

# Children and Young People Overview and Scrutiny Committee

January 2020

## Achievement of Warwickshire Children and Young People in Statutory National Tests in 2019

### Recommendation

That the Children and Young People Overview and Scrutiny Committee note the performance of children and young people in Warwickshire schools in statutory national tests. Members are asked to note the disparity in performance across the districts and boroughs and provide support to the Nuneaton Education strategy.

### 1.0 Background

- 1.1 Due to Covid-19, summer 2020 assessments and exams have been cancelled for all pupils. Key Stage 4 and Key Stage 5 exams will be graded through teacher assessments.
- 1.2 The Department for Education have reported that Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. The Department for Education will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good.
- 1.3 Disadvantaged pupils are expected to be disproportionately affected by COVID19. Closing the attainment gap for disadvantaged pupils will have a refreshed and increased focus under the current COVID19 pandemic response. A Warwickshire 'disadvantaged offer' is being developed building on what exists and what is sustainable. This is across all services and sets out what could happen beyond schools. A pupil passport is being developed, consideration will be given to digital access, mental health and wellbeing, cultural capital and language enhancement. These will all form part of the offer. The Nuneaton Education Strategy, the Integrated Early Years Strategy, the Closing the Gap Board and the refresh of the Warwickshire Education Strategy will all prioritise support for disadvantaged children and young people.
- 1.4 Disadvantage attainment gaps have not been closing in Warwickshire which is in line with the national picture. The full impact of COVID19 will not be apparent for some time and not until all pupils return to school. The paper sets out the performance data for Primary and Secondary age children. It contains the outcomes of pupils in the statutory national curriculum tests and teacher assessments in 2019.

1.5 The 2019 data was due for consideration at the November meeting (as per usual) but that meeting was cancelled due to Purdah. The paper was then tabled for 11th February, but the O&S calendar shows that that meeting was postponed and the subsequent two were cancelled in Covid-19 response. The data presented 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 available key headline indicators for the different curriculum stages achieved by Warwickshire pupils in **2019** 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 (SN) <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%	83%
	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%	69%	71%
		% 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>	65%	65%	66%
	Key Stage 4	% of pupils achieving a Strong Pass (Grade5+) in English and Maths GCSEs	50%	43%	43%
Average <b>Attainment 8</b> Score per pupil		49.8	46.5	46.4	

		Average <b>Progress 8</b> Score	0.00	-0.03	-0.10
<b>WE4:</b> <b>Employability</b>	Post 16	A Level students: Average grade	C+	C+	C+
		A Level students: Percentage achieving AAB or higher in at least 2 facilitating subjects	16.4%	14.1%	12.4%
		Tech level students: Average grade	Merit	Merit+	Merit+
		Applied General students: Average grade	Merit+	Merit+	Merit+

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 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 The Early Years Foundation Stage Profile is exactly in line with the national result, all the other Primary school headline indicators are above or in line with the national averages.

2.3 Key Stage 4 results continue to show that Warwickshire's students have performed strongly in their GCSE and equivalent qualifications, compared to national and statistical neighbour results. Further data can be found on pages 12 and 13 of this report.

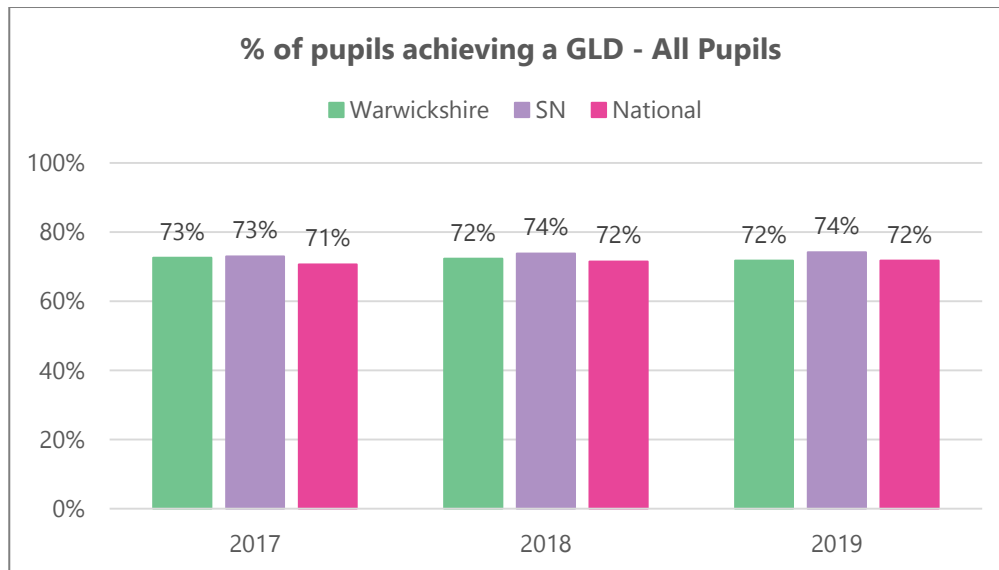
### 3.0 Early Years Foundation Stage Profile (EYFSP)

3.1 The 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).

3.2 The key measure for the EYFSP is the proportion of pupils achieving a "Good Level of Development" (GLD), also known as the 'school readiness' indicator. For a child to have a good level of development, they must be assessed as "expected" or "exceeding" in the first 12 early learning goals.

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

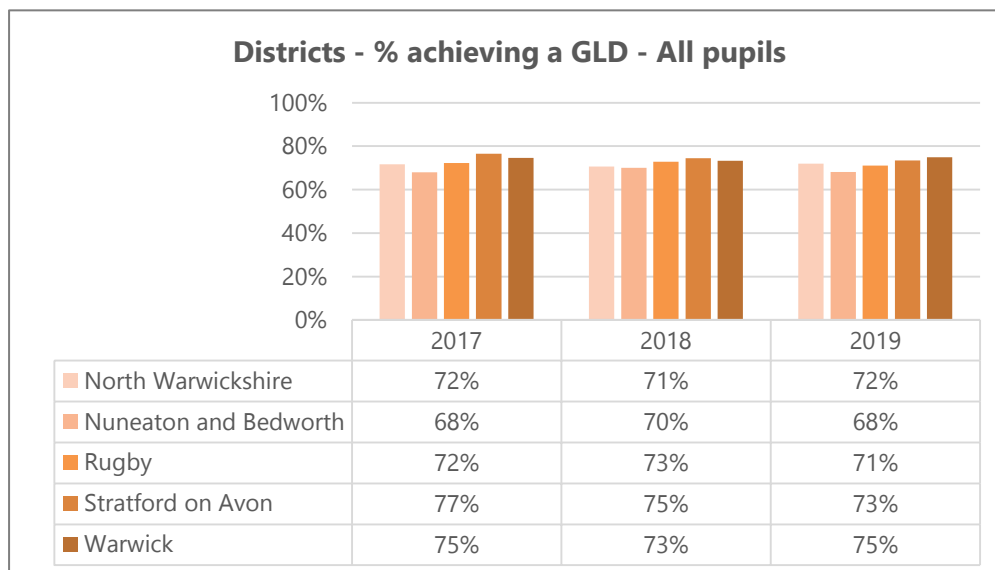
Graph 1: GLD results for Warwickshire, national and statistical neighbours



GLD	2017	2018	2019	Trend in last year
LA Rank (out of 152)	43	63	75	Downward ↓
SN Rank (out of 11)	5	8	11	Downward ↓

3.3 The percentage of pupils achieving a good level of development decreased again in 2019 albeit very slightly from 72.4% to 71.8%. Since 2015, performance in Warwickshire has always been above the national average. This year, it is the same.

Graph 2: GLD results for the Districts and Boroughs

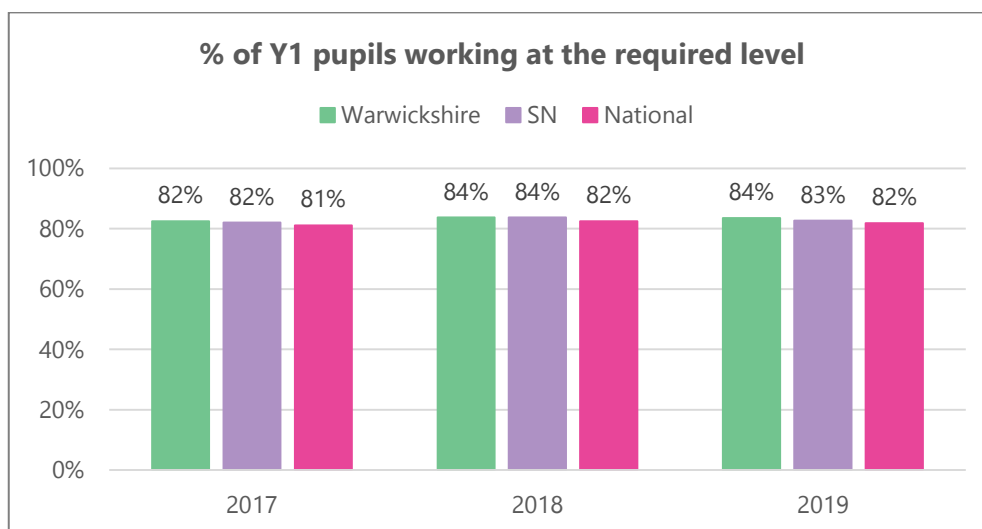


- 3.4 One borough (North Warwickshire) and one district (Warwick) saw increases in their GLD performances this year by 1.3 and 1.7 percentage points respectively. Warwick district is now the top performing area in the County. Nuneaton and Bedworth & Rugby boroughs saw the largest falls by up to 2 percentage points. Both are now below the national and Warwickshire GLD averages. Stratford on Avon is the only area that has seen a steady decline every year in GLD performance since 2017, despite being one of the higher performing areas.

## 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.

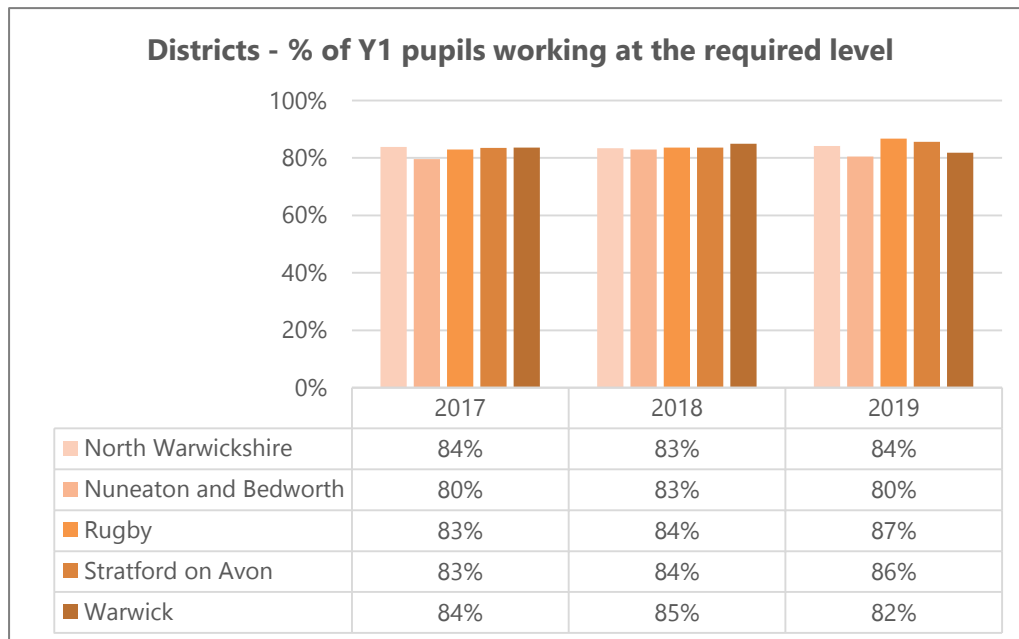
Graph 3: Year 1 phonics results for Warwickshire, national and statistical neighbours



Year 1 phonics	2017	2018	2019	Trend in last year
LA Rank (out of 152)	52	55	42	Upward ↑
SN Rank (out of 11)	3	7	4	Upward ↑

4.2 In 2019, 84% of Warwickshire’s Year 1 pupils achieved the required standard of decoding. This is the same as the previous year but is 2 percentage points (ppts) above the current National result of 82%.

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



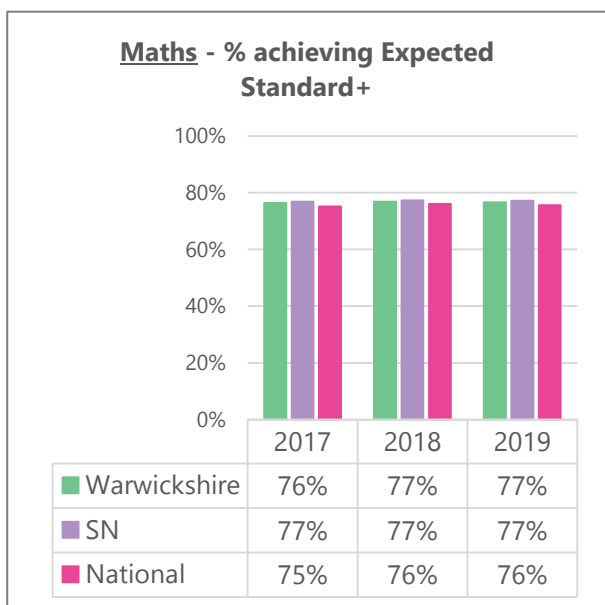
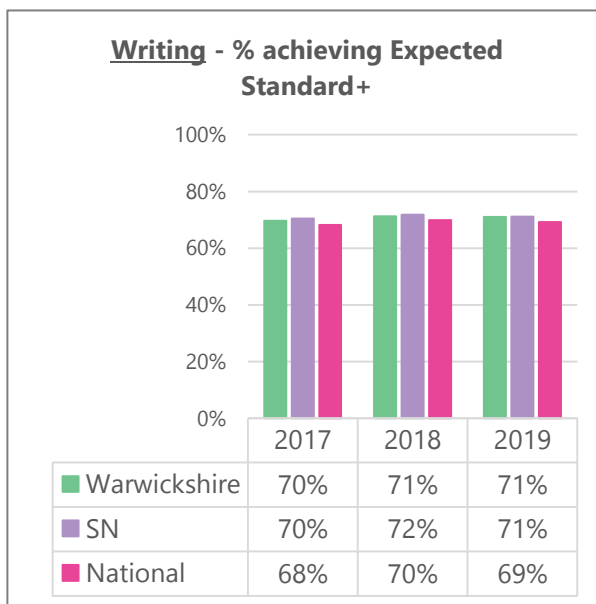
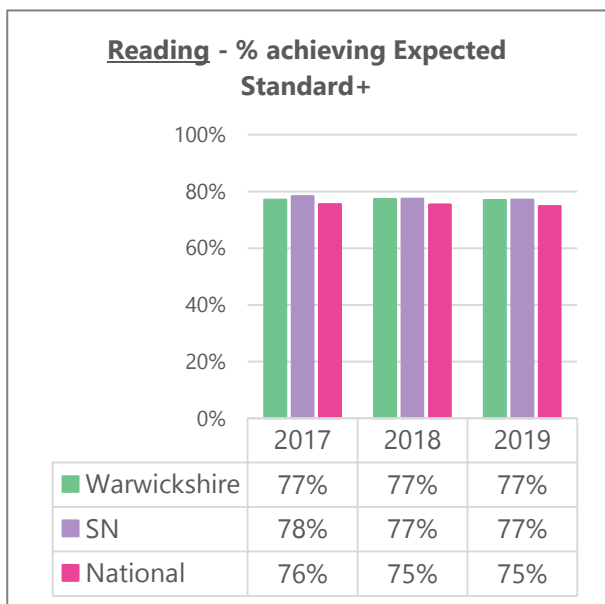
4.3 Performance in the phonics decoding test has increased in 3 of the 5 districts and boroughs, decreasing by 3ppts in both Nuneaton and Bedworth and Warwick.







Unlike 2018 when all 5 areas were above the national average, Nuneaton and Bedworth are now 2ppts below it with Warwick district in line.

## 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. 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		2017	2018	2019	Trend in last year
Reading	LA Rank (out of 152)	53	46	42	Upward 
	SN Rank (out of 11)	7	4	5	Downward 
Writing	LA Rank (out of 152)	60	59	47	Upward 
	SN Rank (out of 11)	7	6	5	Upward 
Maths	LA Rank (out of 152)	62	66	56	Upward 
	SN Rank (out of 11)	6	7	5	Upward 

5.2 Warwickshire pupils continue to do well in all three Key Stage 1 subjects. Results in 2019 have remained stable with pupils outperforming their counterparts nationally and performing in line with peers in our statistical neighbour council areas too.

Table 2: KS1 results for the Districts and Boroughs

	% achieving the Expected Standard								
	Reading			Writing			Maths		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
England*	76%	75%	75%	68%	70%	69%	75%	76%	76%
Statistical Neighbours	78%	77%	77%	70%	72%	71%	77%	77%	77%
Warwickshire	77%	77%	77%	70%	71%	71%	76%	77%	77%
North Warwickshire	76%	75%	74%	69%	70%	69%	75%	75%	72%
Nuneaton and Bedworth	72%	76%	75%	63%	69%	69%	72%	75%	76%
Rugby	78%	78%	76%	72%	73%	70%	76%	77%	77%
Stratford on Avon	80%	79%	80%	72%	74%	74%	79%	78%	77%
Warwick	81%	78%	79%	74%	71%	73%	80%	78%	78%

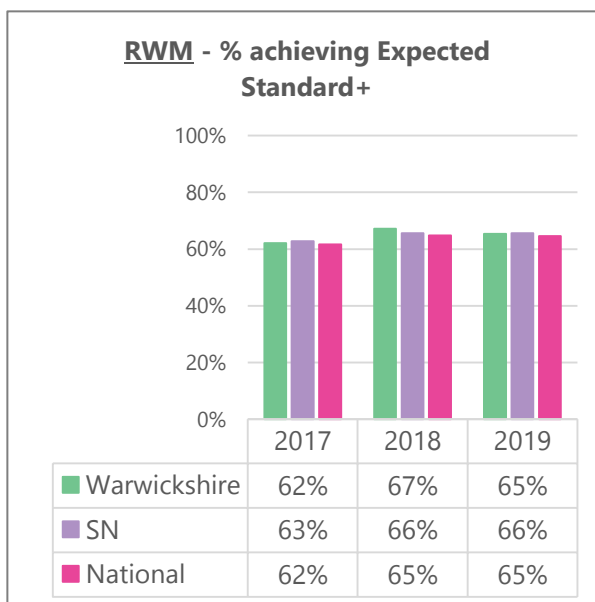
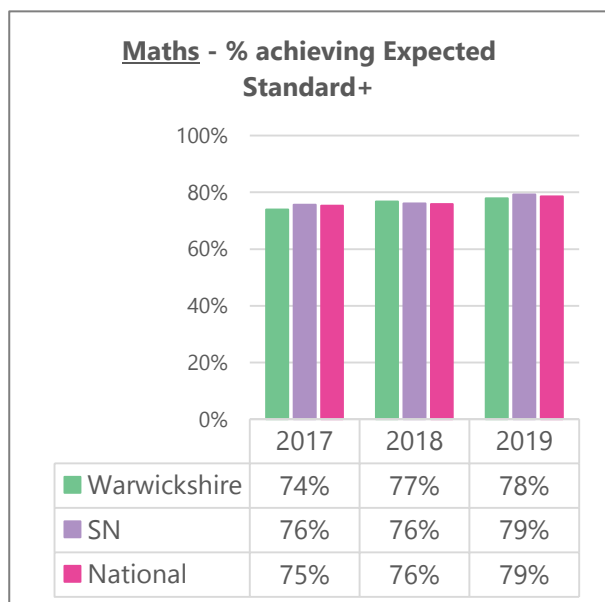
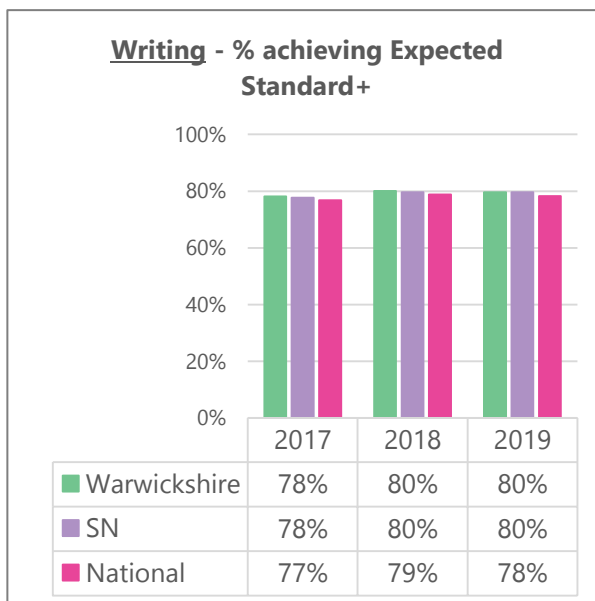
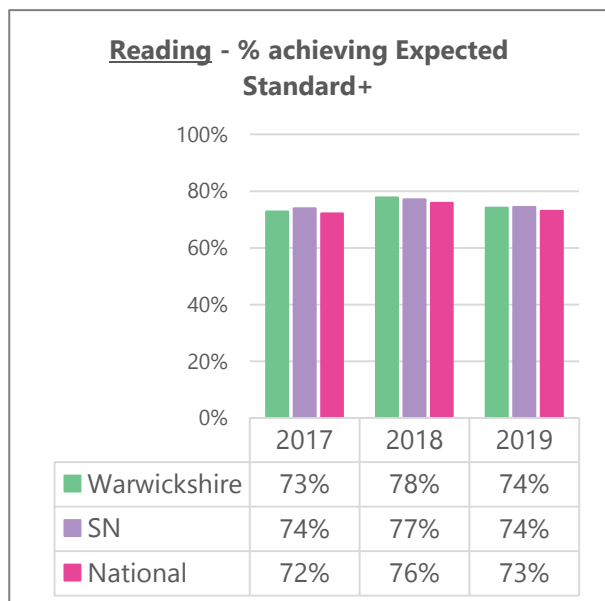
5.3 The most improved district is Warwick showing positive increases across all subjects, particularly Writing up 2ppts on last year. Three areas have seen decreases across all subjects with Rugby borough experiencing the largest of these in Writing and North Warwickshire in Maths, both down by 2.5 ppts. Apart from North Warwickshire, all other areas are in line or above national averages across all three subjects.



## 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		2017	2018	2019	Trend
Reading	LA Rank (out of 152)	70	48	71	Downward ↓
	SN Rank (out of 11)	7	5	7	Downward ↓
Writing	LA Rank (out of 152)	52	59	59	Static ↔
	SN Rank (out of 11)	3	4	5	Downward ↓
Maths	LA Rank (out of 152)	94	68	92	Downward ↓
	SN Rank (out of 11)	7	5	8	Downward ↓
Reading, Writing, Maths (RWM)	LA Rank (out of 152)	71	49	68	Downward ↓
	SN Rank (out of 11)	6	4	6	Downward ↓

6.2 65% of Warwickshire pupils achieved the Expected Standard in the combined Reading, Writing and Maths measure in 2019, 2ppts below the 2018 result and currently in line with the National result for state-funded schools. Across Warwickshire, there has been a slight improvement in Maths and stability in Writing. Performance in Reading has dropped by 4ppts and this has contributed to the downward trend in the key headline measure. This mirrors the national trend as across the Country, performance in Reading has also declined by nearly 3ppts.

Table 3: KS2 results for the Districts and Boroughs

	% achieving the Expected Standard											
	Reading			Writing			Maths			RWM		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
England*	72%	76%	73%	77%	79%	78%	75%	76%	79%	62%	65%	65%
Statistical Neighbours	74%	77%	74%	78%	80%	80%	76%	76%	79%	63%	66%	66%
Warwickshire	73%	78%	74%	78%	80%	80%	74%	77%	78%	62%	67%	65%
North Warwickshire	68%	72%	69%	74%	76%	77%	68%	73%	75%	55%	61%	61%
Nuneaton and Bedworth	69%	71%	69%	77%	77%	78%	75%	75%	74%	59%	62%	60%
Rugby	72%	78%	77%	80%	81%	81%	74%	76%	79%	63%	68%	67%
Stratford on Avon	77%	82%	78%	79%	83%	81%	74%	79%	78%	64%	71%	68%
Warwick	77%	84%	77%	79%	82%	80%	76%	80%	82%	66%	72%	68%

\* State funded schools

6.3 Performance across the district and boroughs does vary at Key Stage 2 with the highest performing district, Warwick, at 68.5% for the combined Reading, Writing and Maths (RWM) measure just 0.2ppts above Stratford but 8ppts above the lowest performing borough, Nuneaton and Bedworth at 60%.

Despite this, performance in Warwick has decreased by 3ppts on last year and across the board there has been a downturn for this measure initiated by the fall in performance in the Reading subject.

Both North Warwickshire and Nuneaton and Bedworth remain below the national average for the combined reading, writing and maths measure.

6.4 **KS1 to KS2 Progress** - 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. 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 reading, 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 progress scores:

Subject	2017	2018	2019
Reading	-0.6	-0.3	-0.1
Writing	-0.5	-0.5	0.0
Maths	-1.1	-0.8	-0.5

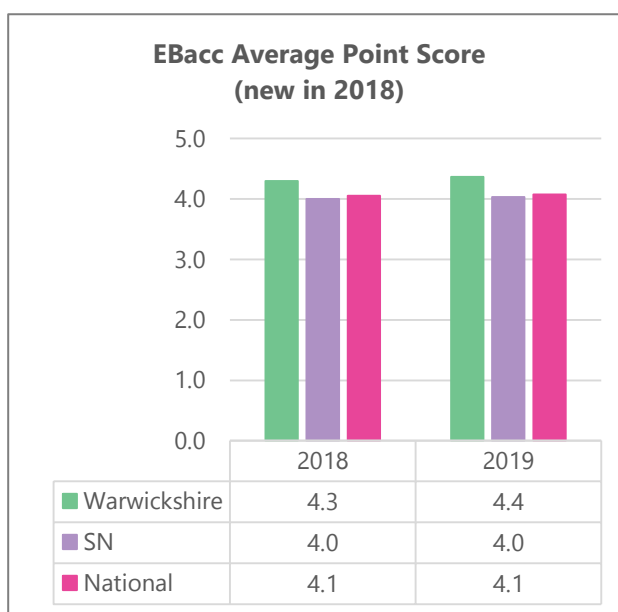
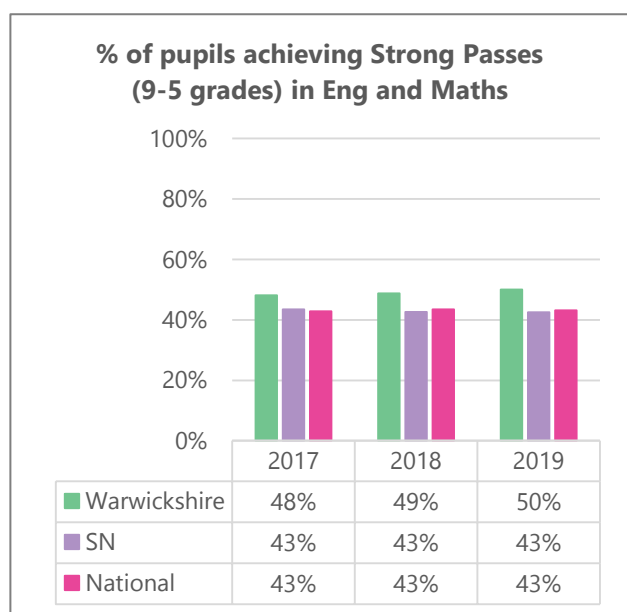
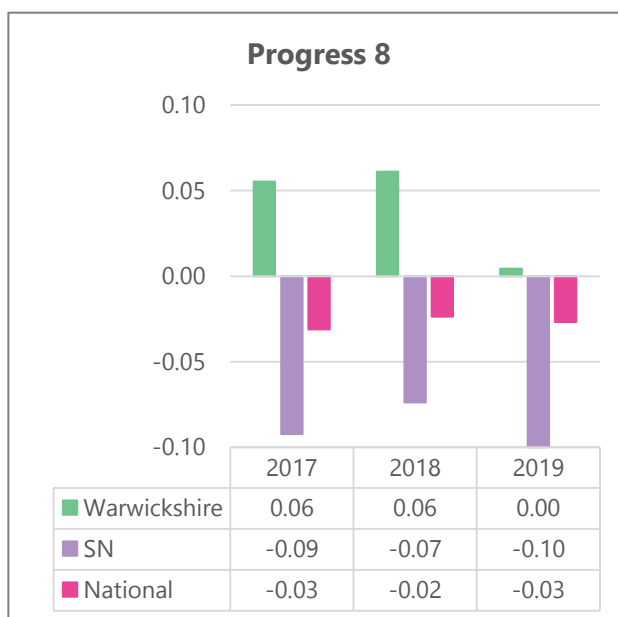
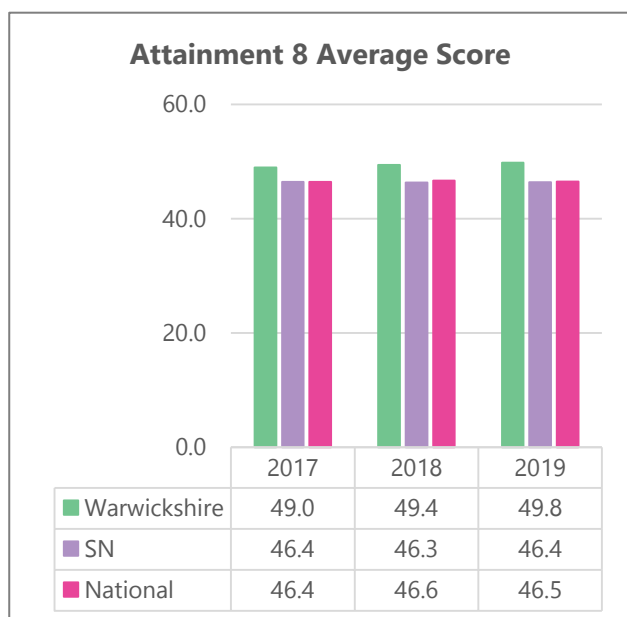
## 7.0 Key Stage 4 – GCSE and equivalent qualifications

- 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 2019, 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 are 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 was 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



Data shows that Warwickshire’s strong performance at Key Stage 4 continues.

The Rank table below shows an upwards trend in the ranking for Attainment 8, with Warwickshire improving its position the last two years running, moving up six places in total, from 31st place nationally in 2017 and 29th in 2018.

Progress 8 has dropped from previous years - from 43rd in 2018 and 42nd in 2017, this brings us in line with West Midland Local Authorities.

Warwickshire has improved one place on its 2018 ranking for the EBacc average point score, moving from 33rd to 32nd.









KS4 Measures		2017	2018	2019	Trend in last year
Attainment 8	LA Rank (out of 152)	31	29	25	Upwards 
	SN Rank (out of 11)	1	1	1	Static 
Progress 8	LA Rank (out of 152)	42	43	59	Downward 
	SN Rank (out of 11)	1	1	3	Downward 
% achieving a Strong Pass in English and Maths	LA Rank (out of 152)	32	28	25	Upwards 
	SN Rank (out of 11)	1	1	2	Downward 
EBacc Average Point Score	LA Rank (out of 152)	n/a	33	32	Upwards 
	SN Rank (out of 11)	n/a	1	1	Static 

Table 4: KS4 results for the Districts and Boroughs

	Attainment 8			Progress 8			Strong Pass (9-5 grade) in English and maths			EBacc APS	
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2018	2019
England*	46.4	46.6	46.5	-0.03	-0.02	-0.03	43%	43%	43%	4.1	4.1
Statistical Neighbours	46.4	46.3	46.4	-0.09	-0.07	-0.10	43%	43%	43%	4.0	4.0
Warwickshire	49.0	49.4	49.8	0.06	0.06	0.00	48%	49%	50%	4.3	4.4
North Warwickshire	43.7	44.0	44.7	-0.10	-0.17	-0.25	31%	40%	37%	3.7	3.8
Nuneaton and Bedworth	43.9	42.8	43.5	-0.23	-0.22	-0.31	38%	36%	38%	3.6	3.7
Rugby	50.8	54.7	51.5	0.10	0.16	0.05	54%	60%	54%	4.9	4.6
Stratford on Avon	54.0	55.4	55.0	0.25	0.29	0.18	60%	59%	60%	4.9	5.0
Warwick	49.9	49.4	51.1	0.20	0.20	0.27	51%	48%	52%	4.3	4.4

\* State funded schools

## 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.

Post 16 Measures <i>(all National data is based on state-funded schools and colleges)</i>		2017	2018	2019	Trend in the last year
A Level Attainment (Average grade and score)	Warwickshire result	C+ 32.3	C+ 33.7	C+ 33.8	Upward 
	National result	C 31.1	C+ 31.8	C+ 32.9	
	LA Rank (out of 152)	33	20	33	
Tech level Attainment (Average grade and score) <sup>1</sup>	Warwickshire result	Dist- 30.7	Merit 26.5	Merit 25.3	Downward 
	National result	Dist- 32.3	Merit+ 28.3	Merit+ 28.6	
	LA Rank (out of 152)	112	96	120	
Applied General level Attainment (Average grade and score) <sup>2</sup>	Warwickshire result	Dist- 33.2	Merit+ 27.4	Merit+ 27.8	Upward 
	National result	Dist 35.7	Merit+ 28.2	Merit+ 28.9	
	LA Rank (out of 152)	124	89	102	
% of pupils achieving AAB or higher in at least 2 facilitating subjects <sup>3</sup>	Warwickshire result	16.6%	17.3%	16.4%	Downward 
	National result	14.3%	13.7%	14.1%	
	LA Rank (out of 152)	30	22	31	

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.



## 9.0 Performance summary of disadvantaged children

- 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.
- 9.2 The table below is only intended to provide a brief summary of the outcomes of these children. Further analysis about the outcomes of disadvantaged children will be 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 2019 pupil characteristics data so further analysis on the achievement of disadvantaged children will be available towards the end of the year. In the meantime, please find below a table that shows how Warwickshire's disadvantaged pupils achieved.

### Key

EYFSP – Early Years Foundation Stage Profile

RWM – Combined Reading, Writing and Maths measure




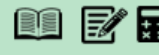

Disadvantaged - The DfE define 'Disadvantaged' pupils as those who have been a) eligible for Free School Meals at any point in the last 6 years, b) children who are looked after or c) children who have been adopted from care or via a Special Guardianship or Child Arrangements Order

**A = All Pupils | D = Disadvantaged Pupils | O = Other (non-disadvantaged) Pupils |**

**Diff = Difference between Disadvantaged pupils and Other pupils**

# Closing the Gap: 2019 Headlines

A = All Pupils | D = Disadvantaged Pupils | O = Other (non-disadvantaged) Pupils | Gap = Warwickshire disadvantaged minus National Other

	WE1 – Early Years Foundation Stage				WE3 – Family of Schools																							
	 EYFSP				 Phonics Year 1				 Key Stage 1 - Expected Standard												 Key Stage 2 - Expected Standard				 Key Stage 4			
	% Good Level of Development				% Working At expected Level				Reading (R)				Writing (W)				Maths (M)				RWM				Grade 5 or above in E&M GCSEs			
	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap
National (state funded schools)	72%	57%	74%	-17%	82%	71%	84%	-14%	75%	62%	78%	-17%	69%	55%	73%	-18%	76%	62%	79%	-17%	65%	51%	71%	-19%	43%	-	-	-
<b>Warwickshire</b>	<b>72%</b>	<b>54%</b>	<b>74%</b>	<b>-20%</b>	<b>84%</b>	<b>71%</b>	<b>85%</b>	<b>-13%</b>	<b>77%</b>	<b>60%</b>	<b>80%</b>	<b>-18%</b>	<b>71%</b>	<b>53%</b>	<b>74%</b>	<b>-20%</b>	<b>77%</b>	<b>59%</b>	<b>80%</b>	<b>-20%</b>	<b>65%</b>	<b>47%</b>	<b>71%</b>	<b>-24%</b>	<b>49%</b>	<b>22%</b>	<b>55%</b>	<b>-</b>
<small>2018</small>	72%	56%	74%	-18%	84%	70%	86%	-15%	77%	64%	80%	-15%	71%	55%	74%	-19%	77%	60%	80%	-19%	67%	47%	73%	-24%	49%	22%	55%	-28%
North Warwickshire	72%	49%	75%	-25%	84%	74%	86%	-10%	74%	60%	77%	-19%	69%	51%	72%	-22%	72%	50%	76%	-30%	61%	42%	68%	-29%	37%	16%	42%	-
Nuneaton and Bedworth	68%	58%	70%	-16%	80%	68%	83%	-17%	75%	58%	80%	-21%	69%	53%	73%	-20%	76%	57%	81%	-22%	60%	48%	66%	-22%	38%	20%	43%	-
Rugby	71%	55%	73%	-19%	87%	80%	88%	-4%	76%	59%	80%	-19%	70%	50%	75%	-23%	77%	62%	80%	-17%	67%	56%	70%	-15%	54%	21%	61%	-
Stratford on Avon	73%	48%	76%	-26%	86%	72%	87%	-13%	80%	64%	82%	-14%	74%	54%	76%	-19%	77%	60%	79%	-20%	68%	41%	74%	-30%	60%	29%	65%	-
Warwick	75%	51%	77%	-23%	82%	61%	84%	-24%	79%	63%	81%	-16%	73%	58%	75%	-16%	78%	64%	80%	-15%	68%	46%	73%	-25%	52%	22%	57%	-
Top performing District / Borough:	Warwick				Rugby				Stratford on Avon				Stratford on Avon				Warwick				Warwick							
All Pupils	Warwick				Rugby				Stratford on Avon				Stratford on Avon				Warwick				Warwick							
Disadvantaged Pupils	Nuneaton and Bedworth				Rugby				Stratford on Avon				Warwick				Warwick				Rugby							
Widest Gap	Stratford on Avon				Warwick				Nuneaton and Bedworth				Rugby				North Warwickshire				Stratford on Avon							
Smallest Gap	Nuneaton and Bedworth				Rugby				Stratford on Avon				Warwick				Warwick				Rugby							

Dashes - indicate that this level of data is not currently available

## 10.0 Priorities

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

- [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:

Local Member(s): none

Other members: none