

Summary of the Kent Early Years Foundation Stage
Assessments, KS1 and KS2 SATs, GCSE and A Level
results for 2012

INDEX

EARLY YEARS FOUNDATION STAGE	2
KEY STAGE 1	6
KEY STAGE 2	14
GCSE – PROVISIONAL RESULTS	24
A LEVEL – PROVISIONAL RESULTS	28

Introduction

- This report provides a summary of the Kent Early Years Foundation Stage Assessments, KS1 and KS2 SATs, GCSE and A Level results for 2012.

These are provisional results and may change slightly following formal DfE validation in autumn 2012.

Early Years Foundation Stage

- The 2012 Foundation stage assessments, taken at age 5 in a child's first year of Reception class, show a significant improvement from 2011 in all 13 aspects of learning. This is particularly pleasing as it is the sixth year in succession that Kent's Foundation Stage outcomes have shown improvement.

Areas of significant increase (more than 3%) include

- 5.2% improvement in writing – an area of learning targeted through training and the core work of the team
- 3.7% improvement in reading – an area targeted through letter and sounds training
- 3.0% improvement in emotional development – an area targeted through our Leuven work as well as training
- 4.5% improvement in linking sounds and letters – an area targeted in the Communication, Language and Literacy Development and Every Child a Talker
- 3.7% improvement in Calculating – again an area of focused training

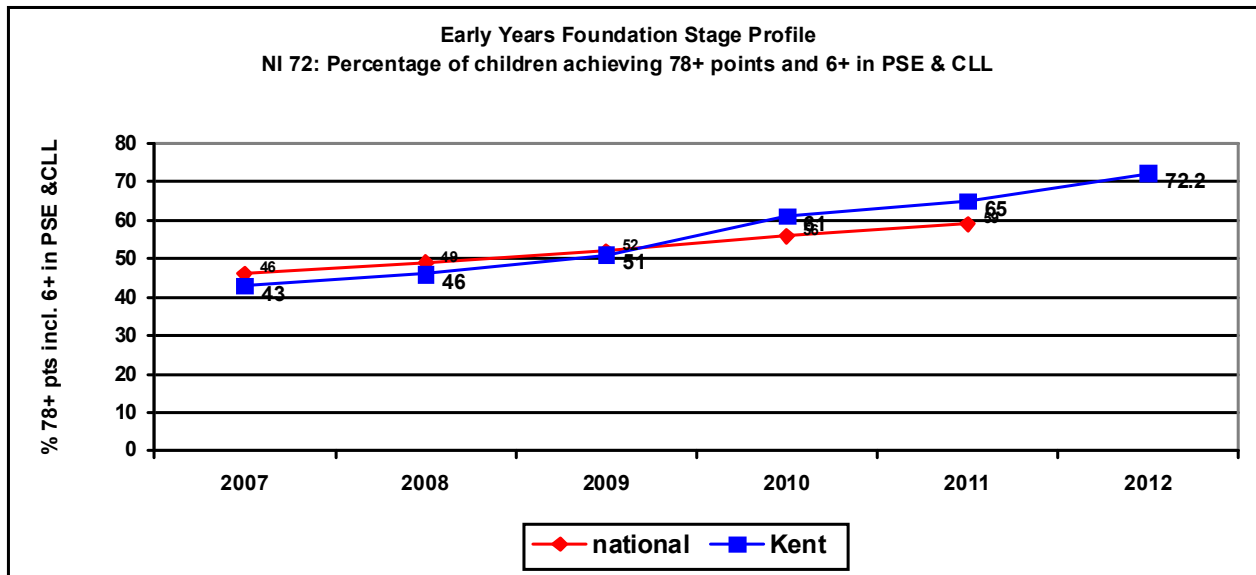
Kent had 16,612 pupils in this year's cohort and 600 additional pupils than 2011 and a figure that has been increasing for 6 consecutive years.

- Overleaf a table shows Kent and National data for previous years against the thirteen aspects of learning. (National data for 2012 will be available end October). The table also shows the % improvement for Kent in each aspect of learning between 2011 and 2012.

(National in brackets)	2007 % 6+ Points	2008 % 6+ Points	2009 % 6+ Points	2010 % 6+ Points	2011 %6+ Points	2012 0%6+ Points	% increase 11/12
Dispositions and Attitudes	89.1 (87)	91.1 (88)	93.1 (89)	94.6 (91)	95.5	96.2	0.7
Social Development	81 (80)	82.5 (82)	86.1 (83)	90.0 (86)	91.4	93.1	1.7
Emotional Development	74 (76)	76.3 (77)	80.6 (79)	85.4 (81)	87.4	90.4	3.0
Language for Communication and Thinking	80 (78)	82.6 (79)	86.5 (82)	89.1 (84)	91	92.2	1.2
Linking Sounds and Letters	65.4 (65)	70.6 (71)	74.8 (74)	79.4 (77)	81.9	86.4	4.5
Reading	67.5 (69)	69.4 (70)	72.9 (72)	77.9 (74)	80.3	84.0	3.7
Writing	55.9 (58)	58.8 (61)	62.7 (62)	68.8 (65)	72.6	77.8	5.2
Numbers as Labels and for Counting	88 (87)	89.6 (88)	90.1 (88)	91.1 (89)	91.4	92.8	1.4
Calculating	69.8 (70)	72.5 (72)	74.7 (73)	78.8 (76)	80.8	84.5	3.7
Shape, Space and Measures	83.2 (80)	82.8 (81)	85.7 (82)	87.7 (84)	88.4	90.9	2.5
Knowledge and Understanding of the World	79.9 (77)	79.9 (79)	85.6 (81)	87.2 (83)	88.6	91.9	3.3
Physical Development	89.5 (88)	89.9 (89)	93.4 (90)	93.5 (91)	94.7	95.6	0.9
Creative Development	79 (78)	80.9 (79)	83.9 (80)	85.4 (82)	87.2	90.5	3.3

Chart 1 below demonstrates performance in Kent over the last six years with comparative National performance for this indicator and identifies that an additional 29% of children (around 4500) in 2012 are now achieving the expected level.

Chart 1



National Indicator 72 – Number of children achieving 78+ points and 6+ in PSE & CLL

For the sixth year in succession Kent has exceeded its Statutory Improvement Target NI 721. Kent exceeded the 2011 result of 64.8 % by 7.3. The percentage of children now reaching this “good” level of development is 72.2%. This improvement equates to an additional 750 children in 2012 now entering Year One of their primary phase of learning having mastered the skills and competencies for learning in Year One. The improvement over a two year period equates to an additional **2250 children now achieving the expected level, which is very positive.**

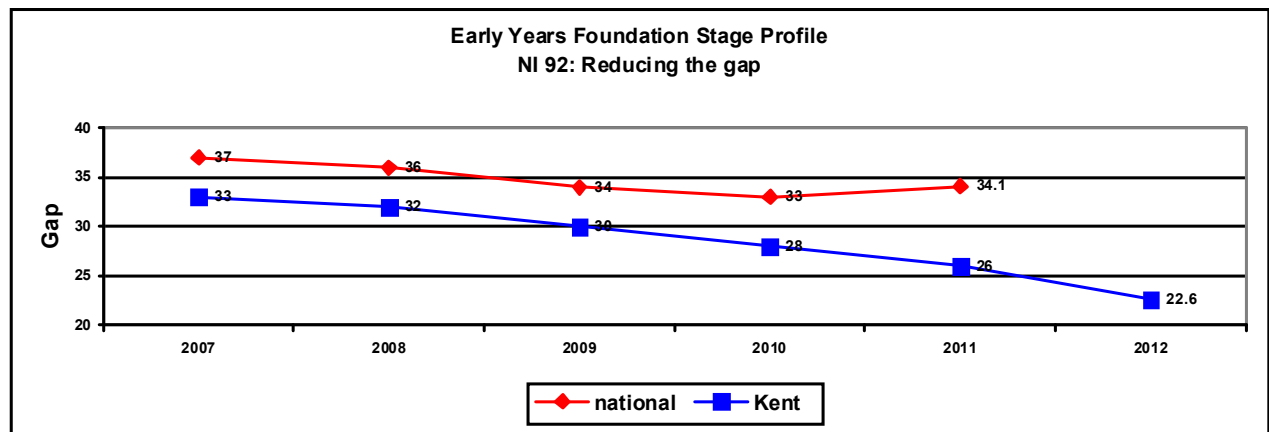
National Indicator 92 – Reducing the gap

Chart 2 below focuses on NI 92² and provides Kent and National data. The importance of this target is to ensure that when improving outcomes for all children we also focus on reducing the inequalities between the lowest 20% and the median measure. **Again the improving trend is a clear indicator of improving outcomes for children in the lowest achieving 20%.**

¹ Improving the proportion of children achieving at least 78 points in EYFSP with at least 6 points in **all** aspects of Personal, Social and Emotional (PSE) Development as well as Communication, Language and Literacy (CLL) Development.

² Reducing the gap between the average of the lowest 20% and the median.

Chart 2



Kent has continued for the sixth year in succession to reduce the gap between the lowest achieving 20% and other children. The LA gap was reduced to 25.6% in 2011 and in 2012 this gap has been further reduced to 22.6. As evidenced in Chart 2, the gap in Kent is much lower than the national gap.

Higher Achieving Children

The number of children above and beyond the expected level and achieving 8 or more points has improved or is the same in 7 out of the 13 aspects of learning. The greatest improvement is in writing with 25.7 % of the children now achieving 8 or more points. The eight areas of learning where improvement is evident or the same as last year are:

- Dispositions and attitudes (an increase of 3.8 %)
- Emotional development (an increase of 4.7 %)
- Linking sounds and letters (an increase of 6.3 %)
- Reading (an increase of 5.6 %)
- Writing (an increase of 4.7 %)
- Calculating (an increase of 5.4 %)
- Numbers (as labels and for counting 5.6%)

Provisional Priorities for Action

- Continue to improve the quality of provision in settings which feed Kent's most challenging schools and ensure that early intervention, (prior to children entering Reception) is secure.
- Establish a plan of support for all Reception classes where the expected level of achievement was not reached.
- Implement a bespoke programme of professional development for all Reception classes requiring additional support to raise the quality of teaching.
- Ensure that schools track the children entering Year 1 from Reception that are likely to require additional intervention and ensure their needs are catered for within the School's Intervention programme.

Key Stage 1

Kent performance compared to national 2007 to 2012

READING	2007	2008	2009	2010	2011	2012
% Level 2B+ Reading	70.9	72.1	71.7	72.3	73.2	75.7
Nat % Level 2B+ Reading	71	71	72	72	73.2	N/A
% Level 3+ Reading	28.6	28.2	28.3	27.1	26.9	27.4
Nat % Level 3+ Reading	26	25	26	26	26.0	N/A
WRITING	2007	2008	2009	2010	2011	2012
% Level 2B+ Writing	58.0	59.2	59.2	59.4	59.5	62.3
Nat % Level 2B+ Writing	59	58	60	60	59.5	N/A
% Level 3+ Writing	12.9	14.4	14.1	13.7	13.5	12.8
Nat % Level 3+ Writing	13	12	12	12	13.0	N/A
MATHS	2007	2008	2009	2010	2011	2012
% Level 2B+ Maths	75.2	75.0	74.1	74.1	73.7	76.6
Nat % Level 2B+ Maths	74	74	74	73	74.0	N/A
% Level 3+ Maths	24.9	23.5	22.8	20.4	20.1	21.3
Nat % Level 3+ Maths	22	21	21	20	N/A	N/A

N.B. DfE National Data for KS1 results in 2012 is not released until 29th September, but NCER data is available to give an early indication.

KEY POINTS:

Overall Key Stage 1 is showing an improvement against previous performance.

At level 2b (the expected level for most 7 year olds) Kent has continued to make good progress in reading and considerable progress in writing. Maths has also made good progress with a 2.6% increase on the NA in 2011.

Level 3 has shown an improvement in reading and maths from 2011 but writing has fallen to its lowest level since 2007. In Reading we have improved to being ahead of the NA in 2011 while writing has dipped slightly below. Maths has improved this year showing 1.2% above the NA in 2011.

READING

Kent performance compared to national 2007 to 2012 – Gender Analysis

READING	2007	2008	2009	2010	2011	2012
% Level 2B+ Reading Girls	77.1	77.2	78.1	77.9	77.5	80.9
% Level 2B+ Reading Boys	65.0	67.2	65.8	67.0	69.1	76.3
Nat % Level 2B+ Reading Girls	77	77	77	78	79.0	N/A
Nat % Level 2B+ Reading Boys	66	66	67	67	68.0	N/A
% Level 3+ Reading Girls	33.3	33.4	32.8	31.5	31.5	31.8
% Level 3+ Reading Boys	24.1	23.1	24.1	23.0	22.5	30.0
Nat % Level 3+ Reading Girls	30	29	30	30	30	N/A
Nat % Level 3+ Reading Boys	22	21	22	22	22	N/A

Level 2b+ for girls shows considerable improvement from last year and its strongest level for more than 5 years.

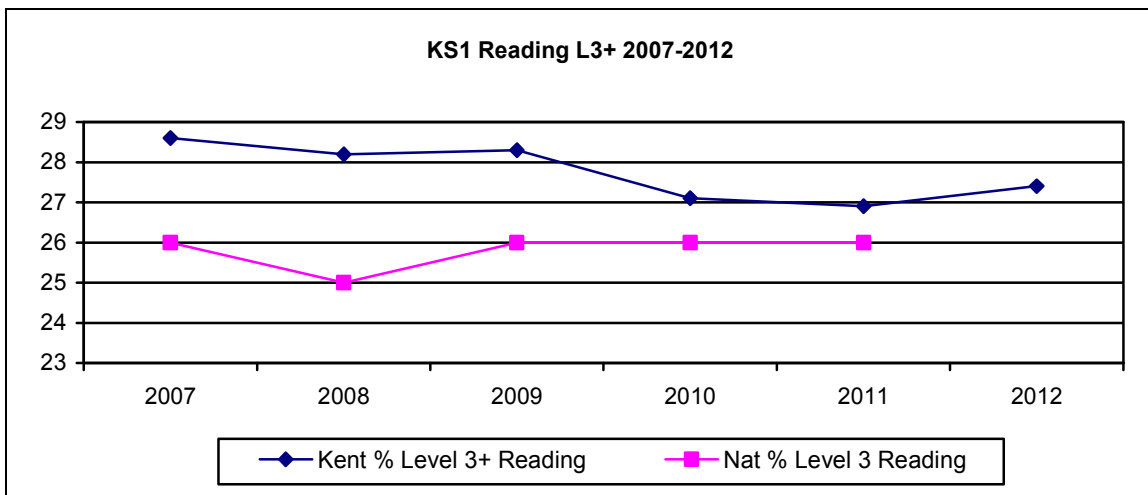
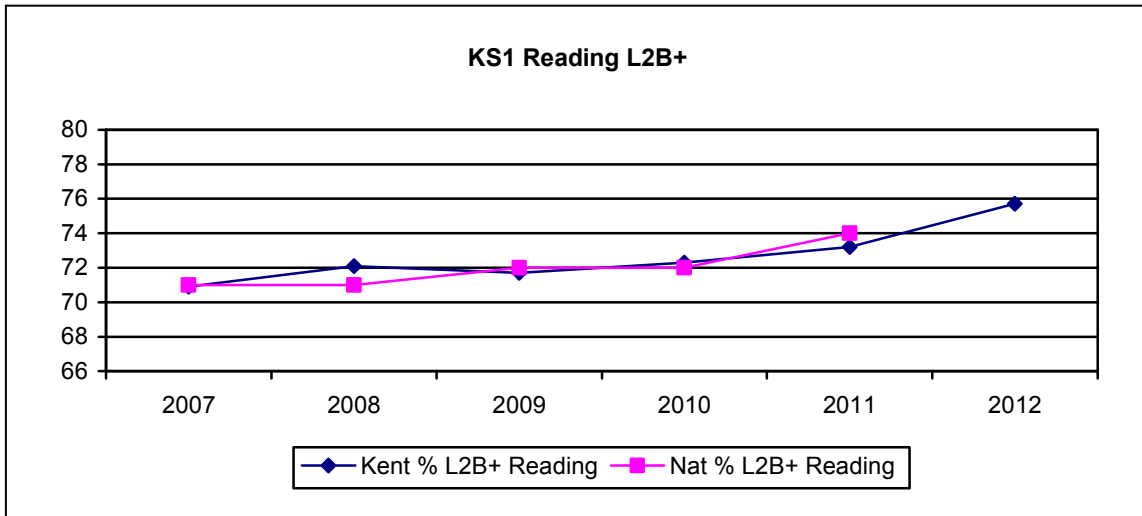
Level 2b+ for boys has again shown improvement with a 7.2% increase on 2011 and has risen by 9.1% over the last five years.

Outcomes for boys and girls have remained more or less the same nationally over the last 5 years therefore Kent boys are doing well.

However, higher achieving girls (Level 3+) while they maintained the 2010 results have a 5 year declining trend. They remain above the NA.

However, higher achieving boys declined slightly from 2010 and have a 5 year declining trend. They remain above the NA.

READING



WRITING

Kent performance compared to national 2003 to 2011 – Gender Analysis

WRITING	2007	2008	2009	2010	2011	2012
% Level 2B+ Writing Girls	66.9	67.7	68.3	68.3	67.4	70.7
% Level 2B+ Writing Boys	49.5	51.0	50.7	51.1	52.0	66.6
Nat % Level 2B+ Writing Girls	67	67	68	69	70	N/A
Nat % Level 2B+ Writing Boys	51	51	52	52	53	N/A
% Level 3+ Writing Girls	17.3	19.1	18.7	18.2	18.1	16.6
% Level 3+ Writing Boys	8.6	10.0	9.7	9.4	9.1	9.2
Nat % Level 3+ Writing Girls	17	16	16	16	17	N/A
Nat % Level 3+ Writing Boys	9	8	9	8	9	N/A

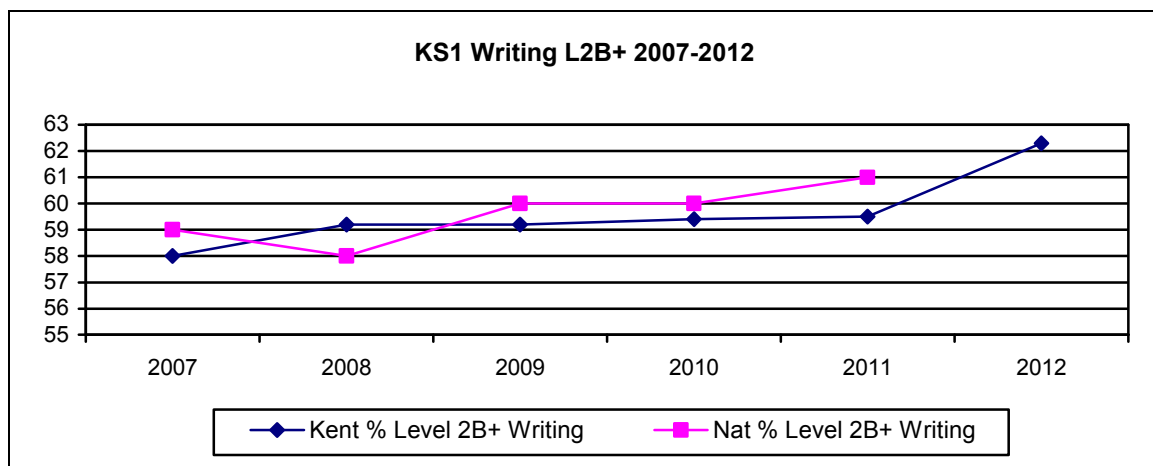
Level 2b+ Girls have improved in 2012 to well above the NA in 2011. The results have remained the same over the last 5 years. They were below NA in 2010 and also in 2011.

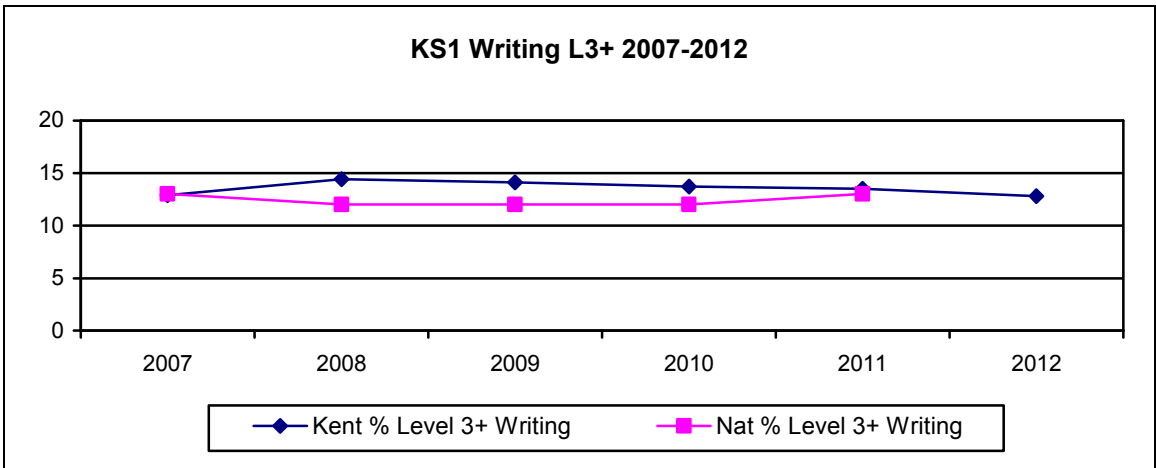
Level 2b+ Boys have shown a marked improvement this year and have a 5 year upward trend.

Boys have closed the gap with the NA. They may be above the NA this year. Nationally there is a 5 year improvement trend from 67 to 70% for girls and 51 to 53% for boys.

Higher achieving girls maintained their 2010 performance as did the boys.

However both are on a downward trend. They will both be above the NA. Nationally there is a slight 5 year downward trend 17 – 16% for girls, and 9 – 8% for boys.





MATHS

Kent performance compared to national 2007 to 2012 – Gender Analysis

MATHS	2007	2008	2009	2010	2011	2012
% Level 2B+ Maths Girls	76.7	76.1	76.6	75.6	74.3	78.0
% Level 2B+ Maths Boys	73.8	73.9	71.7	72.7	73.2	73.5
Nat % Level 2B+ Maths Girls	75	75	75	75	76	N/A
Nat % Level 2B+ Maths Boys	73	73	72	72	73	N/A
% Level 3+ Maths Girls	22.7	21.8	21.2	18.2	17.5	19.2
% Level 3+ Maths Boys	26.9	25.2	24.3	22.5	22.6	18.1
Nat % Level 3+ Maths Girls	20	19	19	18	18	N/A
Nat % Level 3+ Maths Boys	24	24	23	23	23	N/A

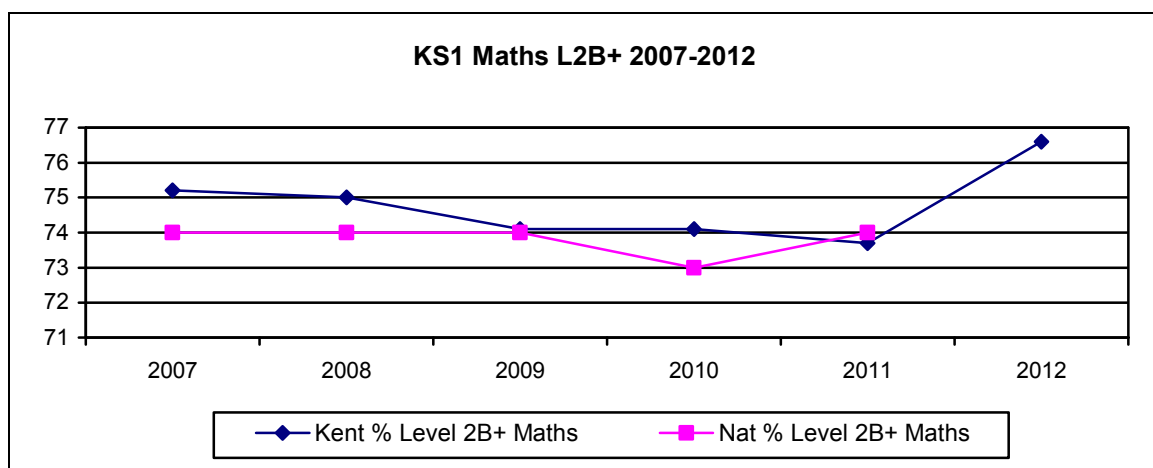
Level 2b+ Girls have improved by 3.7% in 2012. Girls may well be above NA this year.

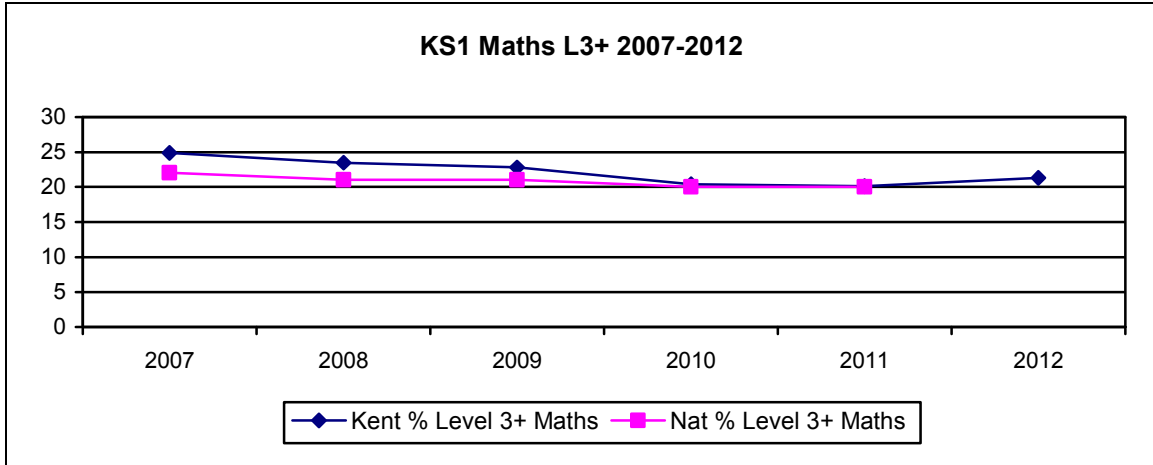
Level 2b + Boys rose by 0.5% in 2011 and a further 0.3% in 2012. Boys should be above NA this year.

Nationally attainment has remained the same over the last 5 years.

Higher achieving girls have improved their position this year to their best level in 5 years.

Higher achieving boys maintained their 2011 position but they also have a 5 year declining trend.





Priorities for KS1

- Overall to ensure that the direction takes Kent schools above the NA and begins an upward trajectory.
- To raise the attainment in all three areas at level 2b+ and at level 3+ for both boys and girls.
- To maintain the improved trend patterns of boys in all three areas.
- To focus on improving girls' performance to a more secure attainment level above the NA.

Key Stage 2

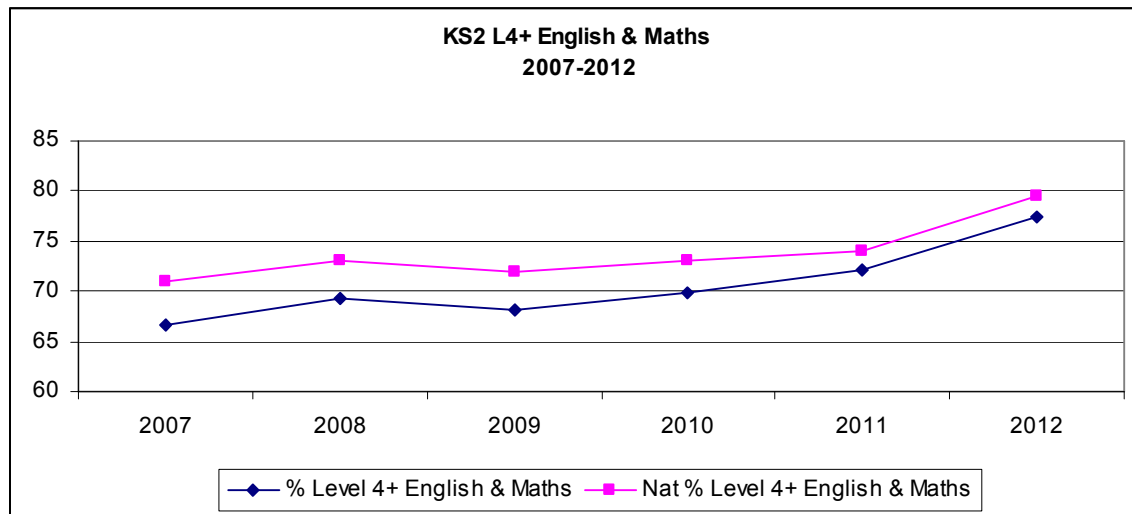
Key Stage 2 attainment

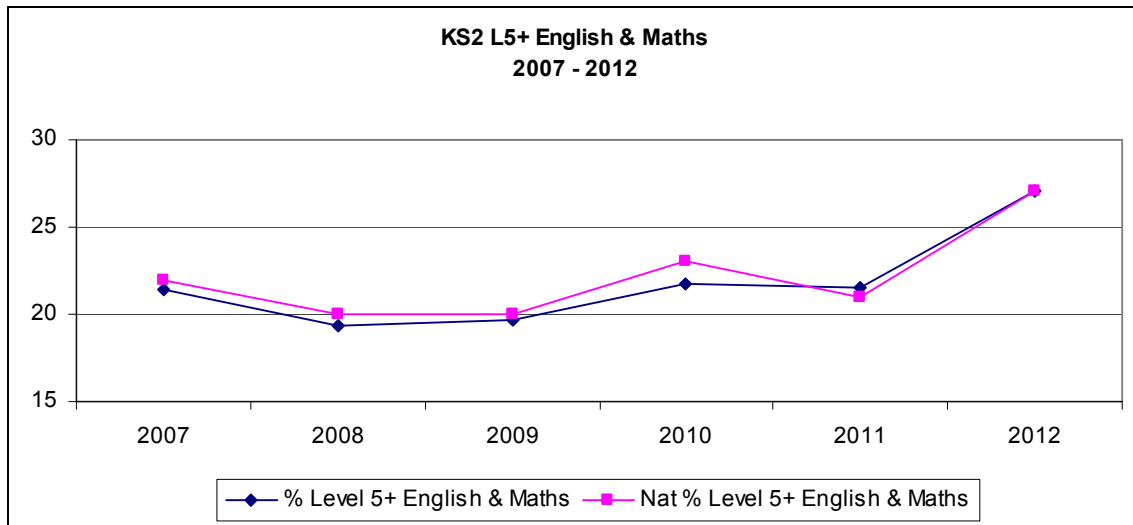
ENGLISH & MATHS	2007	2008	2009	2010	2011	2012
% Level 4+ English & Maths	66.7	69.3	68.2	69.9	72.1	77.5
% Level 5+ English & Maths	21.4	19.4	19.7	21.7	21.5	27.1
Nat % Level 4+ English & Maths	71	73	72	73	74	
Nat % Level 5+ English & Maths	22	20	20	23	21	

The provisional 2012 combined English and Maths results show 77.5% of pupils achieved the expected level of attainment at KS2 (Level 4), an improvement of 5.4 percentage points on 2011.

In 2012, in 18 Kent schools 100% of children achieved at least a Level 4 in both English & Maths, up from 11 last year (15 schools different from last year, 3 schools 100% this year and last year).

The pupil level data needed to report on FSM outcomes and the narrowing of the FSM/non-FSM gap is not available at this time.

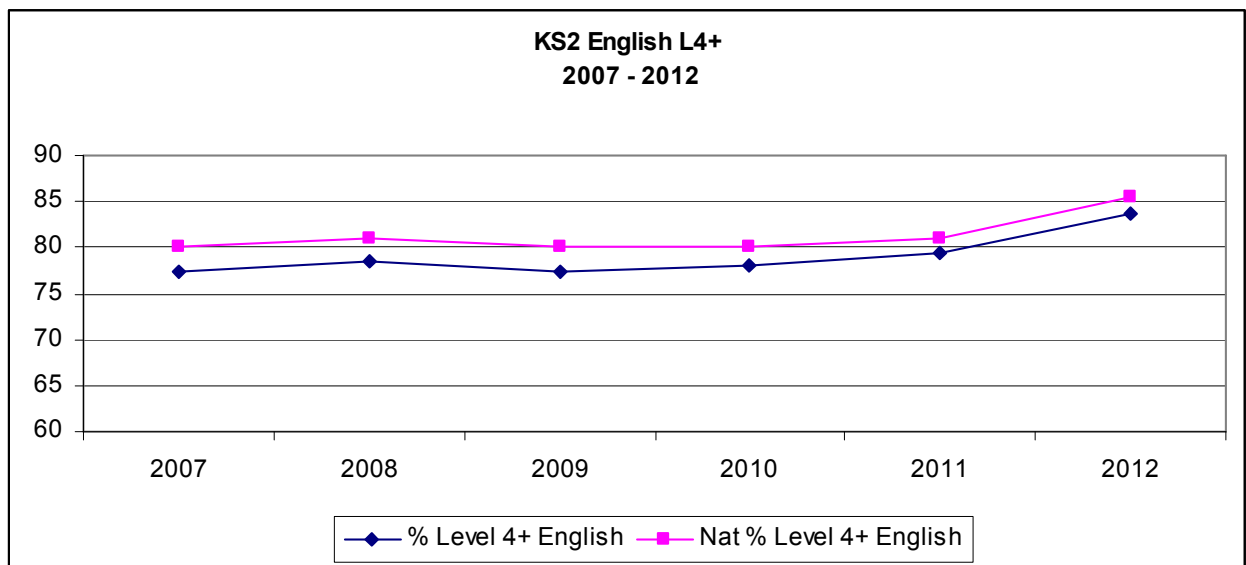


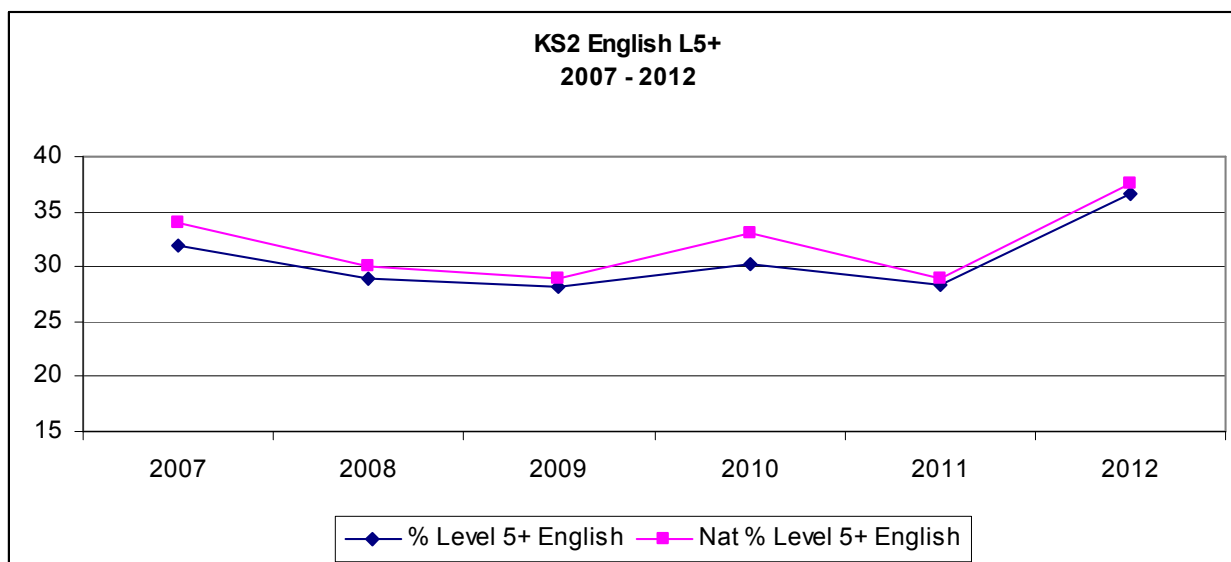


ENGLISH

ENGLISH	2007	2008	2009	2010	2011	2012
% Level 4+ English	77.3	78.5	77.4	78.0	79.3	83.6
% Level 5+ English	31.9	29.0	28.1	30.2	28.3	36.7
Nat % Level 4+ English	80	81	80	80	81	
Nat % Level 5+ English	34	30	29	33	29	

In English at Level 4+ we have seen 4.3% improvement on 2011. In English Level 5+ Kent has increased by 8.4%.





READING

READING	2007	2008	2009	2010	2011	2012
% Level 4+ Reading	81.6	84.7	83.5	82.3	81.6	85.4
% Level 5+ Reading	46.0	47.0	45.2	48.3	40.7	47.5
Nat % Level 4+ Reading	84	87	86	83	84	
Nat % Level 5+ Reading	48	49	47	50	42	

There is a Level 4+ increase of 3.8% from 2011. Level 5+ has increased by 6.8% in Kent.

WRITING

WRITING	2007	2008	2009	2010	2011	2012
% Level 4+ Writing	65.2	65.0	65.4	66.9	72.6	78.9
% Level 5+ Writing	19.7	19.9	18.5	18.9	19.3	26.8
Nat % Level 4+ Writing	67	68	68	71	75	
Nat % Level 5+ Writing	19	20	20	21	20	

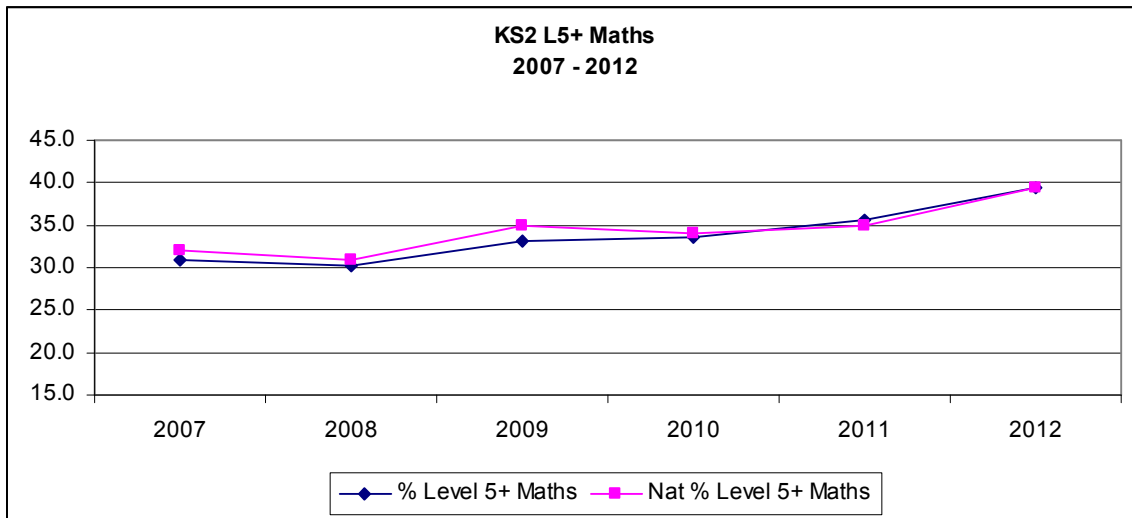
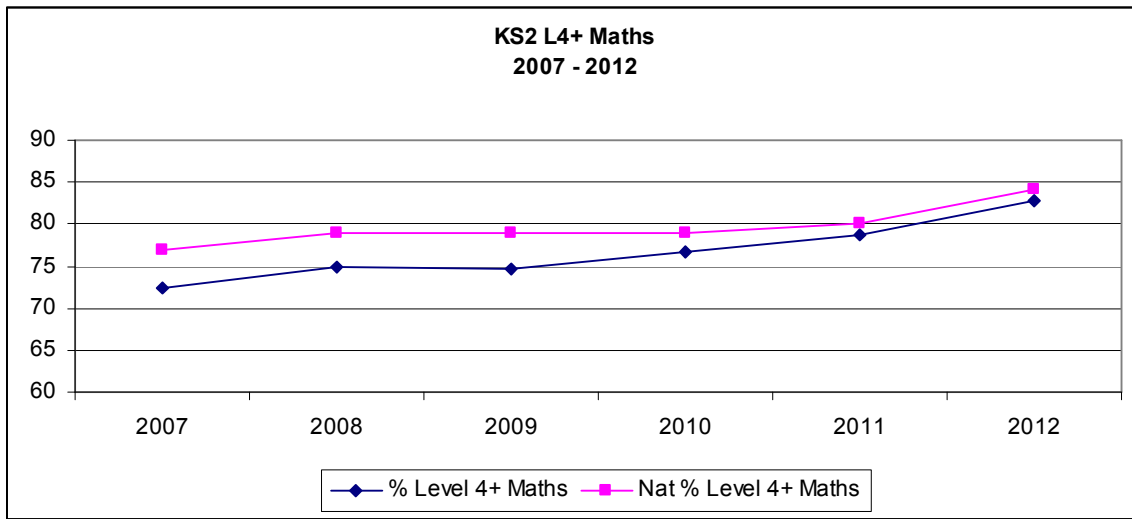
Level 4+ shows a significant increase in 2012 by 6.3%. Level 5+ has also shown a significant increase of 7.5% in 2012.

MATHS

MATHS	2007	2008	2009	2010	2011	2012
% Level 4+ Maths	72.5	74.8	74.7	76.7	78.7	82.7
% Level 5+ Maths	31.0	30.2	33.1	33.6	35.7	39.4
Nat % Level 4+ Maths	77	79	79	79	80	
Nat % Level 5+ Maths	32	31	35	34	35	

Level 4+ Maths has risen by 4% in 2012. This is a continuing upward trajectory for L4+.

Level 5+ has risen by 3.7% in 2012.

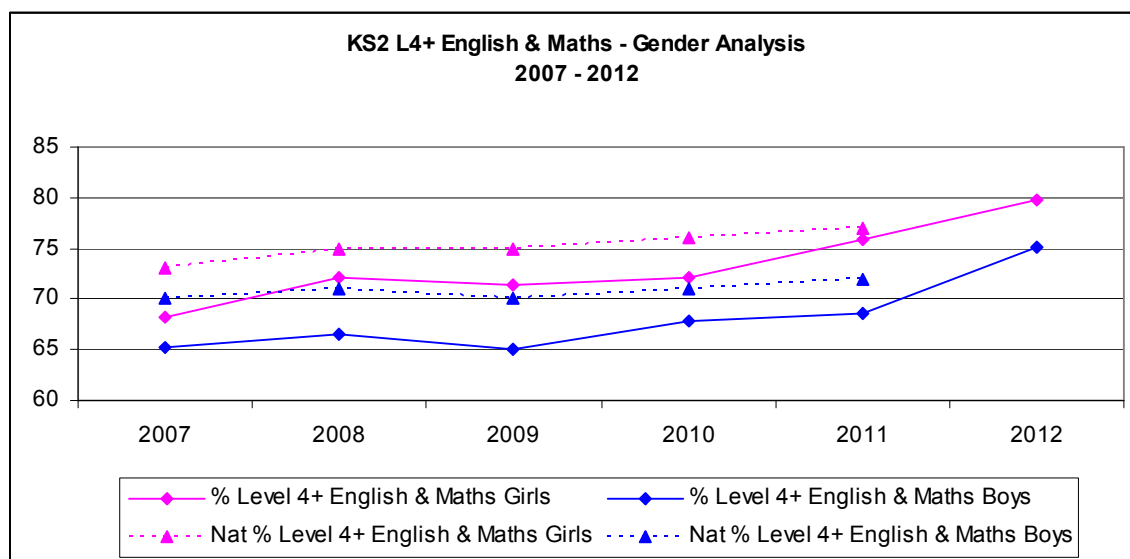


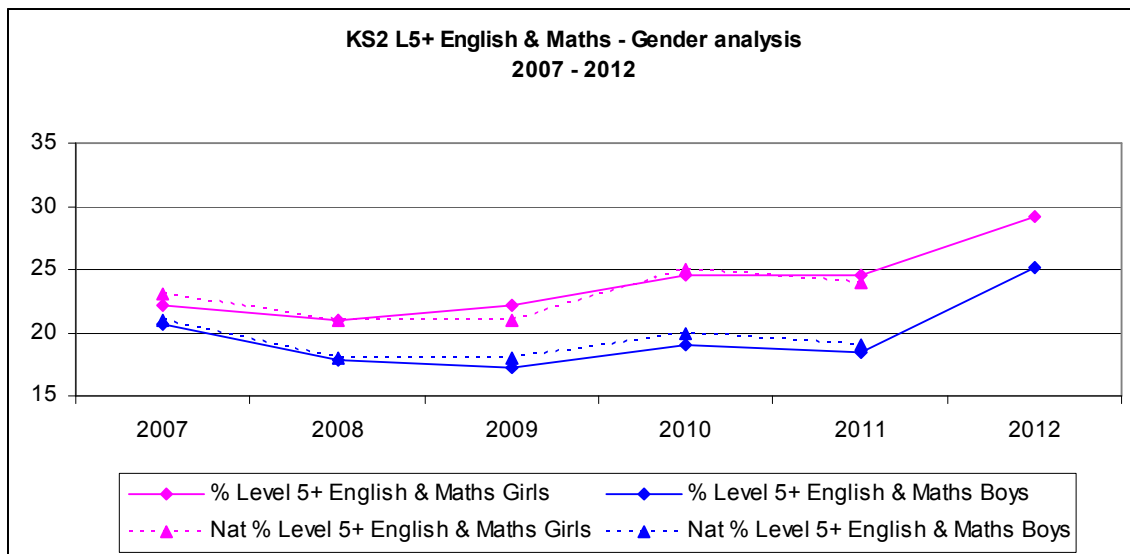
Key Stage 2 Gender Analysis

ENGLISH & MATHS	2007	2008	2009	2010	2011	2012
% Level 4+ English & Maths Girls	68.2	72.2	71.4	72.2	75.8	79.8
% Level 4+ English & Maths Boys	65.3	66.5	65.1	67.8	68.6	75.2
% Level 5+ English & Maths Girls	22.1	20.9	22.2	24.5	24.6	29.2
% Level 5+ English & Maths Boys	20.7	17.9	17.3	19.0	18.5	25.2
Nat % Level 4+ English & Maths Girls	73	75	75	76	77	N/A
Nat % Level 4+ English & Maths Boys	70	71	70	71	72	N/A
Nat % Level 5+ English & Maths Girls	23	21	21	25	24	N/A
Nat % Level 5+ English & Maths Boys	21	18	18	20	19	N/A

Level 4+ attainment for Girls rose by 4.0% in 2012 – this has increased by 7.6% since 2010. Level 4+ attainment for Boys rose by 6.6% in 2012 – this has increased by 7.4% since 2010.

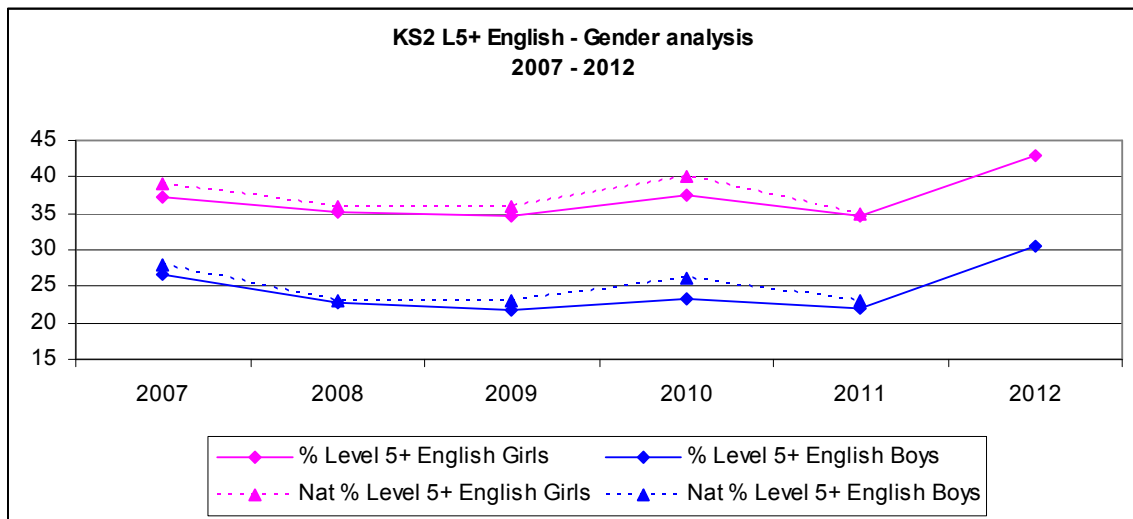
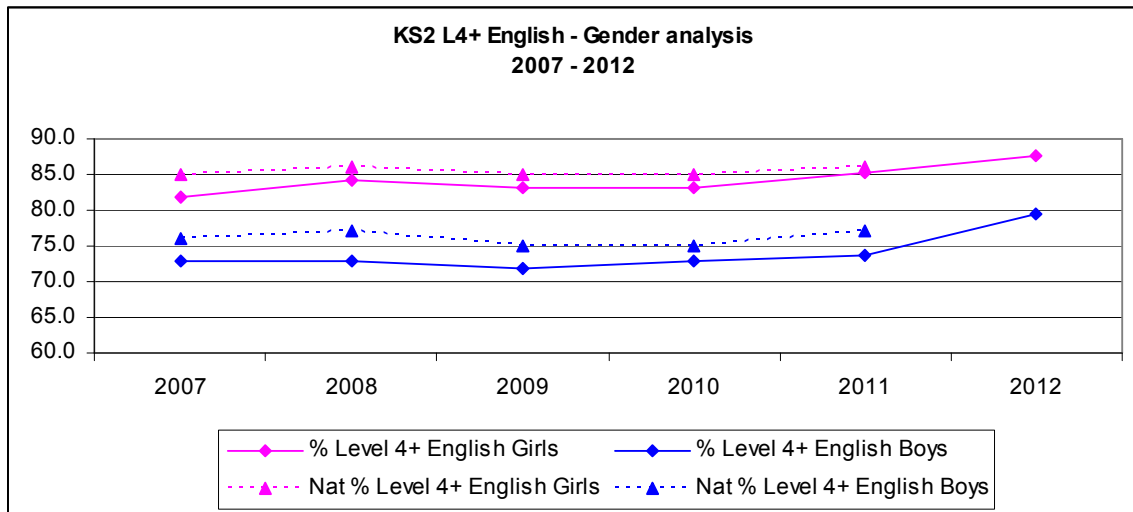
Level 5+ attainment for Girls increased by 4.6% and level 5+ attainment for Boys increased by 6.7% in 2012.





ENGLISH	2007	2008	2009	2010	2011	2012
% Level 4+ English Girls	81.8	84.1	83.2	83.2	85.2	87.7
% Level 4+ English Boys	73.0	73.0	71.8	73.0	73.6	79.6
% Level 5+ English Girls	37.2	35.3	34.7	37.4	34.7	43.0
% Level 5+ English Boys	26.7	22.8	21.6	23.4	22.1	30.6
Nat % Level 4+ English Girls	85	86	85	85	86	N/A
Nat % Level 4+ English Boys	76	77	75	75	77	N/A
Nat % Level 5+ English Girls	39	36	36	40	35	N/A
Nat % Level 5+ English Boys	28	23	23	26	23	N/A

- Level 4+ attainment for Girls has continued to rise - this year by 2.5%.
- Level 4+ attainment for Boys has risen by 6.0%.
- Level 5+ attainment for Girls has shown a significant increase this year of 8.3%
Boys have shown a similar increase of 8.5%.



READING	2007	2008	2009	2010	2011	2012
% Level 4+ Reading Girls	84.9	88.4	87.6	85.8	86.3	88.4
% Level 4+ Reading Boys	78.4	80.9	79.5	79.1	77.1	82.6
% Level 5+ Reading Girls	50.1	53.1	52.3	53.2	47.0	53.0
% Level 5+ Reading Boys	42.2	41.0	38.3	43.6	34.7	42.2
Nat % Level 4+ Reading Girls	87	90	89	87	87	N/A
Nat % Level 4+ Reading Boys	81	83	82	80	80	N/A
Nat % Level 5+ Reading Girls	52	55	54	56	48	N/A
Nat % Level 5+ Reading Boys	44	43	41	45	37	N/A

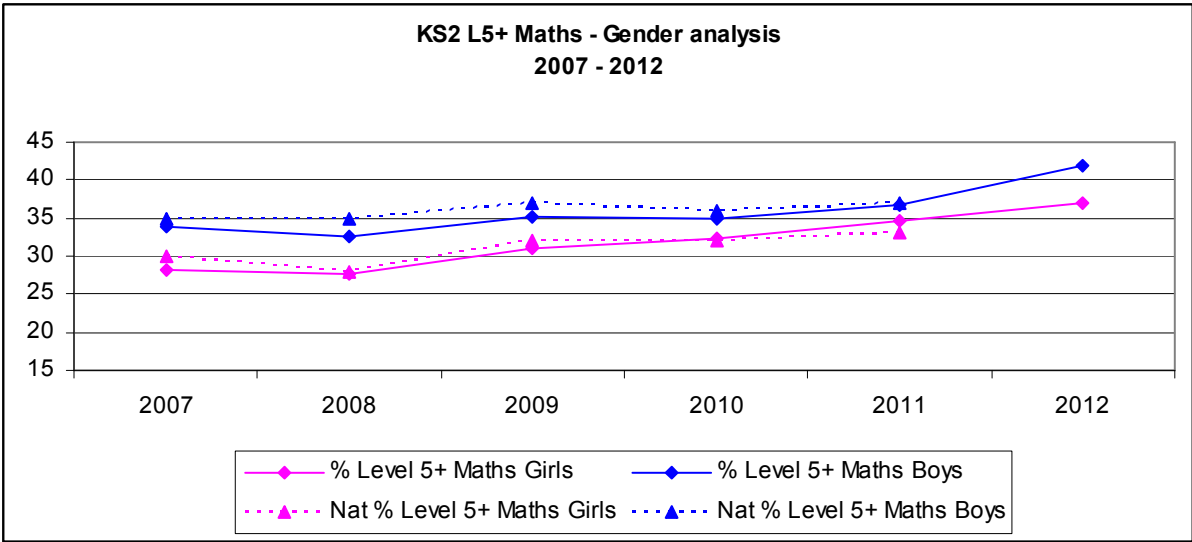
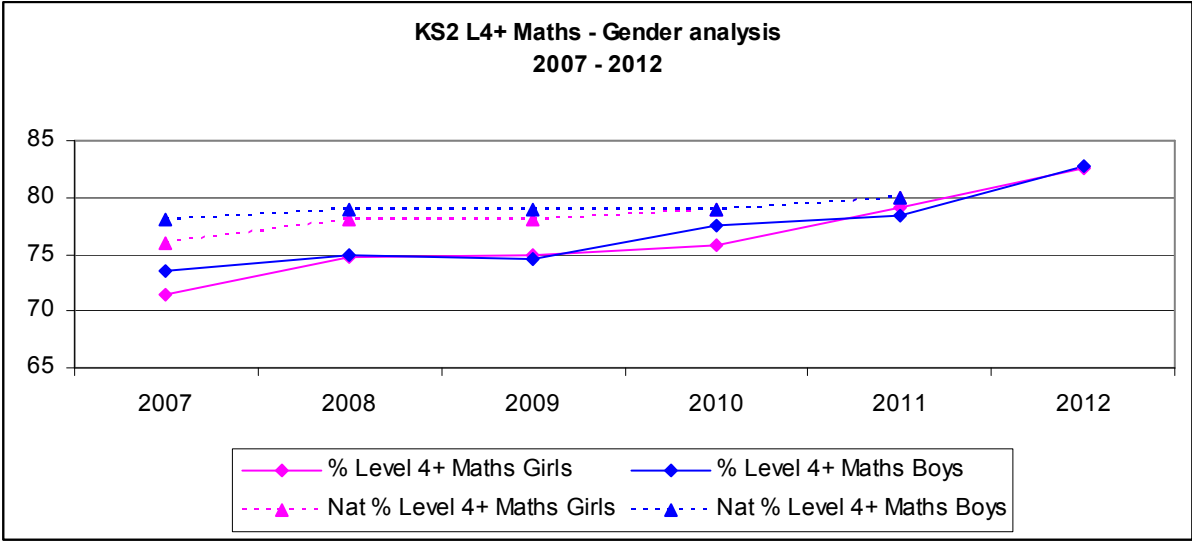
- Both L4+ and L5+ attainment for Boys and Girls have shown increases for 2012, notably a 5.5% increase for Boys at L4+ and a 7.5% increase for Boys at L5+.

WRITING	2007	2008	2009	2010	2011	2012
% Level 4+ Writing Girls	72.7	72.6	73.3	75.5	80.3	84.8
% Level 4+ Writing Boys	57.9	57.5	57.6	58.8	65.2	73.2
% Level 5+ Writing Girls	24.5	24.6	22.8	25.1	24.1	33.2
% Level 5+ Writing Boys	15.0	15.1	14.3	13.1	14.7	20.6
Nat % Level 4+ Writing Girls	75	75	75	78	81	N/A
Nat % Level 4+ Writing Boys	60	61	61	63	68	N/A
Nat % Level 5+ Writing Girls	24	25	24	27	25	N/A
Nat % Level 5+ Writing Boys	15	15	15	15	15	N/A

- Both L4+ and L5+ attainment for Boys and Girls have shown increases for 2012, notably a 8.0% increase for Boys at L4+ and L5+ increases of 5.9% for Boys and 8.7% for Girls.

MATHS	2007	2008	2009	2010	2011	2012
% Level 4+ Maths Girls	71.4	74.8	74.9	75.7	79.1	82.5
% Level 4+ Maths Boys	73.6	74.9	74.6	77.6	78.4	82.8
% Level 5+ Maths Girls	28.2	27.8	31.1	32.3	34.6	36.9
% Level 5+ Maths Boys	33.8	32.5	35.1	34.8	36.8	41.8
Nat % Level 4+ Maths Girls	76	78	78	79	80	N/A
Nat % Level 4+ Maths Boys	78	79	79	79	80	N/A
Nat % Level 5+ Maths Girls	30	28	32	32	33	N/A
Nat % Level 5+ Maths Boys	35	35	37	36	37	N/A

- Both L4+ and L5+ attainment results for Boys and Girls have shown increases for 2012, notably a 5.0% increase for Boys at L5+.



Primary Schools Below the KS2 Floor Standard

The National expectation is that at least 60% of pupils in each school will achieve level 4 in both English and Mathematics combined at KS2. (Floor Standard). This floor standard was changed from 55% to 60% in March 2011.

- **In 2012 Kent has 23 schools that performed below the floor standard of 60% This is a significant reduction from the 70 schools below the floor in 2011 and a further reduction from the 95 schools in 2010.**

The DfE announced in March 2011 that as well as a change in the floor standard of 60% for the combined progress measures for English and Maths would also be applied. This was 86% in English and 87% in Mathematics. As a consequence of this Kent was required to produce a plan to tackle underperformance.

This plan was entitled Kent Challenge. There were 44 schools who met the DfE criteria. There were an additional 48 schools who had a trend pattern between 2006 – 2010 or 2007 – 2011, of three or four years below the floor standard. There were also 47 schools that have a 2 year variable trend over the same period and are therefore meeting the DfE criteria.

During 2011 – 2012 we have worked with these schools in Kent Challenge to 'Make Improvement Happen'.

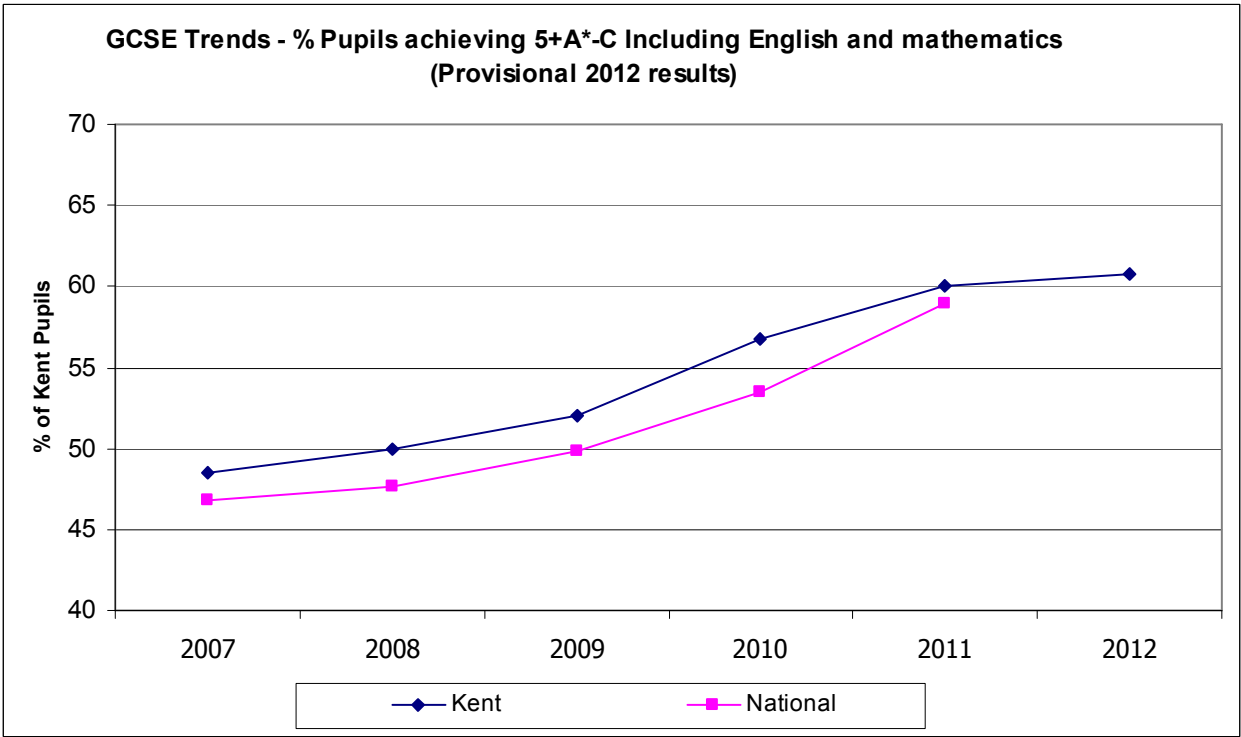
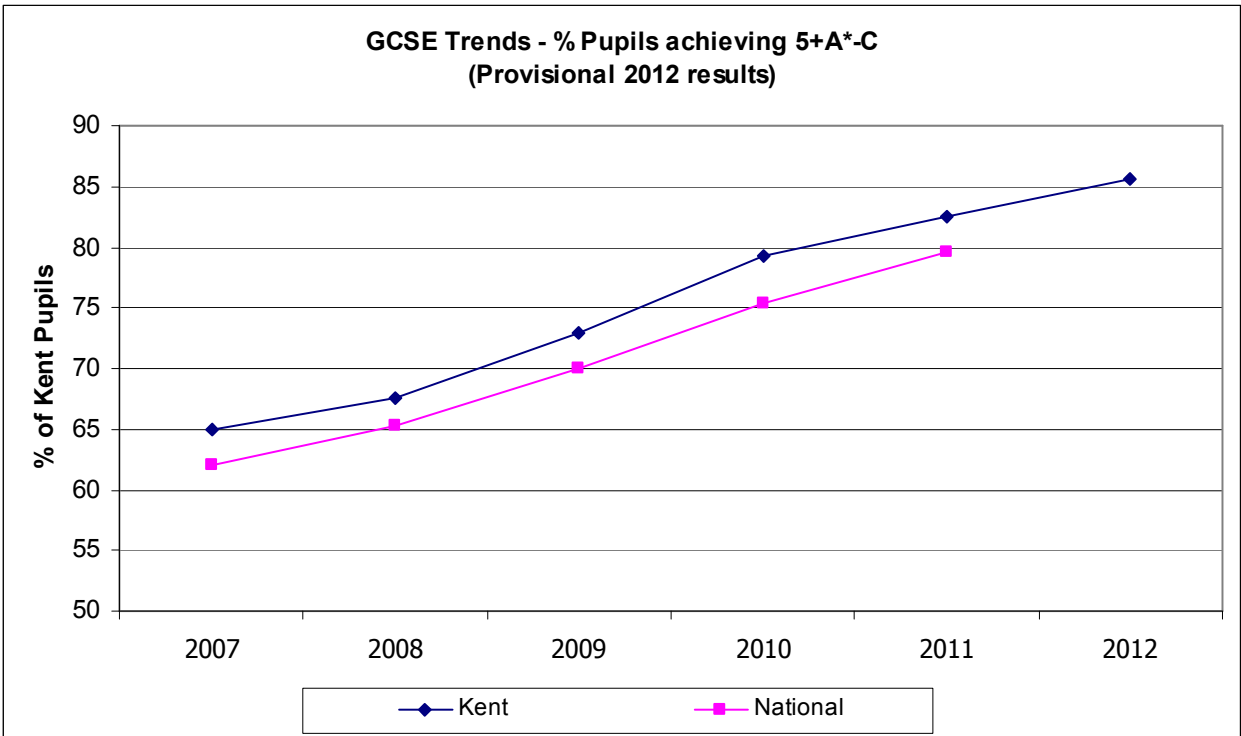
Priorities for Action

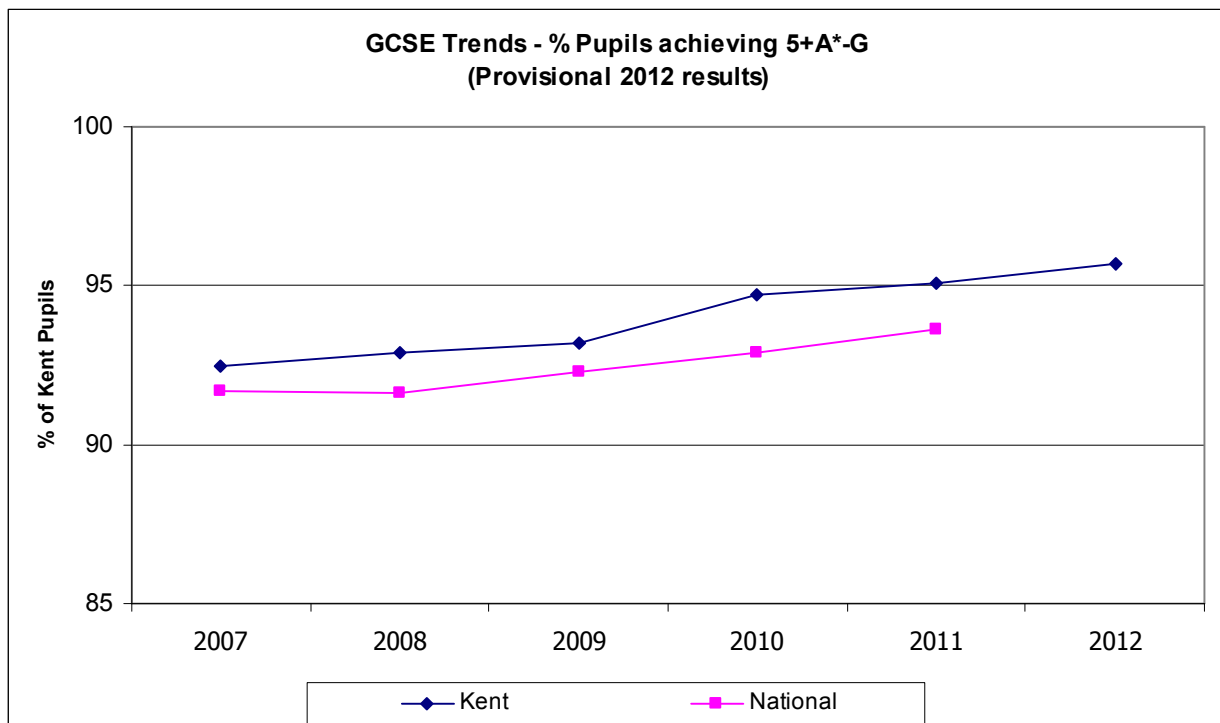
- To continue to implement Kent Challenge. This will focus on all schools below the floor standards in 2012 and those with three, four or five years below the floor standards. (56 schools).
- To continue to challenge all schools to set and achieve aspirational targets for their pupils.
- To work with schools to ensure that all vulnerable groups are making accelerated progress.
- To develop the school to school support network to ensure the sharing of best practice.
- SIAs to ensure that Districts are aware of the district data and the priorities for their areas.

GCSE – Provisional Results

Note: These figures include academies and local authority maintained schools

- Kent's GCSE results overall improved on 2011 performance by 4.6%, bringing the 5+ A*-C result to 85.6%.
- The 5+ A*-C (including *English and Maths*) also improved by 2.7%, bringing the county wide figure to 60.8%.
- Kent's 5+ A*-G results went up by 0.6%, bringing the overall result to 95.7%. Kent's performance is above National Average and is an indication of the success Kent schools' inclusive approach to securing educational success for the vast majority of its young people.
- Over 64 Kent schools showed improved performance for 5+ A*-C (including English and Maths) with 8 schools increasing by 10% or more.
- For the number of schools where results fell (33), nearly all showed small falls; eight schools showed falls in excess of 4%, of which four are an Academy and four are LA schools.
- The pupil level data needed to report on FSM outcomes and the narrowing of the FSM/non-FSM gap is not available at this time. However, the schools with over 10% of FSM students made greater gains in % 5A*-C including English and Maths (average gain 1.3%) than those with less than 10% FSM (average gain 0.2%). From this we may expect the FSM-non-FSM achievement gap to narrow this year when pupil data is released.





Secondary Schools below the KS4 Floor Standard

In 2008 the then Government set a floor target for all schools to exceed 30% of students getting 5+ A*-C including English and Maths. Kent had 33 schools which had been below the National Challenge floor target (30% of students to get 5A*-C including English and Maths) in 2008 and/or 2007. These schools have been supported through the National Challenge Programme. In 2009 22 remained below the floor target. By 2010 this had reduced to 5 local authority schools.

In 2010 the government raised the floor standard for 2011 that required schools to reaching an attainment level of 35% of students securing 5A*-C including English and Maths. The DfE further indicated that the floor standard would rise to 40% in 2012 and 50% by 2015.

- There are 18 schools below the floor standard of 40% in Kent in 2012
- There are 12 local authority schools which achieved between 40% and 50% 5A*-C including English and maths.
- There were 55 schools in Kent above the 50% future floor standard. (Including Academies)

Current position

	Local Authority Schools	Established or newly converted academies
Above 50%	20	39
Between 40% and 50%	11	12
Between 35% and 40%	5	6
Between 30% and 35%	4	0
Below 30%	1	2

Priorities for Action

- Further develop and disseminate the successful strategies to support schools in their progress towards the 2015 floor standards.
- Further narrow the performance gaps for vulnerable groups, particularly for FSM/non-FSM students.
- Provide specific challenge and support to accelerate progress in those schools which are below the floor standard, and/or causing concern.
- Secure a speedy recovery for those schools in an Ofsted category.
- Identify good practice in securing progress for lower attaining students and disseminate it so as to narrow performance gaps for these and other vulnerable groups.

A Level – Provisional Results

- Kent increased the numbers of students pursuing A Level study. However this broadening of the sixth form cohort has coincided and possibly contributed to a slight drop in one of the three key measures of sixth form attainment. Data not available until EPAS download in September.
- The overall proportion of students securing 2 or more A* - E passes increased by 1.5% from 2011's final 94.1% to a provisional 95.6%. However the 95.6% figure is close to what was being reported at this stage last year. 25 schools reported 100% of students securing 2+ A*-E grades which is the same as last year when 25 schools reported the 100% figure.
- Broadly similar numbers of schools reported rises (36 schools) and falls (29 schools) in the 2+ A*-E pass rate.
- The Average Point Score (APS) per student fell from 798.0 to 712.3, with 41 schools reporting a decrease as opposed to 39 schools reporting a rise.
- The APS per entry rose again from 214.3 to 216.1. This equates to an average grade of C grade average (C=210 points, B =240 points). Broadly similar numbers of schools reported rises (53 schools) as falls (25 schools) on this measure.

Priority for Action

- Promote the raising of standards in sixth forms through the development and extension of successful KS4 strategies, and improved GCSE results with English and maths,
- Improve teaching and learning, student progress tracking and intervention and strengthen sixth form leadership.
- Liaise with the 14-24 unit over the quality of provision offered by different school sixth forms in order to support their work in ensuring a suitable range of post 16 options are made available to young people in Kent.

