

## 2012 National Curriculum Test and Public Examination Results

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## **Introduction**

- This report provides a summary of the Kent Early Years Foundation Stage (EYFS) Assessments, KS1 and KS2 Standard Assessment Tests (SATs), GCSE and A Level results for 2012.
- Data shaded Green shows that Kent has made improvement on 2011 and is in- line with, or above, the National Average (NA)
- Data shaded Mauve shows that Kent has made improvement though we are still below the NA. In many cases we have significantly closed the gap to the National Average.
- Data shaded Red shows that Kent has not improved and is below the NA

### **Early Years Foundation Stage**

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

Areas of significant increase (more than 3%) include

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

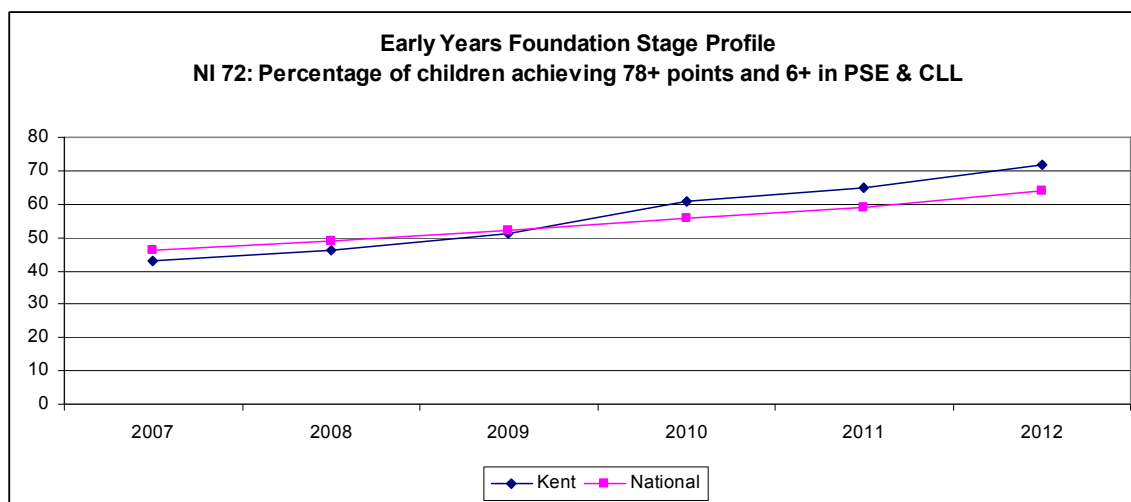
Kent had 16,612 pupils in this year's cohort and 600 additional pupils than 2011. This figure has been increasing for 6 consecutive years.

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

(National in brackets)	<b>2007 % 6+ Points</b>	<b>2008 % 6+ Points</b>	<b>2009 % 6+ Points</b>	<b>2010 % 6+ Points</b>	<b>2011 %6+ Points</b>	<b>2012 %6+ Points</b>	<b>% increase 11/12</b>
Dispositions and Attitudes	89.1 (87)	91.1 (88)	93.1 (89)	94.6 (91)	95.5 (91)	96.2 (92)	0.7
Social Development	81 (80)	82.5 (82)	86.1 (83)	90.0 (86)	91.4 (87)	93.1 (88)	1.7
Emotional Development	74 (76)	76.3 (77)	80.6 (79)	85.4 (81)	87.4 (83)	90.4 (85)	3.0
Language for Communication and Thinking	80 (78)	82.6 (79)	86.5 (82)	89.1 (84)	91.1 (86)	92.2 (87)	1.2
Linking Sounds and Letters	65.4 (65)	70.6 (71)	74.8 (74)	79.4 (77)	81.9 (79)	86.4 (83)	4.5
Reading	67.5 (69)	69.4 (70)	72.9 (72)	77.9 (74)	80.3 (76)	84.0 (79)	3.7
Writing	55.9 (58)	58.8 (61)	62.7 (62)	68.8 (65)	72.6 (67)	77.8 (71)	5.2
Numbers as Labels and for Counting	88 (87)	89.6 (88)	90.1 (88)	91.1 (89)	91.4 (90)	92.8 (91)	1.4
Calculating	69.8 (70)	72.5 (72)	74.7 (73)	78.8 (76)	80.8 (78)	84.5 (80)	3.7
Shape, Space and Measures	83.2 (80)	82.8 (81)	85.7 (82)	87.7 (84)	88.4 (85)	90.9 (86)	2.5
Knowledge and Understanding of the World	79.9 (77)	79.9 (79)	85.6 (81)	87.2 (83)	88.6 (84)	91.9 (86)	3.3
Physical Development	89.5 (88)	89.9 (89)	93.4 (90)	93.5 (91)	94.7 (91)	95.6 (92)	0.9
Creative Development	79 (78)	80.9 (79)	83.9 (80)	85.4 (82)	87.2 (83)	90.5 (85)	3.3

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

**Chart 1**



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

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

This ranks Kent in first place for this indicator when judged against the other Local Authorities which represent our statistical neighbours\* and demonstrates a steady improvement over the last three years (2010 3<sup>rd</sup> place and 2011 2<sup>nd</sup> place)

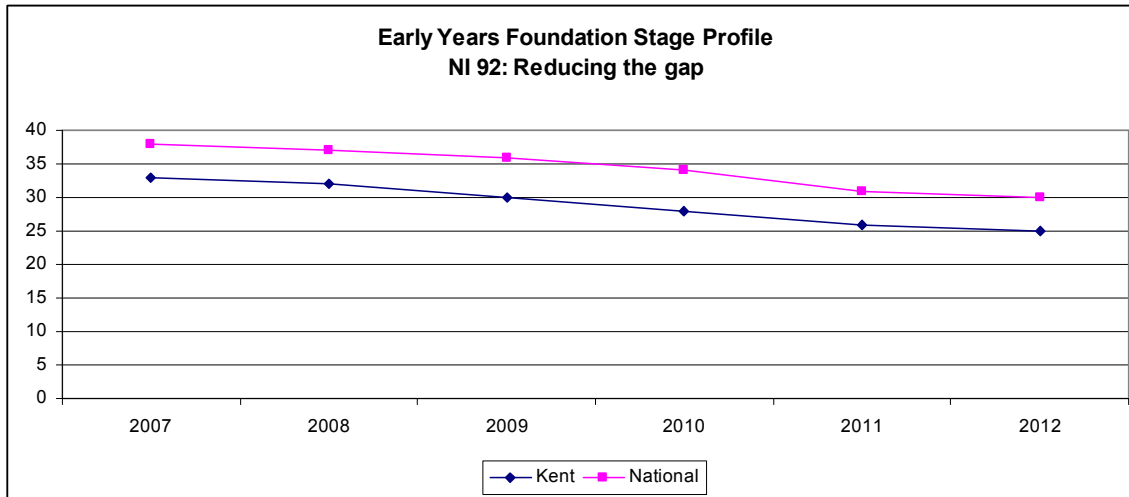
**National Indicator 92 – Reducing the gap**

Chart 2 below focuses on NI 92<sup>2</sup> and provides Kent and National data. The importance of this target is to ensure that when improving outcomes for all children we also focus on reducing the inequalities between the lowest 20% and the median measure. Again the improving trend is a clear indicator of improving outcomes for children in the lowest achieving 20%.

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

<sup>2</sup> Reducing the gap between the average of the lowest 20% and the median.  
Education Cabinet Committee Report November 2012

**Chart 2**



Kent has continued for the sixth year in succession to reduce the gap between the lowest achieving 20% and other children. The LA gap was reduced to 25.5% in 2011 and in 2012 this gap has been further reduced to 24.8%. As evidenced in Chart 2, the gap in Kent is much lower than the national gap of 30.1%.

Again this ranks Kent in first place against statistical neighbours, with the smallest gap between the lowest 20% and the rest. This is particularly significant when taken in the context of the increase in the percentage of children achieving a “good” level of development overall, and demonstrates year on year accelerated progress for the lowest achieving 20%.

### Higher Achieving Children

The number of children above and beyond the expected level and achieving 8 or more points has improved in all 13 aspects of learning. The greatest improvement is in Linking Sounds & letters with 40.6 % of the children now achieving 8 or more points. The eight areas of learning where greatest improvement is evident are:

- Linking sounds and letters (an increase of 6.3 %)
- Knowledge & Understanding of the World (an increase of 6.2%)
- Shape, Space & Measures (an increase of 6.1%)
- Reading (an increase of 5.6 %)
- Numbers as Labels & for Counting (an increase of 5.6%)
- Physical Development (an increase of 5.6%)
- Calculating (an increase of 5.4 %)
- Social Development (an increase of 5.1%)

In comparison to statistical neighbours Kent ranks from 1<sup>st</sup> to 4<sup>th</sup> place across all 13 scales for the percentage of children scoring 9 points (i.e. working beyond the early learning goals at the end of the Reception year) (1<sup>st</sup> place 4 scales, 2<sup>nd</sup> place 7 scales, 3<sup>rd</sup> place 1 scale, 4<sup>th</sup> place 1 scale)

### Priorities for Action

- Continue to improve the quality of provision in settings which feed Kent’s most challenging schools and ensure that early intervention, (prior to children entering Reception) is secure.
- Establish a plan of support for all Reception classes where the expected level of achievement was not reached.
- Implement a bespoke programme of professional development for all Reception classes requiring additional support to raise the quality of teaching.

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

## Key Stage 1

### Kent performance compared to national 2007 to 2012

<b>READING</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
% Level 2B+ Reading	70.9	72.1	71.7	72.3	73.2	75.7
Nat % Level 2B+ Reading	71	71	72	72	73.2	76
% Level 3+ Reading	28.6	28.2	28.3	27.1	26.9	27.4
Nat % Level 3+ Reading	26	25	26	26	26.0	27
<b>WRITING</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
% Level 2B+ Writing	58.0	59.2	59.2	59.4	59.5	62.3
Nat % Level 2B+ Writing	59	58	60	60	59.5	64
% Level 3+ Writing	12.9	14.4	14.1	13.7	13.5	12.8
Nat % Level 3+ Writing	13	12	12	12	13.0	14
<b>MATHS</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
% Level 2B+ Maths	75.2	75.0	74.1	74.1	73.7	76.6
Nat % Level 2B+ Maths	74	74	74	73	74.0	76
% Level 3+ Maths	24.9	23.5	22.8	20.4	20.1	21.3
Nat % Level 3+ Maths	22	21	21	20	20	22

### **KEY POINTS:**

Overall Key Stage 1 is showing an improvement against previous performance with a slight dip in writing at level 3.

At level 2b+ (the expected level for most 7 year olds) Kent has continued to make good progress in reading and considerable progress in writing and maths.

Level 3 has shown an improvement in reading and although maths has improved on last years' performance it has dropped below the NA this year. Writing shows a sharp decline to the lowest level since 2007 and below this years NA.

Nationally reading and writing have shown progress over the last 3 years and Kent is ranked 9<sup>th</sup> against our statistical neighbours. Our Statistical Neighbours (SN) consist of East Sussex, Essex, Lancashire, Northamptonshire, Nottinghamshire, Staffordshire, Swindon, Warwickshire, West Sussex, and Worcestershire.

The national picture for maths shows good progress at level 2b+ but remains static at level 3. Kent is ranked 7<sup>th</sup> against our statistical neighbours.

## **READING**

### **Kent performance compared to national 2007 to 2012 – Gender Analysis**

READING	2007	2008	2009	2010	2011	2012
% Level 2B+ Reading Girls	77.1	77.2	78.1	77.9	77.5	80.9
% Level 2B+ Reading Boys	65.0	67.2	65.8	67.0	69.1	70.8
Nat % Level 2B+ Reading Girls	77	77	77	78	79.0	81
Nat % Level 2B+ Reading Boys	66	66	67	67	68.0	72
% Level 3+ Reading Girls	33.3	33.4	32.8	31.5	31.5	31.8
% Level 3+ Reading Boys	24.1	23.1	24.1	23.0	22.5	23.3
Nat % Level 3+ Reading Girls	30	29	30	30	30	31
Nat % Level 3+ Reading Boys	22	21	22	22	22	23

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

Level 2b+ for boys has again shown improvement and has risen by 5.8% over the last five years.

Whilst there is improvement in boys reading at Level 2b+ the gap has widened slightly with the National. In 2011 the gap was a positive 1.1% and in 2012 the gap is now 1.2 behind the NA.

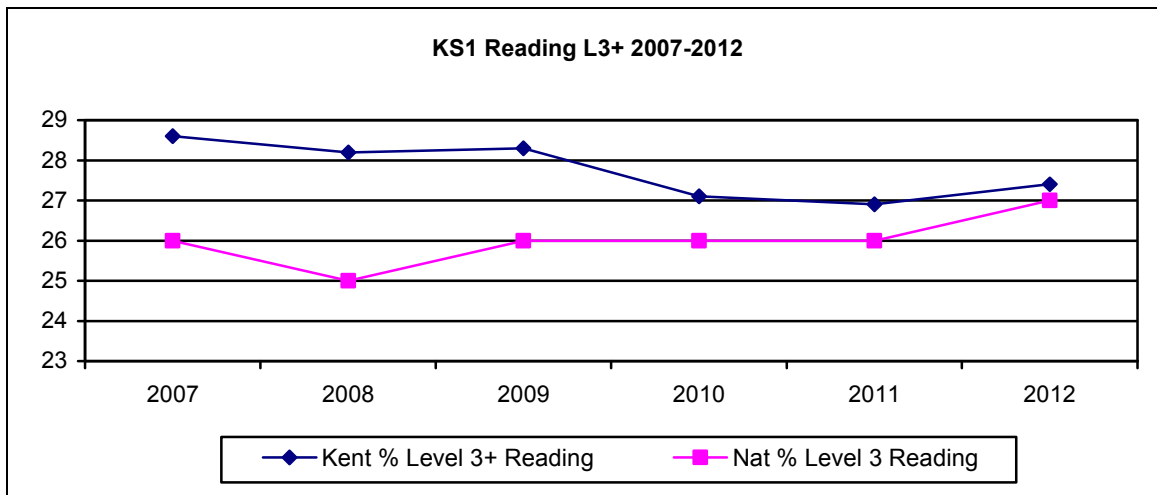
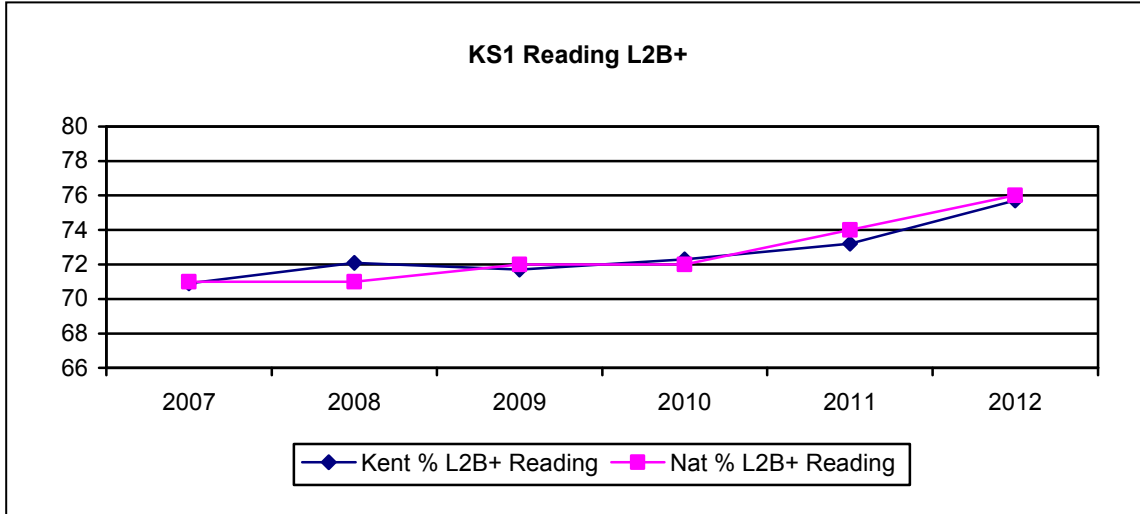
Nationally at Level 2b+ there has been a 4% improvement for girls since 2007 and a 6% improvement for boys. Girls and Boys in Kent have matched this pattern of improvement.

Higher achieving girls (Level 3+) have improved slightly on 2011 results but show a 5 year declining trend. They remain above the NA.

Higher achieving boys have improved slightly from last year but still show a 5 year declining trend. They remain above the NA.

Nationally at Level 3+ both girls and boys improvement has plateaued over the last 6 years with only a 1% improvement for both girls and boys since 2007.

## READING







## **WRITING**

### **Kent performance compared to national 2003 to 2011 – Gender Analysis**

<b>WRITING</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
% Level 2B+ Writing Girls	66.9	67.7	68.3	68.3	67.4	70.6
% Level 2B+ Writing Boys	49.5	51.0	50.7	51.1	52.0	54.5
<b>Nat % Level 2B+ Writing Girls</b>	<b>67</b>	<b>67</b>	<b>68</b>	<b>69</b>	<b>70</b>	<b>72</b>
<b>Nat % Level 2B+ Writing Boys</b>	<b>51</b>	<b>51</b>	<b>52</b>	<b>52</b>	<b>53</b>	<b>57</b>
% Level 3+ Writing Girls	17.3	19.1	18.7	18.2	18.1	16.6
% Level 3+ Writing Boys	8.6	10.0	9.7	9.4	9.1	9.2
<b>Nat % Level 3+ Writing Girls</b>	<b>17</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>17</b>	<b>18</b>
<b>Nat % Level 3+ Writing Boys</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>10</b>

Level 2b+ Girls have improved in 2012 but still fall below the NA. The gap between Kent girls and the NA for girls has closed this year to 1.4% from 2.6% in 2011.

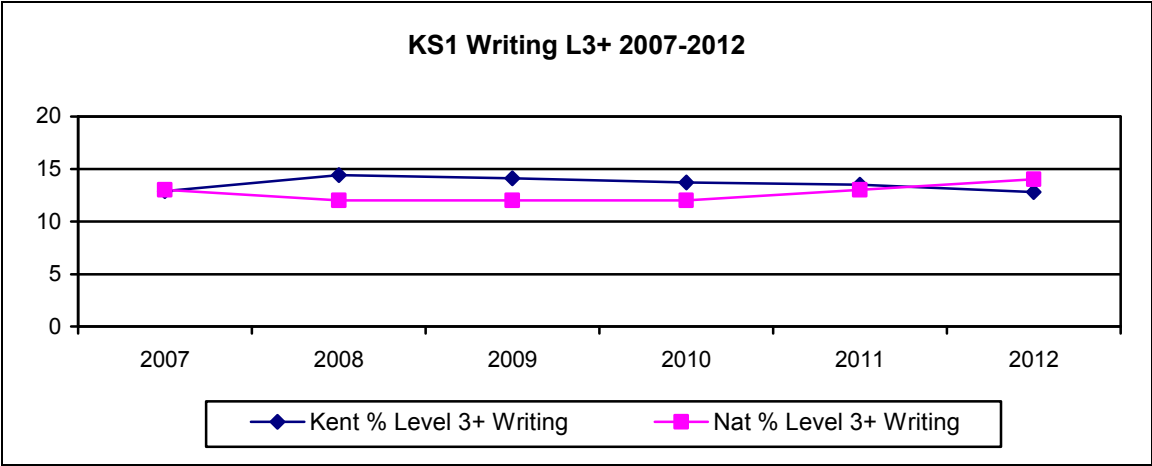
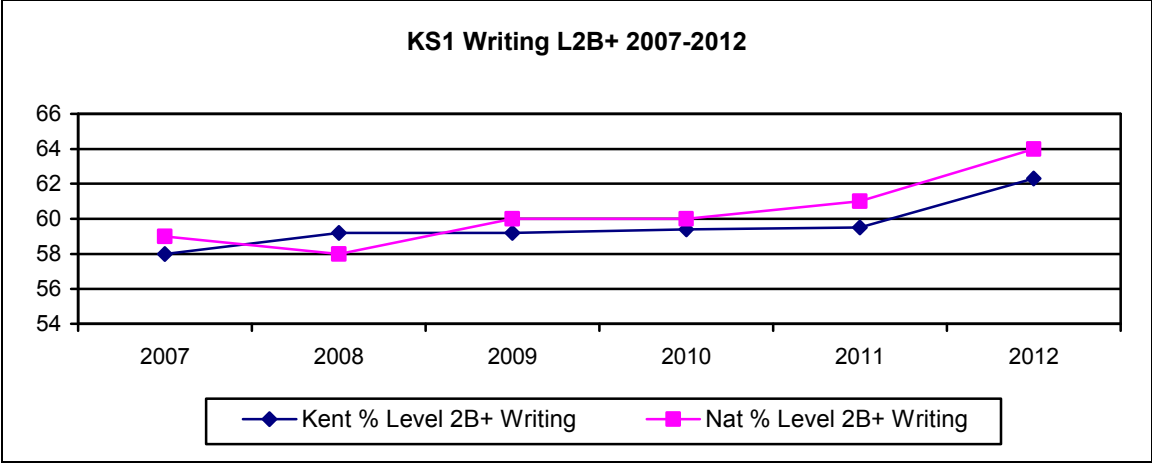
Level 2b+ Boys have shown a marked improvement this year and have a 5 year upward trend. The gap for boys has increased however from 1% in 2011 to 2.5% in 2012.

Nationally there is a 5 year improvement trend from 67 to 72% (5%) for girls and 51% to 57% (6%) for boys. Kent has a slower improvement trend of 67% to 70.6% (3.6%) for girls and 49.5% to 54.5% (5%) for boys.

Higher achieving Girls' performance has declined this year to the lowest for 5 years. Boys have improved very slightly on 2011 but have fallen below the NA in 2012.

A gap has opened from a positive 1.1% picture for higher achieving girls in 2011 to a 1.4 negative picture in 2012. A gap has also opened with higher achieving boys from in line in 2011 to 0.8% negative in 2012.

Nationally there is a slight 5 year upward trend from 17 – 18% for Girls, and 9 – 10% for Boys.



## **MATHS**

### **Kent performance compared to national 2007 to 2012 – Gender Analysis**

<b>MATHS</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
% Level 2B+ Maths Girls	76.7	76.1	76.6	75.6	74.3	78.0
% Level 2B+ Maths Boys	73.8	73.9	71.7	72.7	73.2	73.5
Nat % Level 2B+ Maths Girls	75	75	75	75	76	78
Nat % Level 2B+ Maths Boys	73	73	72	72	73	75
% Level 3+ Maths Girls	22.7	21.8	21.2	18.2	17.5	19.2
% Level 3+ Maths Boys	26.9	25.2	24.3	22.5	22.6	23.3
Nat % Level 3+ Maths Girls	20	19	19	18	18	19
Nat % Level 3+ Maths Boys	24	24	23	23	23	24

Level 2b+ Girls have improved by 3.7% in 2012. Girls are inline with the NA this year. This is a very positive picture having closed the gap between Kent and the National of 2011 which was a negative 1.7% in 2011.

Level 2b + Boys' performance improved by 0.3% in 2012 though this is still below national and a gap has opened between Kent and the NA. In 2011 Kent boys were above the NA by 0.2. In 2012 the gap is a negative 1.5%.

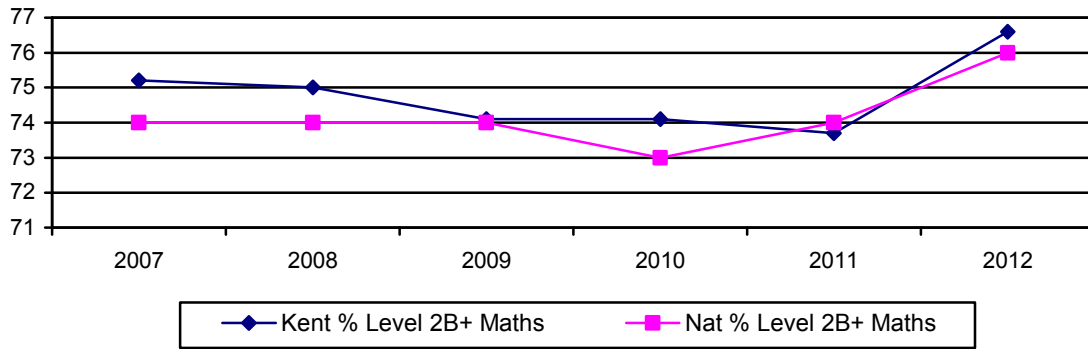
Nationally attainment for Level 2b+ has improved over the last 5 years by 1.3%. There has been no significant improvement in Level 2b+ for boys with girls matching the national increase of 1.3% for girls.

Higher achieving girls and boys have improved on 2010 and 2011. Girls are slightly above the NA but are still weak against the level achieved in 2007.

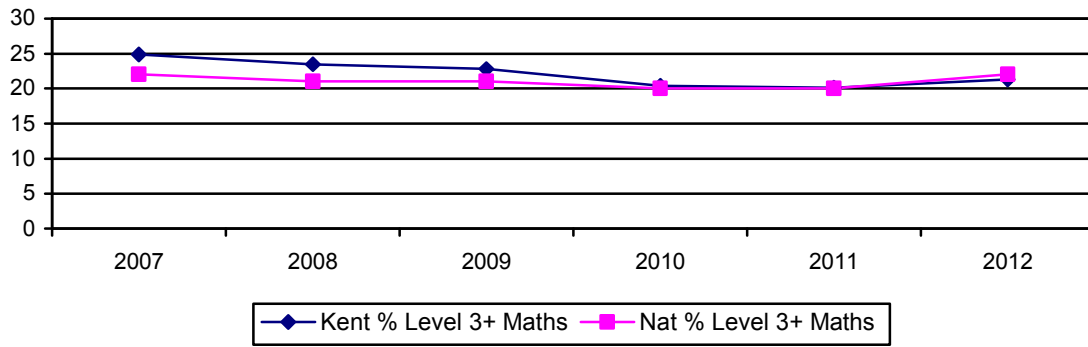
Higher achieving boys have improved their position by 0.7% but both Girls and Boys have a 5 year declining trend.

Nationally the picture has remained broadly the same since 2007.

**KS1 Maths L2B+ 2007-2012**



**KS1 Maths L3+ 2007-2012**



## Narrowing the Gap for Vulnerable Groups (FSM) – KS1

	% Achieving L2+ Reading						
	2011 FSM	2011 Non FSM	2011 Gap	2012 FSM	2012 Non FSM	2012 Gap	Difference
Kent	68	88	20	72	89	17	-3
National	73	88	15	76	90	14	-1

The gap is closing in reading for FSM children at level 2+ much faster than the national picture.

	% Achieving L2+ Writing						
	2011 FSM	2011 Non FSM	2011 Gap	2012 FSM	2012 Non FSM	2012 Gap	Difference
Kent	61	83	22	65	85	20	-2
National	67	85	18	70	86	16	-2

The gap is closing in writing for FSM children at level 2+ at the same rate as the national picture.

	% Achieving L2+ Maths						
	2011 FSM	2011 Non FSM	2011 Gap	2012 FSM	2012 Non FSM	2012 Gap	Difference
Kent	78	91	13	81	93	12	-1
National	81	92	11	82	93	11	0

The gap is closing in Maths for FSM children at level 2+ faster than the national picture.

## Narrowing the Gap for Vulnerable Groups (SEN) – KS1

	% Achieving L2+ Reading						
	2011 SEN Statement	2011 Non SEN	2011 Gap SEN Statement	2012 SEN Statement	2012 Non SEN	2012 Gap SEN Statement	Difference SEN Statement
Kent	16	95	79	16	95	79	0
National	23	95	72	24	95	71	-1

The gap in reading for SEN Statemented children at level 2+ has remained the same for 2012 whilst the national gap has reduced by 1%.

	% Achieving L2+ Reading						
	2011 SEN No Statement	2011 Non SEN	2011 Gap SEN No Statement	2012 SEN No Statement	2012 Non SEN	2012 Gap SEN No Statement	Difference SEN No Statement
Kent	59	95	36	59	95	36	0
National	55	95	40	58	95	37	-3

The gap in reading for SEN with no statement children at level 2+ has remained the same for 2012 whilst the national gap has reduced by 3%.

	% Achieving L2+ Writing						
	2011 SEN Statement	2011 Non SEN	2011 Gap SEN Statement	2012 SEN Statement	2012 Non SEN	2012 Gap SEN Statement	Difference SEN Statement
Kent	10	92	82	11	93	82	0
National	16	92	76	17	93	76	0

The gap in writing for SEN stated children at level 2+ has remained the same for 2012 as has the national picture.

	% Achieving L2+ Writing						
	2011 SEN No Statement	2011 Non SEN	2011 Gap SEN No Statement	2012 SEN No Statement	2012 Non SEN	2012 Gap SEN No Statement	Difference SEN No Statement
Kent	48	92	44	49	93	44	0
National	46	92	46	49	93	44	-2

The gap in writing for SEN non stated children at level 2+ has remained the same for 2012 whilst the national gap has reduced by 2%.

	% Achieving L2+ Maths						
	2011 SEN Statement	2011 Non SEN	2011 Gap SEN Statement	2012 SEN Statement	2012 Non SEN	2012 Gap SEN Statement	Difference SEN Statement
Kent	21	97	76	19	97	78	2
National	26	97	71	26	97	71	0

The gap in Maths for SEN stated children at level 2+ has widened by 2% in 2012 whilst the national gap has remained the same.

	% Achieving L2+ Maths						
	2011 SEN No Statement	2011 Non SEN	2011 Gap SEN No Statement	2012 SEN No Statement	2012 Non SEN	2012 Gap SEN No Statement	Difference SEN No Statement
Kent	71	97	26	73	97	24	-2
National	68	97	29	70	97	27	-2

The gap in reading for SEN non stated children at level 2+ has narrowed by 2% in 2012 this equals the national picture.

### **Priorities for KS1**

- Overall to ensure that the direction takes Kent schools above the NA and ensures an upward trajectory.
- To focus on narrowing the gap for vulnerable groups.
- To maintain the improved trend patterns of boys in all three areas.

- To focus on improving girls' performance to a more secure attainment level above the NA.

## Key Stage 2

### Key Stage 2 attainment

ENGLISH & MATHS	2007	2008	2009	2010	2011	2012
% Level 4+ English & Maths	66.7	69.3	68.2	69.9	72.1	78
% Level 5+ English & Maths	21.4	19.4	19.7	21.7	21.5	27
Nat % Level 4+ English & Maths	71	73	72	73	74	80(79%)
Nat % Level 5+ English & Maths	22	20	20	23	21	27

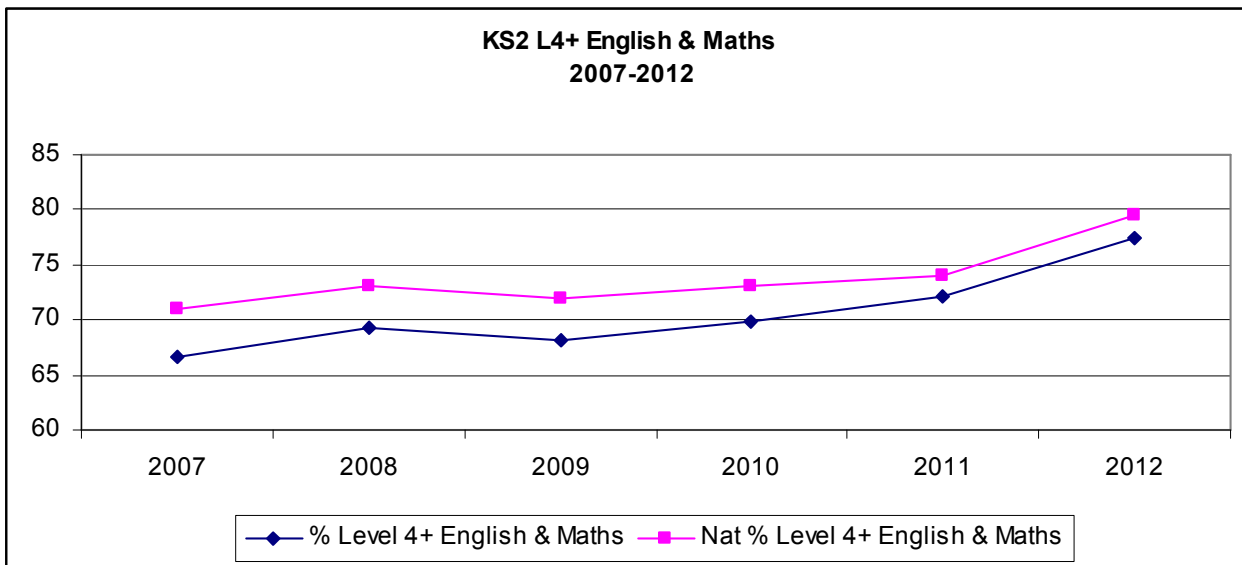
- National all school result includes independent schools. National maintained schools is 79%

The provisional 2012 combined English and Maths results show 78% (rounded up) of pupils achieved the expected level of attainment at KS2 (Level 4+), an improvement of 5.9 % on 2011. Kent's performance has shown a similar increase to National when compared to 2011.

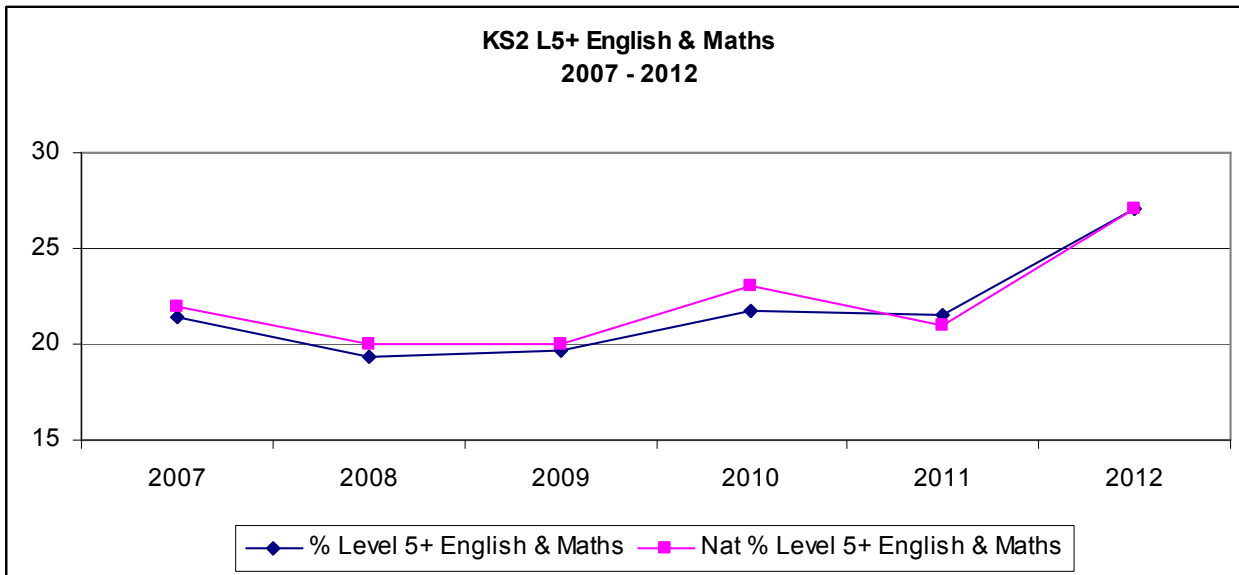
Nationally the performance at Level 4+ has increased by 9% since 2007, whilst Kent's performance has improved by 11.3% since 2007.

Nationally the performance at Level 5+ has increased by 5% whilst Kent's performance has improved by 5.6%

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







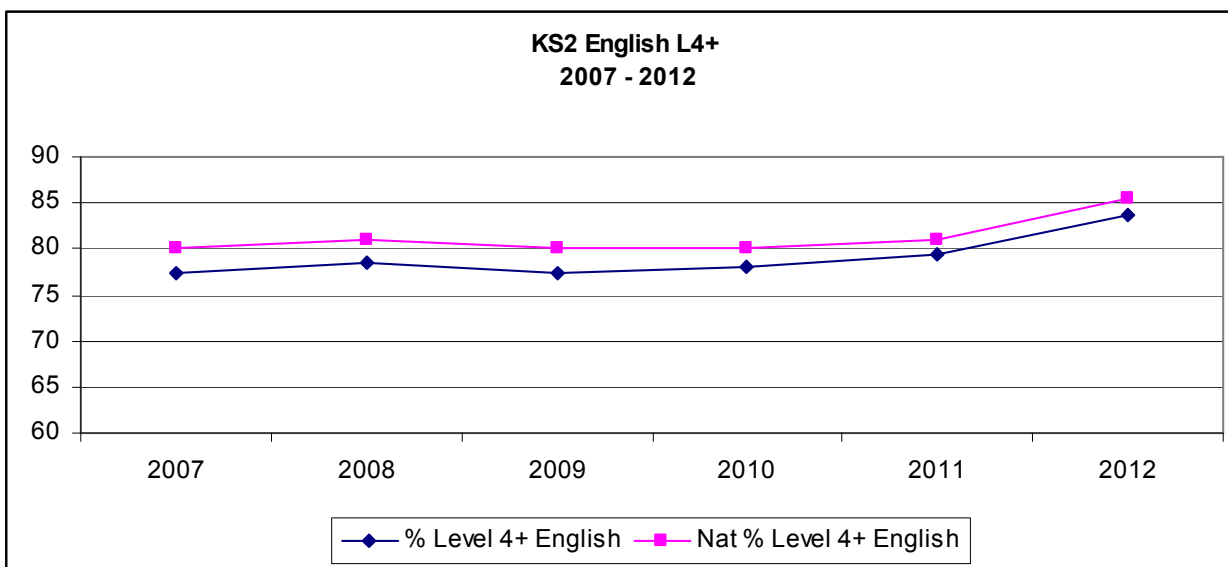
## ENGLISH

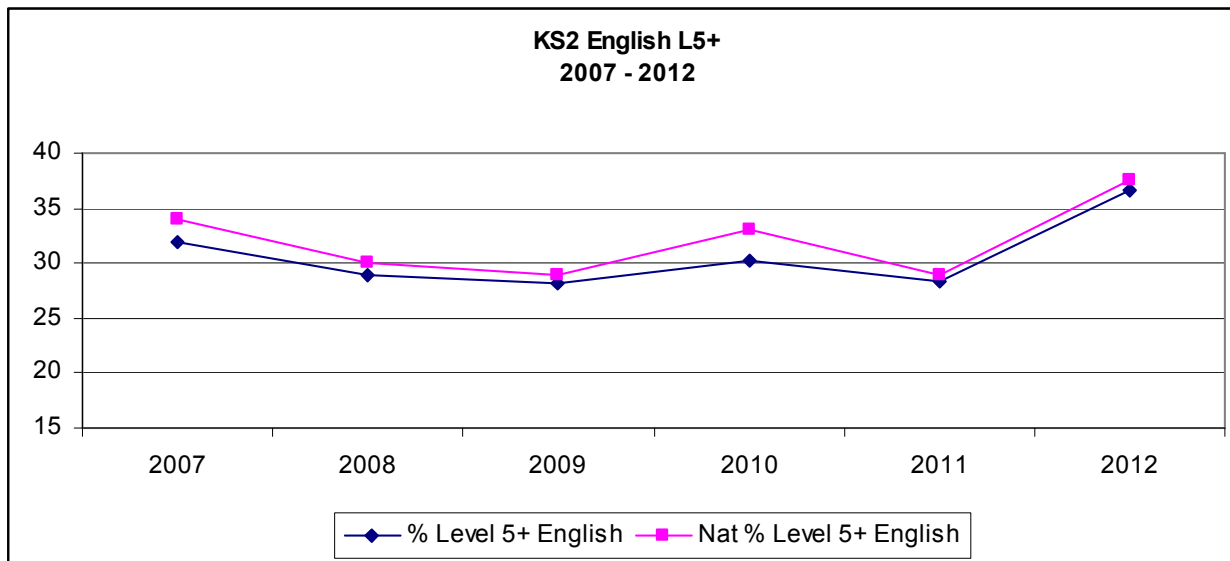
ENGLISH	2007	2008	2009	2010	2011	2012
% Level 4+ English	77.3	78.5	77.4	78.0	79.3	83
% Level 5+ English	31.9	29.0	28.1	30.2	28.3	37
Nat % Level 4+ English	80	81	80	80	81	85
Nat % Level 5+ English	34	30	29	33	29	38

In English at Level 4+ we have seen a 3.7% improvement on 2011. In English Level 5+ Kent has increased by 8.7%. Again these are similar to the National increases from 2011.

Nationally at Level 4+ since 2007 the increase in improvement is 5%. In Kent over the same period it is 5.7%.

Nationally at Level 5+ since 2007 the increase in improvement is 4%. In Kent over the same period it is 5.1%.





## READING

READING	2007	2008	2009	2010	2011	2012
% Level 4+ Reading	81.6	84.7	83.5	82.3	81.6	85
% Level 5+ Reading	46.0	47.0	45.2	48.3	40.7	47
Nat % Level 4+ Reading	84	87	86	83	84	87
Nat % Level 5+ Reading	48	49	47	50	42	48

There is a Level 4+ increase of 3.4% from 2011. Level 5+ has increased by 6.3% in Kent. These are marginally greater than the National increases from 2011.

Nationally at Level 4+ Reading has improved by 3% whilst in Kent it is 3.4% since 2007.

Nationally at Level 5+ Reading has not increased since 2007, whilst in Kent it is 1% improvement over the same period.

## WRITING

WRITING	2007	2008	2009	2010	2011	2012
% Level 4+ Writing	65.2	65.0	65.4	66.9	72.6	79
% Level 5+ Writing	19.7	19.9	18.5	18.9	19.3	27
Nat % Level 4+ Writing	67	68	68	71	75	81
Nat % Level 5+ Writing	19	20	20	21	20	28

Level 4+ shows a significant increase in 2012 by 6.4%. Level 5+ has also shown a significant increase of 7.7% in 2012. These are in line with National increases from 2011.

Nationally at Level 4+ since 2007 there has been an increase of 14% whilst in Kent it has been 13.8%.

Nationally at Level 5+ since 2007 there has been an increase of 9% whilst in Kent it has been 7.3%

## MATHS

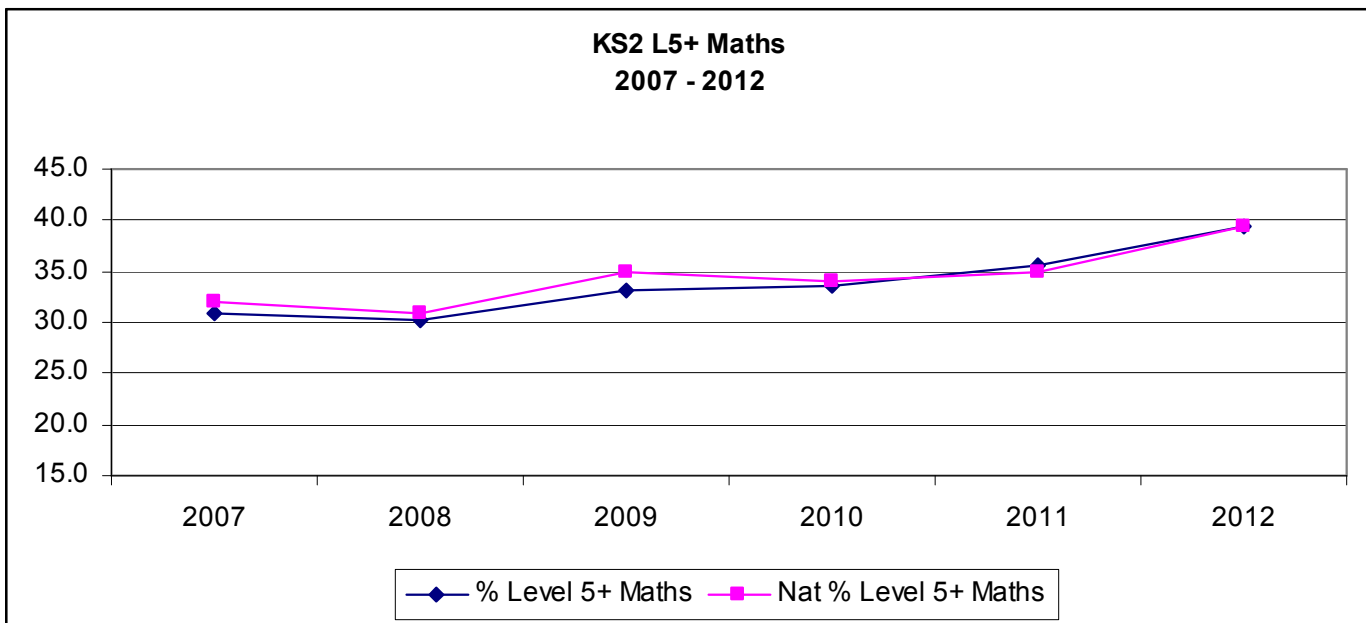
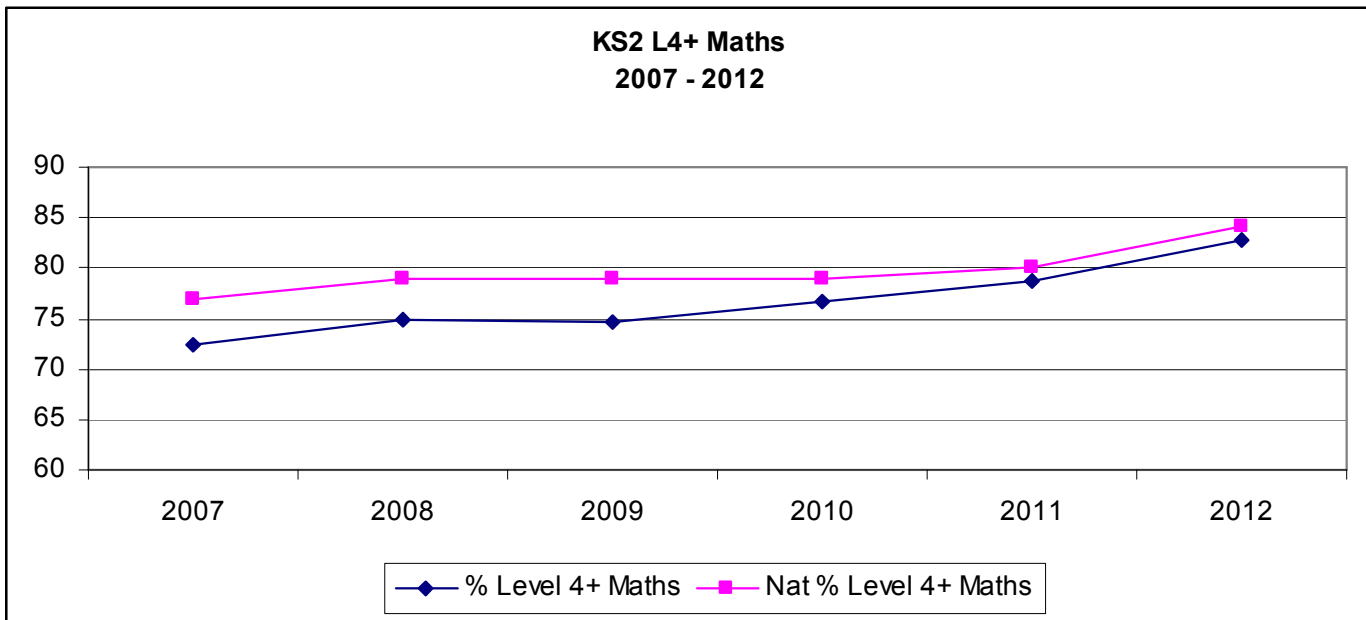
MATHS	2007	2008	2009	2010	2011	2012
% Level 4+ Maths	72.5	74.8	74.7	76.7	78.7	82
% Level 5+ Maths	31.0	30.2	33.1	33.6	35.7	39
Nat % Level 4+ Maths	77	79	79	79	80	84
Nat % Level 5+ Maths	32	31	35	34	35	39

Level 4+ Maths has risen by 3.3% in 2012. This is a continuing upward trajectory for L4+.

Level 5+ has risen by 3.3% in 2012. These are similar to the National increases from 2011.

Nationally since 2007 there has been an improvement in Level 4+ Maths of 7% whilst in Kent this has been 9.5%.

Nationally since 2007 there has been an improvement in Level 5+ Maths of 7% whilst in Kent over the same period there has been an increase of 8%.



## Statistical Neighbours

	% Pupils Achieving								
	L4+ English and Maths	L4+ Reading Test	L4+ Writing Teacher Assessment	L4+ English (Test and TA)	L4+ English Teacher Assessment	L4+ Maths Test	L4+ Science Teacher Assessment	2 Levels of Progress English	2 Levels of Progress Maths
<b>4. Kent</b>	<b>78</b>	<b>85</b>	<b>79</b>	<b>83</b>	<b>84</b>	<b>82</b>	<b>85</b>	<b>87</b>	<b>85</b>
5. East Sussex	77	86	79	84	84	82	85	89	84
4. Essex	78	87	80	85	84	84	85	87	87
1. Lancashire	81	87	82	87	87	86	89	91	89
6. Northamptonshire	76	83	80	83	84	80	86	87	85
1. Nottinghamshire	81	87	83	86	87	85	88	90	89
2. Staffordshire	80	86	82	86	86	84	89	88	85
4. Swindon	78	85	80	83	84	83	85	86	86
2. Warwickshire	80	88	83	86	88	84	88	88	85
3. West Sussex	79	87	81	86	86	83	88	87	84
5. Worcestershire	77	84	81	83	84	81	88	88	85
<b>National*</b>	<b>80</b>	<b>87</b>	<b>81</b>	<b>85</b>	<b>85</b>	<b>84</b>	<b>87</b>	<b>89</b>	<b>87</b>

\*All Maintained Schools is 79%. The figure of 80% includes all schools (Independent)

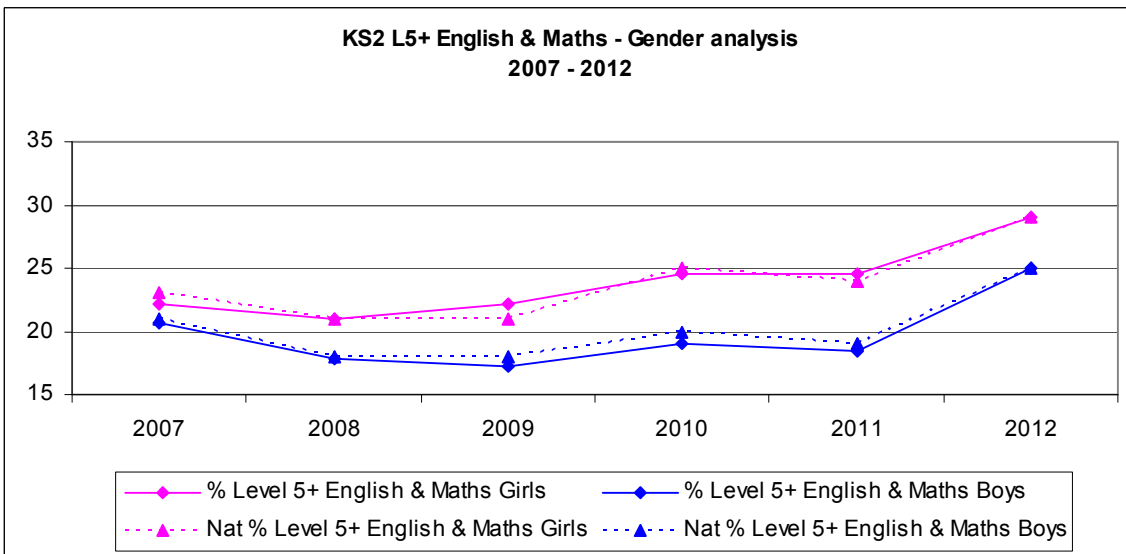
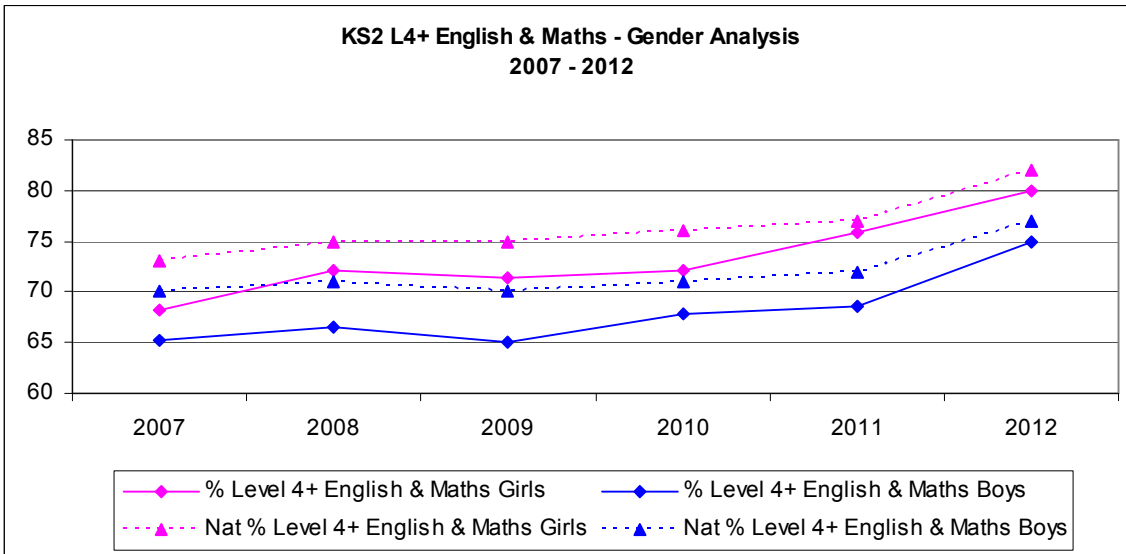
The difference between Kent and the highest performing LA is now only 3%. In 2011 this was 7%.

## Key Stage 2 Gender Analysis

<b>ENGLISH &amp; MATHS</b>	2007	2008	2009	2010	2011	2012
% Level 4+ English & Maths Girls	68.2	72.2	71.4	72.2	75.8	80
% Level 4+ English & Maths Boys	65.3	66.5	65.1	67.8	68.6	75
% Level 5+ English & Maths Girls	22.1	20.9	22.2	24.5	24.6	29
% Level 5+ English & Maths Boys	20.7	17.9	17.3	19.0	18.5	25
Nat % Level 4+ English & Maths Girls	73	75	75	76	77	82
Nat % Level 4+ English & Maths Boys	70	71	70	71	72	77
Nat % Level 5+ English & Maths Girls	23	21	21	25	24	29
Nat % Level 5+ English & Maths Boys	21	18	18	20	19	25

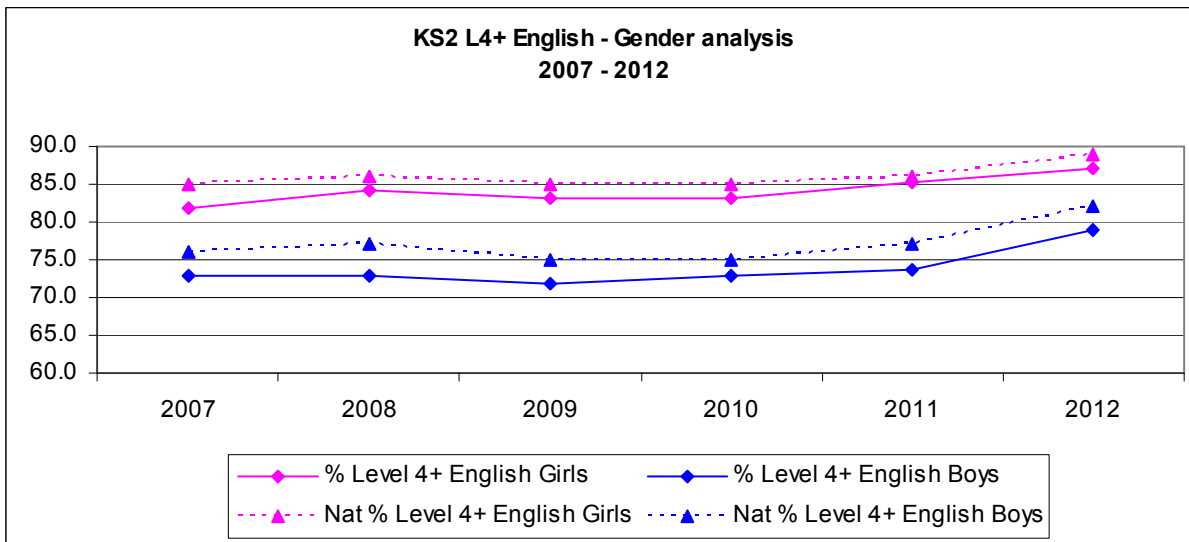
Level 4+ attainment for Girls rose by 4.2% in 2012 – this has increased by 7.8% since 2010. Level 4+ attainment for Boys rose by 6.4% in 2012 – this has increased by 7.2% since 2010. These are slightly higher increases for Kent than for the National picture over the same period.

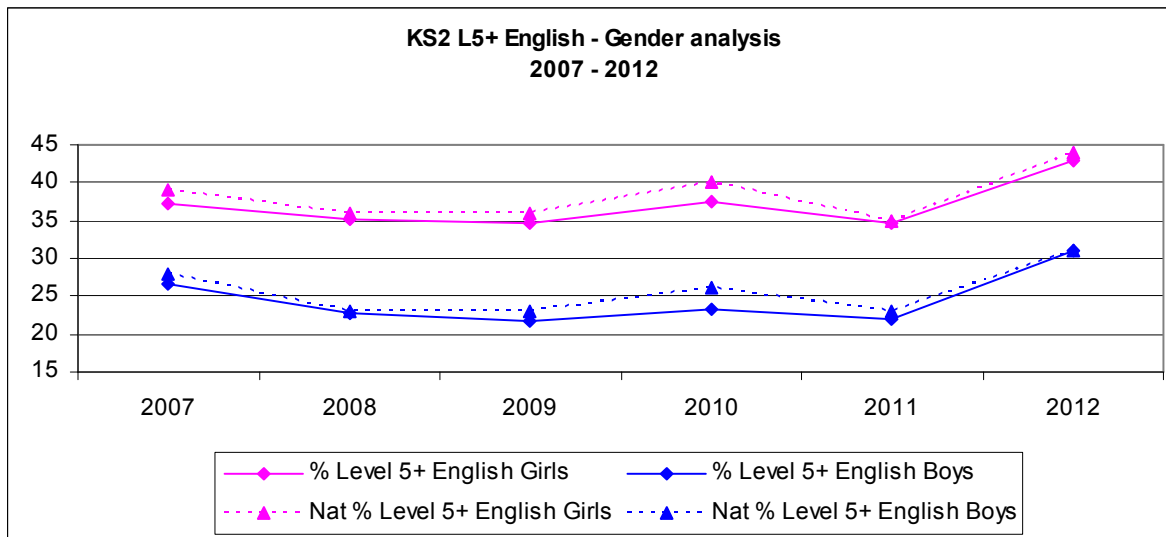
Level 5+ attainment for Girls increased by 4.4% and level 5+ attainment for Boys increased by 6.5% in 2012. These are broadly similar to increases in National attainment.



ENGLISH	2007	2008	2009	2010	2011	2012
% Level 4+ English Girls	81.8	84.1	83.2	83.2	85.2	87
% Level 4+ English Boys	73.0	73.0	71.8	73.0	73.6	79
% Level 5+ English Girls	37.2	35.3	34.7	37.4	34.7	43
% Level 5+ English Boys	26.7	22.8	21.6	23.4	22.1	31
Nat % Level 4+ English Girls	85	86	85	85	86	89
Nat % Level 4+ English Boys	76	77	75	75	77	82
Nat % Level 5+ English Girls	39	36	36	40	35	44
Nat % Level 5+ English Boys	28	23	23	26	23	31

- Level 4+ attainment for Girls has continued to rise - this year by 1.8%. This is less than the National increase of 3% from 2011.
- Level 4+ attainment for Boys has risen by 5.4%. This is marginally greater than the National increase from 2011.
- Level 5+ attainment for Girls has shown a significant increase this year of 8.3% Boys have shown a similar increase of 8.9%. These are both broadly similar to the National increases from 2011.
- At both Level 4 and Level 5 the gap has narrowed in 2012 for Boys against the national picture.





<b>READING</b>	2007	2008	2009	2010	2011	2012
% Level 4+ Reading Girls	84.9	88.4	87.6	85.8	86.3	88
% Level 4+ Reading Boys	78.4	80.9	79.5	79.1	77.1	82
% Level 5+ Reading Girls	50.1	53.1	52.3	53.2	47.0	53
% Level 5+ Reading Boys	42.2	41.0	38.3	43.6	34.7	42
Nat % Level 4+ Reading Girls	87	90	89	87	87	90
Nat % Level 4+ Reading Boys	81	83	82	80	80	84
Nat % Level 5+ Reading Girls	52	55	54	56	48	53
Nat % Level 5+ Reading Boys	44	43	41	45	37	43

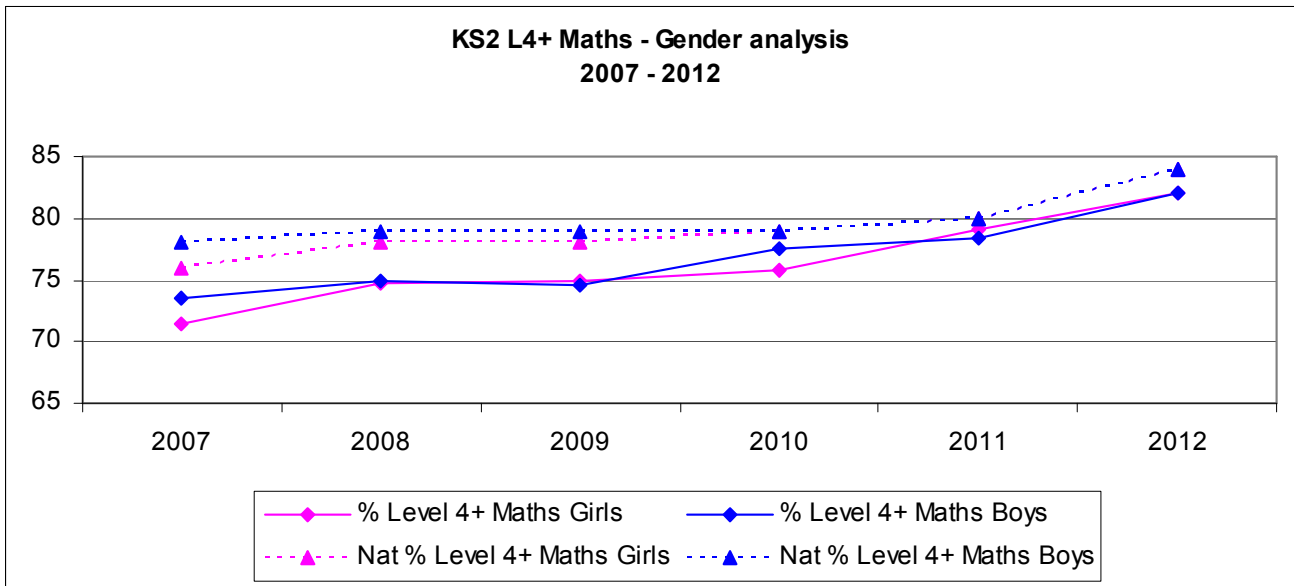
- Both L4+ and L5+ attainment for Boys and Girls have shown increases for 2012, notably a 6.0% increase for Girls at L5+ and a 7.3% increase for Boys at L5+. These are greater than the National increases from 2011.
- Girls and Boys have narrowed the gap this year on all national comparators.

<b>WRITING</b>	2007	2008	2009	2010	2011	2012
% Level 4+ Writing Girls	72.7	72.6	73.3	75.5	80.3	85
% Level 4+ Writing Boys	57.9	57.5	57.6	58.8	65.2	73
% Level 5+ Writing Girls	24.5	24.6	22.8	25.1	24.1	33
% Level 5+ Writing Boys	15.0	15.1	14.3	13.1	14.7	21
Nat % Level 4+ Writing Girls	75	75	75	78	81	87
Nat % Level 4+ Writing Boys	60	61	61	63	68	76
Nat % Level 5+ Writing Girls	24	25	24	27	25	35
Nat % Level 5+ Writing Boys	15	15	15	15	15	22

- Both L4+ and L5+ attainment for Boys and Girls have shown increases for 2012, notably a 7.8% increase for Boys at L4+ and L5+ increases of 6.3% for Boys and 8.9% for Girls. These are all similar to the National increases from 2011.
- The gap between national and Kent remains to be closed.

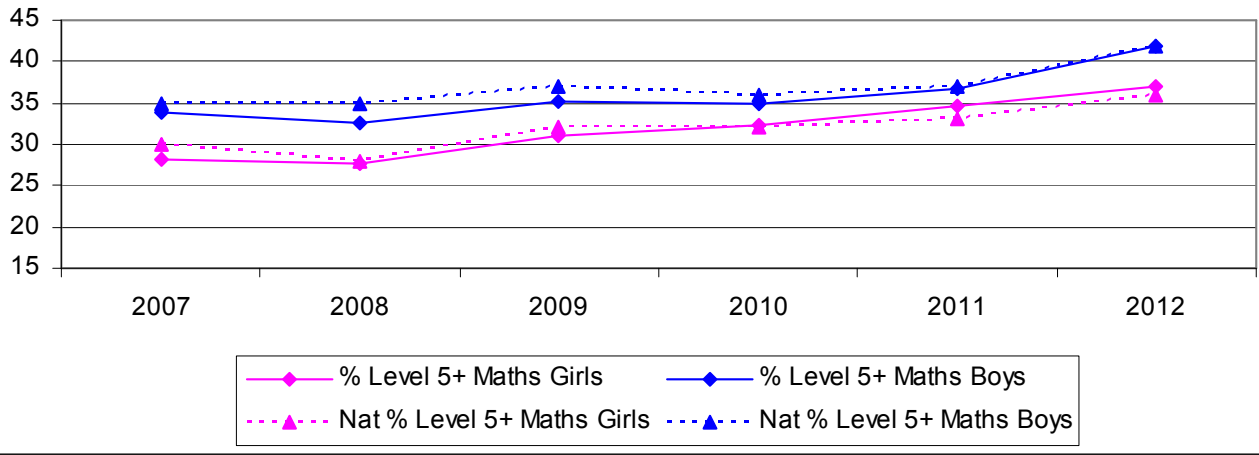
<b>MATHS</b>	2007	2008	2009	2010	2011	2012
% Level 4+ Maths Girls	71.4	74.8	74.9	75.7	79.1	82
% Level 4+ Maths Boys	73.6	74.9	74.6	77.6	78.4	82
% Level 5+ Maths Girls	28.2	27.8	31.1	32.3	34.6	37
% Level 5+ Maths Boys	33.8	32.5	35.1	34.8	36.8	42
Nat % Level 4+ Maths Girls	76	78	78	79	80	84
Nat % Level 4+ Maths Boys	78	79	79	79	80	84
Nat % Level 5+ Maths Girls	30	28	32	32	33	36
Nat % Level 5+ Maths Boys	35	35	37	36	37	42

- Both L4+ and L5+ attainment results for Boys and Girls have shown increases for 2012, notably a 5.2% increase for Boys at L5+. All increases are similar to the National increases from 2011.
- Level 5+ girls and boys have maintained or extended the gap with the national picture.





KS2 L5+ Maths - Gender analysis  
2007 - 2012



## Narrowing the Gap for Vulnerable Groups (FSM) – KS2

	% Achieving L4+ English and Maths						
	2011 FSM	2011 Non FSM	2011 Gap	2012 FSM	2012 Non FSM	2012 Gap	Difference
Kent	49	76	27	58.1	80.9	22.8	-4.2
National	58	78	20	N/A	N/A	N/A	N/A

The attainment gap between FSM and Non FSM pupils has narrowed quite considerably this year at 4.2%. National data will not be available until December.

## Narrowing the Gap for Vulnerable Groups (SEN) – KS2

	% Achieving L4+ English and Maths						
	2011 SEN Statement	2011 Non SEN	2011 Gap SEN Statement	2012 SEN Statement	2012 Non SEN	2012 Gap SEN Statement	Difference SEN Statement
Kent	13	89	76	12.6	90.7	78.1	2.1
National	15	88	73	N/A	N/A	N/A	N/A

The attainment gap between SEN Statemented pupils and Non SEN pupils has widened by 2.1% this year. National data will not be available until December.

	% Achieving L4+ English and Maths						
	2011 SEN No Statement	2011 Non SEN	2011 Gap SEN No Statement	2012 SEN No Statement	2012 Non SEN	2012 Gap SEN No Statement	Difference SEN No Statement
Kent	38	89	51	45.9	90.7	44.8	-6.2
National	38	88	50	N/A	N/A	N/A	N/A

The attainment gap between pupils with SEN but No Statement and Non SEN pupils has narrowed considerably this year at 6.2%. National data will not be available until December.

## Primary Schools Below the KS2 Floor Standard

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

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

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

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

During 2011 – 2012 we have worked with these schools in Kent Challenge to 'Make Improvement Happen'. A separate paper describing the outcomes for Kent Challenge schools has been prepared for ECC. A further paper, with individual schools performance has been prepared for the monitoring committee.

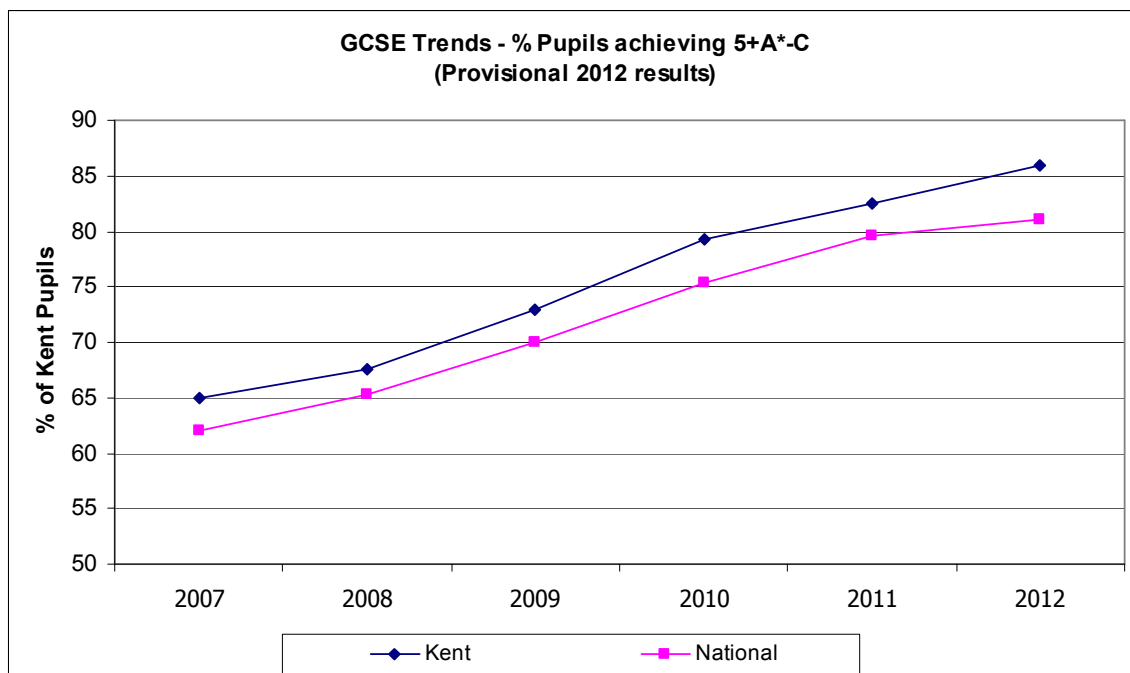
### **Priorities for Action**

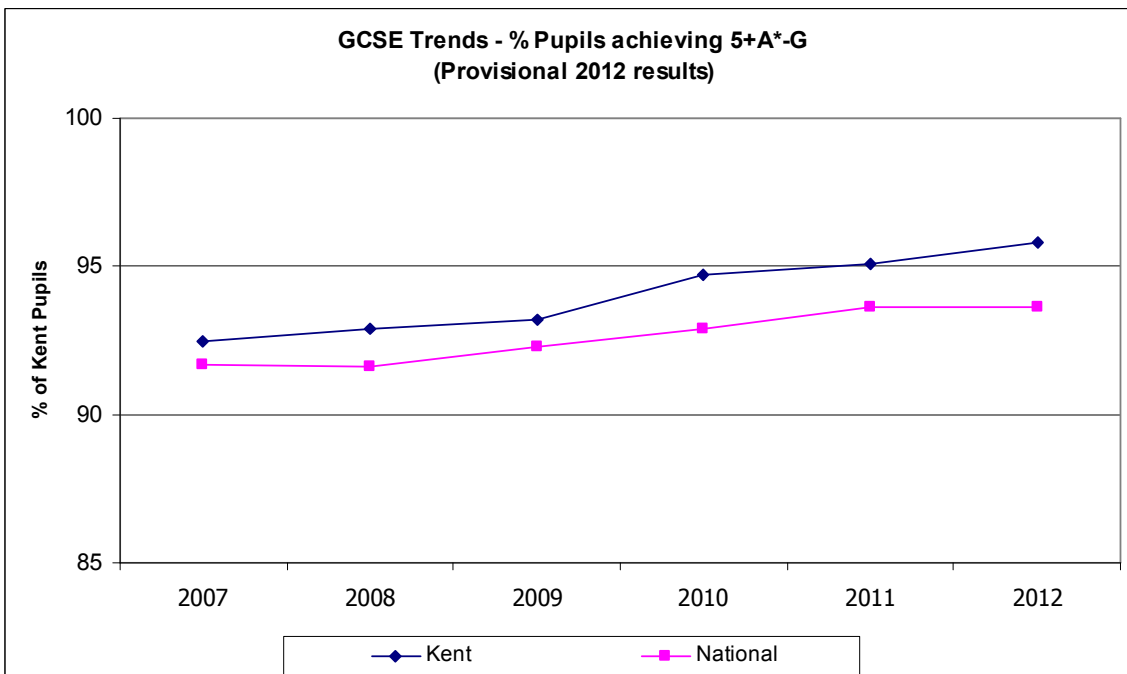
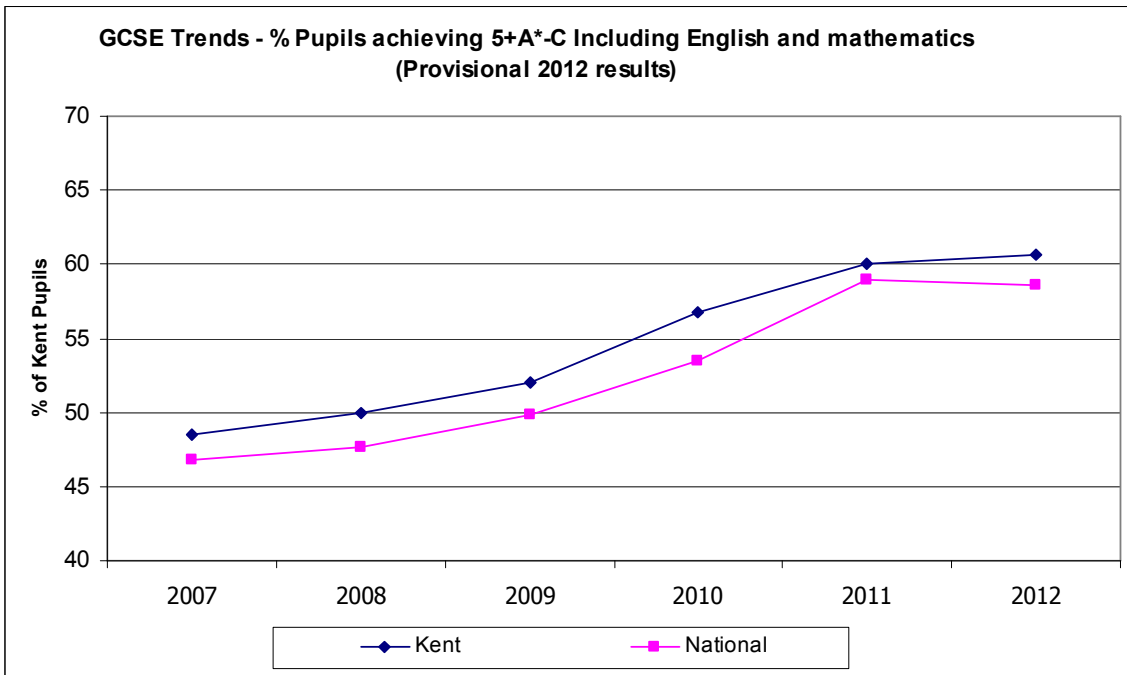
- To continue to implement Kent Challenge. This will focus on all schools below the floor standards in 2012 and those with three, four or five years below the floor standards.
- To continue to challenge all schools to set and achieve aspirational targets for their pupils.
- To work with schools to ensure that all vulnerable groups are making accelerated progress.
- To develop the school to school support network to ensure the sharing of best practice.
- SIAs to ensure that Districts are aware of the district data and the priorities for their areas.
- Secure a speedy recovery for those schools in an Ofsted category.
- To work with the DfE and local authority trusts to bring about rapid improvement by structural change

## GCSE – Provisional Results

*Note: These figures include academies and local authority maintained schools*

- Kent's GCSE results overall improved on 2011 performance by 3.5%, bringing the 5+ A\*-C result to 86.0% this exceeds the National average of 81.1% by 4.9%.
- The 5+ A\*-C including English and Maths also improved by 1.2%, bringing the county wide figure to 60.6%. This is above the National average of 58.6%.
- Kent's 5+ A\*-G results went up by 0.7%, bringing the overall result to 95.8%. Kent's performance is above the National Average of 93.6% and is an indication of the success Kent schools' inclusive approach to securing educational success for the vast majority of its young people.
- 48 Kent mainstream schools showed improved performance for 5+ A\*-C including English and Maths, with 7 schools increasing by 10% or more.
- For the number of mainstream schools where results fell (40), most showed small falls; 11 schools showed falls in excess of 5%, of which 7 are an Academy and 4 are LA schools.
- The gap between pupils eligible for FSM and their peers for 5+ A\*-C including English and maths fell by 0.8% to 32.9%.





## Narrowing the Gap for Vulnerable Groups (FSM) – KS4

	% Achieving 5+ A*-C inc English and Maths						
	2011 FSM	2011 Non FSM	2011 Gap	2012 FSM	2012 Non FSM	2012 Gap	Difference
Kent	28.8	62.5	33.7	31.3	64.2	32.9	-0.8
National	34.7	62.2	27.5	38.3	64.1	25.8	-1.7

The attainment gap between FSM and Non FSM pupils has reduced in Kent by 0.8% since 2011. The provisional national data shows a greater reduction of 1.7%.

## Narrowing the Gap for Vulnerable Groups (SEN) – KS4

	% Achieving 5+ A*-C inc English and Maths						
	2011 SEN Statement	2011 Non SEN	2011 Gap SEN Statement	2012 SEN Statement	2012 Non SEN	2012 Gap SEN Statement	Difference SEN Statement
Kent	8.2	72.2	64.0	8.4	72.1	63.7	-0.3
National	8.5	69.8	61.3	N/A	N/A	N/A	N/A

The attainment gap between SEN Statemented pupils and pupils with no SEN shows a slight reduction of 0.3% this year in Kent. National data is not yet available in a suitable format.

	% Achieving 5+ A*-C inc English and Maths						
	2011 SEN No Statement	2011 Non SEN	2011 Gap SEN No Statement	2012 SEN No Statement	2012 Non SEN	2012 Gap SEN No Statement	Difference SEN No Statement
Kent	28.0	72.2	44.2	28.6	72.1	43.5	-0.7
National	24.7	69.8	45.1	N/A	N/A	N/A	N/A

The attainment gap between pupils with SEN but No Statement and pupils with no SEN shows a reduction of 0.7% this year in Kent. National data is not yet available in a suitable format.

## Secondary Schools below the KS4 Floor Standard

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

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

- There are 17 schools below the floor standard of 40% in Kent in 2012
- There are 11 local authority schools which achieved between 40% and 50% 5+ A\*-C including English and maths.
- There are 59 schools in Kent above the 50% future floor standard (including Academies).

### Current position

	Local Authority Schools	Established or newly converted academies
Above 50%	20	39
Between 40% and 50%	11	13
Between 35% and 40%	5	4
Between 30% and 35%	4	0
Below 30%	1	3

### Priorities for Action

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

## A Level – Provisional Results

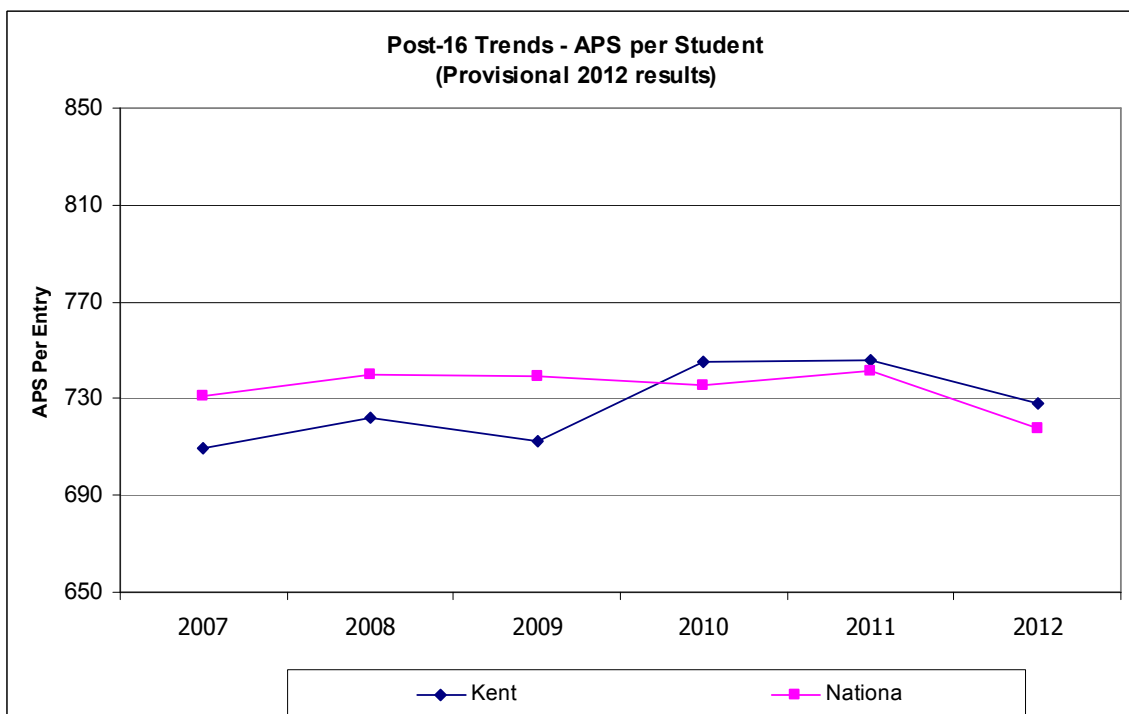
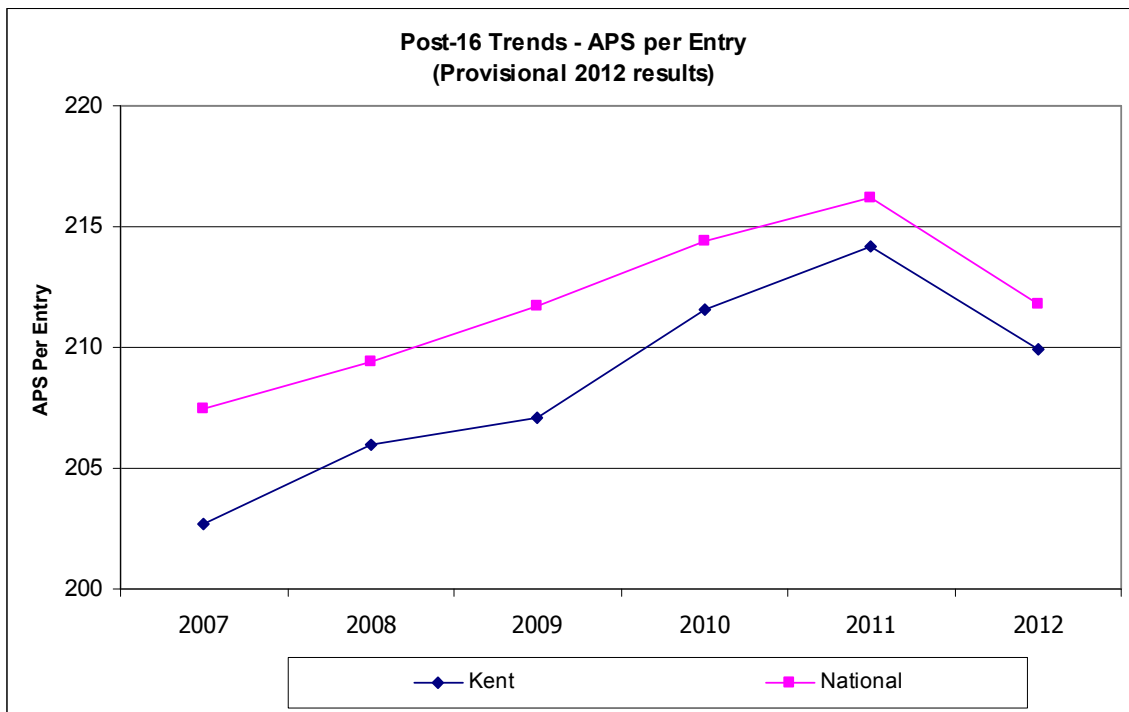
*Note: All Kent figures are based on NCER provisional data, which includes academies and Local Authority maintained schools only. National figures are based on DfE provisional data which includes all maintained and independent schools and colleges.*

- Kent increased the numbers of students pursuing A Level study by approximately 1,500 pupils in 2012. However this broadening of the sixth form cohort has coincided and possibly contributed to a slight drop in the three key measures of sixth form attainment.
- The overall proportion of students securing 2 or more A\* - E passes decreased by 0.3% from 95.1% in 2011 to 94.8% in 2012. This compares to the National average of 91.7%. 24 schools reported 100% of students securing 2+ A\*-E grades, which is similar to last year when 25 schools reported the 100% figure.
- Broadly similar numbers of schools reported rises (37 schools) and falls (31 schools) in the 2+ A\*-E pass rate.
- The Average Point Score (APS) per student fell from 798.0 to 781.4, with 49 schools reporting a decrease, as opposed to 41 schools reporting a rise. The National average for this indicator was 717.7.
- The APS per entry decreased from 214.3 to 212.8, compared to the National average of 211.8. The Kent attainment equates to an average grade C (C=210 points, B =240 points). Broadly similar numbers of schools reported rises (37 schools) as falls (53 schools) on this measure.

### **Priority for Action**

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





## **Vulnerable Groups – Additional Overview**

- Although there have been major overall improvements in achievement in the past 20 years, there are still major differences in outcomes between disadvantaged children and young people and their peers. Indeed, despite a range of initiatives specifically intended to address this issue over recent years, there has been limited progress in narrowing the attainment gap. For example, between 2007 and 2012 the gap between the percentage of pupils eligible for FSM and others:
- In 2012 the FSM gap in Kent has closed by the following in EYFS, KS2 and KS4:
  - Achieving a good level of development in the EYFS profile reduced from 22.7% to 20.2%
  - Achieving level 4 or above in both English and Maths reduced from 30.8% to 22.8%
  - Achieving 5+ A\*-C GCSE including English and Maths reduced from 33% to 32.9%
- Outcomes for FSM pupils vary greatly between schools, the variation in the percentage of FSM pupils achieving 5+ A\*-C GCSE inc English and Maths in 2012 is from 0% to 100% due to small numbers of FSM pupils in grammar schools.
- The percentage of FSM pupils is 15.6% in nursery/primary schools and 10.6% in Secondary. White British pupils form by far the largest ethnic group (83.5% in primary schools, 84.9% in secondary), and therefore the group to which overall FSM data mainly applies.
- Performance tables data on the percentage of FSM pupils making the expected level of progress between key stages show that many more pupils make the expected progress in English and Maths between key stage 1 and 2 (80.8% and 75.6% respectively) than between key stages 2 and 4 (45% and 46%); that the gap between FSM and non FSM pupils making the expected progress in English and Maths is much smaller between KS1 and KS2 (7.5% and 11.1%) than between KS2 and KS4 (26% and 27%); and that a greater proportion of primary (40.6% and 35.1%) than secondary schools (22.7% and 21.8%) have a proportion of FSM pupils making expected progress than exceeds the national rates for non FSM pupils in English and Maths respectively.
- The proportion of primary schools that have 100% of FSM pupils making the expected progress in English and Maths is 35.1% and 30.9% respectively, The proportion of secondary schools is smaller, 15.1% and 16.0% - many of which are selective. (KS2 relates to 2011 data as FSM progress data has not yet been released for 2012.)

There are 26 secondary and special schools in which the proportion of FSM pupils making the expected progress in maths exceeds the national rate for non FSM pupils. Of these 26 schools the highest year 11 FSM eligibility percentage is 15.9% (High school). Of the same 26 schools the highest year 11 EAL percentage is 18.6% (Grammar school).