

From: Roger Gough, Cabinet Member for Education and Health Reform
Patrick Leeson, Corporate Director for Education, Learning and Skills

To: Education Cabinet Committee – 4 December 2013

Subject: School Performance 2013 - National Curriculum Test and Public Examination Results

Classification: Unrestricted

Electoral Division: County Wide

Summary:

This report provides a summary of the Kent Early Years Foundation Stage (EYFS) Assessments, KS1 and KS2 Standard Assessment Tests (SATs), GCSE and A Level results for 2013. The report includes comparison to National Data where available. It also reports on vulnerable groups against each Key Stage. This is not final validated data so caution needs to be given to the accuracy of all current results and some national comparative data is still unavailable for some indicators.

Recommendations:

The members of the Committee are asked to note:

- (i) the significant improvement in many areas of school performance in 2013
- (ii) to note the areas that still require significant improvement and the priorities for action to ensure that improvement is achieved.

1. Introduction

1.1 The full report contains a review of all available data to cover all the key stages above. The following commentary reflects a summary of the key points for each key stage and the priorities for action in 2013/2014.

2. Early Years Foundation Stage

- The main overall indicator for children at the end of the Early Years Foundation Stage changed in 2013 and is now the percentage of children achieving a Good Level of Development (GLD) for which they need to achieve Expected or Exceeding in all Prime Learning Goals (including Literacy and Mathematics). In Kent overall 64% of children achieved a GLD, with a range across districts of 55.2% – 69%. Girls continue to out-perform boys with 72% of girls and 56% of boys achieving a GLD. This is a very strong performance.
- Kent is 12% above the national average of 52%. As this is the first year of this current format there are no trends to report

- The achievement gap based on FSM data is 19%, a further narrowing from a figure of 24% in 2012. The achievement gap for children achieving a GLD between the lowest attaining 20% of children and the mean is 25.2%, very similar to last year's figure of 24.7%, compared to the England figure of 36.6%. This is extremely encouraging and as a result our targets for future achievement are ambitious.
- By 2017 we expect a minimum of 80% of children at the end of EYFS to have achieved a Good Level of Development. We have also set a new target for reducing the gap between all children achieving a good level of development at the end of the EYFS and those in receipt of free school meals to 14.5%. Whilst this is ambitious we believe we can narrow this still further and will therefore revise this target over the next two years.

2.1 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 improve the quality of teaching.
- Ensure that schools track those children entering Year 1 from Reception that are likely to require additional support to make progress and ensure their needs are catered for within the School's intervention programme such that accelerated progress is achieved.

3. Key Stage 1

3.1 Reading

- Attainment in Reading at Key Stage 1, Level 2b and above, overall shows further continuous improvement on 2012 and continues a four year upward trend. 79% of seven year olds achieved Level 2b or above in 2013. This is exactly in line with the national average of 79%.
- At level 3+ there is equally further improvement on last year and a continuing upward trend. 30% of seven year olds achieved a level 3+ compared with 27% in 2012. Kent is 1% ahead of the national average of 29%.
- Level 2b+ for girls shows considerable improvement again from last year. 84.5% of girls achieved this level compared to 81% in 2012. Kent is 1% above the national average. Level 2b+ attainment for boys declined by 2% in 2013 from 76% in 2012 to 74% in 2013, after 4 years of continuous improvement. Despite this decline Kent remains in line with the national average of 74%.
- The attainment of higher achieving girls improved significantly in 2013 with 35% achieving Level 3 compared to 32% in 2012. This is 1.6% above the national average for 2013. After an 8% improvement in 2012, the attainment of higher achieving boys declined this year by 4%. Despite this boys'

attainment at Level 3 remain above the national average. However the gender difference is a concern and will be a continued focus for improvement in this academic year. Nationally at Level 3+ we have seen a 2% improvement in reading attainment at Key Stage 1.

- Both girls and boys performance at Key Stage One remains above the National Average.

3.2 Writing

- Attainment in Writing at Key Stage 1, at Level 2b and above, shows continuous improvement by 4% in 2013 and continues a four year upward trend. Attainment in writing at this level is now at 67% compared to 62% in 2012. However the gap between standards in writing and reading is a concern.
- At level 3+ we have also seen continuous improvement with 15% of pupils achieving this level in writing compared to 13% in 2012. Kent is 1% below the national average at level 2b+, though we have closed the gap with the national figure. Standards at Level 3 are in line with the national average.
- Girls' attainment at Level 2b+ improved in 2013. The gap between Kent girls and the national average for 2012 has now been closed. Kent achieved 75%, which is in line with the national average. Boys' attainment at Level 2b+ declined by 7% this year after a 14.6% improvement in 2012. This is a concern, although boys' attainment is in line with the national average.
- Higher achieving girls' performance at Level 3 improved by 3% this year after a decline in 2012. This is now in line with the national average of 20%. Boys' performance at level 3 in writing improved by 1.4% compared to 2012 and is now above the national average by 0.6%. This is a strong performance in 2013.
- Both girls' and boys' performance at Key Stage 1 is in line with the national average.

3.3 Mathematics

- Attainment in Key Stage 1 Maths at Level 2b+ improved, with 79.% of pupils achieving this level compared to 77% in 2012. At level 3+ there was further improvement from 21% to 23% in 2013. Kent is in line or just above national averages at both Level 2b+ and Level 3 in 2013 and this reflects a continuing upward trend.
- Girls' attainment at Level 2b improved by 3% in 2013, with 81% of pupils achieving this standard compared to 78% in 2012. Boys' performance improved by 4% in 2013, with 77% of pupils attaining this level compared to 73% in 2012. Attainment for both boys and girls is showing a good three year upward trend in mathematics at Level 2b.
- Attainment for higher achieving girls and boys improved in 2013 by almost 2%. Attainment for higher achieving boys improved by over 7% in 2013 which is a very encouraging result. This is particularly impressive as nationally the

figure only increased from 24% to 25%. Attainment for higher achieving girls improved in line with national improvement.

3.4 Outcomes for Vulnerable Groups at Key Stage 1

- At Key Stage 1 there is still a significant gap between FSM pupils and their peers. The gap in reading at level 2b+ is 21%, in writing it is 24% and in mathematics it is 19%. We know that reducing this gap is critical for the life chances of all children.
- The gender gap at Key Stage 1 continues to show girls doing better than boys in all three areas. In reading the gap is 10%, in writing it is 16% and in mathematics is 3%.
- The special education needs (SEN) gap continues to be significant. In reading the gap for children who are on action or action plus is 47% and for children with a statement it is 72%. In writing for children on action or action plus the gap is 55% and for children with a statement it is 71%. In mathematics the gap for the action and action plus children is 44% and for children with a statement it is 70%. These gaps in attainment are unacceptably wide.
- All gaps at any age and for any reason are of tremendous significance to the life chances of children as they move through their schooling. We are determined to narrow these gaps in the next three years.

3.5 Priorities for Key Stage 1

- Overall to ensure that the direction takes Kent schools well above the national average
- To succeed in narrowing the gaps for all vulnerable groups.
- To improve the trend patterns of boys in all three areas.

4. Key Stage 2

4.1 There is a new measure for attainment at Key Stage 2 in 2013. This is the combined Reading, Writing and Mathematics Level 4+ score.

- The provisional 2013 Level 4+ combined results show 74% of pupils achieved this level of attainment at Key Stage 2. Had this indicator been applied in 2012 we would show a 2% improvement against a national improvement of 1%. The national average is 76%.
- 77% of girls achieved the expected level compared to 70% of boys. This is 2% below the national average for both boys and girls.
- At Level 5+ attainment in Reading, Writing and Mathematics combined improved to 22%, compared to 20% in 2012, which is a 2% improvement compared to a national improvement of 1%.

- 26% of girls and 18% of boys achieved the level 5+ indicator. Boys are exactly in line with the national average and the girls are 1% above the national average.
- In 2012, 211 schools performed at or above the national average at Level 4+ in the new measure of Reading, Writing and Maths combined. In 2013 this rose to 223 schools. 198 schools improved their performance compared to 2012 and 18 schools achieved 95-100% in the national Key Stage 2 tests this year.

4.2 Reading

Attainment in Reading at Level 4 and above declined by 2% in 2013, following a significant improvement of 4% in 2012. Attainment in Reading at Level 5 and above declined by 4% in 2013, following a significant improvement of 7% in 2012. National performance has also declined in 2013, by 1% at level 4 and by 3% at level 5. 86% of pupils achieved the expected 2 levels of progress between key stages 1 and 2, compared to a national figure of 88%.

4.3 Writing

Attainment in Writing at Levels 4 and 5 shows a significant increase in 2013 by almost 4%. Nationally at Levels 4 and 5, performance improved by 2%. 91% of pupils achieved the two levels of expected progress in writing, which is exactly in line with the national performance.

4.4 Mathematics

Following a 4% improvement in 2012, attainment at Level 4 and above in Maths declined by 1% in 2013. Attainment at Level 5 and above improved by 1% in 2013. National performance declined by 1% at Level 4 but improved at Level 5 by 2%. 86% of pupils achieved the expected two levels of progress against a national performance of 88%.

4.5 Statistical Neighbours (SN)

Our top SN achieved 77% level 4 combined in 2013 compared to 74% in Kent. The difference between Kent and the highest performing LA is now 3%. Kent is closing the gap and accelerating progress whilst other local authorities saw the level of their performance decline against the new Key Stage 2 measure, while still performing better than Kent in absolute terms. Compared to our 11 statistical neighbours we are 6th for Level 4+ performance and 2nd for Level 5 performance.

4.6 Key Stage 2 Gender Differences

- Girls at level 4 and above in reading, writing and maths combined continue to outperform the boys. Attainment for girls improved by 1% on the same indicator in 2012 and there is a four year upward trend. Boys improved their performance by 1% on 2012 but the gap between the attainment outcomes for girls and boys is 7%. This is the same as for 2012 and therefore this gap has not narrowed. This mirrors exactly the national gender gap for 2013 and trend pattern nationally for this indicator.

- Attainment at Level 5 in reading, writing and mathematics combined improved for both boys and girls in 2013. Attainment for girls improved by 3%, compared to 1% improvement nationally for girls and boys' attainment improved by 1%, which is the same as the national improvement rate for boys.

4.7 Key Stage 2 Reading for Boys and Girls

Attainment in Reading, at Level 4 and above, for boys and girls declined in 2013. This reflects a similar national decline for girls of 2% and 1% for boys. Attainment at Level 5 and above, for girls, declined by 4% which is less than the national decline of 6%. For boys it declined by 2% in 2013 which is the same as the national drop.

4.8 Key Stage 2 Writing for Boys and Girls

Attainment at both levels 4 and 5 for boys and girls improved in 2013. At level 4 and above, attainment for girls improved by 4%, compared to 1% nationally and attainment for boys improved by 5% compared to 2% nationally. Attainment at Level 5 improved by 6% for girls, compared to 3% nationally and for boys it also improved by 3% compared to 1% nationally.

4.9 Key Stage 2 Mathematics for Boys and Girls

Standards of attainment, for boys and girls in mathematics, declined by 1% in 2013 compared to 1% improvement nationally for both boys and girls. Attainment at Level 5 for girls improved by 2% in 2013 compared to 3% nationally and standards at Level 5 for boys were maintained compared to the national improvement of 1%.

4.10 Outcomes for Vulnerable Groups at Key Stage 2

- As we accelerate the rate of progress overall, we need to work even harder to close the gaps in performance that exist for Free School Meals (FSM) pupils, Children in Care (CIC), boys and girls and pupils with Special Educational Needs (SEN) or with Statements of Special Educational Need (SSEN). These gaps are mostly wider in Kent and are not narrowing.
- At Key Stage 2 there is still a significant attainment gap between FSM pupils and their peers. The gap in reading, writing and mathematics combined at Level 4 and above, remains at 22.5% and has not improved in 2013. In reading the attainment gap is 15.1%, in writing it is 18% and in mathematics it is 16%. Gaps in rates of progress are narrower between FSM and non FSM pupils, and in 2013 these were 7.2% in reading, 6.5% in writing and 8.6% in mathematics. While 177 Primary schools improved the FSM gap in 2013, the lack of progress overall on this key issue is a serious concern and very disappointing.
- The special educational needs (SEN) gap continues to be significant although there was some improvement in 2013. For pupils with a statement the attainment gap at Level 4 Reading, Writing and Mathematics combined is now 64% having narrowed from 65.4% in 2012. For pupils on Action Plus the attainment gap is now 35.7% having narrowed from 38.2% in 2012. For

pupils on School Action the gap is now 28.8% having narrowed from 32.2% in 2012.

4.11 The Floor Standard at Key Stage 2

The floor standard at Key Stage 2 is 60% of pupils achieving the expected Level 4 and above in Reading, Writing and Mathematics. In 2012, 23 schools performed below the floor standard, a significant reduction from the 70 schools in 2011 and the 95 schools in 2010. However, in 2013 on the new measure of Level 4 in Reading, Writing and Mathematics combined, 59 schools performed below the floor standard.

4.12 Priorities for Action

- To continue to support and challenge all schools to secure further improvement. This will focus on all schools below the floor standard in 2013 and all schools who are satisfactory or requiring improvement.
- To continue to challenge all schools to set and achieve inspirational targets for all 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.

5. Key Stage 4

- 5.1 Provisional results at Key Stage 4 show Kent's performance at 5 or more GCSE A*-C grades including English and maths improved to 63%, compared to 61% in 2012. This is 4% above the national figure of 59%, which dropped this year. Kent is ranked second within our statistical neighbours group, where the average is 60%.
- 5.2 Expected rates of progress at Key Stage 4 (three levels of progress between key stages 2 and 4) also improved this year, by 5.3% in English to 74%, and by 2.1% in maths to 73%. Both these figures are above the national averages of 71% in English and 72% in maths.
- 5.3 Kent's 5+ A*-G results were 2% above the national average. Kent's overall result is 95.7% against a national picture of 93.9%. This is a good indication of the success of Kent schools' inclusive approach to securing educational success for the vast majority of pupils. The percentage of students achieving 5+ A* to C was 5% above the national average. Performance in English A* to C grades is 4.8% above the national average and in Maths performance is in line with the national average.
- 5.4 Nine secondary schools performed below the floor standard of 40% of pupils achieving five good GCSE grades with English and mathematics compared to 19 schools in 2012.
- 5.5 Overall 75% of secondary schools improved or maintained their GCSE performance in 2013, including a small number of schools that declined by no more than 1%.

5.6 Gender Differences at GCSE

- At Key Stage 4, the gender gap widened to 9% compared to 8% in 2012. 58% of boys and 67% of girls attained 5 good GCSEs including English and Maths in 2013 compared to 54% boys and 64% girls nationally in 2012.
- 34 schools narrowed the gender attainment gap since 2012. This is from the total of 67 mixed gender secondary mainstream schools.

5.7 Outcomes for Vulnerable Groups at GCSE

- The GCSE attainment gap between pupils eligible for FSM and their peers for 5+ A*-C including English and maths improved slightly by 0.5% to 32.4%. This has not improved in the last three years and is still significantly greater than the national figure of 26% in 2012. The 2013 national comparisons will not be available until December.
- In Kent, 36% of FSM pupils achieved 5 or more good GCSEs with English and mathematics. The national FSM gap at Key Stage 4 is reducing at a faster rate compared to Kent, which is very disappointing. There remains a significant gap between FSM students and non FSM students in both three levels of progress in English of 22.7% and Maths at 26.7%. This gap has narrowed by 2.1% and 1.4% respectively since 2012. Whilst this is a positive direction of travel the gap needs to narrow at a much faster rate in future years.
- Once again pupils with SEN statements achieve less well in Kent, where gaps are wider compared to the GCSE achievements of other similar pupils nationally. However, although very wide, in 2013 the SEN achievement gap narrowed at Key Stage 4 by nearly 4% to 43.5%. This will continue to be a priority for further improvement in 2014.

5.8 Priorities for Action

- Further develop and disseminate the successful strategies to support schools in their progress towards the 2014 floor standards.
- 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.
- 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.

6. A Level

- 6.1 Performance at post-16 has improved on one indicator this year but has dropped in the rest, although less than the national average. The percentage of students achieving two or more A level passes decreased to 90%, compared to 92% in 2012.

6.2 Kent's Average Points Score per entry is up 1.8 to 212.5, compared to the national static result of 212.7. The Average Points Score per student dropped 14.9 points to 722.4, compared to a national reduction of 23.9 to 709.1.

6.3 The greatest improvement has been in the number of students gaining three or more A and B grades which improved from 5% in 2012 to 8.5% in 2013, compared to 7.4% nationally.

6.4 **Priorities 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.
- Support improvement in 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.

7. **Children in Care**

7.1 In 2013, outcomes for children in care (CIC) continued to improve at both Key Stages 2 and 4. In 2013, 43% of CIC who were looked after for more than 12 months achieved Level 4 or above in reading, writing and maths at Key Stage 2 compared to 38% who achieved level 4 in 2012.

7.2 61% of 12+ Months CiC pupils achieved 2 Levels of Progress in Key Stage 2 Reading compared to 86.3% for all pupils. 68% achieved 2 Levels of Progress in Writing compared to 91.0% for all pupils and 56% achieved 2 Levels of Progress in Maths compared to 85.9% for all pupils.

7.3 At GCSE 15% of CIC achieved 5 or more A* to C grades including English and Maths compared to 13% in 2012.

7.4 26% of 12+ Months CiC pupils achieved 3 Levels of Progress in Key Stage 4 English compared to 74% for all pupils and 20% achieved 3 Levels of Progress Maths compared to 72.9% for all pupils

7.5 This means the CIC Key Stage 2 gap narrowed by 5% down to 37% from 42% last year. The CIC Key Stage 4 attainment gap narrowed by 2%, down to 47% from 49% in 2012. However these are the widest achievement gaps of any pupil group, and are an important focus for improvement in 2014.

8. **Conclusion**

8.1 While there has been improvement in the Early Years Foundation Stage (EYFS) and at all Key Stages in 2013, there is still wide variability in performance.

8.2 The improvements in the EYFS, Key Stage 1 and GCSE this year have been significant and represent good progress from 2012. There was steady improvement in Key Stage 2 results compared to 2012. A small incremental improvement occurred on some indicators at A level.

- 8.3 Standards at GCSE and the EYFS are above average. At Key Stage 1 standards of attainment are more or less in line with national averages. At Key Stage 2 and A Level our performance is below the national average, although improving.
- 8.4 Gender differences continue to be significant, opening up markedly in the EYFS and continuing to be a key issue at all key stages so that by GCSE just over half of boys achieve a good outcome. Boys are over-represented in figures for SEN, exclusion from school, children in care and the NEET data and improving their progress and attainment is a key element in raising standards overall in Kent and in achieving full participation for all young people until age 18.
- 8.5 Slow progress is being made in improving progress and narrowing the gaps in attainment for pupils with special educational needs. In spite of improvements in the outcomes for Children in Care, their achievement gaps continue to be the widest of any pupil group and are a key priority for improvement in 2014.
- 8.6 It is very disappointing that, in spite of additional resources through the pupil premium (£26 million in Kent in 2012-13) the attainment gaps for pupils on free school meals have shown no improvement. The gaps are markedly wider in Kent than nationally, which means more disadvantaged learners are doing less well and therefore continue to have more disadvantage than elsewhere in the country. This is unacceptable.
- 8.7 Educational attainment gaps result in low social mobility. Children's life chances should not be determined so young and with so little chance of catching up for those who are less advantaged. Recent national and international reports have highlighted this key issue for the economy and for individual life chances. The OECD Skills Outlook Report 2013 highlighted the low literacy and numeracy skills of 16-24 year olds in the UK compared to other countries. The Social Mobility and Child Poverty Commission Annual Report, October 2013, focuses on what more should be done to improve social mobility through the education system and other government policy areas. And a recent report from Save the Children, 'Too Young to Fail' provides a powerful analysis of achievement gaps and what we can do to improve. This is one of our top priorities in Kent and we are developing a number of projects to continue to address it during this school year.

9. Recommendation

The members of the Committee are asked to note:

- (i) the significant improvement in many areas of school performance in 2013
- (ii) to note the areas that still require significant improvement and the priorities for action to ensure that improvement is achieved.

Lead Officer
Sue Rogers
Director Standards and Improvement
sue.rogers@kent.gov.uk 01622 694983