

From: Roger Gough, Cabinet Member for Children, Young People and Education

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To: Children's, Young People and Education Cabinet Committee – 22 November 2017

Subject: Early Years and School Performance in 2017

Classification: Unrestricted

Past Pathway of Paper: None

Future Pathway of Paper: None

Electoral Divisions: All

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 2017.

The paper includes comparisons with emerging national data where available. It also reports on the achievement of vulnerable groups and achievement gaps in each Key Stage.

Performance data is not final validated data so these outcomes are provisional. Validated data will be available in January 2018.

Recommendations:

Members of the CYPE Cabinet Committee are asked to note :

- (i) Note the marginal decrease in the Early Years Foundation Stage.
- (ii) The positive outcomes at Key Stages 1, 2, 4 including for FSM eligible pupils.
- (iii) The positive outcomes at Key Stage 4, given the current education context.
- (iv) The positive Post-16 outcomes across all qualifications.
- (v) The improvement in outcomes for Applied and Technical qualifications.

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 2017-2018.
- 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.

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 provisional 2017 figure of 74.3% reflects a slight decline from the 2016 figure of 74.8%. This outcome is above the National figure of 70.7%.

% Good Level of Development						
	2013	2014	2015	2016	2017	+/- 2016 to 2017
Kent	63.4	68.5	72.9	74.8	74.3	-0.5
National	51.7	60.4	66.3	69.3	70.7	1.4

- 2.3 In the Early Years Foundation Stage, girls continue to out-perform boys with 80.8% of girls compared to 68.2% of boys achieving a Good Level of Development in 2017. This represents an improved position from a gender gap of 14.2% in 2016 to 12.6% in 2017, notwithstanding the wider context of the slight reduction in the GLD overall. Work will continue to need to be done to narrow the gender gap which improved from 15.0% in 2015 to 14.2% in 2016.
- 2.4 The FSM Eligible Gap has narrowed from 20% in 2016 to 10.1% which is very good news. The FSM Ever Six Gap however has widened 18% in 2016 to 20.3%.
- 2.5 The SEN Gap has widened from 52.8% in 2016 to 59.3%.
- 2.6 The EAL GAP has widened from 7.7% in 2016 to 9%.
- 2.7 The CiC Gap data is recording very few children (20 Kent and 7 Other Local Authority), however the Kent CiC gap has widened from 33.3% in 2016 to 49.4% and the OLA gap has narrowed from 61.6% in 2016 to 17.2%.

1. Key Stage 1

- 3.1 At Key Stage 1 in 2017, outcomes improved across all indicators. As in 2016, Kent has again performed above the emerging national average for the proportion of pupils meeting or exceeding the expected standard at Key Stage 1 for all subjects.
- 3.2 At Key Stage 1, the key indicator for pupils at the end of Year 2 is the proportion of pupils achieving the expected standard or above Reading, Writing and Mathematics. In 2017, Kent performed above the emerging national average for all subjects and showed improvements on 2016 outcomes.
- 3.3 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
- 3.4 **Reading, Writing and Mathematics combined** attainment at Key Stage 1 improved by 1.7 percentage points in 2017, which is less than the national improvement.

Combined Reading, Writing & Mathematics		
	2016	2017
	% pupils attained or exceeded the expected standard	% pupils attained or exceeded the expected standard
Kent	66.6	68.3
National	60.3	63.7

Reading		
	2016	2017
	% pupils attained or exceeded the expected standard (Teacher assessment informed by Test)	% pupils attained or exceeded the expected standard (Teacher assessment informed by Test)
Kent	78	79
National	74	76

Writing

	2016 % pupils attained or exceeded the expected standard (Teacher assessment)	2017 % pupils attained or exceeded the expected standard (Teacher assessment)
Kent	71	72
National	65	68

Mathematics		
	2016 % pupils attained or exceeded the expected standard (Teacher assessment informed by Test)	2017 % pupils attained or exceeded the expected standard (Teacher assessment informed by Test)
Kent	78	78
National	73	75

- 3.5 In 2017, 68.3% of Key Stage 1 pupils in Kent attained or exceeded the expected standard in **Reading, Writing and Mathematics combined**, which is an improvement of 1.7 percentage points on 2016. This is 4.6 percentage points above the emerging national average.
- 3.6 In 2017, 79% of Key Stage 1 pupils in Kent attained or exceeded the expected standard in **Reading**, which is 3 percentage points above the emerging national average. In 2017, 295 Kent schools attained at or above the emerging national average for this measure. The proportion of pupils assessed as working at 'greater depth' is 26% which is one percentage point above the emerging national average and one percentage point improvement on 2016 outcomes. Kent is ranked first amongst its statistical neighbour for attainment in Reading.
- 3.7 In 2017, 72% of Kent pupils attained or exceeded the expected standard in **Writing**, which is one percentage point higher than 2016 and four percentage points above the emerging national average. In 2017, 318 Kent schools attained at or above the emerging national average for this measure. The proportion of pupils assessed as working at 'greater depth' is 17%, which is one percentage point above the emerging national average. Kent is ranked first amongst its statistical neighbour for this measure.
- 3.8 The proportion of pupils who attained or exceeded the expected standard in **Mathematics** in 2017 is 78%, which is the same as 2016 outcomes and 3 percentage points above the emerging national average. In 2017, 315 Kent schools attained at or above the emerging national average for this measure. The proportion of pupils assessed as working at 'greater depth' is 21%, which is in line with the emerging national average. Kent is ranked first amongst its statistical neighbour for Mathematics.

Gender Gaps at Key Stage 1

- 3.9 At Key Stage 1, girls outperformed boys in **Reading** in 2017. The proportion of girls who attained or exceeded the expected standard is 83% compared with 74% of boys, with an attainment gap of 8%. This shows no change from 2016.
- 3.10 In 2017, as in previous years, the attainment gap between boys and girls remains widest in **Writing**. 79% of girls attained or exceeded the expected standard compared with 65% of boys, a gender gap of 13% which is the same as 2016.
- 3.11 In 2017, girls outperformed boys in **Mathematics** by 3 percentage points. The proportion of girls who attained or exceeded the expected standard is 80% compared with 77% of boys.

Outcomes for Vulnerable Groups at Key Stage 1

- 3.12 In 2017, the proportion of FSM pupils who attained or exceeded the expected standard in Reading was 61.8%, a Kent attainment gap of 19.2 percentage points. The attainment of FSM pupils in Reading is in line with the national figure and ranks Kent third amongst its statistical neighbours. The national attainment gap is 17 percentage points.
- 3.13 The widest gap for FSM pupils was in Writing, where 53.6% of FSM pupils attained or exceeded the expected standard, compared to 52% nationally. Although there is an attainment gap of 21.1%, Kent is ranked second amongst its statistical neighbours for FSM attainment in Writing. The national attainment gap is 19 percentage points.
- 3.14 The proportion of FSM pupils who attained or exceeded the expected standard in Mathematics was 61.4%, compared to 60% nationally, which ranks Kent third amongst its statistical neighbours. The mathematics attainment gap is 19.1%, which is wider than the national gap of 18 percentage points.
- 3.15 The attainment gap for SEN pupils was wide across all subjects in 2017. In Reading, 29.7% pupils with SEN in Kent attained or exceeded the expected standard compared with 31% nationally. The attainment gap is 56 percentage points, which is wider than the national figure of 53 percentage points.
- 3.16 The attainment gap is widest in Writing. The proportion of SEN pupils who attained or exceeded the expected standard was 20.7%, which is in line with national. There is an attainment gap of 58 percentage points which is wider than the national gap of 56 percentage points.
- 3.17 In Mathematics, 30.5% of pupils with SEN in Kent attained or exceeded the expected standard, compared with 32.0% nationally. The attainment gap is 54 percentage points, which is wider than the national figure of 51 percentage points.
- 3.18 In 2017, the proportion of Children in Care (CIC) who attained or exceeded the expected standard in Reading was 61.9%, an attainment gap of 17 percentage points. In Writing, 52.4% of CIC attained or exceeded the expected standard, a gap of 20 percentage points. The attainment gap was widest in Mathematics, at 30.9 percentage points, 47.6% of CIC attained or exceeded the expected standard.

4. Key Stage 2

- 4.1 At Key Stage 2, attainment in Kent improved across all indicators in 2017 compared with 2016 apart from **Writing** which remained the same. Kent performed at least in line with the provisional national averages for all subjects apart from Grammar, Punctuation and Spelling (GPS), which was just below the provisional 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 outcomes in 2017 continue the trend over several years of closing the gap with national.
- 4.3 At the end of Key Stage 2 standards are reported 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.

Combined Reading, Writing & Mathematics		
	2016 % pupils attained or exceeded the expected standard	2017 % pupils attained or exceeded the expected standard
Kent	59	64
National	53	61

Reading		
	2016 % pupils attained or exceeded the expected standard (Test)	2017 % pupils attained or exceeded the expected standard (Test)
Kent	70	74
National	66	71
National	66	71

Writing		
	2016 % pupils attained or exceeded the expected standard (Teacher assessment)	2017 % pupils attained or exceeded the expected standard (Teacher assessment)
Kent	80	80
National	74	76

Mathematics		
	2016 % pupils attained or exceeded the expected standard (Test)	2017 % pupils attained or exceeded the expected standard (Test)
Kent	72	76
National	70	75

Grammar, Punctuation and Spelling		
	2016 % pupils attained or exceeded the expected standard (Test)	2017 % pupils attained or exceeded the expected standard (Test)
Kent	73	76
National	73	77

- 4.4 At Key Stage 2, 64% of Kent pupils achieved the 'expected standard' in the **Reading, Writing and Mathematics combined measure**, which is 3 percentage points above the provisional national average of 61%. This ranks Kent first amongst its statistical neighbours. The proportion of pupils who attained a 'higher standard' in this combined measure is 9%, which is a 3 percentage point improvement since 2016 and in line with the provisional national average. Kent is ranked third for this measure, the same as 2016.

- 4.5 In 2017, **271** 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**, compared with 280 in 2016.
- 4.6 In 2017, 74% of Key Stage 2 pupils in Kent attained the 'expected standard' in **Reading**. This means that Kent is 3 percentage points above the provisional national average and ranked first amongst its statistical neighbours, the same as 2016. In 2017, 285 schools attained at or above the provisional national average for this measure compared with 287 schools in 2016.
- 4.7 The proportion of Kent pupils who attained the 'expected standard' in **Mathematics** in 2017 is 76%, which is one percentage point above the provisional national average and ranks Kent first amongst its statistical neighbours, the same as 2016. In 2017, 258 schools attained at or above the national average for this measure compared with 261 schools in 2016.
- 4.8 In 2017, 80% of pupils in Kent attained the 'expected standard' in **Writing**, which is no change from 2016. This is four percentage points above the provisional national average and ranks Kent first amongst its statistical neighbours, the same as 2016. In 2017, 318 schools attained at or above the national average for this measure compared with 319 schools in 2016.
- 4.9 The proportion of pupils in Kent who attained the 'expected standard' in **Grammar, Punctuation and Spelling** in 2017 is 76%. Although this is an improvement of 3 percentage points compared with 2016, Kent is one percentage point below the provisional national average. Kent is ranked seventh amongst its statistical neighbours for this measure which is a decline from 2016 when Kent was ranked third. In 2017, 238 schools attained at or above the provisional national average compared with 255 in 2016.

The Floor Standard at Key Stage 2

- 4.10 In the 2016-17 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)
- 4.11 To be above the floor, the school needs to meet either the attainment or all of the progress elements.
- 4.12 In 2017, 22 schools were below the floor standard, compared with 9 schools in 2016.

Key Stage 2 Gender Differences

- 4.13 At Key Stage 2, attainment for both boys and girls improved compared with 2016 and girls outperformed boys against all measures. In 2017, 61% of boys and 68% of girls achieved the 'expected standard' in the **Reading, Writing and Mathematics combined measure** which compares well with the respective 2017 provisional national averages of 57% and 65%. The gender attainment gap in Kent is 7% which is two percentage points wider than this measure in 2016. This is smaller than the national gap of 8%.
- 4.14 In 2017, 71% of boys and 78% of girls achieved the 'expected standard' in **Reading**. Both boys and girls attained 3% higher than similar groups nationally. The gender attainment gap in **Reading** in Kent is 7 percentage points and has narrowed by one percentage point compared with 2016. The national gap is also 7% in 2017 which has also narrowed by 1% since 2016.
- 4.15 **There is an attainment gap of one percentage point in Mathematics in 2017.** The proportion of boys who attained the 'expected standard' was 75% compared with 76% of girls. Both boys and girls outperformed similar groups nationally by 1%.
- 4.16 As in previous years, girls outperformed boys in **Writing** in 2017 and the gender gap remains widest in this subject. 75% of boys attained the 'expected standard' in **Writing** compared with 86% of girls, a gap of 11%. This remains the same as 2016.
- 4.17 Girls outperformed boys in the **Grammar, Punctuation and Spelling** in 2017. The proportion of boys who attained the 'expected standard' is 71%, which is 2% lower than boys nationally. 81% of girls attained the 'expected standard' which is in line with girls nationally. The attainment gap of 10% in Kent is higher than the national gap of 8 percentage points.

Outcomes for Vulnerable Groups at Key Stage 2

- 4.18 Attainment outcomes for FSM eligible pupils improved in 2017 across all measures compared to 2016 but gaps remain wide due to improved outcomes for non FSM eligible pupils. In 2017, the proportion of FSM eligible pupils who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** was 42.3%, which is a six percentage point improvement compared to 2016. There remains, however, an attainment gap of 25.4%, which is similar to the 2016 gap.
- 4.19 In 2017, the proportion of FSM eligible pupils who achieved the 'expected standard' in **Reading** was 55.9%, compared to 52% in 2016. This is an improvement of four percentage points, however, the reading attainment gap of 21.0% is the same as in 2016.
- 4.20 In 2017, the proportion of FSM eligible pupils who achieved the 'expected standard' in **Writing** is 62.3%, compared to 61% in 2016, an improvement of one percentage point. The writing attainment gap is 20.9% which is a slight improvement from 2016 where the gap was 22%. Attainment is higher in writing than other subjects for FSM eligible pupils.
- 4.21 In 2017, the proportion of FSM pupils who achieved the 'expected standard' in **Grammar, Punctuation and Spelling** is 57.0%, compared to 52% in 2016. There is an attainment gap of 21.8 percentage points which is slightly larger than the 21% gap in 2016.
- 4.22 In **Mathematics**, 57.8% of FSM eligible pupils achieved the 'expected standard' in 2017 compared to 51% in 2016. The attainment gap narrowed in 2017 to 20.6 percentage points compared to 24 percentage points in 2016.
- 4.23 The attainment gap for SEN pupils remains wide across all measures in 2017. The proportion of SEN pupils who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** is 19.4% which is a four percentage point improvement compared to 2016. There is an attainment gap of 53.0% which is similar to the gap in 2016.
- 4.24 In **Reading**, 33.6% pupils with SEN in Kent achieved the 'expected standard' in 2017, which is similar to 2016 outcomes. There is an attainment gap of 47.8% which is slightly larger than the 45% gap in 2016.
- 4.25 The attainment gap is widest in **Writing**. The proportion of SEN pupils who achieved the 'expected standard' is 32.9% which is broadly similar to 2016. There is an attainment gap of 56.1% which is a slight improvement on the 57% gap in 2016.
- 4.26 In **Grammar, Punctuation and Spelling**, 30.7% of SEN pupils achieved the 'expected standard', which is similar to 2016. There is an attainment gap of 53.3% which has widened in 2017, having been 45% in 2016.
- 4.27 In **Mathematics**, 35.8% of SEN pupils achieved the 'expected standard' which is a five percentage point improvement on 2016 outcomes. There is an attainment gap of 47.0% which is has narrowed by one percentage point since 2016.

Children in Care

- 4.28 Outcomes for CiC improved in 2017 across all performance indicators. In 2017, the proportion of Children in Care (CIC) who achieved the 'expected standard' in Reading, Writing and Mathematics combined was 37.3% compared with 21.3% in 2016. The attainment gap of 27.4 percentage points shows a significant narrowing compared with an attainment gap of 37 percentage points in 2016.
- 4.29 In Reading, 45.3% of CIC achieved the 'expected standard' compared with 41.6% in 2016. This is an attainment gap of 29.1 percentage points against the non-CIC Kent average of 74.4%.
- 4.30 In Writing, 52.6% of CIC achieved the 'expected standard' compared with 44.9% in 2016. The attainment gap widened to 28.1 percentage points in 2017 compared with the attainment gap of 20.7 percentage points in 2016.
- 4.31 The proportion of CIC who achieved the 'expected standard' in Grammar, Punctuation and Spelling was 49.3%, compared with 41.6% in 2016. The attainment gap in 2017 is 27 percentage points which is narrower than the attainment gap of 31.2 percentage points in 2016.
- 4.32 In Mathematics, 45.3% of CIC achieved the 'expected standard', a gap of 30.7 percentage points. In 2016, 40.4% of CIC achieved the 'expected standard' in Mathematics with an attainment gap of 31.2 percentage points. This subject has the widest attainment gap for CIC in 2017.

5. Key Stage 4

- 5.1 At Key Stage 4 in 2017 comparisons with performance in 2016 are difficult to make, given that this year has seen the implementation of new grades and more demanding examinations.
- 5.2 Outcomes at Key Stage 4 indicate Kent performed in line with the national average attainment measures, but fell below in progress. This is a decline compared with the performance in 2016, but in line with the National decline. This, in part, could be attributed to the changes to the assessment methodology and the new grading system. 59% of pupils achieved 5 or more GCSEs graded A*-C, Grade 4 or higher, including English and mathematics, which is 2% above the national average of 56%.
- 5.3 Secondary schools in Kent performed in line with national attainment measures, with only 14.1% (14 schools) reporting increases in their attainment 8 score. However, the decline in the Attainment 8 score from 50.3 to 46 is indicative of a narrowing of the curriculum offer, following the new headline measures.
- 5.4 Secondary schools in Kent achieved a Progress 8 score of -0.11 in 2017, which is slightly below the national average of -0.03. Overall, 44 out of Kent's 99 Secondary schools performed at or above the national average for this measure and of these 28 are Grammar schools. Kent is ranked eighth out of its 10 statistical neighbours for this measure and 95th 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 achieved 59% in 2017 which

is the same as last year's figure. Kent is ranked fifth out of its statistical neighbours for this measure and 55th out of 151 local authorities nationally.

- 5.6 The Basics measure that will be reported this year is grade 5 or higher (strong Pass). The English and mathematics figures below represent grade 4 (standard pass) to allow comparison with results from previous years. The proportion of pupils achieving grades 9-4 in English and mathematics is 61.3% which is 2 percentage points below the national average in 2017 and 2.4 percentage points below last year's result of 63.7%. There are 42 Kent Secondary schools that performed above the national average. Kent is ranked seventh out of its statistical neighbours for this measure and 68th out of 151 local authorities nationally.
- 5.7 Direct comparisons with previous years are unreliable due to the introduction of the new grading system. However, 61.3% attained GCSE Grade 4 or above for English across the county. In 2016 the figure was 76.4% who attained A*-C passes for English. In mathematics, 50.9% attained GCSE Grade 4 or above compared to 68.1% attaining the old measure of A*-C pass in 2016.
- 5.8 Performance in the English Baccalaureate (Ebacc) measure has declined in line with the national decline. 26.8% attained the English Baccalaureate with English and Maths at Grade 4 or above, compared to the national figure of 23.7%. Kent is ranked first amongst its statistical neighbours and as 39th out of 151 local authorities nationally.

Key Stage 4 Gender Differences

- 5.9 This data will be available in January 2018.

Outcomes for Vulnerable Groups at Key Stage 4

- 5.10 (2017 data not yet available for vulnerable groups at Key Stage 4)
At Key Stage 4 in 2016, 38 schools improved outcomes in 5+ A*-C GCSE grades including English and Mathematics for pupils in receipt of the Pupil Premium, compared to 40 schools in 2015. Over £55m is now allocated to the Pupil Premium in schools and to date there is limited impact. Slow progress continues to be made in raising attainment and narrowing attainment gaps for pupils with SEN at all Key Stages. Closing the gaps in achievement for all vulnerable learners continues to be a significant priority for improvement in 2017.

6. Post 16 Outcomes

- 6.1 Post 16 outcomes for 2017 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 **Performance at Post-16** in 2017 is evidenced currently by provisional results. There is an improved picture being reported by many schools for Average Point Score per entry in A level, Academic and Applied General qualifications. The provisional Kent average for all Average Point Score per entry measures have improved compared to 2016 outcomes. The provisional Kent Average Point Score per entry for Applied General has improved from 37.0 to 39.3 and for Tech Levels from 36.7 to 38.6.

- 6.3 Provisional results for 2017 show that the A Level Average Point Score per entry achieved by students in Kent schools is 31.2, compared to 30.9 last year.

Academic qualifications

- 6.4 Academic results include A Level, AS Level, the International Baccalaureate (IB), International Baccalaureate Career-related Programme (IBCP) and extended project qualifications.
- 6.5 Provisional results for 2017 show that Academic Average Point Score per entry achieved by students in Kent schools is 32.5, compared to 32.2 last year.

International Baccalaureate (IB)

- 6.6 Overall, it has been a positive year for the IB in Kent, with APS rising against the global average, which is below 30. The IB continues to show no evidence of grade inflation, with the global average varying only between 29 and 30 points in the last 10 years at least.

Three Kent schools offer the IB programme – Dartford (37 APS), Dane Court (34 APS) and Tonbridge Grammar (37 APS). Each school has added 1 point its APS score since 2015.

	APS		
	2017	2016	2015
Dartford Grammar School	37	36	36
Dane Court Grammar School	34	34	33
Tonbridge Grammar School	37	37	36

6.7 International Baccalaureate Career-related Programme

The International Baccalaureate® (IB) Career-related Programme (CP) is designed for students aged 16-19.

The Career-related Programme is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education.

The programme leads to further/higher education, apprenticeships or employment.

CP students undertake a minimum of two IB Diploma Programme (DP) courses, a core consisting of four components and a career-related study. For CP students, DP courses provide the theoretical underpinning and academic rigour of the programme; the career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning.

91.5% (129) of all candidates entered (141) have been awarded the CP in 2017.

IB components are awarded a maximum of 7 points each. The following table shows the percentage of students achieving 5+, 4+ and 3+ points. The outcome for high schools is also identified.

Entries	5+	4+	3+
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All schools	275	43.6%	79.6%	97.1%
High schools only	181	37.6%	77.3%	96.1%

The top five of 21 standard components taken in 2016 - 2017 are provided here with the average score gained from all participating schools in Kent. IB components are assessed on a 7 to 1 scale, 7 being the highest.

Top five standard components	Entries	/7
English Literature	19	4.9
Social and Cultural Anthropology	29	4.5
IT in a Global Society	36	4.0
Psychology	37	4.7
Maths Studies	39	4.4

There were fewer higher components taken.

The top five of 10 higher components taken in 2016 - 2017 are provided here with the average score gained from all participating schools in Kent. IB components are assessed on a 7 to 1 scale, 7 being the highest.

Top five higher components	Entries	/7
Design Technology	3	5.7
Film	3	3
Visual Art	4	4.8
English Literature	6	4.8
Psychology	22	4.5

Technical subjects taken to accompany components were:

Applied Science	Applied Law
Art	Performing Arts
Health and Social Care	Business
Public Services	Sport Studies

The KAH Area Boards and the Kent and Medway Teaching Schools' Network are supportive of a bid to the Strategic School Improvement Fund in relation to support for improvement in the 24 CP schools, most of which meet eligibility criteria. The IB is considering extending the project to include further schools.

Technical Level 3

- 6.8 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.
- 6.9 Provisional results for 2017 show that the Tech Level Average Point Score per entry achieved by students in Kent schools is 38.6 which is above the 2016 national average of 36.9.

Applied General Level 3

- 6.10 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.
- 6.11 In 2017, the provisional Average Point Score per entry achieved by Applied General students in Kent schools is 39.3 which is above the 2016 national average of 38.0.

Technical Baccalaureate (TechBacc)

- 6.12 The Technical Baccalaureate is a performance measure that allows young people aspiring to a technical career a high-quality alternative to the A level route. This recognises the achievement of students taking advanced (Level 3) programmes which include a DfE approved Tech Level, level 3 maths and extended project qualifications.
- 6.13 In Kent schools in 2017, 29 students achieved a Technical Baccalaureate (Kent achieved 20 of 129 students in state funded schools nationally in 2016. Kent was ranked 1st nationally in this measure in 2016).

Apprenticeships

- 6.14 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.
- 6.15 The Skills and Employability Service will deliver 8,500 apprenticeships for 16-24 year olds, including 4,000 for 16-18 year olds and ensure that at least 89% successfully complete their apprenticeships.
- 6.16 Kent's schools will meet the 2.3% public sector target of employed apprentices, which is 293 based on current headcount.

7 Conclusion

7.1 Whilst continuing to be above the emerging National figure, Early Years Foundation Stage outcomes this year have reduced very slightly from 74.8 to 74.3%.

Outcomes at Key Stages 1 and 2 are also positive and show Kent performing above the national averages for the majority of indicators for the second successive year. Outcomes for FSM eligible pupils also show improvement across all areas when compared to 2016.

At Key Stage 4, comparative data indicates that schools have performed largely in line with 2016 outcomes. This, given the significant changes to the curriculum and grading systems, is positive. It will be a priority to work with schools to develop their curriculum offer and 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.

Provisional results at Post-16 across all qualifications are variable– A level, Applied and Technical indicate that Kent is in line with or above national averages, with a marked improvement in Applied and Technical qualifications from previous years. Some measures are below average.

8. Recommendations:

Members of the Cabinet Committee are asked to note :

- (i) Note the marginal decrease in the Early Years Foundation Stage.
- (ii) The positive outcomes at Key Stages 1, 2, 4 including for FSM eligible pupils.
- (iii) The positive outcomes at Key Stage 4, given the current education context.
- (iv) The positive Post-16 outcomes across all qualifications.
- (v) The improvement in outcomes for Applied and Technical qualifications.

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