

From: Patrick Leeson, Corporate Director for Education, and Young People's Services

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To: Education and Young People's Services Cabinet Committee – 22 September 2016

Subject: **Provisional Early Years and School Results 2016**

Classification: **Unrestricted**

Past pathway of report: none

Future pathway of report: none

Summary:

This report provides a summary of the early provisional 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 2016.

Recommendation:

The Education and Young People's Services Cabinet Committee is asked to note the results and to be mindful that the data is provisional and will be subject to change.

1. Introduction

1.1 The report contains a summary of current available data for the 2016 results in the Early Years Foundation Stage and all the Key Stages.

1.2 These results are provisional and in particular, Key Stage 4 and 5 data is school reported. A more detailed report on the results will be available when the Kent data is more complete and more national data has become available.

2. Early Years Foundation Stage

2.1 The Early Years Foundation Stage results for Kent have improved again so that 74.8% of children achieved a good level of development compared with 73% in 2015. The national average is 69.3%. This continues a very good upward trend placing Kent above the national average.

3. Phonics

3.1 Kent has continued to improve outcomes for phonics in 2016 and has performed above the national average.

- 81.6% of pupils met the expected standard in **Phonics**, compared with 80.5% nationally.

- In 2016, Kent was above the national average for the second successive year and has improved outcomes in phonics by 7.4% since 2014. This compares favourably with the national improvement rate of 6.5%.
- In relation to gender: 78.1% of boys and 85.4% of girls met the expected standard in phonics, which is a gap of 7.3%. The gender gap in Kent has not closed since 2015, when it was 7.8%. No comparative national data is currently available for 2016.

4. **Key Stage 1**

4.1 Kent has also performed above the national average for every indicator at Key Stage 1. As these are new measures we are unable to make comparison with performance in 2015. However, the figures continue the positive improvement trend seen in recent years and provide a strong basis for improved pupil progress and outcomes in Key Stage 2.

4.2 In 2016,

- **In Reading, Writing and Mathematics combined**, 66.6% of Kent pupils met or exceeded the expected standard compared with 60.3% nationally.
- In **Reading**, 78.2% of pupils in Kent met or exceeded the expected standard, compared with 74% nationally.
- In **Writing**, 71.3% of Kent pupils met or exceeded the expected standard, compared with 65.5% nationally.
- In **Mathematics**, 77.5% of pupils in Kent met or exceeded the expected standard, compared with 72.6% nationally.

5. **Key Stage 1 – Attainment of Vulnerable Groups 2016**

5.1 **Free School Meals (Pupil Premium FSM Ever pupils)**

- In **Reading**, 63.6% of FSM pupils in Kent met or exceeded the expected standard, compared with 81.9% achieved by other pupils in the county. This is a gap of 18.3%.
- The gap was widest in **Writing**, 55.0% of FSM pupils met or exceeded the expected standard, compared with 75.4% of other pupils, a difference of 20.4%.
- In **Mathematics**, 63.1% of FSM pupils met or exceeded the expected standard, compared with 81.2% of other pupils. This is a gap of 18.1%.

5.2 **Special Educational Needs (All SEN pupils)**

- In **Reading**, 30.4% pupils with SEN in Kent met or exceeded the expected standard, compared with 85.3% of pupils with no SEN. This is a gap of 55.0%.
- The gap is widest in **Writing**, 21.1% of pupils with SEN met or exceeded the expected standard, compared with 78.8% of pupils with no SEN, a difference of 57.7%.
- In **Mathematics**, 32.1% of pupils with SEN met or exceeded the expected standard, compared with 84.3% of pupils with no SEN. This is a gap of 52.2%.
- These gaps are very wide and represent a significant challenge to improve outcomes for learners with special educational needs.

5.3 English as an Additional Language (EAL)

- The attainment of pupils with English as an additional language is more positive.
- The gap for these pupils is widest in **Reading**, 73.0% pupils with EAL in Kent met or exceeded the expected standard, compared with 78.9% of pupils with English as a first language, a gap of 5.9%.
- In **Writing**, 70.8% of pupils with EAL met or exceeded the expected standard, compared with 71.3% of pupils with English as a first language, a difference of 0.5%.
- In **Mathematics**, 76.6% of pupils with EAL met or exceeded the expected standard, compared with 77.7% of pupils with English as a first language. This is a gap of 1.1%.

6. Key Stage 2

6.1 At Key Stage 2, Kent schools performed above the national average for all performance measures, apart from Grammar, Punctuation and Spelling, which is in line with the national average. Compared with our statistical neighbours, Kent's results overall would be ranked 1st (top) out of 11 other similar local authority areas.

6.2 In 2016,

- 58.1% of Kent pupils met the expected standard in **Reading, Writing and Mathematics combined**, compared with 53.0% nationally.
- In relation to gender: 55% of boys and 61% of girls reached the expected standard in Reading, Writing and Mathematics combined which compares favourably with the respective 2016 national averages of 50% and 57%.
- Both Kent and national outcomes are below the current attainment floor standard of 65%. Schools will be below the floor standard if performance in attainment and progress measures are below the set benchmarks. Our current analysis shows very few schools in Kent would be performing below the floor when both progress and attainment measures are considered.

6.3 Looking at individual subjects:

- In **Reading**, 69.2% of pupils in Kent met the expected standard, compared to 66.0% nationally.
- In **Writing**, 80.0% of pupils met the expected standard, compared to 74.0% nationally.
- In **Mathematics**, 71.3% of pupils met the expected standard, compared to 70.0% nationally.
- 72.5% of pupils in Kent met the expected standard in **Grammar, Punctuation and Spelling**, compared to 72.0% nationally.

6.4 On the basis of 2016 outcomes, there are 142 Kent schools below the national average for combined Reading, Writing and Mathematics.

6.5 The results of new progress measures have not yet been published by the Department for Education (DfE). They are expected in December.

7. **Key Stage 2 Vulnerable Groups – Attainment of Vulnerable Groups 2016**

7.1 **Free School Meals (Pupil Premium FSM Ever pupils)**

- The data on attainment gaps is not comparable to previous years and it is not possible to say that gaps have widened or narrowed for the 2016 results. It is also not possible to say, until the national data is available, how the attainment gaps in Kent compare to schools nationally.
- In **Reading, Writing and Mathematics combined**, 41.2% of FSM pupils met the expected standard, compared with 64.4% achieved by other pupils in the county. This is a gap of 23.2%.
- In **Reading**, 54.7% of FSM pupils in Kent met the expected standard, compared with 74.7% achieved by other pupils in the county. This is a gap of 20.0%.
- In **Writing**, 67.5% of FSM pupils met the expected standard, compared with 84.7% of other pupils, a difference of 17.2%.
- In **Grammar, Punctuation and Spelling**, 57.2% of FSM pupils met the expected standard, compared with 78.2% of other pupils. This is a gap of 21.0% and the widest for the individual subject measures.
- In **Mathematics**, 57.1% of FSM pupils met the expected standard, compared with 76.7% of other pupils, a gap of 19.7%.

7.2 **Special Educational Needs (All SEN pupils)**

- In **Reading, Writing and Mathematics combined**, 15.3% of pupils with SEN met the expected standard, compared with 66.0% of pupils with no SEN. This is a gap of 50.7%
- In **Reading**, 31.3% pupils with SEN in Kent met the expected standard, compared with 76.3% of pupils with no SEN. This is a gap of 45.0%.
- The gap was widest in **Writing**, 32.1% of pupils with SEN met the expected standard, compared with 88.8% of pupils with no SEN, a difference of 56.8%.
- In **Grammar, Punctuation and Spelling**, 26.6% of pupils with SEN met the expected standard, compared with 81.0% of other pupils. This is a gap of 54.4%.
- In **Mathematics**, 31.0% of pupils with SEN met the expected standard, compared with 78.9% of pupils with no SEN. This is a gap of 48.0%.
- One again, these gaps are very wide and represent a significant challenge to improve outcomes for learners with special educational needs.

7.3 **English as an Additional Language (EAL)**

- There was no attainment gap in **Reading, Writing and Mathematics combined, which is very positive**. Both groups attained 58% for this measure, which reflects the good progress that EAL pupils make in developing their use of English.

- The attainment gap was widest in **Reading**, 63.8% pupils with EAL in Kent met the expected standard, compared with 69.9% of pupils with English as a first language, a gap of 6.1%.
- In **Writing**, 78.4% of pupils with EAL met the expected standard, compared with 80.3% of pupils with English as a first language, a difference of 1.8%.

8. GCSE

- 8.1 At Key Stage 4 there is an overall positive picture. Provisional results show that Secondary schools in Kent have performed well against the old and new headline GCSE performance measures. Compared with 2015 there have been clear improvements in attainment.
- 8.2 However, all data is provisional and subject to further change as a complete set of results is not yet available. A number of schools have made appeals. The Progress 8 measure, which is used for the floor standard, will be published later in the Autumn term along with national comparative data.
- 8.3 Performance in the old measure, the percentage of pupils achieving 5 or more GCSE grades A*-C including English and mathematics, is 60.8%. This is above last year's figure of 57.3% and the 2015 national average of 56%. So far, 56 schools have reported improvement on their 2015 performance in this measure.
- 8.4 In the new headline Basics measure, the proportion of pupils achieving grades A*-C in English and mathematics, the figure is 63.1%. This is 3.3 percentage points above last year's result of 59.8% and 7.3 percentage points above last year's national figure. The national figure for 2016 Basics is not yet available. So far, 58 schools have reported improvement on their 2015 performance in this measure.
- 8.5 Improvements have been made in GCSE A*-C passes for English across the county where the success rate this year is 75.9%, compared to 70.4% last year. In mathematics, there is a small increase: this year to 67.6%, compared to 66.6% last year. This is positive.
- 8.6 There has also been an increase in the headline English Baccalaureate (Ebacc) measure. This year it is 29.9 % rising from 26.5% last year. So far, 48 schools have reported improvement on their 2015 performance in this measure.

9. Post 16

- 9.1 At Post 16, following reforms in qualifications and curriculum provision, this is the first year in which there has been a reduction in the number of subjects offered at A level and AS Level.
- 9.2 The figures below compare 2016 data returned by schools with similar data from this point last year. This provisional data has not been validated and should be treated with caution as it will be subject to change when the final validated DfE performance tables are available in January 2017.

- 9.3 Provisional results for 2016 show that the percentage of students achieving two A level grades A* to E is 86.5%, which is slightly below the 88.3% achieved in 2015.
- 9.4 In relation to facilitating subjects, the percentage of students achieving AAB or above at A level is positive. The figure has improved to 17.8% in 2016, from 12.9% in 2015, which is very encouraging.
- 9.5 So far, 19 schools have had 100% of students gain two or more A levels this year. On this same measure, 35 schools have met or exceeded the 2015 national average of 91.5% for state funded schools and 92.2% for the national average for all schools. Similarly, 38 schools have met or exceeded last year's Kent average of 88.3%.
- 9.6 Based on returns so far, the four year trend of rising vocational Average Point per Entry (APE) continues with an increase to 238 points from 213 in 2013. 39 schools show an increase in APE from last year across all vocational subjects. The percentage of students gaining 2 plus substantial vocational qualifications is slightly higher than last year at 6.9%. This upward trend clearly shows improving high quality vocational opportunities enabling Kent learners to secure positive destinations.
- 9.7 Post-16 A level performance remains a concern, however, with a continuing decline in results which reflects a similar picture nationally. From this year minimum standards will change from being attainment based to progress based. Schools will be below the minimum standard if they fail to meet progress measures set by the Department of Education. The DfE have not yet confirmed the date on which 2016 progress data will be available.

10. Recommendation:

10.1 The Education and Young People's Services Cabinet Committee is asked to note the results and to be mindful that the data is provisional and will be subject to change.

11. Contact details

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