

**From:** Roger Gough, Cabinet Member for Education and Health Reform  
Patrick Leeson, Corporate Director for Education and Young People's Services

**To:** Education and Young People's Services Cabinet Committee

**Subject:** Early Years and School Performance in 2015 - National Curriculum Test and Public Examination Results

**Classification:** **Unrestricted**

**Electoral Division:** All

**Summary:**

This report provides a summary of the Kent Early Years Foundation Stage (EYFS) Assessments, Key Stage 1 and Key Stage 2 Standard Assessment Tests (SATs), and GCSE and post 16 results for 2015. The report includes comparison to national data where available. It also reports on vulnerable groups and achievement gaps in each Key Stage. The data in this report is not final validated data so these outcomes are provisional until January 2016. Some national comparative data is still unavailable for some indicators.

**Recommendations**

Members of the Committee are asked to note :

- (i) The improvements in 2015 in the Early Years Foundation Stage and Key Stages 1 and 2.
- (ii) To note the areas that still require improvement and the priorities for action to ensure that further improvement is achieved in 2016.

**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 2015-2016.
- 1.2 Free School Meals (FSM) figures quoted in this report may differ from previous reports owing to the change to using FSM Ever 6<sup>i</sup> rather than FSM Eligible<sup>ii</sup> to bring this report in line with data now being used in RAISEonline reports.
- 1.3 Children in Care (CiC) figures may differ from previous reports owing to the change to using CiC (in care for 12 months or more).
- 1.4 2014 figures quoted may differ from those stated in Vision and Priorities for Improvement (2015-2018), due to changes in final validated 2014 data, which is used in this report.

---

<sup>i</sup> FSM Ever definition: pupils who have been eligible for free school meals at any point in the last 6 years.

<sup>ii</sup> FSM Eligible definition: all pupils eligible for FSM at the point at which the schools last census was taken.

## 2. Early Years Foundation Stage

- 1.1. The main overall 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. The 2015 figure of 73% reflects a 10% improvement since 2013, and is in line with the Kent target of 73%. This is above the national average of 66% and statistical neighbour average of 67.9%, with Kent ranked second amongst its statistical neighbours\*.

	% Good Level of Development			
	2013	2014	2015	Diff from 2014
<b>Kent</b>	<b>63</b>	<b>69</b>	<b>73</b>	<b>+4</b>
<b>National</b>	<b>52</b>	<b>60</b>	<b>66</b>	<b>+6</b>

- 1.2. Girls continue to out-perform boys at the end of the EYFS with 80.5% of girls compared to 65.5% of boys achieving a Good Level of Development in 2015. This represents a marginally improved position from 2014, although there is still work to be done to narrow the gender gap. The gap in Kent remains unchanged since 2014 at 15% and is in line with the national figure, although it is 1% narrower than the statistical neighbour average of 16%.
- 1.3. The percentage of FSM pupils in the EYFS achieving a Good Level of Development improved from 57.6% in 2014 to 60.1% in 2015. 2014 saw a significant narrowing of the attainment gap for FSM children from 18.7% to 12%. Disappointingly this achievement gap has widened again in 2015 to 15%.
- 1.4. The percentage of SEN children in the EYFS achieving a Good Level of Development declined from 27.1% in 2014 to 24.9% in 2015. The SEN achievement gap has widened for the third successive year and by 5.3% since 2014 to 53.3%, which is a concern.
- 1.5. The percentage of Children in Care, looked after for more than 12 months, achieving a Good Level of Development improved significantly from 22.9% in 2014 to 46.7% in 2015. The achievement gap for CiC has reduced in 2015 to 26.5%, from 45.8% in 2014, which is very positive.
- 1.6. The Department for Education (DfE) has introduced a new Baseline Assessment measure with effect from September 2015. This will replace the measure of GLD at the end of the EYFS and September 2016 will be the last point at which there will be a statutory requirement for schools to complete the EYFS Profile.

---

\* Kent has 10 statistical neighbours. These are East Sussex, Essex, Lancashire, Northamptonshire, Nottinghamshire, Staffordshire, Swindon, Warwickshire, West Sussex and Worcestershire.

## 2. Key Stage 1

- 2.1. In 2015, Kent performed at or above the national average at Key Stage 1 in both the Level 2B and Level 3 attainment indicators. These improvements reflect a good three year upward trend and provide a strong basis for improved pupil progress and outcomes in Key Stage 2.

	% Achieving L2B+ Reading				% Achieving L2B+ Writing			
	2013	2014	2015	Diff from 2014	2013	2014	2015	Diff from 2014
<b>Kent</b>	<b>79</b>	<b>82</b>	<b>84</b>	<b>2</b>	<b>67</b>	<b>70</b>	<b>74</b>	<b>+4</b>
<b>National</b>	<b>79</b>	<b>81</b>	<b>82</b>	<b>1</b>	<b>67</b>	<b>70</b>	<b>72</b>	<b>+2</b>

	% Achieving L2B+ Maths			
	2013	2014	2015	Diff from 2014
<b>Kent</b>	<b>79</b>	<b>82</b>	<b>84</b>	<b>+2</b>
<b>National</b>	<b>78</b>	<b>80</b>	<b>82</b>	<b>+2</b>

- 2.2. Standards in **Reading** at Key Stage 1 have improved in 2015 for the third successive year and are above the 2015 national average. Standards in reading at Level 2B and above improved to 84%, from 82% in 2014, which is 2% above the national average and 1.3% above the statistical neighbour average. At Level 3 and above, outcomes in reading improved to 35%, from 32% in 2014, which places Kent 3% above the national average and 2.9% above the statistical neighbour average. Kent is ranked second amongst its statistical neighbours\* at Level 2B and above and first at Level 3 and above.
- 2.3. Standards in **Writing** at Key Stage 1 have improved in 2015, continuing a three year upward trend. Standards in writing at Level 2B and above improved to 74%, from 70% in 2014, which is 2% above the national average and 1.1% above the statistical neighbour average. At Level 3 and above, standards in writing improved to 18%, from 16% in 2014. Kent remains in line with both the national and the statistical neighbour averages in 2015. Kent is ranked second amongst its statistical neighbours\* at Level 2B and above and sixth at Level 3 and above. However, while 84% of seven year olds achieved Level 2B and above for reading, only 74% achieved this benchmark in writing which is a concern. This will be a priority for improvement in 2015-16.
- 2.4. Standards in **Mathematics** at Key Stage 1 have also improved for the third successive year across all indicators. Standards in mathematics at Level 2B and above improved to 84%, from 82% in 2014, which is 2% above the national average and 1.6% above the statistical neighbour average. At Level 3 and above standards in mathematics improved to 28%, from 25% in 2014, which means Kent is 2% above the national average and 2.2% above the statistical neighbour average. Kent is ranked first amongst its statistical neighbours\* at both Level 2B and Level 3 and above.

## Gender Gaps at Key Stage 1

- 2.5. The attainment of both boys and girls continues to improve at Level 2B and Level 3 and above across all subjects in 2015. However, the gender gaps in attainment are narrowing marginally or in the case of Mathematics widening slightly.
- 2.6. Girls continue to attain higher standards than boys in **Reading**, with 88% of girls achieving Level 2B and above in 2015, compared to 86% in 2014. Level 2B and above attainment for boys also improved, from 78% in 2014 to 80% in 2015. It is a similar picture at Level 3 and above, with 40% of girls achieving this measure in 2015 compared to 37% in 2014. The attainment of boys at Level 3 and above has also improved from 28% in 2014 to 30% in 2015. However, the gap between the attainment of boys and girls has not narrowed at Level 2B and above and remains at 8% but is 0.6% narrower than the statistical neighbour average. The attainment gap at Level 3 and above has widened from 9% in 2014 to 10% in 2015 which is 0.3% wider than the statistical neighbour average. At both levels the gap in Kent remains in line with the national picture.
- 2.7. The attainment gap between boys and girls remains widest in **Writing**. At Level 2B and above the attainment of girls increased from 78% in 2014 to 82% in 2015. There was also an increase in the attainment of boys at Level 2B and above from 62% in 2014 to 67% in 2015. At level 3 and above 24% girls achieved this measure in 2015, compared to 21% in 2014. Boys showed a similar increase in attainment, from 11.2% in 2014 to 13.2% in 2015. The gap between the attainment of boys and girls in writing has narrowed by 1% at Level 2B and above to 15% in 2015 which is 0.2% wider than the statistical neighbour average but in line with the national figure. The attainment gap at Level 3 and above has widened slightly from 10% in 2014 to 11% in 2015 which is 1% wider than the national average and 0.2% wider than the statistical neighbour average.
- 2.8. At Level 2B and above in **Mathematics**, 86% of girls compared to 82% of boys achieved Level 2B and above in mathematics in 2015, which is an improvement from 83% of girls and 80% of boys achieving the same measure in 2014. At Level 3 and above however, boys continue to attain higher standards than girls in mathematics, with 30% achieving this measure in 2015, an increase of 3% since 2014. Girls also improved their performance by 3% since 2014, with 26.1% achieving this measure in 2015. The gender gap in attainment in mathematics at Level 2B and above has widened by 1% in 2015 to 4% which means that the gap in Kent is now 1% wider than the national figure and 0.6% wider than the statistical neighbour average. The attainment gap at Level 3 and above has remained unchanged since 2014, at 4%, which is in line with the national picture and 0.3% narrower than the statistical neighbour average.

## Outcomes for Vulnerable Groups at Key Stage 1

- 2.9. The attainment of FSM pupils and Children in Care have improved in 2015 at Level 2B and above and at Level 3 and above across all subjects. These

improvements reflect a three year upward trend. Disappointingly, gaps in attainment for SEN pupils have not narrowed in 2015.

- 2.10. The attainment of FSM pupils in **Reading** has improved at Key Stage 1 from 67.5% in 2014 to 72.4% at Level 2B and above and from 17.1% in 2014 to 19.8% at Level 3 and above. The reading attainment gaps for FSM pupils have narrowed in 2015 at both levels, by 3.1% to 15.2% at Level 2b and above and by 0.2% to 19.5% at Level 3 and above.
- 2.11. The attainment of FSM pupils in **Writing** has improved at Key Stage 1 from 52.5% in 2014 to 58.7% at Level 2B and above and from 6.3% in 2014 to 7.9% at Level 3 and above. Although the attainment gap for FSM pupils in writing has narrowed at Level 2b and above in 2015, by 2.2% to 19.8%, there has been a small widening of the gap at Level 3 and above by 0.8% to 13.4%.
- 2.12. The attainment of FSM pupils in **Mathematics** has improved at Key Stage 1 from 68.4% in 2014 to 73.6% at Level 2B and above and from 12.7% in 2014 to 15.1% at Level 3 and above. The attainment gap of FSM pupils in mathematics at Level 2B and above has narrowed in 2015, by 3.5% to 13.4%. There has been a small widening of the gap at Level 3 and above however by 1.1% to 16.9% in 2015.
- 2.13. The attainment gaps for SEN pupils have widened from 2014 to 2015 across all subjects at both Level 2B and above and Level 3 and above.
- 2.14. There has been a decline in the attainment of SEN pupils in **Reading** at Key Stage 1 from 42.5% in 2014 to 40% at Level 2B and above and from 6.7% in 2014 to 5.7% at Level 3 and above. The SEN reading attainment gaps have widened in 2015, by 2.7% to 50.8% at Level 2B and above and by 2.1% to 33.7% at Level 3 and above.
- 2.15. Although there has been a small decline in the attainment of SEN pupils in **Writing** at Key Stage 1 Level 2B and above from 25.2% in 2014 to 24.3% there has been a slight improvement at Level 3 and above from 1.4% in 2014 to 1.6% this year. The attainment gaps for SEN pupils in writing have widened in 2015, by 2.7% to 57.2% at Level 2B and above and by 1.3% to 19.2% at Level 3 and above.
- 2.16. There has also been a decline in the attainment of SEN pupils in **Mathematics** at Key Stage 1 from 45.1% in 2014 to 41.8% at Level 2B and above and from 5.9% in 2014 to 5.4% at Level 3 and above. At Key Stage 1, the SEN mathematics attainment gaps have widened in 2015, by 3.8% to 48.5% at Level 2B and above and by 2.8% to 26.3% at Level 3 and above.
- 2.17. There has been a very welcome narrowing of the attainment gap for Children in Care (CiC looked after for more than 12 months) at Level 2B and above in Reading, Writing and Mathematics in 2015. The attainment gap has widened at Level 3 and above in 2015 across all subjects but remains narrower than outcomes in 2013.
- 2.18. The attainment of CiC in **Reading** at Key Stage 1 improved at Level 2B and above from 47.4% in 2014 to 56.1% but declined at Level 3 and above from

18.4% in 2014 to 12.2%. The Reading attainment gap for CiC narrowed in 2015, by 6.3% to 28.1% at Level 2B and above. There has been a widening of the gap at Level 3 and above by 8.8% to 22.8%.

- 2.19. The attainment of CiC in **Writing** at Key Stage 1 significantly improved at Level 2B and above from 26.3% in 2014 to 43.9% but declined at Level 3 and above from 5.3% in 2014 to 4.9%. Although the CiC Writing attainment gap at Key Stage 1 narrowed in 2015, by 13.1% to 30.2% at Level 2B and above there has been a widening of the gap at Level 3 and above by 2.7% to 13.5%.
- 2.20. The attainment of CiC in **Mathematics** at Key Stage 1 also improved at Level 2B and above from 47.4% in 2014 to 58.5% but declined at Level 3 and above from 23.7% in 2014 to 9.8%. The CiC Mathematics attainment gap has narrowed at Level 2B and above in 2015, by 8.7% to 25.5%. At Level 3 and above there has been a widening of the gap by 17.2% to 18.5%.

#### 4. Key Stage 2

- 4.1. At Key Stage 2 there has been continued improvement at Level 4 and above in Reading, Writing and Mathematics combined in line with the national average. Kent has also maintained standards above the national average for attainment at Level 5 and above. There has been particularly welcome improvement in standards and progress in writing.

	% Achieving L4+ Reading, Writing & Maths				% Achieving L4+ Reading			
	2013	2014	2015	Diff from 2014	2013	2014	2015	Diff from 2014
<b>Kent</b>	<b>74</b>	<b>79</b>	<b>80</b>	<b>+1</b>	<b>85</b>	<b>89</b>	<b>89</b>	<b>0</b>
<b>National</b>	<b>75</b>	<b>79</b>	<b>80</b>	<b>+1</b>	<b>86</b>	<b>89</b>	<b>89</b>	<b>0</b>

	% Achieving L4+ Writing				% Achieving L4+ Maths			
	2013	2014	2015	Diff from 2014	2013	2014	2015	Diff from 2014
<b>Kent</b>	<b>83</b>	<b>86</b>	<b>87</b>	<b>+1</b>	<b>83</b>	<b>86</b>	<b>86</b>	<b>0</b>
<b>National</b>	<b>83</b>	<b>85</b>	<b>87</b>	<b>+2</b>	<b>85</b>	<b>86</b>	<b>87</b>	<b>+1</b>

	% Achieving L4+ Spelling, Punctuation & Grammar			
	2013	2014	2015	Diff from 2014
<b>Kent</b>	<b>71</b>	<b>74</b>	<b>78</b>	<b>+4</b>
<b>National</b>	<b>74</b>	<b>76</b>	<b>80</b>	<b>+4</b>

- 4.2. At Key Stage 2, 80% of pupils achieved Level 4 and above in **Reading, Writing and Mathematics combined** in 2015, compared to 79% in 2014. Attainment at Level 5 and above in Reading, Writing and Mathematics combined remained at 25% in 2015. Kent remains in line with the national average and slightly above the statistical neighbour average at Level 4 and above. At Level 5 and above, Kent is above the national average by 1% and

above the statistical neighbour average by 1.9%. Compared to its statistical neighbours\*, Kent remains ranked fourth for Level 4 and above performance and second for Level 5 and above performance.

- 4.3. In 2015, 257 schools performed at or above the national average of 80% in Level 4 and above in Reading, Writing and Mathematics combined, compared to 243 schools in 2014. 207 schools improved on their 2014 result.
- 4.4. In 2015, 89% of Key Stage 2 pupils attained Level 4 or above in **Reading**. Although this means that Kent is in line with both national and statistical neighbour averages, outcomes have remained static from 2014. There was a small decline in Reading attainment at Level 5 and above from 51% in 2014 to 49% although Kent remains 1% above the national average and 0.5% above the statistical neighbour average in 2015.
- 4.5. The percentage of pupils achieving the expected two levels of progress in **Reading** also remained the same between 2014 and 2015 at 91%. This is in line with the national figure and slightly above the statistical neighbour average of 90.5% but below the Kent target of 93% for 2015. Kent is ranked second amongst its statistical neighbours\* for this measure. The percentage of pupils achieving three levels of progress in Reading is 33.3%, a small decline of 0.8% since 2014. This is broadly in line with the national figure but below the Kent 2015 target of 36%.
- 4.6. Attainment in **Writing** improved for the third successive year in 2015 to 87% Level 4 and above, from 86% in 2014. This is in line with the national average and 0.3% above the statistical neighbour average. At Level 5 and above outcomes also improved by 2% to 38% in 2015. Kent is above the national average by 2% and above the statistical neighbour average by 2.4% at Level 5 and above. Kent is ranked second amongst its statistical neighbours\* at Level 4 and first at Level 5.
- 4.7. In Writing, 95% of pupils achieved two levels of progress in 2015 which is a 2% improvement on 2014 and continues a three year upward trend. This is in line with the Kent target of 95% and above both the national average of 94% and statistical neighbour average of 93.8%. Kent is ranked 3<sup>rd</sup> amongst its statistical neighbours\* for this measure. The percentage of pupils achieving three levels of progress in Writing is 38.5%, which is an improvement of 3% since 2014. This is above both the Kent target of 38% for 2015 and the national figure of 36%.
- 4.8. Level 4 and above attainment in **Mathematics** remained the same as 2014 at 86% in 2015. At Level 5 and above there was a decline of 2% to 41%. At Level 4 and above Kent is slightly below the national average of 87% and statistical neighbour average of 86.2%. At Level 5 and above Kent is below the national figure of 42% but above the statistical neighbour average of 40.1%. Kent is ranked sixth amongst its statistical neighbours\* at Level 4 and fifth at Level 5.
- 4.9. The percentage of pupils achieving two levels of progress in Mathematics has improved for the third successive year and now stands at 90%, from 89% in 2014. This is in line with the 2015 national progress rates and above the statistical neighbour average of 88.5% but below the Kent target of 91%. Kent

is ranked second amongst its statistical neighbours\* for this measure. The percentage of pupils achieving three levels of progress in Mathematics is 33.8%, a decline of 1.9% from 2014, and below the Kent target of 38% and in line with the national figure of 34%.

- 4.10. Good progress has been made in attainment in **Grammar, Punctuation and Spelling** which has improved for the third successive year in 2015 to 78% at Level 4 and above, from 74% in 2014, and 52% at Level 5 and above, from 49% in 2014. However this continues to be a focus for improvement given that on both measures, Kent remains below the national average of 80% and statistical neighbour average of 78.9% at Level 4, and the national figure of 56% and statistical neighbour average of 53.4% at Level 5. Kent is ranked seventh amongst its statistical neighbours\* at both Level 4 and Level 5.

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

- 4.11. In the 2014-15 academic year schools were seen as below the floor standard and therefore underperforming if:
- fewer than 65% of pupils at the end of Key Stage 2 (KS2) achieved level 4 or above in Reading, Writing and Maths and
  - below the average percentage of pupils at the end of KS2 made expected progress in Reading (compared with the 2014 national median) and
  - below the average percentage of pupils at the end of KS2 made expected progress in Writing (compared with the 2014 national median) and
  - below the average percentage of pupils at the end of KS2 made expected progress in Maths (compared with the 2014 national median)
- 4.12. In 2015 the number of Primary schools performing below the floor standard remained static at 21, compared to 44 schools in 2013.

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

- 4.13. Although the attainment of girls at **Level 4 and above in Reading, Writing and Mathematics** combined continues to out-perform that of boys, with 83% of girls achieving the expected level in 2015 compared to 78% of boys, the gender attainment gap for this measure has narrowed by 2% since 2014. It is now 1% narrower than the national gender attainment gap and 1.3% narrower than the statistical neighbour average.
- 4.14. The percentage of girls attaining **Level 5 and above in Reading, Writing and Mathematics** combined remained the same at 28% in 2015 compared to 2014. The attainment of boys at this measure has improved slightly in 2015 to 23% from 22% in 2014. This reduces the gender attainment gap for this measure from 7% in 2014 to 5% in 2015 which is broadly in line with the national and statistical neighbour averages.
- 4.15. There has been improvement in the attainment of boys in **Reading** at Level 4 and above since 2014, by 1% to 88%. However, there has been a decline of 2% to 45% in the attainment of boys at Level 5 and above. The attainment of girls remained the same in 2015 compared to 2014, with 91% achieving Level



4 and above and 54% achieving Level 5 and above. The gender attainment gap in Reading at Level 4 and above has reduced by 1% since 2014 to 3%. This means that the gap in Kent is 1% narrower than the national figure and 1.4% narrower than the statistical neighbour average. At Level 5 and above Kent is in line with national with a gap of 9%, a 2% reduction since 2014. The gap in Kent at Level 5 and above is 0.4% wider than the statistical neighbour average.

- 4.16. Girls continue to outperform boys in **Writing** at both Level 4 and Level 5 and above although there has been improvement in the attainment of both girls and boys for the third successive year. 91% of girls (90% in 2014) and 84% of boys (81% in 2014) achieved Level 4 and above in 2015, and 45% girls (44% in 2014) and 31% boys (28% in 2014) achieved Level 5 and above. The gap in attainment between boys and girls has narrowed for both measures since 2014, by 3% to 7% at Level 4 and above, which continues a three year trend of improvement, and by 2% to 14% at Level 5 and above. At Level 4 and above, the gap in Kent is 1% less than the national figure and narrower than the statistical neighbour average by 1.7%. It is a similar picture at Level 5 and above with the gap in Kent being 1% less than the national figure and 1.8% narrower than the statistical neighbour average.
- 4.17. At Level 4 and above in **Mathematics**, the attainment of girls has remained static at 86% and the performance of boys has improved for the third successive year resulting in no gender attainment gap at this measure. At the higher levels, boys do better than girls and this year the attainment gap has widened by 4% to 8% owing to a decline in the performance of girls (from 41% in 2014 to 37% in 2015). This is in line with the picture both nationally and amongst statistical neighbours. The attainment of boys at Level 5 and above in 2015 remains static at 45%.

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

- 4.18 There have been very small improvements in the gaps in attainment for children in receipt of Free School Meals, good improvement for Children in Care but not for children with special educational needs.
- 4.19 The attainment of FSM pupils in **Reading, Writing and Mathematics combined** has improved at Key Stage 2 from 65.5% in 2014 to 67.3% at Level 4 and above. However, it has declined slightly from 11.6% in 2014 to 11.4% at Level 5 and above. At Level 4 and above in Reading, Writing and Mathematics combined, the gap between the attainment of pupils in receipt of Free School Meals (FSM Ever 6) and non FSM pupils has reduced very slightly for the third successive year from 17.8% in 2014 to 17.6% in 2015. The FSM attainment gap at Level 5 and above in Reading, Writing and Mathematics combined has widened slightly in 2015 to 18.9%, an increase of 0.5% since 2014.
- 4.20 The attainment of FSM pupils in **Reading** has improved very slightly at Level 4 and above from 80.6% in 2014 to 80.8% at Level 4 and above but declined at Level 5 and above from 35.3% in 2014 to 32.8%. The FSM Reading attainment gaps have widened in 2015, by 1% to 12% at Level 4 and above and by 2.4% to 22.8% at Level 5 and above.

- 4.21 The attainment of FSM in **Writing** has improved at both Level 4 and above (from 74.9% in 2014 to 77.7% in 2015) and at Level 5 and above (from 19.4% in 2014 to 20.6%). The FSM Writing attainment gap at Level 4 and above has narrowed for the third successive year to 13.4%, from 14.3% in 2014. At Level 5 and above the FSM attainment gap in Writing has widened in 2015 by 1.7% to 23.7%.
- 4.22 The attainment of FSM pupils in **Mathematics** improved marginally at Level 4 and above from 76.6% in 2014 to 77.1%. At Level 5 and above there has been a decline in attainment from 26.5% in 2014 to 24.8%. In Mathematics, the attainment gap for FSM pupils has remained broadly the same from 2014 to 2015, at 12.7% at Level 4 and 22.3% at Level 5.
- 4.23 There has been a disappointing decline in the attainment of SEN pupils in **Reading, Writing and Mathematics combined** from 42.3% in 2014 to 37.6% at Level 4 and above and from 4.0% in 2014 to 3.3% at Level 5 and above. There has also been a widening of the SEN attainment gap at Level 4 and above in Reading, Writing and Mathematics combined in 2015, to 51.7% from 46% in 2014. At Level 5 and above Reading, Writing and Mathematics combined, the gap has narrowed in 2015 to 26.7% from 27.6% in 2014.
- 4.24 There has also been a decline in the attainment of SEN pupils in **Reading** from 65.8% in 2014 to 61.0% at Level 4 and above and from 21.2% in 2014 to 17.0% at Level 5 and above. The attainment gap for SEN pupils in Reading at both Level 4 and Level 5 and above widened in 2015, to 34.6% at Level 4 and above (from 31% in 2014) and to 39.4% at Level 5 and above (from 37.9% in 2014). The progress gap for SEN pupils achieving two levels of progress in Reading is 18.1%, an increase of 1.5% since 2014.
- 4.25 The attainment of SEN pupils in **Writing** has also declined from 54.5% in 2014 to 50.6% at Level 4 and above and from 7.2% in 2014 to 5.9% at Level 5 and above. The attainment gap in Writing for SEN pupils at both Level 4 and Level 5 and above has also widened in 2015, to 44.7% at Level 4 and above (from 41% in 2014) and to 39% at Level 5 and above (from 37.1% in 2014). The progress gap for SEN pupils achieving two levels of progress in Writing has slightly widened to 13.6%, an increase of 0.2% since 2014.
- 4.26 There has also been a decline in the attainment of SEN pupils in **Mathematics** from 59.7% in 2014 to 54.2% at Level 4 and above and from 14.2% in 2014 to 11.1% at Level 5 and above. The attainment gap in Mathematics for SEN pupils at Level 4 and above has widened in 2015, to 39.1% (from 34% in 2014). It is a more positive picture at Level 5 and above with a narrowing of the Mathematics gap for the third successive year, from 37.4% in 2014 to 36.5% in 2015. The gap for SEN pupils achieving two levels of progress in Mathematics widened slightly in 2015 to 20.5% (from 19.8% in 2015). This misses the Kent target of 14% for 2015.
- 4.27 The attainment gap for CiC (12 months +) at Level 4 and above **Reading, Writing and Mathematics combined** has reduced in 2015 for the first time in three years to 24.8% (from 37.8% in 2014) exceeding the Kent 2015 target of 30%. The attainment gap for this group of pupils has narrowed by 17.2% since 2013. At Level 5 and above Reading, Writing and Mathematics

combined, there has also been a slight narrowing of the attainment gap, from 18.6% in 2014 to 18.4% in 2015.

- 4.28 The attainment gap in **Reading** for CiC (in care for 12 months or more) at both Level 4 and Level 5 and above has narrowed in 2015, to 15.5% at Level 4 (from 24% in 2014) and to 22.6% at Level 5 (from 30.1% in 2014).
- 4.29 The attainment gap for CiC at Level 4 and above in **Writing** has reduced in 2015 for the third successive year and has narrowed by 13.5% since 2013 to 23.5% in 2015. At Level 5 and above however there has been a widening of the attainment gap for CiC over the last three years, although the gap has narrowed by 6.6% between 2014 and 2015 to 22.6%.
- 4.30 At Level 4 and above in **Mathematics**, the attainment gap for CiC has reduced in 2015 for the third successive year and has narrowed by 12.9% since 2013 to 18.1% in 2015. At Level 5 and above in Mathematics there has been a widening of the attainment gap for CiC by 3.4% since 2014 to 24.3%.

## 5. Key Stage 4

- 5.1. This year the indicator which will appear in performance tables is First Result which reflects the grade from the first time a student takes an examination in a subject. For example, pupils may have taken English or Mathematics or both in Year 10 and may have retaken their exams in Year 11. The first result counts in the first result indicator.

	% 5+ A*-C E&M (First result)			
	2013	2014	2015 Provisional	Diff from 2014
<b>Kent</b>	Figures not included as they are based upon best result	58.0	56.6	-1.4
<b>National</b>		53.4	52.8	-0.6

- 5.2. There has been a considerable delay in the GCSE and Post 16 figures being issued by the DfE. The new provider provided the information on 26<sup>th</sup> October, which is one month later than in previous years. The data provided is provisional. Kent's provisional First Entry result for performance at 5 or more GCSE grades A\*- C including English and mathematics is: 56.6%. The national First Result (also provisional) is: 52.8% which is broadly in line with 2014 outcomes.
- 5.3. The GCSE result at 56.6% is a slight drop of 1.4% from the First result in 2014. The national figure has also dropped by 0.6% for the same period. Kent remains above the national average by 3.8%. Comparison with Kent's statistical neighbours shows a declining picture with Kent's ranking in terms of the percentage of pupils achieving 5 or A\*- C grades including English and Mathematics slipping from third to sixth\*.
- 5.4. Provisional expected rates of progress at Key Stage 4 (three levels of progress between Key Stages 2 and 4) declined this year in English to 71.9% from 74.3%. Kent however remains above the national average of 70% which has dropped from 71.6% in 2014. Progress in Mathematics declined slightly from 66.8% of pupils achieving the expected rate of progress in 2014 to

66.2% in 2015. The national figure improved from 65.5% in 2014 to 66.6% in 2015 which means that Kent remains broadly in line with the national average for this measure.

- 5.5. The provisional result for average GCSE figures of A\*-C in English is 69.7% and for Mathematics it is 66.3%. Both of these figures are above the national averages, which are 64.7% for English and 65.1% for Mathematics. Again for English, both Kent and the national figures have dropped in 2015. However, for Mathematics the national figure has increased and the Kent outcome has declined.
- 5.6. First indications are that 28 schools may be below the floor standard of 40% of pupils achieving five good GCSE grades including English and Mathematics. However this figure is likely to improve as schools are successful in appeals and re-marks of GCSE results and achieve national median levels of progress in English or Mathematics. The validated results will be available in January 2016.
- 5.7. It is worthy of note that in nine out of the eleven GCSE indicators provisionally reported so far Kent remains above national averages used by government to measure performance at Key Stage 4.

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

- 5.8. At Key Stage 4, the gender gap in attainment of 5 or more A\*- C grades including English and Mathematics remains around 9% as in the previous two years. 52.2% of boys and 61.0% of girls attained this level of achievement in 2015 compared to 47.9% of boys and 58.0% of girls nationally. 38 schools narrowed the gender attainment gap compared to 2014. This is from the total of 68 mixed gender secondary mainstream schools.

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

- 5.9. The Key Stage 4 attainment gap between FSM pupils and their peers for 5 or more A\*- C grades including English and Mathematics in 2015 is 32.9%, compared to 33.3% in 2014. The national gap in 2014 was 27%. 30.6% of FSM students in Kent achieved this measure, compared to 26.5% in 2014, and compared to 63.5% of non FSM students. This represents a very small narrowing of the gap by 0.4% compared to 2014. At the same time 46 schools reduced the FSM gap compared to 41 schools in 2014.
- 5.10. The 2015 gap between FSM students and non FSM students in achieving three levels of progress by the end of Key Stage 4, in English, is 19.9%. Only 56.2% of FSM students achieved this rate of progress compared to 76.1% of non FSM students. In Mathematics the gap is 27.3% with 44.7% of FSM students achieving this rate of progress compared to 72% of non FSM students. This gap has narrowed in both English (by 1.8%) and Mathematics (by 1.3%) compared to 2014.
- 5.11. Pupils with SEN statements achieve less well in Kent, where gaps are wider compared to the GCSE achievements of other similar pupils nationally. For 5 or more A\*- C grades including English and Mathematics in 2015 the gap

between pupils with SEN and their peers was 39.4%. This has narrowed marginally from 40.7% in 2014.

- 5.12. At Key Stage 4, 12.5% of Children in Care achieved 5 or more A\*- C grades including English and Mathematics compared to 8.2% in 2014, which is a very welcome improvement. The Key Stage 4 attainment gap is 44.4% which has reduced from 50.0% in 2014. These are the widest achievement gaps of any pupil group, and continue to be an important focus for improvement in 2016.

## 6. Post 16 Outcomes

- 6.1 The provisional performance at post 16 shows a mixed and overall declining trend over three years. The data used in this report includes both state funded schools and colleges. The table below sets out the trend data between 2013 and 2015, for all academic qualifications post 16, then more specifically vocational and A' level courses.

		Academic		Vocational		A Level		
		APS per entry	APS per Student	APS per entry	APS per Student	% 2+ A*-E	% 3+ A*-E	% AAB (in two facilitating subjects)
2013	Kent LA Schools	216.5	851.8	224.9	639.3	89.6	77.2	14.9
	<b>Kent LA Schools &amp; Colleges</b>	<b>216.1</b>	<b>844.8</b>	<b>214.8</b>	<b>563.8</b>	<b>89.6</b>	<b>76.5</b>	<b>14.6</b>
	National	215.7	802.4	213.7	562.0	92.9	80.5	15.3
2014	Kent LA Schools	213.3	834.9	228.2	676.4	88.9	74.4	14.3
	<b>Kent LA Schools &amp; Colleges</b>	<b>212.8</b>	<b>827.9</b>	<b>216.7</b>	<b>554.4</b>	<b>88.4</b>	<b>73.3</b>	<b>13.9</b>
	National	215.7	794.0	216.6	560.1	92.4	79.5	15.0
2015	Kent LA Schools	212.7	816.0	229.0	671.9	88.0	73.0	12.8
	<b>Kent LA Schools &amp; Colleges</b>	<b>212.3</b>	<b>811.3</b>	<b>219.0</b>	<b>568.0</b>	<b>87.8</b>	<b>72.4</b>	<b>12.5</b>
	National	211.4	761.6	219.3	548.9	91.4	76.5	11.5

- 6.2 The percentage of students achieving three or more A Level passes in Kent LA schools and colleges has declined from 76.5% in 2013, 73.3% in 2014 to 72.4% this year. The national average is 76.5%. The percentage achieving AAB grades (in at least 2 facilitating subjects) has also declined from 13.9% in 2014 to 12.5% this year. There has been a decline in the percentage of students achieving two or more passes at grades A\* - E, which is now 87.8% compared with 88.4% in 2014 and 89.6% in 2013.
- 6.3 This year's results (Kent LA schools and colleges) shows a reduction in the Academic Average Point Score per entry (APE) to 212.3, compared to 212.8 in 2014 and 216.1 in 2013. The trend over 3 years is one of slight decline.
- 6.4 The Academic Average Point Score per student (APS) in 2015 for Kent LA schools and colleges has declined to 811.3 from 827.9 in 2014 and 844.8 in 2013. However Kent remains in the top national quartile for this measure, well above the national average of 761.6.

- 6.5 Average Point Scores per student for vocational qualifications in Kent LA schools and colleges have improved. Kent's provisional figures show a county wide increase of 13.6 points to 568.0 from 554.4 in 2014, with an average grade of Distinction.

## **7. Priorities for Improvement**

### **7.1. Early Years Foundation Stage - Priorities:**

- Analyse where FSM gaps have widened and CiC gaps have narrowed and ensure best practice is identified and shared.
- Use data to inform targeted support to improve GLD outcomes further.
- Ensure that schools track those children entering Year 1 from Reception who have not achieved a GLD and are likely to require additional support to make progress and ensure their individual needs are planned for so that accelerated progress is achieved.

### **7.2. Key Stage 2 – Priorities:**

- To work with schools to ensure that gaps for vulnerable groups narrow and pupils are making accelerated progress with particular focus on FSM, LAC and SEND.
- To continue to support and challenge all schools to secure further improvement in 2016, particularly in mathematics and Grammar, Punctuation and Spelling (GPS).
- To develop the school to school support network to ensure the sharing of best practice.

### **7.3. Key Stage 4 – Priorities:**

- To work with schools to ensure that gaps for all vulnerable groups narrow and pupils are making accelerated progress with particular focus on FSM, LAC and SEND.
- To regain the trajectory of improved examination results at Key Stage 4 that was in place in 2013, before the current changes were implemented in 2014, through sharing of best practice locally and nationally.
- To maintain performance above the national average by ensuring that all schools have a curriculum that is balanced but able to ensure progression for the young people it serves.
  - These challenges are particularly acute in Mathematics and Science and surround teacher supply and the quality of teaching.
- To further develop KS4 pathways and progression routes into post 16 courses that cater for the needs of all young people, especially those that do not achieve the equivalent of 5 good GCSE grades including English and Maths.

### **7.4. Post 16 – Priorities:**

- Work with schools and colleges to ensure that gaps narrow for all vulnerable groups and students are making accelerated progress with particular focus on FSM, CiC and SEND.
- Significantly increase the number of young people gaining Level 2 English and Mathematics qualifications by age 19.

- Promote improving standards in sixth forms through the development and extension of successful Key Stage 4 strategies, and improved GCSE results with English and Mathematics.
- Encourage providers to make use of the District Data Pack Lite to inform decisions about provision and the design of the curriculum offer.
- Ensure guidance and advice is focused on the 14 – 19 programme offer, and use of funding so that students have the appropriate provision to help them achieve their chosen qualifications and career pathways to employment or higher learning.
- Share good practice in programme design and delivery, and promote good practice in opportunities for work experience, and for example in the IB diploma and IB Careers related Programme (IBCP).

## **8. Conclusion**

- 8.1 There has been continued improvement in the Early Years Foundation Stage and at Key Stage 1. This continues a very good upward trend over recent years, with performance in Kent well above national averages. At Key Stage 2 outcomes continue to improve and are in line with the national average. However, the rate of improvement has slowed down in 2015. Outcomes at Key Stage 4 remain above the national average but have dipped slightly this year. There has been considerable volatility in GCSE results across individual schools. Results at Post 16 have also declined across the majority of indicators this year, producing a three year downward trend which is a cause for concern. At the same time there was welcome improvement in the outcomes for vocational qualifications.
- 8.2 There has been welcome progress in narrowing attainment gaps in gender at Key Stage 2 and in the Early Years Foundation Stage. Outcomes for children in care have improved at Key Stages 2 and 4 with a good decrease in the achievement gap for these learners. The attainment of pupils in receipt of Free School Meals has not improved noticeably in 2015 which is disappointing. Over £50m 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 SEN pupils at all key stages. Closing the gaps in achievement for all vulnerable learners continues to be a significant priority for improvement in 2015-2016.

## **9. Recommendations:**

The members of the Committee are asked to note:

- (i) The improvements in 2015 in the Early Years Foundation Stage and Key Stages 1 and 2.
- (ii) To note the areas that still require improvement and the priorities for action to ensure that further improvement is achieved in 2016.

**Lead Officer**

Gillian Cawley  
Director of Education, Quality and Standards  
Email: [Gillian.Cawley@kent.gov.uk](mailto:Gillian.Cawley@kent.gov.uk)  
Tel: 03000 419853