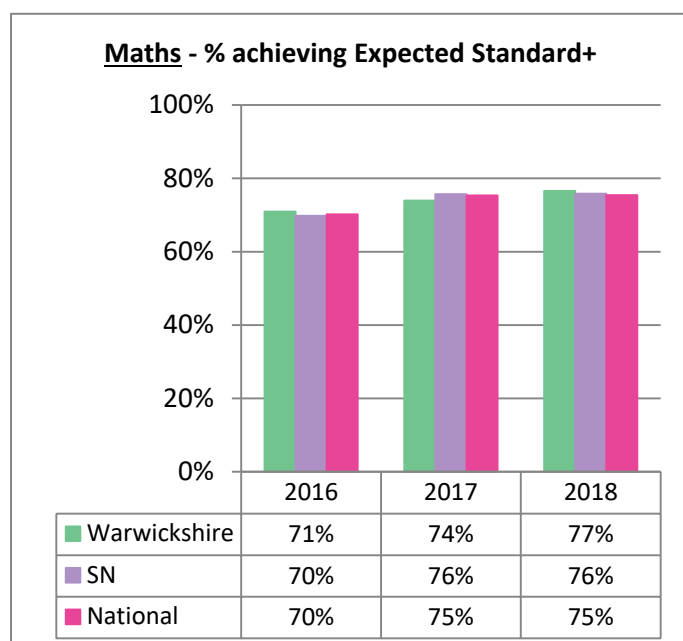
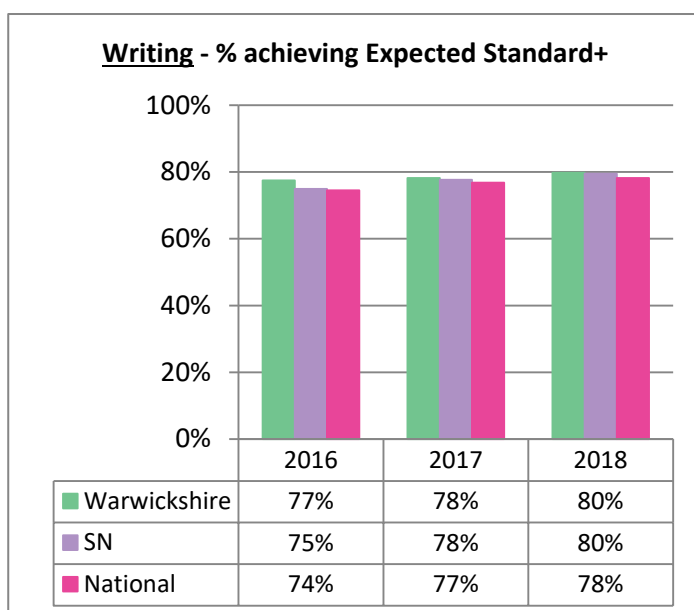
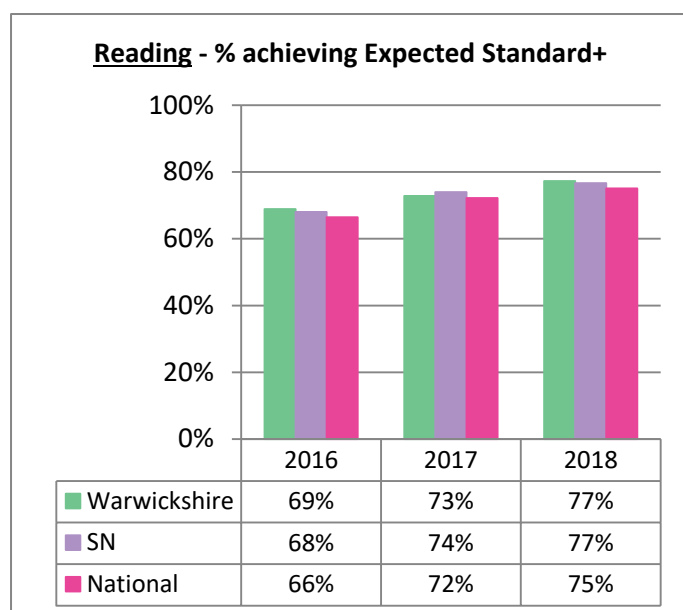
- 5.3 The most improved borough is Nuneaton and Bedworth showing positive increases in all subjects, particularly Writing up 6ppts on last year. Whilst this result is below the County and national averages for Writing, the direction of travel is encouraging.

Performance in Warwick district across all 3 subjects continues to be above the County and national averages, however the proportion of children achieving the expected standard has fallen the most compared to last year's results. This is most noticeable in Reading and Writing with a decline of 3ppts.

## 6.0 Key Stage 2

- 6.1 As with Key Stage 1, pupils at the end of Key Stage 2 in 2016 were assessed against the new more challenging national curriculum. Results are no longer reported as levels and each pupil receives their test results as a scaled score and teacher assessments are based on the standards in the interim framework. The expectations for pupils at the end of Key Stage 2 have been raised and the national tests reflect this.

Graphs 6, 6a, 6b and 6c: KS2 results for Warwickshire, national and statistical neighbours



KS2 – Expected Standard		2016	2017	2018	Trend
Reading	LA Rank (out of 152)	50	70	45	Upward ↑
	SN Rank (out of 11)	5	7	5	Upward ↑
Writing	LA Rank (out of 152)	44	52	55	Downward ↓
	SN Rank (out of 11)	3	3	4	Downward ↓
Maths	LA Rank (out of 152)	70	94	64	Upward ↑



	SN Rank (out of 11)	5	7	5	Upward	↑
Reading, Writing, Maths (RWM)	LA Rank (out of 152)	42	71	46	Upward	↑
	SN Rank (out of 11)	3	6	4	Upward	↑

6.2 67% of Warwickshire pupils achieved the Expected Standard in the combined Reading, Writing and Maths measure in 2018, 5ppts above the 2017 result, 10ppts above 2016, and above the current provisional National result of 64% for state-funded schools. This places Warwickshire in the top third of Local Authorities nationally (rank 46).

In the separate Reading and Maths tests, Warwickshire pupils continue to do well achieving 4 and 3 percentage point increases respectively above last year's figures.

Table 3: KS2 results for the Districts and Boroughs

	% achieving the Expected Standard											
	Reading			Writing			Maths			RWM		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
England*	66%	72%	75%	74%	77%	78%	70%	75%	75%	54%	62%	64%
Statistical Neighbours	68%	74%	77%	75%	78%	80%	70%	76%	76%	55%	63%	65%
Warwickshire	69%	73%	77%	77%	78%	80%	71%	74%	77%	57%	62%	67%
North Warwickshire	64%	68%	72%	77%	74%	76%	64%	68%	73%	50%	55%	61%
Nuneaton and Bedworth	61%	69%	71%	76%	77%	77%	69%	75%	75%	52%	59%	62%
Rugby	69%	71%	77%	77%	80%	80%	72%	74%	75%	58%	63%	67%
Stratford on Avon	76%	77%	81%	76%	79%	83%	74%	74%	78%	62%	64%	70%
Warwick	74%	77%	83%	81%	79%	81%	74%	76%	80%	63%	66%	72%

\* State funded schools

6.3 Performance across the district and boroughs does vary at Key Stage 2 with the highest performing district, Warwick, at 72% for the combined Reading, Writing and Maths (RWM) measure standing 11ppts above the lowest performing borough, North Warwickshire at 61%.

However, all areas have displayed increases in the percentage of pupils achieving the expected standard in this combined measure this year. As a result, performance is higher than the national and our statistical neighbour averages in three of the five districts. District and borough performances range from between – 3ppts (North Warwickshire) below to 8ppts above (Warwick) the national average.

6.4 **KS1 to KS2 Progress** – The system of national curriculum levels is no longer used by the government to report end of key stage assessment. The previous ‘expected progress’ measure, based on pupils making at least two levels of progress between key stage 1 and key stage 2, is no longer produced.

There is no ‘target’ for the amount of progress an individual pupil is expected to make. Any amount of progress a pupil makes contributes towards a school’s progress score. The new progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. They are a type of value added measure, which means that pupils’ results are compared to the actual achievements of other pupils nationally with similar prior attainment.

A Local Authority’s progress scores for English reading, English writing and mathematics are calculated as its pupils’ average progress scores. This means that Warwickshire’s progress scores will be presented as positive and negative numbers either side of **zero**.

- A score of 0 means pupils in Warwickshire, on average, do about as well at key stage 2 as those with similar prior attainment nationally.
- A positive score means pupils in Warwickshire on average do better at key stage 2 than those with similar prior attainment nationally.
- A negative score means pupils in Warwickshire on average do worse at key stage 2 than those with similar prior attainment nationally.

Warwickshire’s 2018 provisional progress scores:

Subject	2016	2017	2018
Reading	-0.2	-0.6	-0.3
Writing	+0.4	-0.5	-0.5
Maths	-0.6	-1.1	-0.8

6.5 **Floor Standards** – The floor standard is the minimum performance expectation for schools. In 2018, a school will be above the floor if:

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics; or
- the school achieves sufficient progress scores in all three subjects: at least -5 in English reading, -5 in mathematics and -7 in English writing.

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

Based on the provisional 2018 results, **6** of Warwickshire’s Primary schools are **below** the floor standard. **2** are sponsor-led academies, **1** is a free school and **3** are maintained schools.

6.6 **Coasting Schools** – The coasting definition is based on three years of data,

using the same performance measures that underpin the floor standards. In line with regulations, in 2018 a primary school will fall within the coasting definition if, based on revised data for all of 2016, 2017 and 2018:

- fewer than 85% of pupils achieved the expected standard at the end of primary school; and
- average progress made by pupils was less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing.

Based on the provisional 2018 results **13** of Warwickshire's Primary schools are defined as coasting.

The Secretary of State announced on 4 May 2018 that there will be a consultation on a new way to identify schools that might benefit from an offer of support, which will be in place from September 2019. Please note that the floor and coasting standards have been calculated in 2018 solely for the Department for Education to identify schools that might benefit from support.

*The above definitions are listed in the Primary school accountability in 2018 guide issued by the DfE, available via this link:*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/737750/Primary\\_school\\_accountability\\_in\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737750/Primary_school_accountability_in_2018.pdf)

## 7.0 Key Stage 4 – GCSE and equivalent qualifications

7.1 A new secondary school accountability system was introduced in 2016 with the aim of making GCSE and equivalent qualifications more rigorous, with more demanding content. 2017 saw the first reporting changes to the Key Stage 4 curriculum with the new English and maths qualifications graded 9–1 instead of A\*-G, 9 being the highest grade. In 2018, almost all GCSEs were reported against the 9–1 grading scale.

7.2 Under the new system:

- a **Grade 4** and above (**Standard Pass**) is equivalent to an old C grade and;
- a **Grade 5** and above will be deemed a '**Strong Pass**' and is equivalent to an old high C grade.

7.3 **Attainment 8** – this is the average achievement of pupils in up to 8 qualifications including English (double weighted), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications or any other DfE approved non-GCSE qualifications.

7.4 **Progress 8** – aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is zero.

7.5 **English Baccalaureate** – The English Baccalaureate (EBacc) is not a test or

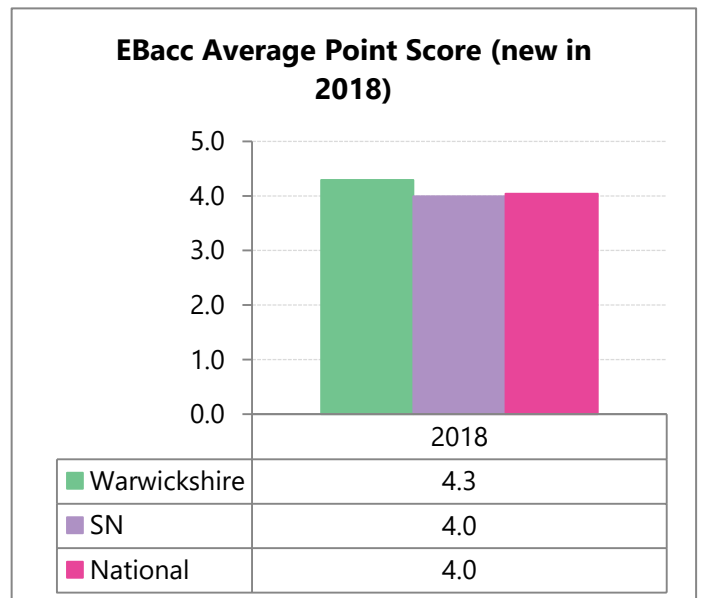
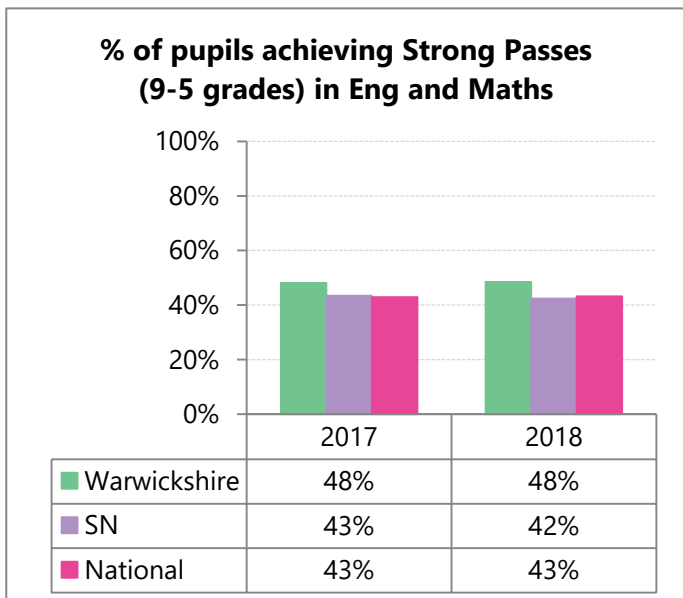
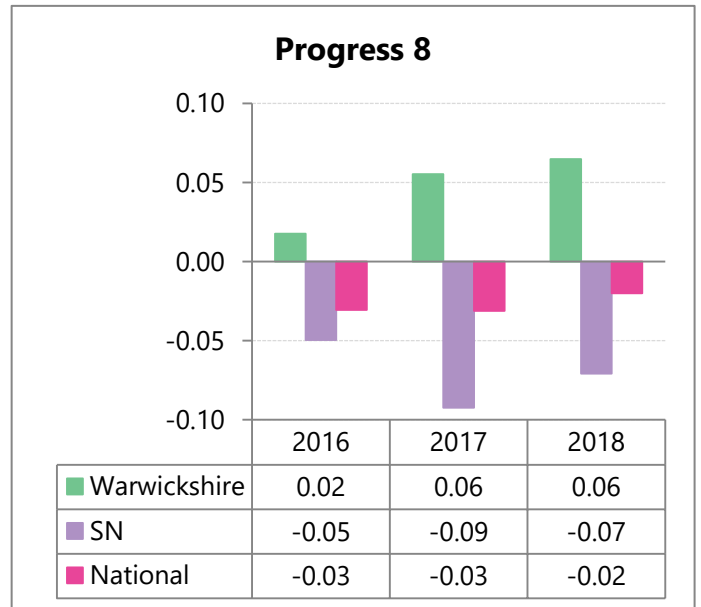
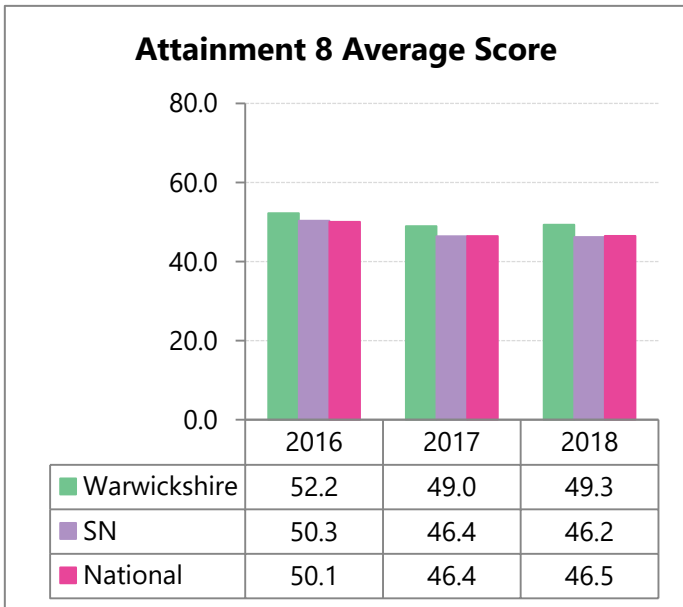
qualification; it is a measure used to provide information about a particular range of qualifications. The EBacc refers to a combination of subjects that the government thinks is important for young people to study at GCSE and includes:

- English language and literature
- maths
- the sciences
- geography or history
- a language

The DfE now refer to this measure as an ‘ambition’ for schools to aim for.

New in 2018 is the reporting of the EBacc Average Point Score (APS). This measures pupils’ point scores across the five pillars of the EBacc. It ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

Graphs 7, 7a, 7b and 7c: KS4 results for Warwickshire, national and statistical neighbours



KS4 Measures		2016	2017	2018	Trend in last year
Attainment 8	LA Rank (out of 152)	26	31	29	Upwards 
	SN Rank (out of 11)	1	1	1	Static 
Progress 8	LA Rank (out of 152)	57	42	43	Downward 
	SN Rank (out of 11)	3	1	1	Static 
% achieving a Strong Pass in English and Maths	LA Rank (out of 152)	n/a	32	28	Upwards 
	SN Rank (out of 11)	n/a	1	1	Static 
EBacc Average Point Score	LA Rank (out of 152)	n/a	n/a	33	
	SN Rank (out of 11)	n/a	n/a	1	

*Please note that these ranking positions are likely to change as the above is based on the first set of provisional published data. Schools are given the opportunity to check and amend (with agreement from the DfE) their KS4 data and these changes are not reflected in local, regional or national datasets until publication of the School Performance Tables in January 2019.*

- 7.6 Warwickshire's pupils have performed well in their end of Key Stage 4 examinations in 2018, outperforming their peers nationally and across our statistical neighbours in all measures. Students achieved an average Attainment 8 score of 49.3 which equates to an average GCSE grade of 4.9, almost a Strong Pass under the new grading system.
- 7.7 Of particular note is the Progress 8 score this year. A positive score of 0.06 indicates that Warwickshire pupils have made **above** average progress compared to pupils with a similar prior attainment nationally and puts Warwickshire's progress score significantly above the national average.

Table 4: KS4 results for the Districts and Boroughs

	Attainment 8			Progress 8			Strong Pass (9-5 grade) in English and maths		EBacc APS
	2016	2017	2018	2016	2017	2018	2017	2018	2018
England*	50.1	46.4	46.5	-0.03	-0.03	-0.02	43%	43%	4.0
Statistical Neighbours	50.3	46.4	46.2	-0.05	-0.09	-0.07	43%	42%	4.0
Warwickshire	52.2	49.0	49.3	0.02	0.06	0.06	48%	48%	4.3
North Warwickshire	47.6	43.7	43.9	-0.14	-0.10	-0.16	31%	39%	3.7
Nuneaton and Bedworth	49.7	43.9	42.7	-0.02	-0.23	-0.22	38%	36%	3.6
Rugby	52.5	50.8	52.6	-0.10	0.10	0.09	54%	55%	4.7
Stratford on Avon	55.8	54.0	55.1	0.14	0.25	0.28	60%	59%	4.9
Warwick	52.9	49.9	49.4	0.10	0.20	0.21	51%	48%	4.3

\* State funded schools

7.8 The highest performing districts continue to be Stratford, Rugby and Warwick, all performing above the national averages. For North Warwickshire and Nuneaton and Bedworth, pupils attending schools in these areas do not make average levels of progress compared to pupils achieving similar prior attainment levels nationally. Their Key Stage 4 attainment results are also lower than their peers nationally and within our statistical neighbour authorities.

7.9 **Floor standards** – The floor standard is the minimum standard for pupil attainment and/or progress that the government expects schools to meet. In 2018 a school will be below the floor standard if:

- its Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero.

If a school's performance falls below this floor standard, then the school may come under scrutiny through inspection.

Based on the provisional 2018 data, there are **4** secondary schools that are below the floor. All are in the North of the county, **3** of which are sponsor-led academies and **1** is an academy converter.

7.10 **Coasting schools** – The coasting definition is based on three years of data, using the same performance measures that underpin the floor standards. In line with regulations in 2018 a secondary school will fall within the coasting definition if, based on revised data for all of 2016, 2017 and 2018:

- the school's Progress 8 score was below -0.25 in all three years. Based on the provisional 2018 data, there are **3** secondary schools that are deemed coasting. Two are in the North of the county, one a sponsor-led academy and one an academy converter. The other is in Rugby and is a sponsor-led academy.

The above definitions are listed in the Secondary school accountability in 2018 guide issued by the DfE, available via this link: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/748497/Secondary\\_accountability\\_measures\\_guidance\\_-\\_October\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748497/Secondary_accountability_measures_guidance_-_October_2018.pdf)

## 8.0 Post 16 – A level and equivalent qualifications

- 8.1 The government is reforming the 16 to 18 school and college accountability system to set higher expectations for students and institutions, and to make the system fairer, more ambitious and more transparent. The five headline measures are:

**Progress:** The progress of students is the main focus of the new accountability system. This measure is a value added progress measure for academic and Applied General qualifications, and a combined completion and attainment measure for Tech Level qualifications.

The figures indicate how much progress students who studied A levels made between the end of key stage 4 and the end of their A level studies, compared to similar students across England.

*The DfE do not publish this measure at Local Authority level as it is primarily a School/College performance measure.*

**Attainment:** The attainment measure shows the average point score per entry, expressed as a grade and average points. It builds on the existing attainment measures by showing separate grades for: A Level, Applied General, and Tech Level qualifications.

**English and maths progress:** These scores show how much progress students made in English and maths qualifications such as GCSE re-takes, between the end of key stage 4 and the end of the 16 to 18 phase of education.

**Retention:** As the participation age has increased to 18 it is increasingly important that all young people are given suitable education and training opportunities that they see through to completion. The retention measure therefore shows the proportion of students who are retained to the end of their main programme of study.

**Destinations:** Including destination information in performance tables broadens the information available to the public and gives schools and colleges the opportunity to demonstrate other aspects of their performance.

- 8.2 Warwickshire's Post 16 students continue to perform well and on the whole, outperform their national counterparts in all of the academic headline measures. This is particularly evident with the 'AAB or higher' measure (a key determinant for entry to leading universities) where Warwickshire pupils achieve nearly 4 percentage points above the national average.

Post 16 Measures (all National data is based on state-funded schools and colleges)		2016	2017	2018	Trend in the last year
A Level Attainment (Average grade and score)	Warwickshire result	C+ 32.5	C+ 32.3	C+ 33.7	Upward
	National result	C 30.4	C 31.1	C+ 31.8	
	LA Rank (out of 152)	14	33	20	Upward
Tech level Attainment (Average grade and score) <sup>1</sup>	Warwickshire result	Merit+ (28.7)	Dist- (30.7)	Merit (26.5)	Downward
	National result	Dist- (30.8)	Dist- (32.3)	Merit+ (28.3)	
	LA Rank (out of 152)	114	112	96	Upward
Applied General level Attainment (Average grade and score) <sup>2</sup>	Warwickshire result	Dist- (32.4)	Dist- (33.2)	Merit+ (27.4)	Downward
	National result	Dist (34.7)	Dist (35.7)	Merit+ (28.2)	
	LA Rank (out of 152)	120	124	89	Upward
% of pupils achieving AAB or higher in at least 2 facilitating subjects <sup>3</sup>	Warwickshire result	16.8%	16.6%	21.4%	Upward
	National result	13.9%	14.3%	17.7%	
	LA Rank (out of 152)	22	30	22	Upward

1 - Tech levels are qualifications for students wishing to develop the specialist skills and knowledge for a technical occupation or industry. They lead to recognised occupations, for example in engineering, IT, accounting or professional cookery.

2 - Applied general qualifications provide broad study of a vocational area. They are designed to lead to higher education and they include areas such as performing arts, business and health and social care.

3 - Facilitating A levels are ones that are commonly needed for entry to leading universities. They are: Biology, Chemistry, Physics, Mathematics, Further Mathematics, Geography, History, English Literature and Classical or Modern Languages.

The DfE have not published any provisional 16–18 School and College Performance Tables therefore English and maths progress, retention and destination data is not yet available for 2018. Further information can be supplied in 2019 once it has been published by the DfE.

## 9.0 Performance summary of vulnerable groups

9.1 Overall, Warwickshire's pupils perform well across all subjects and all Key Stages. They often achieve outcomes above the national average and are either above or in line with Warwickshire's statistical neighbour Local Authorities. This positive picture changes when reviewing the success of



some of the more vulnerable groups of children in the county. These groups cover pupils identified as disadvantaged (please see definition below) and those that have a special educational need.

- 9.2 The tables below are only intended to provide a brief summary of the outcomes of these children. Further analysis about the outcomes of disadvantaged children is available from the Closing the Gap Board as detailed in the [WE2 – An empowering curriculum](#) priorities.
- 9.3 The Department for Education are yet to publish 2018 pupil characteristics data so further analysis on the achievement of these groups will be available later in 2019. In the meantime, please find below tables that show how Warwickshire’s vulnerable pupils achieved alongside national data where it is currently available.

### Key

EYFSP – Early Years Foundation Stage Profile

GLD – Good Level of Development

RWM – Combined Reading, Writing and Maths subject results

Y1 – Year 1

Progress – This measures the progress made by pupils between Key Stage 1 and 2 (Primary) and Key Stage 2 and 4 (Secondary). It is a type of value added measure, which means that pupils’ results are compared to the actual achievements of other pupils nationally with similar prior attainment.

KS4 Strong Pass – A Grade 5 and above is deemed a ‘Strong Pass’ and is equivalent to an old high C grade

KS4 E&M – Combined English and Maths GCSE subject results

KS4 A8 – Attainment 8

KS4 P8 – Progress 8

Disadvantaged – The DfE define ‘Disadvantaged’ pupils as those who have been a) eligible for Free School Meals at any point in the last 6 years, b) children who are looked after or c) children who have been adopted from care or via a Special Guardianship or Child Arrangements Order

<b>Disadvantaged Pupils</b> <i>(D = Disadvantaged, O = Other, A = All)</i>			2017			2018			Narrative and Trend
Key Stage	Measure	Area	D	O	A	D	O	A	<p><b>Please note some 2018 National data is not yet available</b></p> <p><b>Successes</b> Apart from the EYFSP assessment where there has been a slight dip in 2018, the performance of disadvantaged pupils in primary schools has continued to increase in Warwickshire.</p> <p>Changes to the secondary school KS4 curriculum over the past few years makes it more difficult to accurately assess 'improvements' for this group but local data does indicate that achievements of disadvantaged pupils in Year 11 have improved in some districts.</p> <p><b>Challenges</b> The biggest challenge for Warwickshire is that some disadvantaged pupils in the County are not performing at the same level as their disadvantaged peers nationally. This is the case across all Key Stages.</p> <p>In response, there have been a number of 'Closing the Gap' projects running across the County. This includes Early Years Smart Start initiatives (improving children's speech and communication skills) through to the University of Warwick working with secondary schools to increase the number of disadvantaged pupils progressing into Higher Education. The 2018 Closing the Gap conference for schools was also very well attended in November.</p>
EYFSP	% achieving a GLD	Warwickshire	58	74	73	56	75	72	
		National	56	73	71			72	
Y1 Phonics	% working at the required level	Warwickshire	69	84	82	70	86	84	
		National	68	83	81			82	
KS1	% achieving the Expected Standard in RWM	Warwickshire	46	69	66	50	70	67	
		National	49	68	64			65	
KS2	% achieving the Expected Standard in RWM	Warwickshire	42	68	62	47	72	67	
		National	48	68	61			64	
	Progress: Reading	Warwickshire	-2.2	-0.2	-0.6	-1.6	0.1	-0.3	
		National	-0.7	0.3	0.0			0.0	
	Progress: Writing	Warwickshire	-1.5	-0.2	-0.5	-1.6	-0.1	-0.5	
		National	-0.4	0.2	0.0			0.0	
Progress: Maths	Warwickshire	-2.6	-0.6	-1.1	-2.0	-0.4	-0.8		
	National	-0.6	0.3	0.0			0.0		
KS4	% achieving a Strong Pass in E&M	Warwickshire	24	54	48	21	54	48	
		National	25	50	43			43	
	Average A8 Score	Warwickshire	36.7	51.8	49.0	34.6	52.5	49.3	
		National	37.1	49.9	46.4			46.5	
	Average P8 Score	Warwickshire	-0.45	0.17	0.06	-0.54	0.20	0.06	
		National	-0.40	0.11	-0.03			-0.02	

<b>SEN Pupils</b> (N= No SEN, SS = SEN Support, EHC = Education, Health and Care Plan, A = All)			2017				2018				Narrative and Trend
Key Stage	Measure	Area	N	SS	EHC	A	N	SS	EHC	A	<p><b>Please note some National data is not yet available</b></p> <p>Please use caution with this data as it is somewhat unfair to directly compare those children with an EHC plan to those identified as needing SEN support or those with no SEN due to the differing SEN complexities of need these children have.</p> <p><b>Successes</b> Across the early primary school assessments, the performance of <b>SEN Support (SS)</b> pupils continues to increase in Warwickshire year on year. There has also been an increase in the percentage of children with an EHC plan (i.e. those children with more complex SEN needs) achieving the Expected Standard in RWM at KS2 in 2018.</p> <p><b>Challenges</b> As with disadvantaged pupils, children with SEN in Warwickshire, for most of the assessments, do not perform as well as their SEN peers nationally.</p>
EYFSP	% achieving a GLD	Warwickshire	77	24	4	73	77	27	1	72	
		National	76	27	4	71				72	
Y1 Phonics	% working at the required level	Warwickshire	89	45	10	82	89	47	16	84	
		National	87	47	18	81	89	48	19	82	
KS1	% achieving the Expected Standard in RWM	Warwickshire	74	18	6	66	75	19	6	67	
		National	72	19	8	64				65	
KS2	% achieving the Expected Standard in RWM	Warwickshire	72	18	9	62	76	24	14	67	
		National	71	21	8	61				64	
	Progress: Reading	Warwickshire	-0.1	-2.8	-5.2	-0.6	0.2	-1.9	-5.2	-0.3	
		National	0.3	-1.2	-3.7	0.0				0.0	
	Progress: Writing	Warwickshire	0.1	-3.5	-4.4	-0.5	0.2	-3.0	-5.0	-0.5	
		National	0.5	-2.2	-4.3	0.0				0.0	
Progress: Maths	Warwickshire	-0.6	-2.9	-5.9	-1.1	-0.4	-2.2	-5.0	-0.8		
	National	0.3	-1.1	-4.1	0.0				0.0		
KS4	% achieving a Strong Pass in E&M	Warwickshire	53	26	4	48	54	23	4	48	
		National	48	16	5	43				43	
	Average A8 Score	Warwickshire	52.1	37.9	14.8	49.0	52.8	37.0	14.7	49.3	
		National	49.7	31.9	13.9	46.4				46.5	
	Average P8 Score	Warwickshire	0.14	-0.18	-0.94	0.06	0.16	-0.25	-1.00	0.06	
		National	0.07	-0.43	-1.04	-0.03				-0.02	

## 10.0 Priorities

10.1 The [Warwickshire Education \(WE\) Strategy 2018 to 2023](#), sets out the key priorities for the Education and Learning business unit:

- [WE1](#): Our challenge is to foster children's love of learning from birth through early childhood and into Year 1 so that all young children achieve their potential.
- [WE2](#): Our challenge is to promote a broad, empowering and creative curriculum, focusing on times of transition, and prioritising vulnerable groups.
- [WE3](#): Our challenge is for all learners to enjoy a high quality learning experience.
- [WE4](#): Our challenge is to champion employability by promoting the best opportunities for all learners.

## Background papers

None

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The report was circulated to the following members prior to publication:

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