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**To:** County Council

**Subject:** Early Years and School Performance in 2016 - National Curriculum Test and Public Examination Results

**Classification:** Unrestricted

**Summary:**

This report provides a summary of the Kent Early Years Foundation Stage (EYFS) Assessments, Key Stage 1 and Key Stage 2 test outcomes (SATs), and GCSE and post 16 results for 2016. Educational outcomes in Kent are above or in line with the National Averages at every age and stage and show continued improvement year on year. This is very positive.

The paper includes comparisons with national data where available. It also reports on the achievement of vulnerable groups and achievement gaps in each Key Stage. The gaps for pupils on free school meals, SEN pupils, and Children in Care are still too wide and sometimes wider in Kent than the national figures.

Performance data for Secondary schools is not final validated data so these outcomes are provisional until late January 2017, when final national data is published.

## **1. Introduction**

- 1.1 The report contains a review of all available data for 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 2016-2017.
- 1.2 The report also provides an update on the significant changes the Government has introduced in the way they measure and track attainment and progress in schools, from the Early Years Foundation Stage through to Post 16.
- 1.3 Where other local authority data is available comparisons have been made to Kent's statistical neighbours. These are East Sussex, Essex, Lancashire, Northamptonshire, Nottinghamshire, Staffordshire, Swindon, Warwickshire, West Sussex and Worcestershire.
- 1.4 The Vulnerable groups data reported is as follows:
  - Free School Meals (FSM) figures are FSM Eligible and relate to all pupils eligible for FSM as at January 2016.
  - Children in Care (CIC) figures relate to Children in Care for 12 months or more.
  - SEN figures relate to all SEN pupils.

## 2. Early Years Foundation Stage (EYFS)

- 2.1 The key indicator for children at the end of the Early Years Foundation Stage (EYFS) is the percentage of children achieving a Good Level of Development (GLD). There continues to be a strong performance in the percentage of children achieving a GLD in Kent.
- 2.2 The 2016 figure of 74.8% reflects an improvement from the 2015 figure of 72.9% and an 11.4 percentage point improvement since 2013. This outcome is above the national average of 69.3%. Kent is ranked second amongst our statistical neighbours.

<b>% Good Level of Development</b>					
	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>Difference from 2015</b>
<b>Kent</b>	63.4	68.5	72.9	74.8	+1.9
<b>National</b>	51.7	60.4	66.3	69.3	+3.0

- 2.3 In the Early Years Foundation Stage, girls continue to outperform boys with 82.2% of girls compared to 68.0% of boys achieving a Good Level of Development in 2016. Both groups achieved higher than similar groups nationally. This represents a marginally improved position from 2015, although there is still work to be done to narrow the gender gap which improved slightly from 15.0 percentage points in 2015 to 14.2 percentage points in 2016. At this measure Kent is ranked sixth amongst its statistical neighbours.
- 2.4 In 2016, the percentage of FSM pupils at the end of the Early Years Foundation Stage achieving a Good Level of Development was 58%, compared to 54% nationally, which is slightly less than the 2015 figure of 59%. Kent is ranked second amongst its statistical neighbours for FSM attainment. The FSM achievement gap widened to 19 percentage points in 2016 from 16 percentage points in 2015.
- 2.5 The percentage of SEN children in the Early Years Foundation Stage achieving a Good Level of Development increased from 26% in 2015 to 27% in 2016, compared to 23% nationally. However, the SEN achievement gap widened slightly from 52% in 2015 to 53% in 2016 which is one percentage point wider than the national gap figure.
- 2.6 The percentage of Children in Care (CiC) achieving a Good Level of Development reduced from 46.7% in 2015 to 28.6% in 2016, which is worrying. The achievement gap for CiC widened from 26.5% in 2015 to 46.3% which is also a cause for significant concern. However, it is important to bear in mind that the number of Children included in the CiC cohorts is very small, which means that fluctuations in attainment from year to year are more likely than with other groups.

## 3. Key Stage 1

- 3.1 At Key Stage 1, Kent performed above the national average for every indicator in 2016. Although these are new measures and it is not possible to compare with previous years, the figures show continued positive outcomes compared to the national averages.

- 3.2 In 2016, pupils were assessed against a new and more challenging National Curriculum, which was introduced in 2014. Standards are no longer reported as levels but as scaled scores. At Key Stage 1, judgements for individual pupils are based on teacher assessment informed by externally validated tests in Reading and Mathematics. As in previous years, Writing continues to be judged by teacher assessment.
- 3.3 The DfE has made clear that owing to the raised expectations of the new curriculum, the 2016 outcomes cannot be directly compared with previous performance.

Combined Reading, Writing & Mathematics				
	2013 %2B+	2014 %2B+	2015 %2B+	2016 % pupils met or exceeded the expected standard
<b>Kent</b>	77.4	66.9	78.4	66.6
<b>National</b>	N/A	N/A	N/A	60.3

Reading				
	2013 %2B+	2014 %2B+	2015 %2B+	2016 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)
<b>Kent</b>	79	82	84	78
<b>National</b>	79	81	82	74

Writing				
	2013 %2B+	2014 %2B+	2015 %2B+	2016 % pupils met or exceeded the expected standard (Teacher assessment)
<b>Kent</b>	67	70	74	71
<b>National</b>	67	70	72	65

Mathematics				
	2013 %2B+	2014 %2B+	2015 %2B+	2016 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)
<b>Kent</b>	79	82	84	78
<b>National</b>	78	80	82	73

- 3.4 In 2016, 66.6% of Key Stage 1 pupils in Kent met or exceeded the expected standard in **Reading, Writing and Mathematics combined**, which is 6.3% above the national average.
- 3.5 In 2016, 78% of Key Stage 1 pupils in Kent met or exceeded the expected standard in **Reading**, which is 4% above the national average. This ranks Kent first amongst our statistical neighbours. In 2016, 308 Kent schools attained at or above the national average for this measure. The proportion of pupils assessed as working at 'greater depth' is 25% which is one percentage point above the national average. At this measure Kent is ranked fifth amongst its statistical neighbours.

- 3.6 In 2016, 71% of Kent pupils met or exceeded the expected standard in **Writing**. This is 6% above the national average and ranks Kent first amongst its statistical neighbours. In 2016, 309 Kent schools attained at or above the national average for this measure. The proportion of pupils assessed as working at 'greater depth' is 15%, which is 2% above the national average. At this measure Kent is ranked third amongst its statistical neighbours.
- 3.7 The proportion of pupils who met or exceeded the expected standard in **Mathematics** in 2016 is 78%, which is 5% above the national average and ranks Kent first amongst its statistical neighbours. In 2016, 329 Kent schools attained at or above the national average for this measure. The proportion of pupils assessed as working at 'greater depth' is 18%, which is in line with the national average. At this measure Kent is ranked third amongst its statistical neighbours.

### **Gender Gaps at Key Stage 1**

- 3.8 At Key Stage 1, girls outperformed boys in **Reading** in 2016. Both boys and girls performed better than similar groups nationally. The proportion of girls who met or exceeded the expected standard is 82% compared with 74% of boys, with an attainment gap of 8%. The gap in Kent is in line with the national picture.
- 3.9 In 2016, as in previous years, the attainment gap between boys and girls remains widest in **Writing**. Both groups achieved higher than similar groups nationally. 78% of girls met or exceeded the expected standard compared with 65% of boys, a gender gap of 13% which is one percentage point narrower than the national average. Both groups achieved higher than boys and girls nationally.
- 3.10 In 2016, girls outperformed boys in **Mathematics** by 2 percentage points. The proportion of girls who met or exceeded the expected standard is 79% compared with 77% of boys. Both groups achieved higher than similar groups nationally. The gap in Kent is in line with the national picture.

### **Outcomes for Vulnerable Groups at Key Stage 1**

- 3.11 In 2016, the proportion of FSM pupils who met or exceeded the expected standard in **Reading** was 60%, which is in line with the national figure and ranks Kent second amongst its statistical neighbours. There is a reading attainment gap of 21% which is 4% wider than the national gap.
- 3.12 The widest gap for FSM pupils is in **Writing**, where 51% of pupils met or exceeded the expected standard, compared to 50% nationally. Although there is an attainment gap of 23%, 5% wider than the national figure, Kent is ranked first amongst its statistical neighbours for FSM attainment in writing.
- 3.13 The proportion of FSM pupils who met or exceeded the expected standard in **Mathematics** was 59%, compared to 58% nationally which ranks Kent first amongst its statistical neighbours. There is a mathematics attainment gap of 21% which is 4% wider than the national gap.
- 3.14 The attainment gap for SEN pupils is wide across all subjects in 2016. The proportion of SEN pupils in Kent who met or exceeded the expected standard in **Reading** is 30.7%, compared with 29.6% nationally. There is an attainment gap of

55% which is 3 percentage points wider than the national gap. Kent is ranked fifth for this measure amongst its statistical neighbours.

- 3.15 The attainment gap is widest in **Writing**. The proportion of SEN pupils who met or exceeded the expected standard is 21.5%, compared to 20.2% nationally. There is an attainment gap of 58% which is 4% wider than the national figure. Kent is ranked fifth for this measure amongst its statistical neighbours.
- 3.16 In **Mathematics**, 32.4% of pupils with SEN in Kent met or exceeded the expected standard, compared with 30.4% nationally. There is an attainment gap of 53% which is 3% wider than the national figure. Kent is ranked fifth for this measure amongst its statistical neighbours.
- 3.17 In 2016, the proportion of Children in Care (CIC) who met or exceeded the expected standard in is 38.2%, an attainment gap of 40%. In **Writing**, only 29.4% of CIC met or exceeded the expected standard, a gap of 42%. The attainment gap is widest in **Mathematics**, at 45%, as 32.4% of CIC met or exceeded the expected standard in this subject.

#### 4. Key Stage 2

- 4.1 At Key Stage 2, with new national measures in 2016, Kent performed above the national average for all indicators, apart from Grammar, Punctuation and Spelling which is in line with the national average. Compared with statistical neighbours, Kent's results overall are ranked top out of 11 other similar local authority areas for combined attainment in Reading, Writing and Mathematics.
- 4.2 We should emphasise here that Key Stage 2 has historically been an area in which Kent was below national average, and that while the current year's figures are not comparable to previous years, there has been a trend over several years of closing the gap with national.
- 4.3 In 2016, pupils were assessed against the new and more challenging National Curriculum, which was introduced in 2014. Standards are no longer reported as levels but as scaled scores. A pupil must attain a scaled score of 100+ in the Reading, Mathematics and English Grammar, Punctuation and Spelling (GPS) tests in order to be assessed as being 'at the expected standard' for that subject. A pupil must attain a scaled score of 110+ in order to be assessed as having a 'high score' in the tests. As in previous years, Writing continues to be judged by teacher assessment.
- 4.4 The previous 'expected progress' measure, based on two levels of progress between Key Stage 1 and Key Stage 2, is no longer used. This measure has been replaced by a 'value-added' measure based on pupils' progress from Key Stage 1 to Key Stage 2 compared with pupils with similar starting points in other schools. The average progress score is zero.
- 4.5 Kent is ranked first amongst its statistical neighbours for progress scores in Reading, Writing and Mathematics. The Kent progress score for Reading is 0.6, for Writing it is 0.6 and for Mathematics it is 0.2, all of which are above the average progress score of zero.

Combined Reading Test, Writing TA & Mathematics Test				
	2013 % L4+	2014 % L4+	2015 % L4+	2016 % At the expected standard
<b>Kent</b>	74	79	80	59
<b>National</b>	75	79	80	53

Reading Test				
	2013 % L4+	2014 % L4+	2015 % L4+	2016 % At the expected standard (Test)
<b>Kent</b>	85	89	<b>90</b>	70
<b>National</b>	86	89	89	66

Writing TA				
	2013 % L4+	2014 % L4+	2015 % L4+	2016 % At the expected standard (Teacher Assessment)
<b>Kent</b>	83	86	<b>88</b>	80
<b>National</b>	83	85	87	74

Mathematics Test				
	2013 % L4+	2014 % L4+	2015 % L4+	2016 % At the expected standard (Test)
<b>Kent</b>	83	86	<b>87</b>	72
<b>National</b>	85	86	87	70

Grammar, Punctuation & Spelling Test				
	2013 % L4+	2014 % L4+	2015 % L4+	2016 % At the expected standard (Test)
<b>Kent</b>	71	74	78	73
<b>National</b>	74	76	80	73

- 4.6 At Key Stage 2, 59% of Kent pupils achieved the 'expected standard' in the **Reading, Writing and Mathematics combined measure**, which is 6% above the national average of 53%. This ranks Kent first amongst its statistical neighbours. The proportion of pupils who attained a 'higher standard' in this combined measure is 6%, which is one percentage point above the national average. Kent is ranked third for this measure.
- 4.7 In 2016, 280 Kent schools attained at or above the national average for the proportion of pupils reaching the 'expected standard' for the **Reading Writing and Mathematics combined measure**. In 2015, 260 schools in Kent attained at or above the national average of 80% for the historic measure of Level 4 and above in the Reading, Writing and Mathematics Test combined measure.
- 4.8 In 2016, 70% of Key Stage 2 pupils in Kent attained the 'expected standard' in **Reading**. This means that Kent is 4% above the national average and ranked first amongst its statistical neighbours. In 2016, 287 schools attained at or above the national average for this measure.

- 4.9 The proportion of Kent pupils who attained the 'expected standard' in **Mathematics** in 2016 is 72%, which is 2% above the national average and ranks Kent first amongst its statistical neighbours. In 2016, 261 schools attained at or above the national average for this measure.
- 4.10 In 2016, 80% of pupils in Kent attained the 'expected standard' in **Writing**. This is 6% above the national average and ranks Kent first amongst its statistical neighbours. In 2016, 319 schools attained at or above the national average for this measure. Kent is ranked fourth for this measure.
- 4.11 The proportion of pupils in Kent who attained the 'expected standard' in **Grammar, Punctuation and Spelling** in 2016 is 73%, which is in line with the national average. Kent is ranked third amongst its statistical neighbours for this measure. In 2016, 255 schools attained at or above the national average.

### **The Floor Standard at Key Stage 2**

- 4.12 In the 2015-16 academic year, schools are judged to be below the floor standard and therefore underperforming if:
- Fewer than 65% of pupils at the end of Key Stage 2 (KS2) meet the expected standard in Reading, Writing and Mathematics combined
- or**
- The school does not achieve sufficient progress scores in all three subjects (at least -5 in Reading, -5 in Mathematics and -7 in Writing)
- 4.13 To be above the floor, the school needs to meet either the attainment or all of the progress elements.
- 4.14 In 2016, 8 (2%) Primary schools in Kent performed below the floor standard compared to 5% of schools nationally.

### **Key Stage 2 Gender Differences**

- 4.15 At Key Stage 2, 56% of boys and 61% of girls achieved the 'expected standard' in the **Reading, Writing and Mathematics combined measure** which compares favourably with the respective 2016 national averages of 50% and 57%. The gender attainment gap in Kent is 5% which is narrower than the national gap of 7%.
- 4.16 In 2016, 66% of boys and 74% of girls achieved the 'expected standard' in **Reading**. Both boys and girls attained 4% higher than similar groups nationally. The gender attainment gap in **Reading** in Kent is 8% which is the same as the national gap.

- 4.17 There is no attainment gap in **Mathematics** in 2016. Both boys and girls outperformed similar groups nationally by 2%, with 72% attaining the 'expected standard'.
- 4.18 As in previous years, girls outperformed boys in **Writing** in 2016 and the gender gap is widest in this subject. 75% of boys attained the 'expected standard' in **Writing** compared with 86% of girls, a gap of 11%. Both groups, however, achieved higher than boys and girls nationally and the attainment gap in Kent is narrower than the national gap of 13%.
- 4.19 Girls outperformed boys in the **Grammar, Punctuation and Spelling** in 2016. The proportion of boys who attained the 'expected standard' is 68%, which is the same as boys nationally. 78% of girls attained the 'expected standard' which is also in line with girls nationally. The attainment gap in Kent is the same as the national gap of 10 percentage points.

### **Outcomes for Vulnerable Groups at Key Stage 2**

- 4.20 In 2016, the proportion of FSM pupils who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** is 37%, compared to 36% nationally, which ranks Kent first amongst its statistical neighbours for this measure. There is an attainment gap of 22%, which is 4% wider than the national gap figure. Kent is ranked fourth for this measure amongst its statistical neighbours.
- 4.21 In 2016, the proportion of FSM pupils who achieved the 'expected standard' in **Reading** was 52%, compared to 49% nationally, which ranks Kent first amongst its statistical neighbours. There is a reading attainment gap of 18% which is 1% wider than the national gap figure. Kent is ranked second for this measure amongst its statistical neighbours.
- 4.22 In 2016, the proportion of FSM pupils who achieved the 'expected standard' in **Writing** is 61%, compared to 60% nationally, which ranks Kent first amongst its statistical neighbours. The writing attainment gap is 19% which is 5% wider than the national gap and ranks Kent fourth amongst its statistical neighbours.
- 4.23 In 2016, the proportion of FSM pupils who achieved the 'expected standard' in **Grammar, Punctuation and Spelling** was 52%, compared to 49% nationally, which ranks Kent first amongst its statistical neighbours. There is an attainment gap of 18% which is 1% wider than the national figure. Kent is ranked second amongst its statistical neighbours for this measure.
- 4.24 The widest gap for FSM pupils is in **Mathematics**. In 2016, 51% of FSM pupils achieved the 'expected standard', compared to 54% nationally, which ranks Kent second amongst its statistical neighbours. There is an attainment gap of 21%, which is 5% wider than the national figure. Kent is ranked fourth for this measure amongst its statistical neighbours.
- 4.25 The attainment gap for SEN pupils is wide across all measures in 2016. The proportion of SEN pupils who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** is 16%, compared with 15% nationally. There is an attainment gap of 52% which is 4% wider than the national figure. Kent is ranked ninth for this measure amongst its statistical neighbours.



- 4.26 In **Reading**, 32% pupils with SEN in Kent achieved the 'expected standard' compared with 29% nationally. There is an attainment gap of 45% which is in line with the national gap. Kent is ranked second for this measure amongst its statistical neighbours.
- 4.27 The attainment gap is widest in **Writing**. The proportion of SEN pupils who achieved the 'expected standard' is 32% of pupils compared with 29% nationally. There is an attainment gap of 57% which is 2% wider than the national gap. Kent is ranked fourth for this measure amongst its statistical neighbours.
- 4.28 In **Grammar, Punctuation and Spelling**, 32% of SEN pupils achieved the 'expected standard' compared to 29% nationally. There is an attainment gap of 45% which is in line with national. Kent is ranked second for this measure amongst its statistical neighbours.
- 4.29 In **Mathematics**, 31% of SEN pupils achieved the 'expected standard' compared to 32% nationally. There is an attainment gap of 48% which is 2 percentage points wider than the national gap. Kent is ranked fourth for this measure amongst its statistical neighbours.

### **Children in Care**

- 4.30 In 2016, the proportion of Children in Care (CIC) who achieved the 'expected standard' in **Reading, Writing and Mathematics** combined is 21.6%, a gap of 36.8%.
- 4.31 In **Reading**, 41.9% of CIC achieved the 'expected standard', an attainment gap of 27.6%.
- 4.32 In **Writing**, 51.4% of CIC achieved the 'expected standard', a gap of 28.9%.
- 4.33 The proportion of CIC who achieved the 'expected standard' in **Grammar, Punctuation and Spelling** is 44.6%, an attainment gap of 28.2%, similar to that of Writing.
- 4.34 The attainment gap is widest in **Mathematics** where only 41.9% of CIC achieved the 'expected standard', a gap of 29.7%. The data is not yet available to compare to the national gaps.

## **5. Key Stage 4**

- 5.1 At Key Stage 4 in 2016 there is also an overall positive and improved picture. Provisional results show that Secondary schools in Kent performed well against the new and old headline GCSE performance measures and compared to national averages for state funded schools. Compared with 2015 on the old measures there have been clear improvements in attainment.
- 5.2 In the new Progress 8 measure, which is used to establish the floor standard, progress is judged across eight subjects, including English (double-weighted), mathematics (double-weighted), three English Baccalaureate qualifications and three other qualifications which can include English Baccalaureate subjects and other high value academic, arts and vocational qualifications from the DfE approved list.

- 5.3 Kent state funded schools achieved a Progress 8 score of -0.04 in 2016, which is slightly below the national average of -0.03. DfE provisional figures show that 59 of Kent's 98 Secondary schools met or achieved above the national average for this measure and of these 31 are Grammar schools.
- 5.4 On the Progress 8 measure, Kent is ranked sixth amongst its statistical neighbours for this measure and 80<sup>th</sup> out of 151 local authorities nationally.
- 5.5 On the previous measure (the percentage of pupils achieving 5 or more GCSE grades A\*-C including English and mathematics) Kent state funded schools achieved 59% in 2016, which is an improvement on last year's figure of 57% and above the 2016 national average of 57%.
- 5.6 On this old measure, Kent is ranked fifth amongst its statistical neighbours and 54<sup>th</sup> out of 151 local authorities nationally.
- 5.7 In the new headline Basics measure in 2016, the proportion of pupils in Kent schools achieving grades A\*-C in English and mathematics is 63.5% which is 0.7% above the national average and 3.7% above last year's result of 59.8%. Kent is ranked sixth amongst its statistical neighbours for this measure and 66<sup>th</sup> out of 151 local authorities nationally.
- 5.8 Improvements have also been made in GCSE A\*-C passes for English. The Kent schools success rate in 2016 is 76.0%, compared to 70.4% last year, which is 1.3% above the national average of 74.7%. In mathematics, there is a small increase: this year to 68.0%, compared to 66.6% last year, which is in line with the national average of 68.5%.
- 5.9 Performance in the English Baccalaureate (Ebacc) measure has also improved. This year it is 29.5%, rising from 26.5% last year, and 4.9% above the 2016 national figure. Kent is ranked first amongst its statistical neighbours and as 33<sup>rd</sup> out of 151 local authorities nationally.

#### **Key Stage 4 Gender Differences**

- 5.10 At Key Stage 4, 24% of boys in Kent Secondary schools achieved the English Baccalaureate compared to 19.5% of boys nationally. 34.9% of girls in Kent schools achieved the English Baccalaureate compared to the national figure of 29.9%.

#### **Outcomes for Vulnerable Groups at Key Stage 4**

- 5.11 This data will be available late January 2017.

### **6. Post 16 Outcomes**

- 6.1 Post 16 outcomes for 2016 are based on new DfE performance measures in five categories. These are A Level, Academic qualifications, Technical Level qualifications, Applied General and the Technical Baccalaureate.
- 6.2 The figures given below are based upon the 2016 provisional DfE statistical first release and therefore will be subject to change when the final validated DfE Performance Tables are available in January 2017. All Kent and national averages

noted below are for state funded schools only. Overall performance at Post 16 is variable, with outcomes just below and just above the national average on some measures.

### **A Levels only**

- 6.3 At Post 16 in 2016, the A Level performance is at or just above the national average. Given the strong performance at other key stages this is less than could be expected.
- 6.4 The A Level Average Point Score per entry achieved by students in Kent Secondary schools is 30.8 which is in line with the national average of 30.7 and equivalent to an average C grade. This is disappointing. Kent is ranked 4<sup>th</sup> out of its statistical neighbours and 56<sup>th</sup> out of 150 local authorities nationally for this measure.
- 6.5 More positively, the percentage of students achieving grades AAB or better at A level is improving. The figure has increased to 16.8% from 12.9% in 2015, which is 1.4% points above the national average of 15.4%. Kent is ranked 3<sup>rd</sup> out of its statistical neighbours and 34<sup>th</sup> out of 150 local authorities nationally for this measure.

### **Academic qualifications**

- 6.6 Academic results include A Level, AS Level, the International Baccalaureate, the International Baccalaureate Careers Related Programme and extended project qualifications.
- 6.7 In 2016, the Average Point Score per entry achieved by Academic students in Kent schools is 32.0 which is above the national average of 30.9 and equivalent to an average C+ grade. Kent is ranked 2<sup>nd</sup> out of its statistical neighbours and 26<sup>th</sup> out of 150 local authorities nationally for this measure.

### **International Baccalaureate**

- 6.8 In 2016, the average points achieved by International Baccalaureate students in Kent schools is 208.6 which is above the national figure of 201.0. In Kent, 540 young people took this qualification in 2016.

### **Technical Level 3**

- 6.9 Technical Levels are advanced (Level 3) technical and professional qualifications, on a par with A levels and recognised by employers. Taught from September 2014, for reporting in the 16-19 Performance Tables from 2016, they equip students with specialist knowledge and skills, enabling entry to an Apprenticeship, other skilled employment or a technical degree.
- 6.10 The results for 2016 show that the Average Point Score per entry achieved by students in Kent schools at Technical Level is 36.8 which is slightly below the national average of 37.0.

### **Applied General Level 3**

- 6.11 Applied General qualifications are advanced (Level 3) qualifications that equip students with transferable knowledge and skills. Taught from September 2014, for reporting in 2016, they are for Post-16 students wanting to continue their education through applied study. They fulfil entry requirements for a range of higher education courses, either by meeting entry requirements in their own right or being accepted alongside and adding value to other qualifications at the same level.
- 6.12 In 2016, the Average Point Score per entry achieved by Applied General students in Kent schools is 37.0 which is just below the national average of 38.0. Kent is ranked 7<sup>th</sup> out of its statistical neighbours and 84<sup>th</sup> out of 150 local authorities nationally for this measure.

### **Technical Baccalaureate (TechBacc)**

- 6.13 The Technical Baccalaureate is a new Performance measure that allows young people aspiring to a technical career a high-quality alternative to the A level route. This measure recognises the achievement of students taking advanced (Level 3) programmes which include a DfE approved Tech Level, level 3 maths and extended project qualifications. It was introduced for courses starting in September 2014, for reporting in the 16-19 Performance Tables from 2016.
- 6.14 In Kent schools in 2016, 20 students achieved a Technical Baccalaureate out of 130 students in state funded schools nationally. Kent is ranked 1<sup>st</sup> both in comparison to its statistical neighbours and 150 local authorities nationally for this measure. We are intending to work with schools to expand this programme over the next academic year.

### **Apprenticeships**

- 6.15 Kent County Council has an ambitious goal to improve the skills and employment of young people. The Skills and Employability Service has developed the 16 -18 apprenticeship campaign with Kent Association of Training Organisations, Kent Further Education Colleges and the Skills Funding Agency to promote apprenticeships across the county. In the last three years we have seen a positive increase in the number of 16 to 18 year olds starting an apprenticeship. During 2013/14 there were 2,560 starts compared to 2015/16 when 3,026 (provisional data) young people took up an apprenticeship, which represents an increase of 18% in the last three years.

## **7 Conclusion**

- 8.1 Improvements in the Early Years Foundation Stage continue the very good upward trend over recent years, with performance in Kent well above national averages. Outcomes at Key Stages 1 and 2 are also positive and although it is not possible to compare outcomes with previous years Kent is performing above national averages for the majority of indicators in 2016. At Key Stage 4 there is an overall positive and improved picture in 2016. Provisional results at Post 16 across a range of qualifications indicate that Kent is in line with national averages but performance is variable and given improving performance at other key stages this is disappointing. It will be a priority to work with schools to continue to improve guidance for students in choosing appropriate post 16 pathways and to ensure provision of a full range of technical pathways at ages 14-19.

- 8.2 Slow progress continues to be made in narrowing the attainment gaps for vulnerable learners. In the Early Years Foundation Stage the gender gap reduced slightly in 2016. At Key Stages 1 and 2, although no comparison can be made to previous years, the gender gap in Kent is in line with the national gaps for the majority of measures. In the new measures at Key Stage 2, gaps for pupils in receipt of Free School Meals, Special Education Needs and Disability and Children in Care remain too wide, and are sometimes wider than the national gaps, which is disappointing. National data on outcomes for disadvantaged groups are not yet available for all key stages. Closing the gaps in achievement for all vulnerable learners continues to be a significant concern and a priority for improvement in 2016-2017.

## **9. Recommendations:**

Members of the County Council are asked to note :

- (i) The improvements in the Early Years Foundation Stage.
- (ii) The positive outcomes at Key Stages 1, 2, 4 and in A Level and technical qualifications at Post 16.

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