

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

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**To:** Children's, Young People and Education Cabinet Committee – 29 November 2018

**Subject:** Early Years and School Performance in 2018

**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 2018.

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.

This data is not final validated data, so these outcomes are provisional. Validated data will be available in December 2018 and January 2019.

**Recommendations:**

The Children's, Young People and Education Cabinet Committee are asked to note:

- (i) the improvement in the EYFS GLD overall and the narrowing of achievement gaps for vulnerable groups
- (ii) The positive outcomes at Key Stages 1, 2, 4 including for FSM eligible pupils.
- (iii) The outcomes at Key Stage 4, given the current education context.
- (iv) The outcomes at Key Stage 5, across all 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 2018-2019.
- 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 In 2018, 75.3% of children in Kent achieved a GLD at the end of the EYFS, which is an improvement on 74.3% in 2017. This outcome remains significantly above the national figure of 71.5% in 2018

	% Good Level of Development						Difference from 2017
	2013	2014	2015	2016	2017	2018	
<b>Kent</b>	63.4	68.5	72.9	74.8	74.3	75.3	+1.0
<b>National</b>	51.7	60.4	66.3	69.3	70.7	71.5	+0.8

2.3 In the EYFS in 2018, girls continue to out-perform boys with 82% of girls achieving a GLD (up from 80.8% in 2017) compared with 69% of boys (up from 68.2% in 2017). This represents very slight widening of the gender gap from 12.6% in 2017 to 13% in 2018.

### 2.4 Vulnerable Groups Achievement Gaps

EYFS GLD achievement gaps relating to children in vulnerable groups in 2018 are shown in the table below. The downward arrow denotes gap narrowing.

Vulnerable Group	2017	2018
Free School Meals (Eligible)	22%	17.5% ↓
Disadvantaged *	20.2%	17.4% ↓
English as an Additional Language	9%	6.3% ↓
Special Educational Needs	59.3%	55.5% ↓
Children in Care		
<ul style="list-style-type: none"> <li>• Kent County Council</li> <li>• Other Local Authorities</li> </ul>	<ul style="list-style-type: none"> <li>• 49.4% (20 Children)</li> <li>• 17.2% (7 Children)</li> </ul>	<ul style="list-style-type: none"> <li>• 46.8% (21 Children) ↓</li> <li>• -24.7% (3 children) ↓</li> </ul>

*\*Percentage difference between the mean average of the lowest 20% and the median average for all children.*

Whilst much still needs to be done to support accelerated progress and achievement for children in these groups, this is a positive and encouraging picture.

## 1. Key Stage 1

- 3.1 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 in Reading, Writing and Mathematics. In 2018, Kent again attained above the national average for all subjects with outcomes broadly similar to those in 2017. There was a slight decline of one percentage point in Reading attainment and a rise of one percentage point in Writing attainment.
- 3.2 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 **Reading, Writing and Mathematics combined** attainment at Key Stage 1 remained similar to 2017 and continues to be above the national average.

### Combined Reading, Writing & Mathematics

	2016 % pupils met or exceeded the expected standard	2017 % pupils met or exceeded the expected standard	2018 % pupils met or exceeded the expected standard
<b>Kent</b>	66.6	68.3	68.8
<b>National</b>	60.3	63.7	65.3

### Reading

	2016 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)	2017 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)	2018 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)
<b>Kent</b>	78	79	78
<b>National</b>	74	76	75

### Writing

	2016 % pupils met or exceeded the expected standard (Teacher assessment)	2017 % pupils met or exceeded the expected standard (Teacher assessment)	2018 % pupils met or exceeded the expected standard (Teacher assessment)
<b>Kent</b>	71	72	73
<b>National</b>	65	68	70

### Mathematics

	2016 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)	2017 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)	2018 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)
<b>Kent</b>	78	78	79
<b>National</b>	73	75	76

- 3.4 In 2018, 68.8% of Key Stage 1 pupils in Kent met or exceeded the expected standard in **Reading, Writing and Mathematics combined**, which is in line with 2017. This is 3.5 percentage points above the national average.
- 3.5 In 2018, 78% of Key Stage 1 pupils in Kent met or exceeded the expected standard in **Reading**, which is 3 percentage points above the national average. Kent is ranked first against its statistical neighbours for Reading attainment. The proportion of pupils assessed as working at 'greater depth' was 27% which is one percentage point above the national average and one percentage point improvement on 2017 outcomes. Kent is ranked fifth against its statistical neighbours for 'greater depth' in Reading.
- 3.6 In 2018, 73% of Kent pupils met or exceeded the expected standard in **Writing**, which is one percentage point higher than 2017, three percentage points above the national average and ranks Kent first amongst its statistical neighbours. The proportion of pupils assessed as working at 'greater depth' was 17%, the same as 2017, which is one percentage point above the national average. Kent is ranked fourth against its statistical neighbours for this indicator.
- 3.7 The proportion of pupils who met or exceeded the expected standard in **Mathematics** in 2018 was 79%, which is one point higher than 2017 and 3 percentage points above the national average. Kent is ranked first amongst its statistical neighbours against this measure. The proportion of pupils assessed as working at 'greater depth' was 22%, which is a one percentage point improvement and in line with the national average. Kent is ranked sixth amongst its statistical neighbour for 'greater depth' in **Mathematics**.

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

- 3.8 At Key Stage 1, girls outperformed boys in **Reading** in 2018. The proportion of girls who met or exceeded the expected standard was 83% compared with 74% of boys, with an attainment gap of 9%. This shows no change since 2016.
- 3.9 In 2018, as in previous years, the attainment gap between boys and girls remains widest in **Writing**. 80% of girls met or exceeded the expected standard compared with 67% of boys, a gender gap of 13% which is the same as 2017.
- 3.10 In 2018, girls outperformed boys in **Mathematics** by 3 percentage points. The proportion of girls who met or exceeded the expected standard is 80% compared with 77% of boys. The attainment gap of 3% is the same as 2017.

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

In 2018, the attainment of FSM pupils in **Reading** and **Writing** fell slightly compared with 2017 but improved in **Mathematics**. Improvements in the attainment of non FSM pupils means that attainment gaps have not narrowed in 2018.

- 3.11 In 2018, the proportion of FSM pupils who achieved the 'expected standard' in **Reading** dropped to 59% having been 62% in 2017. This is one percentage point below national FSM attainment. The attainment gap has widened to 21%, compared with 19% in 2017. Kent is ranked fifth against its statistical neighbours for FSM **Reading** attainment.
- 3.12 In 2018, 52% of FSM pupils achieved the 'expected standard' in **Writing** which is a slight decline of 1 percentage point compared with 2017. Kent is ranked fifth against its statistical neighbours for FSM **Writing** attainment. The attainment gap has widened to 24%, compared with 21% in 2017.
- 3.13 **Mathematics** attainment improved by 1 percentage point for FSM pupils in 2018, ranking Kent first amongst its statistical neighbours. The attainment gap is 19% and is the same as 2017.
- 3.14 SEN pupil data not yet available.

## 2. Key Stage 2

- 4.1 Kent has again achieved combined attainment in **Reading, Writing** and **Mathematics** above the national average for the third successive year. In 2018, at Key Stage 2, attainment in Kent improved at the 'expected standard' in **Reading** and **Writing** and was above the national average. Attainment in **Mathematics** and **Grammar, Punctuation and Spelling** showed a slight decline to just below the national average in 2018. Kent's results for combined attainment in **Reading, Writing** and **Mathematics** are ranked second against our statistical neighbours.
- 4.2 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 met or exceeded the expected standard	2017 % pupils met or exceeded the expected standard	2018 % pupils met or exceeded the expected standard
<b>Kent</b>	59	64	66
<b>National</b>	53	61	64

### Reading

	2016 % pupils met or exceeded the expected standard (Test)	2017 % pupils met or exceeded the expected standard (Test)	2018 % pupils met or exceeded the expected standard (Test)
<b>Kent</b>	70	74	77
<b>National</b>	66	71	75

### Writing

	2016 % pupils met or exceeded the expected standard (Teacher assessment)	2017 % pupils met or exceeded the expected standard (Teacher assessment)	2018 % pupils met or exceeded the expected standard (Teacher assessment)
Kent	80	80	81
National	74	76	78

Mathematics			
	2016 % pupils met or exceeded the expected standard (Test)	2017 % pupils met or exceeded the expected standard (Test)	2018 % pupils met or exceeded the expected standard (Test)
Kent	72	76	75
National	70	75	76

Grammar, Punctuation and Spelling			
	2016 % pupils met or exceeded the expected standard (Test)	2017 % pupils met or exceeded the expected standard (Test)	2018 % pupils met or exceeded the expected standard (Test)
Kent	73	76	76
National	73	77	78

- 4.3 At Key Stage 2, 66% of Kent pupils achieved the ‘expected standard’ in the **Reading, Writing and Mathematics combined measure**, which is 2 percentage points above the national average of 64%. This ranks Kent second amongst its statistical neighbours. The proportion of pupils who attained a ‘higher standard’ in this combined measure improved in 2018 and was 11% which is one percentage point above the national average. Kent is ranked first for this measure.
- 4.4 In 2017, **264** 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**. This is lower than 2017 when 271 schools attained at or above the national average for the combined ‘expected standard’.
- 4.5 In 2018, attainment at the ‘expected standard’ in **Reading** was 77%, an improvement of 2 percentage points compared with 2017. This means that Kent is 2 percentage points above the national average and ranked first amongst its statistical neighbours, the same as 2017.
- 4.6 The proportion of Kent pupils who attained the ‘expected standard’ in **Mathematics** in 2018 was 75%, which is one percentage point below the national average and ranks Kent fifth amongst its statistical neighbours.
- 4.7 In 2018, 81% of pupils in Kent attained the ‘expected standard’ in **Writing**, which is a one percentage increase compared with 2017. This is three percentage points above the national average and ranks Kent first amongst its statistical neighbours, the same as 2017.

- 4.8 The proportion of pupils in Kent who attained the 'expected standard' in **Grammar, Punctuation and Spelling** in 2018 was 76%. Although this is the same as 2017 attainment, Kent is two percentage points below the national average. Kent is ranked seventh amongst its statistical neighbours for this measure which is the same ranking as 2017.

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

- 4.9 In the 2017-18 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)

- 4.10 To be above the floor, the school needs to meet either the attainment or all of the progress elements.

- 4.11 In 2018, provisional data show 14 primary schools were below the floor standard.

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

At Key Stage 2, attainment for boys improved across all subjects. Girls' attainment improved in all subjects in 2018 apart from a slight decline in **Grammar, Punctuation and Spelling**. Girls outperformed boys against all measures, as in 2017. In 2018, 63% of boys and 70% of girls achieved the 'expected standard' in the **Reading, Writing and Mathematics combined measure** which compares well with the respective 2018 national averages of 60% and 68%. The gender attainment gap in Kent is 7% which shows no change from 2017. This is smaller than the national gap of 8%.

- 4.12 In 2018, 73% of boys and 80% of girls achieved the 'expected standard' in **Reading**. Both boys and girls attained higher than similar groups nationally. The gender attainment gap in **Reading** in Kent is 7 percentage points which is the same as the 2017 gap. This is narrower than the national gap which is 8% in 2018.

- 4.13 In 2018, there remains an attainment gap of one percentage point in **Mathematics** 2018. The proportion of boys who attained the 'expected standard' was 75% compared with 76% of girls, which is the same as 2017. Both boys and girls attained in line with similar groups nationally in 2018.

- 4.14 As in previous years, girls outperformed boys in **Writing** in 2018 and the gender gap remains widest in this subject. 76% of boys attained the 'expected standard' in **Writing** compared with 87% of girls, a gap of 11% which is the same as 2017. Both groups attained higher than similar groups nationally in 2018.

- 4.15 Girls outperformed boys in the **Grammar, Punctuation and Spelling** in 2018. The proportion of boys who attained the 'expected standard' was 72%, which is 1 percentage point lower than boys nationally. 80% of girls attained the 'expected standard' which is 2 percentage points lower than girls nationally. The attainment gap of 8% in Kent is lower than the national gap of 9 percentage points.

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

- 4.16 In 2018, the proportion of FSM pupils who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** improved to 46% compared with 42% in 2017. This is an improvement of 4 percentage points. The attainment gap is 24% which has narrowed by 1 percentage point since 2017.
- 4.17 In 2018, the proportion of FSM pupils who achieved the 'expected standard' increased in **Reading** and was 59% compared with 56% in 2017. This is an improvement of three percentage points, however, the reading attainment gap of 21% remains the same as in 2017.
- 4.18 In 2018, the proportion of FSM eligible pupils who achieved the 'expected standard' in **Writing** was 63%, compared to 62% in 2016, an improvement of one percentage point. The writing attainment gap is 21% which is the same as 2017. Attainment is higher in writing than other subjects for FSM eligible pupils.
- 4.19 In 2018, the proportion of FSM pupils who achieved the 'expected standard' in **Grammar, Punctuation and Spelling** is 56%, compared to 57% in 2017. There is an attainment gap of 22 percentage points which is the same as the attainment gap in 2017.



- 4.20 In **Mathematics**, 56% of FSM eligible pupils achieved the 'expected standard', which is a two-percentage point decline from 2017. The attainment gap widened in 2018 to 22%, compared with 21% in 2017.
- 4.21 The attainment gap for SEN pupils remains wide across all measures in 2018. The proportion of SEN pupils who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** was 21%, a two-percentage point improvement compared to 2017. There is an attainment gap of 54% which is one percentage point wider than the gap in 2017.
- 4.22 In **Reading**, 36% of pupils with SEN in Kent achieved the 'expected standard' in 2017, which shows a two-percentage point improvement compared with 2017. There is an attainment gap of 48% which is the same as 2017.
- 4.23 The attainment gap is widest in **Writing**. The proportion of SEN pupils who achieved the 'expected standard' in 2018 was 34%, which is an improvement of one percentage point compared with 2017. There is an attainment gap of 56% which is the same as 2017.
- 4.24 In **Grammar, Punctuation and Spelling**, 30% of SEN pupils achieved the 'expected standard', which is similar to 2017. There is an attainment gap of 54% which is one percentage point wider than in 2017.
- 4.25 In **Mathematics**, 34% of SEN pupils achieved the 'expected standard' which is a two percentage point decline on 2017 outcomes. There is an attainment gap of 49% which has widened by two percent since 2017.
- 4.26 The CiC Gap data is recording very few children (21 Kent and 3 Other Local Authority), however the Kent CiC gap has narrowed from 49.4% in 2017 to 46.5%.
- 4.27 In 2018, the proportion of CiC who attained or exceeded the expected standard in Reading was 46.2%, an attainment gap of 32 percentage points. In Mathematics 46.2% of CiC attained or exceeded the expected standard, a gap of 32.6 percentage points.
- 4.28 Outcomes for CiC showed a decline in all performance indicators in 2018. In 2018 the proportion of CiC who achieved the expected standard in Reading, Writing and Mathematics combined was 33.8% compared with 37.3% in 2017. The attainment gap of 33 percentage points shows a widening compared with the attainment gap of 27.4 percentage points in 2017.
- 4.29 In Reading 51.3% of CiC achieved the expected standards compared with 45.3% in 2017. This is an attainment gap of 25.8 percentage points compared with 29.1 percentage points in 2017, evidencing a narrowing of the gap.
- 4.30 In Writing, 48.1% of CiC achieved the expected standard compared with 52.6% in 2017. The attainment gap widened to 33.7 percentage points in 2018 compared to the attainment gap of 28.1 percentage points in 2017.
- 4.31 The proportion of CiC who achieved the expected standard in Grammar, Punctuation and Spelling was 41%, compared with 49.3% in 2017. The attainment gap in 2018 is 35 percentage points which is wider than the attainment gap of 27 percentage points in 2017.

- 4.32 In Mathematics, 39.7% of CiC achieved the expected standard, a gap of 35.9 percentage points. In 2017 45.3% of CiC achieved the expected standard in Mathematics with an attainment gap of 31.2 percentage points.
- 4.33 It is important to note that the 2018 Year 6 cohort had a very high level of need in relation to SEN – 41.3% of the children had an EHCP (with additional children in process of statutory assessment) compared to 23% in 2017. Additionally, 30% of the cohort were educated in specialist provisions compared to just 8.2% in 2017. This data will be available October 2018.

## 5. Key Stage 4

- 5.1 2018 has seen further subjects moving to the new specifications and grading system.
- 5.2 The Progress 8 score for 2018 is -0.10 and remains below the National Average of -0.03. In a small number of cases, pupils can have extremely negative progress scores that disproportionately affect a school's overall progress score. To reduce the impact of these extreme scores, the DfE have set a limit on how negative a pupil's progress score can be when calculating the school average. Where a pupil's score is more negative than this minimum value, an adjusted score will replace the pupil's original progress score for the purpose of calculating a school's overall progress average. The adjusted Progress 8 score for Kent is -0.09, making Kent 8<sup>th</sup> out of its 11 statistical neighbours.
- 5.3 The proportion of young people attaining a strong pass (grade 5 or higher) in English and mathematics has increased from 42.3% in 2017 to 43.8%. This measure is now slightly above the National Average of 43.2%. The proportion of young people attaining a standard pass (grade 4 or higher) has increased from 61.9% to 63.3%, with the National Average remaining stable at 64.2%. 47% (45 schools) have improved on their strong pass outcomes from last year. 47% (45 schools) have improved on their standard pass outcomes from last year, with 35% improving in both measures.
- 5.4 The Attainment 8 score per pupil remains in line with National Average (46.5) at 46.8, a 0.5 increase on 2017. Kent has moved up to being 3<sup>rd</sup> out of its 11 statistical neighbours, from 6<sup>th</sup> place in 2017.
- 5.5 From 2017, the definition of 'percentage achieving the English Baccalaureate' changed to 'the proportion of pupils achieving the EBacc which includes a grade 5 or above in English and mathematics, and grade C or above in unreformed subjects' following the introduction of the reformed 9 to 1 GCSEs in English and mathematics. Exams in both English literature and English language still have to be taken and a grade 5 or above achieved in one to achieve a pass in the English requirement of the EBacc. Overall performance in the English Baccalaureate (Ebacc) measure has fallen by 6.8% this year to 20.6% which is 4% above the National figure of 16.6%.

## 5.6 2018 DfE Provisional GCSE Summary

		Year	Kent State Funded	National State Funded	Difference Kent v Nat
<b>Total Pupils</b>	<b>Number of Pupils at the end of KS4</b>	2018	<b>15,578</b>	<b>521,377</b>	
		2017	15,407	524,932	
		2016	15,704	538,623	
		2018 v 2017	171	-3,555	
<b>Attainment 8</b>	<b>Attainment 8 Score per pupil</b>	2018	<b>46.8</b>	<b>46.5</b>	<b>0.3</b>
		2017	46.3	46.4	-0.1
		2016	50.3	49.9	0.4
		2018 v 2017	0.5	0.1	0.4
<b>Progress 8</b>	<b>Number of pupils included in the Progress 8 measure</b>	2018	<b>14,686</b>	<b>494,954</b>	
		2017	14,493	498,904	
		2016	14,844	512,084	
		2018 v 2017	193	-3,950	
	<b>Progress Score (Adjusted)</b>	2018	<b>-0.09</b>	<b>-0.02</b>	<b>-0.07</b>
		2017			
		2016			
		2018 v 2017			
	<b>Average Progress Score</b>	2018	<b>-0.10</b>	<b>-0.03</b>	<b>-0.07</b>
		2017	-0.11	-0.03	-0.08
		2016	-0.04	-0.03	-0.01
		2018 v 2017	0.01	0.00	0.01
<b>English &amp; Maths</b>	<b>% Pupils achieved English &amp; Maths 9-5 pass</b>	2018	<b>43.8</b>	<b>43.2</b>	<b>0.6</b>
		2017	42.3	42.9	-0.6
		2016			
		2018 v 2017	1.5	0.3	1.2
	<b>% Pupils achieved English &amp; Maths 9-4 pass</b>	2018	<b>63.3</b>	<b>64.2</b>	<b>-0.9</b>
		2017	61.9	64.2	-2.3
		2016			
		2018 v 2017	1.4	0.0	1.4

### Key Stage 4 Gender Differences

5.7 This data will be available in January 2019.

### Outcomes for Vulnerable Groups at Key Stage 4

5.8 This data will be available in January 2019.

## 6. Post 16 Outcomes

### A level qualifications

6.1 The A Level Average Point Score per entry achieved by students in Kent schools is 31.92, compared to 31.00 in 2017. The percentage achieving 3 A\*-A grades or better at A level is 11%, whilst 19.2% were grades AAB or better. These measures are in line with National Averages.

### Academic qualifications

- 6.2 Academic results include A Level, AS Level, the International Baccalaureate (IB), International Baccalaureate Career-related Programme (IBCP) and extended project qualifications.

The Academic Average Point Score per entry achieved by students in Kent schools is 33.12, compared to 32.17 last year.

### Technical Level 3

- 6.3 Technical Levels are advanced (Level 3) technical and professional qualifications, on a par with A levels and recognised by employers: they equip students with specialist knowledge and skills, enabling entry to an Apprenticeship, other skilled employment or a technical degree.

The number of students taking Technical Levels in Schools has dropped from 726 in 2017 to 267 in 2018. The Average Point Score per entry achieved by these students has also declined to 32.36 from 37.61 in 2017. This is in line with the National trends which also show decline in take up and outcomes.

### Applied General Level 3

- 6.4 In 2018, the provisional Average Point Score per entry achieved by Applied General students in Kent schools declined to 27.75 from 39.37 in 2017. Nationally the performance also declined to 29.01 from 39.6 in 2017.

- 6.5 2018 DfE Provisional Post-16 Summary

		Year	Kent State Schools Funded	National State Schools Funded	Difference Kent v Nat
<b>Level 3 Students</b>	Number of students	2018	<b>9,096</b>	<b>211,881</b>	
		2017	9,750	218,017	
		2016	9,922	221,685	
		2018 v 2017	-654	-6,136	
	APS per entry	2018	<b>32.50</b>	<b>33.02</b>	<b>-0.52</b>
		2017	33.45	32.88	0.57
		2016	33.04	32.10	0.94
		2018 v 2017	-0.95	0.14	-1.09
	Percentage achieving at least 2 substantial level 3 qualifications	2018	<b>83.3</b>	<b>81.0</b>	<b>2.3</b>
		2017	83.2	83.5	-0.3
		2016			
		2018 v 2017	0.1	-2.5	2.6
<b>A Level Students</b>	Number of students	2018	<b>7,663</b>	<b>198,801</b>	
		2017	8,156	197,423	
		2016	8,257	201,871	
		2018 v 2017	-493	1,378	
	APS per entry	2018	<b>31.92</b>	<b>32.15</b>	<b>-0.23</b>
		2017	31.00	31.45	-0.45
		2016	30.91	30.84	0.07
		2018 v 2017	0.92	0.70	0.22
	APS per entry as a grade	2018	<b>C+</b>	<b>C+</b>	
		2017	C	C	

		2016	C	C	
		2018 v 2017			
Percentage achieving at least 2 A levels	2018	<b>75.2</b>	<b>75.5</b>	<b>-0.3</b>	
	2017	71.0	74.4	-3.4	
	2016				
	2018 v 2017	4.2	1.1	3.1	
Number entered for one or more A level or applied A level	2018	<b>5,513</b>	<b>144,229</b>		
	2017	5,181	131,773		
	2016	5,117	132,932		
	2018 v 2017	332	12,456		
APS per entry, best 3	2018	<b>32.74</b>	<b>33.20</b>	<b>-0.46</b>	
	2017	34.13	34.71	-0.58	
	2016	35.15	34.42	0.73	
	2018 v 2017	-1.39	-1.51	0.12	
APS per entry, best 3 as a grade	2018	<b>C+</b>	<b>C+</b>		
	2017	C+	C+		
	2016	B-	C+		
	2018 v 2017				
Percentage achieving 3 A*-A grades or better at A level	2018	<b>11.0</b>	<b>11.4</b>	<b>-0.4</b>	
	2017	11.8	12.0	-0.2	
	2016	12.7	11.5	1.2	
	2018 v 2017	-0.8	-0.6	-0.2	
Percentage achieving grades AAB or better at A level	2018	<b>19.2</b>	<b>19.2</b>	<b>0.0</b>	
	2017	20.4	20.7	-0.3	
	2016	21.9	19.9	2.0	
	2018 v 2017	-1.2	-1.5	0.3	
Number entered for 1 or more A level	2018	<b>5,492</b>	<b>143,799</b>		
	2017	5,149	130,921		
	2016	5,055	131,711		
	2018 v 2017	343	12,878		
Percentage achieving grades AAB or better at A level, of which at least two are in facilitating subjects	2018	<b>14.7</b>	<b>15.1</b>	<b>-0.4</b>	
	2017	15.5	16.0	-0.5	
	2016	17.0	15.6	1.4	
	2018 v 2017	-0.8	-0.9	0.1	
<b>Academic Students</b>	Number of students	2018	<b>8,460</b>	<b>201,727</b>	
		2017	8,793	199,819	
		2016	8,922	203,950	
		2018 v 2017	-333	1,908	
	APS per entry	2018	<b>33.12</b>	<b>32.33</b>	<b>0.8</b>
		2017	32.27	31.65	0.6
		2016	32.18	31.03	1.2
		2018 v 2017	0.8	0.7	0.2
	APS per entry as a grade	2018	<b>C+</b>	<b>C+</b>	
		2017	C+	C+	
		2016	C+	C	
		2018 v 2017			
	Percentage achieving at least 2 substantial level 3 academic qualifications	2018	<b>75.3</b>	<b>75.1</b>	<b>0.2</b>
		2017	72.2	74.3	-2.1
		2016			
		2018 v 2017	3.1	0.8	2.3
<b>Tech Level Students</b>	Number of students	2018	<b>267</b>	<b>5,587</b>	
		2017	726	12,568	

	APS per entry	2016	697	12,427		
		2018 v 2017	-459	-6,981		
		2018	<b>32.36</b>	<b>31.43</b>	<b>0.93</b>	
		2017	37.61	38.47	-0.86	
	APS per entry as a grade	2016	36.70	36.89	-0.19	
		2018 v 2017	-5.25	-7.04	1.79	
		2018	<b>Dist-</b>	<b>Dist-</b>		
		2017	Dist+	Dist+		
	<b>Applied General Students</b>	Number of students	2016	2,798	53,810	
			2018	<b>2,049</b>	<b>35,154</b>	
			2017	2,543	49,424	
			2018 v 2017	-494	-14,270	
APS per entry		2016	37.01	37.99	-0.98	
		2018	<b>27.75</b>	<b>29.01</b>	<b>-1.26</b>	
		2017	39.37	39.60	-0.23	
		2018 v 2017	-11.62	-10.59	-1.03	
APS per entry as a grade		2016	Dist+	Dist+		
		2018	<b>Merit+</b>	<b>Merit+</b>		
		2017	Dist+	Dist+		
		2018 v 2017				
<b>Tech Bacc</b>	Number achieving TechBacc	2016	20	129		
		2018	<b>12</b>	<b>146</b>		
		2017	36	145		
		2018 v 2017	-24	1		
		2016	20	129		

## Apprenticeships

- 6.6 The percentage of 16 to 18 year olds who started an apprenticeship is currently forecast to be lower this year compared to last year, which will be the second year in a row where apprenticeship numbers have reduced. Similar reductions are being seen both locally and nationally and for all age ranges, not just young people, since the introduction of the apprenticeship levy and new frameworks.
- 6.7 Through our Apprenticeship Action plan we continue to promote apprenticeships throughout out Kent by:
- 6.8 providing support and guidance to KCC schools on the Apprenticeship Levy and the effect on schools as an employer, to help them achieve the new government public sector target of 2.3% of all staff being an apprentice,
- 6.9 providing support and guidance to KCC schools to help them understand the changes to apprenticeships for young people,
- 6.10 supporting schools to provide pre-apprenticeship opportunities,
- 6.11 supporting employers to engage with and work in partnership with all schools to recruit and develop young people into sustainable jobs, by working with the Guilds and identifying skills progression routes,

- 6.12 providing opportunities for all schools to offer an Assisted Apprenticeship programme route for vulnerable learners with disabilities and disadvantages,
- 6.13 working collaboratively with schools, FE Colleges and Work Based Training providers to develop locally co-ordinated approaches to support apprenticeship take up within Schools,
- 6.14 raising awareness of apprenticeships to employers. Increasing the number of apprentice-starts across Kent and continuing to develop the offer for the Apprenticeship Kent website. The 'Made in Kent' campaign has already resulted in an increase in the number of applicants for apprenticeships made through the website.

## **7 Conclusion**

- 7.1 EYFS outcomes this year have improved from 74.3% to 75.3% and achievement gaps for all vulnerable groups have narrowed

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 2018.

At Key Stage 4, comparative data indicates that schools have attained largely in line with 2017 outcomes and remain in line with National Averages. Progress measures continue to fall below National measures. The proportion of young people achieving English and Maths at both a standard and strong pass continues to rise, improving our performance against our 11 statistical neighbours to 6<sup>th</sup> and 4<sup>th</sup> respectively, in 2017 both these measures placed 7<sup>th</sup>. 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.

Results at Key Stage 5 are positive across A level and Academic qualifications, with declines in both uptake and outcomes for both Applied and Technical qualifications. The trends mirroring the national picture.

## **8. Recommendations:**

The Children's, Young People and Education Cabinet Committee are asked to note:

- (i) the improvement in the EYFS GLD overall and the narrowing of achievement gaps for vulnerable groups
- (ii) The positive outcomes at Key Stages 1, 2, 4 including for FSM eligible pupils.
- (iii) The outcomes at Key Stage 4, given the current education context.
- (iv) The outcomes at Key Stage 5, across all qualifications.

### **Lead Officer**

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