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To: Education and Young People's Services Cabinet Committee – 23 November 2016

Decision No: 16/00103

Subject: Early Years and School Performance in 2016 - National Curriculum Test and Public Examination Results

Classification: Unrestricted

Previous Pathway of paper: None

Future Pathway of Paper: None

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 2016. The report includes comparison to national data where available. It also reports on the achievement of 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 2017. Some national comparative data is still unavailable for some indicators.

Recommendations:

Members of the Committee are asked to note :

- (i) The improvements in the Early Years Foundation Stage.
- (ii) The positive outcomes at Key Stages 1, 2, 4 and in A Level and technical qualifications at Post 16.
- (iii) The areas that still require improvement and the priorities for action to ensure that further improvement is achieved in 2017.

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 2016-2017.
- 1.2 The report also provides an update on the significant changes the Government has introduced in the way they measure and track attainment and progress in schools, from the Early Years Foundation Stage through to Post 16.

1.3 Where other local authority data is available comparisons have been made to Kent's 10 statistical neighbours. These are East Sussex, Essex, Lancashire, Northamptonshire, Nottinghamshire, Staffordshire, Swindon, Warwickshire, West Sussex and Worcestershire.

1.4 The Vulnerable groups data reported is as follows:

- Free School Meals (FSM) figures are FSM Ever 6
- Children in Care (CiC) figures relate to Children in Care for 12 months or more.
- SEN figures relate to all SEN pupils.

2. Early Years Foundation Stage (EYFS)

1.1. The key indicator for children at the end of the Early Years Foundation Stage (EYFS) is the percentage of children achieving a Good Level of Development (GLD). There continues to be a strong performance in the percentage of children achieving a GLD in Kent.

1.2. The 2016 figure of 74.8% reflects an improvement from the 2015 figure of 72.9% and an 11.4 percentage point improvement since 2011. Although this misses our challenging 2016 target of 77%, this outcome is above the national average of 69.3%. At this measure Kent is ranked second amongst its statistical neighbours.

		% Good Level of Development				
		2013	2014	2015	2016	Difference from 2015
1.3. The Department	Kent	63.4	68.5	72.9	74.8	+1.9
	National	51.7	60.4	66.3	69.3	+3.0

ment for Education (DfE) decided not to introduce the new Baseline Assessment measure with effect from September 2015 as originally planned. The Early Years Foundation Stage Profile will remain in place for 2017/18.

1.4. In the Early Years Foundation Stage, girls continue to outperform boys with 82.2% of girls compared to 68.0% of boys achieving a Good Level of Development in 2016. This represents a marginally improved position from 2015, although there is still work to be done to narrow the gender gap which improved slightly from 15.0% in 2015 to 14.3% in 2016. At this measure Kent is ranked 6th amongst its statistical neighbours.

1.5. In 2016, the percentage of FSM pupils in the Early Years Foundation Stage achieving a Good Level of Development decreased slightly from 60.1% in 2015 to 59.0% in 2016. The FSM achievement gap therefore widened to 18.0% in 2016 from 15.0% in 2015. This is disappointing and of concern.

1.6. The percentage of SEN children in the Early Years Foundation Stage achieving a Good Level of Development increased from 24.9% in 2015 to 26.7% in 2016. The SEN achievement gap narrowed from 53.3% in 2015 to 52.8% in 2016, which is a small improvement but nevertheless positive.

1.7. The percentage of Children in Care, achieving a Good Level of Development reduced from 46.7% in 2015 to 28.6% in 2016, which is very worrying. The achievement gap for CiC widened from 26.5%, in 2015 to 46.3% which is also a cause for significant concern.

2. Key Stage 1

- 3.1 At Key Stage 1, Kent performed above the national average for every indicator in 2016. Although these are new measures which mean that it is not possible to compare with previous years, the figures show continued positive outcomes compared to national.
- 3.2 In 2016, pupils were assessed against a new, and more challenging, national curriculum, which was introduced in 2014. Standards are no longer reported as levels but as scaled scores. At Key Stage 1, judgements for individual pupils are based on teacher assessment informed by externally validated tests in Reading, Mathematics and Grammar, Punctuation and Spelling. As in previous years, there is no Writing test and this continues to be judged by teacher assessment.
- 3.3 The DfE has made clear that owing to the raised expectations of the new curriculum, the 2016 outcomes cannot be directly compared with previous performance.

Combined English Reading, English Writing & Mathematics				
	2013 %2B+	2014 %2B+	2015 %2B+	2016 % pupils met or exceeded the expected standard
Kent	77.4	66.9	78.4	66.6
National	N/A	N/A	N/A	60.3

English Reading				
	2013 %2B+	2014 %2B+	2015 %2B+	2016 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)
Kent	79	82	84	78
National	79	81	82	74

English Writing				
	2013 %2B+	2014 %2B+	2015 %2B+	2016 % pupils met or exceeded the expected standard (Teacher assessment)
Kent	67	70	74	71
National	67	70	72	65

Mathematics				
	2013 %2B+	2014 %2B+	2015 %2B+	2016 % pupils met or exceeded the expected standard (Teacher assessment informed by Test)
Kent	79	82	84	78
National	78	80	82	73

In 2016, 66.6% of Key Stage 1 pupils in Kent met or exceeded the expected standard in **Reading, Writing and Mathematics combined**, which is 6.3 percentage points above the national average.

- 3.5 In 2016, 78% of Key Stage 1 pupils in Kent met or exceeded the expected standard in **Reading**, which is 4 percentage points above the national average and means Kent is ranked first amongst its statistical neighbours. In 2016, 308 Kent schools attained at or above the national average for this measure. The proportion of pupils

assessed as working at 'greater depth' is 25% which is one percentage point above the national average. At this measure Kent is ranked fifth amongst its statistical neighbours.

- 3.6 In 2016, 71% of Kent pupils met or exceeded the expected standard in **Writing**. This is 6 percentage points above the national average and means Kent is ranked first amongst its statistical neighbours. In 2016, 309 Kent schools attained at or above the national average for this measure. The proportion of pupils assessed as working at 'greater depth' is 15%, which is 2 percentage points above the national average. At this measure Kent is ranked third amongst its statistical neighbours.
- 3.7 The proportion of Kent pupils who met or exceeded the expected standard in **Mathematics** in 2016 is 78%, which is 5 percentage points above the national average and means Kent is ranked first amongst its statistical neighbours. In 2016, 329 Kent schools attained at or above the national average for this measure. The proportion of pupils assessed as working at 'greater depth' is 18%, which is in line with the national average. At this measure Kent is ranked third amongst its statistical neighbours.

Gender Gaps at Key Stage 1

- 3.8 At Key Stage 1, girls outperformed boys in **Reading** in 2016. The proportion of girls who met or exceeded the expected standard is 82% compared with 74% of boys, with a gender attainment gap of 8 percentage points. The proportion of girls assessed as working at 'greater depth' in Reading is 28%, 7 percentage points higher than boys, who attained 21%. For both measures the gap in Kent is in line with the national picture.
- 3.9 In 2016, as in previous years, the attainment gap between boys and girls remains widest in **Writing**. 78% of girls met or exceeded the expected standard compared with 65% of boys, a gender gap of 13 percentage points which is one percentage point narrower than the national average. The proportion of girls assessed as working at 'greater depth' is 19%, which is 8 percentage points higher than boys' attainment against this measure. This is one percentage point wider than the national gap.
- 3.10 In 2016, girls outperformed boys in **Mathematics** by 2 percentage points. The proportion of girls who met or exceeded the expected standard is 79% compared with 77% of boys. Boys outperformed girls against the 'greater depth' measure, with 20% of boys assessed as reaching this threshold compared with 17% of girls, a gap of 3 percentage points. For both measures the gap in Kent is in line with the national picture.

Outcomes for Vulnerable Groups at Key Stage 1

- 3.11 In 2016, the proportion of FSM pupils who met or exceeded the expected standard in **Reading** is 63.6%, which is an attainment gap of 18.3%. The widest gap for FSM pupils is in **Writing**, where 55% of FSM pupils met or exceeded the expected standard, an attainment gap of 20.4%. The attainment gap in **Mathematics**, of 18.1%, is similar to that for Reading, as only 63.1% of FSM pupils met or exceeded the expected standard.

- 3.12 The attainment gap for SEN pupils is wide across all subjects in 2016. In **Reading**, 30.4% pupils with SEN in Kent met or exceeded the expected standard which is a gap of 55%. The gap is widest in **Writing**, 21.1% of pupils with SEN met or exceeded the expected standard, a gap of 57.7%. In **Mathematics**, 32.1% of pupils with SEN met or exceeded the expected standard, a gap of 52.2%.
- 3.13 In 2016, the proportion of Children in Care (CIC) who met or exceeded the expected standard in is 38.2%, an attainment gap of 40%. In **Writing**, only 29.4% of CIC met or exceeded the expected standard, a gap of 42%. The attainment gap is widest in **Mathematics**, at 45%, as 32.4% of CIC met or exceeded the expected standard in this subject.

4. Key Stage 2

- 4.1 At Key Stage 2, with new national measures in 2016, Kent performed above the national average for all indicators, apart from Grammar, Punctuation and Spelling where Kent is in line with the national average. Compared with statistical neighbours Kent's results overall are ranked top out of 11 other similar local authority areas for combined attainment in Reading, Writing and Mathematics.
- 4.2 In 2016, pupils were assessed against the new, and more challenging, national curriculum, which was introduced in 2014. Standards are no longer reported as levels but as scaled scores. A pupil must attain a scaled score of 100+ in the Reading, Mathematics and English Grammar, Punctuation and Spelling (GPS) tests in order to be assessed as being 'at the expected standard' for that subject. A pupil must attain a scaled score of 110+ in order to be assessed as having a 'high score' in the tests. As in previous years, there is no Writing test and this area continues to be judged by teacher assessment. A pupil identified as high attaining in Writing is assessed as 'working at greater depth'.
- 4.3 The DfE has made it clear that due to the raised expectations of the new curriculum, the 2016 outcomes cannot be compared with previous performance.
- 4.4 School progress data has not yet been released but progress thresholds have been published.

Combined English Reading Test, English Writing TA & Mathematics Test				
	2013 % L4+	2014 % L4+	2015 % L4+	2016 % At the expected standard
Kent	74	79	80	58
National	75	79	80	53
English Reading Test				
	2013 % L4+	2014 % L4+	2015 % L4+	2016 % At the expected standard (Test)
Kent	85	89	90	69
National	86	89	89	66

4.5 A

English Writing TA				
	2013 % L4+	2014 % L4+	2015 % L4+	2016 % At the expected standard (Teacher Assessment)
Kent	83	86	88	80
National	83	85	87	74
Mathematics Test				
	2013 % L4+	2014 % L4+	2015 % L4+	2016 % At the expected standard (Test)
Kent	83	86	87	71
National	85	86	87	70
English Grammar, Punctuation & Spelling Test				
	2013 % L4+	2014 % L4+	2015 % L4+	2016 % At the expected standard (Test)
Kent	71	74	78	72
National	74	76	80	72

t Key Stage 2, 58% of Kent pupils achieved the ‘expected standard’ in the **Reading, Writing and Mathematics combined measure**, which is 5% above the national average of 53% and the highest amongst Kent’s statistical neighbours. The proportion of pupils who attained a ‘higher standard’ in this combined measure is 6%, which is one percentage point above the national average. Compared to its statistical neighbours, Kent is ranked second for this measure.

4.6 In 2016, 277 Kent schools attained at or above the national average of 53% for the proportion of pupils reaching the ‘expected standard’ for the **Reading Writing and Mathematics combined measure**. In 2015, 260 schools in Kent attained at or above the national average of 80% against the historic measure of Level 4 and above in the Reading, Writing and Mathematics Test combined measure.

4.7 In 2016, 69% of Key Stage 2 pupils in Kent attained the ‘expected standard’ in **Reading..** This means that Kent is three percentage points above the national average and ranked highest against its statistical neighbours. In 2016, 279 schools attained at or above the national average for this measure. The proportion of pupils attaining a ‘high score’ is 21%, which is two percentage points above the national average. Kent is ranked second against statistical neighbours for this measure.

4.8 The proportion of Kent pupils who attained the ‘expected standard’ in **Mathematics** in 2016 is 71%, which is one percentage point above the national average and ranks Kent first against its statistical neighbours. In 2016, 256 schools attained at or above the national average for this measure. The proportion of pupils attaining a ‘high score’ is 17%, which is in line with the national average. Kent is ranked second against its statistical neighbours for this measure.

4.9 In 2016, 80% of pupils in Kent attained the ‘expected standard’ in **Writing**. This is six percentage points above the national average and highest amongst Kent’s statistical neighbours. In 2016, 315 schools attained at or above the national average for this measure. The proportion of pupils assessed as ‘working at greater depth’ is 15%, which is in line with the national average. Kent is ranked as third for this measure among its statistical neighbours.

4.10 The proportion of pupils in Kent who attained the 'expected standard' in **Grammar, Punctuation and Spelling** in 2016 is 72%, which is in line with the national average. Kent is ranked third against its statistical neighbours for this measure. In 2016, 257 schools attained at or above the national average. The proportion of pupils attaining a 'high score' is 22%, which is one percentage point below the national average. Kent is ranked fourth among its statistical neighbours for this measure.

The Floor Standard at Key Stage 2

4.11 In the 2015-16 academic year, schools are judged to be below the floor standard and therefore underperforming if:

- Fewer than 65% of pupils at the end of Key Stage 2 (KS2) meet the expected standard in Reading, Writing and Mathematics

or

- The school does not achieve sufficient progress scores in all three subjects (at least -5 in Reading, -5 in Mathematics and -7 in Writing)

4.12 To be above the floor, the school needs to meet either the attainment or all of the progress elements. No school will be confirmed as being below the floor until December 2016 when schools' performance tables are published.

Key Stage 2 Gender Differences

4.13 At Key Stage 2, 55% of boys and 61% of girls achieved the 'expected standard' in the **Reading, Writing and Mathematics combined measure** which compares favourably with the respective 2016 national averages of 50% and 57%. The gender attainment gap in Kent is 6 percentage points which is slightly less than the national gap of 7 percentage points. The proportion of boys assessed as attaining a 'higher standard' is 5% and for girls is 6%, both of which outcomes are in line with the national average for each group.

4.14 In 2016, 66% of boys and 73% of girls achieved the 'expected standard' in **Reading**. Both boys and girls attained higher than similar groups nationally, by 4 percentage points and 3 percentage points respectively. The gender attainment gap in **Reading** in Kent is 7 percentage points which is slightly narrower than the national gap of 8 percentage points. The proportion of boys who attained a 'high score' is 18%, which is 2 percentage points higher than boys nationally. The proportion of girls assessed as attaining a 'high score' is 24%, also 2 percentage points higher than girls nationally. The gender gap in Kent for this measure is 6 percentage points, which is in line with the national gap.

- 4.15 There is no attainment gap in **Mathematics** in 2016, as both 71% of boys and girls attained the 'expected standard which is one percentage point above the national average. In Kent, 19% of boys attained the 'high score' measure which is one percentage point more than boys nationally. However 4% fewer girls in Kent achieved this measure matching the performance of girls nationally. Boys outperformed girls nationally at this measure by 3 percentage points.
- 4.16 As in previous years, girls outperformed boys in **Writing** in 2016 and the gender gap is widest in this subject. 74% of boys attained the 'expected standard' in **Writing** compared with 86% of girls, a gap of 12%. Both groups, however, achieved higher than boys and girls nationally and the attainment gap in Kent is slightly less than the national gap of 13%. The proportion of boys assessed as 'working at greater depth' is 11%, which is in line with boys nationally. 19% of girls in Kent were assessed as 'working at greater depth' which matches national averages. At 8 percentage points, the gender gap in Kent is in line with the national gap for 'greater depth'.
- 4.17 Girls outperformed boys in the **Grammar, Punctuation and Spelling** in 2016. The proportion of boys who attained the 'expected standard' is 68%, which is one percentage point higher than boys nationally. 78% of girls attained the 'expected standard' which is in line with girls nationally. The attainment gap in Kent is one percentage point lower than the national gap of 11 percentage points. 27% of girls attained a 'high score' which is in line with girls nationally, compared with 18% of boys. These outcomes and the gap of 9% are in line with national averages.

Outcomes for Vulnerable Groups at Key Stage 2

- 4.18 In 2016, the proportion of FSM pupils who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** is 41.2%, an attainment gap of 23.2 percentage points. In **Reading**, 54.7% of FSM pupils in Kent achieved the 'expected standard'. This is a gap of 20%. In **Writing**, 67.5% of FSM pupils achieved the 'expected standard', a gap of 17.2%. The attainment gap is wide in **Grammar, Punctuation and Spelling** at 21% as only 57.2% of FSM pupils achieved the 'expected standard'. In **Mathematics**, 57.1% of FSM pupils achieved the 'expected standard', a gap of 19.7%. The data is not yet available to compare to the national gaps.
- 4.19 The attainment gap for SEN pupils is wide across all measures in 2016. The proportion of SEN pupils who achieved the 'expected standard' in **Reading, Writing and Mathematics combined** is 15.3%, a gap of 50.7%. In **Reading**, 31.3% pupils with SEN in Kent achieved the 'expected standard'. This is a gap of 45%. The attainment gap is widest in **Writing**, 32.1% of pupils with SEN achieved the 'expected standard', a difference of 56.8%. In **Grammar, Punctuation and Spelling**, 26.6% of pupils with SEN achieved the 'expected standard' a gap of 54.4%. In **Mathematics**, 31% of pupils with SEN achieved the 'expected standard'. This gap is the narrowest at 48%.

4.20 In 2016, the proportion of Children In Care (CIC) who achieved the 'expected standard' in **Reading, Writing and Mathematics** combined is 21.6%, a gap of 36.8%. In **Reading**, 41.9% of CIC achieved the 'expected standard', an attainment gap of 27.6%. In **Writing**, 51.4% of CIC achieved the 'expected standard', a gap of 28.9%. The proportion of CIC who achieved the 'expected standard' in **Grammar, Punctuation and Spelling** is 44.6%, an attainment gap of 28.2%, similar to that of Writing. The attainment gap is widest in **Mathematics** where only 41.9% of CIC achieved the 'expected standard', a gap of 29.7%.

5. Key Stage 4

- 5.1 At Key Stage 4 in 2016 there is an overall positive and improved picture. Provisional results show that Secondary schools in Kent performed well against the new and old headline GCSE performance measures and against national averages. Compared with 2015 on the old measures there have been clear improvements in attainment.
- 5.2 In the new Progress 8 measure, which is used to establish the floor standard, progress is judged across eight subjects, including English (double-weighted), mathematics (double-weighted), three English Baccalaureate qualifications and three other qualifications which can include English Baccalaureate subjects and other high value academic, arts and vocational qualifications from the DfE approved list.
- 5.3 Kent achieved a Progress 8 score of -0.04 in 2016, which is slightly below the national average of -0.03. DfE provisional figures show that 58 of Kent's 98 Secondary schools met or achieved above the national average for this measure and of these 30 are Grammar schools.
- 5.4 On the Progress 8 measure, Kent is ranked 6th out of its 10 statistical neighbours for this measure and 80th out of 151 local authorities nationally.
- 5.5 On the previous measure (the percentage of pupils achieving 5 or more GCSE grades A*-C including English and mathematics) Kent achieved 58.6% in 2016 which is an improvement on last year's figure of 57.4% and 1.6% above the emerging 2016 national average of 57.0%.
- 5.6 On this old measure, Kent is ranked 5th out of its statistical neighbours and 54th out of 151 local authorities nationally.
- 5.7 In the new headline Basics measure, the proportion of pupils achieving grades A*-C in English and mathematics is 63.5% which is 0.7 percentage points above the national average in 2016 and 3.7 percentage points above last year's result of 59.8%. Although this is a positive picture for all Kent pupils there are 58 Kent Secondary schools below the national average. Kent is ranked 6th out of its statistical neighbours for this measure and 66th out of 151 local authorities nationally.
- 5.8 Improvements have also been made in GCSE A*-C passes for English across the county. The success rate in 2016 is 76.0%, compared to 70.4% last year, which is 1.3% above the national average of 74.7%. In mathematics, there is a small increase: this year to 68.0%, compared to 66.6% last year. Kent is just below the 2016 national average of 68.5%.

- 5.9 Performance in the English Baccalaureate (Ebacc) measure has also improved. This year it is 29.5%, rising from 26.5% last year, and 4.9% points above the 2016 national figure. Kent is ranked first out of its statistical neighbours and as 33rd out of 151 local authorities nationally.

Key Stage 4 Gender Differences

- 5.10 This data will be available later in the Autumn term.

Outcomes for Vulnerable Groups at Key Stage 4

- 5.11 This data will be available later in the Autumn term.

6. Post 16 Outcomes

- 6.1 Post 16 outcomes for 2016 are based on new DfE performance measures in five categories. These are A Level, Academic, Technical Level, Applied General and the Technical Baccalaureate.
- 6.2 The figures given below are based upon the 2016 provisional DfE statistical first release and therefore will be subject to change when the final validated DfE Performance Tables are available in January 2017. All Kent and national averages noted below are for state funded schools only. Overall performance at post 16 is variable.

A Levels only

- 6.3 At Post 16 in 2016, based on provisional DfE results, for the A Level measures Kent is performing at or just above the national average. Given the strong performance at other key stages this is less than could be expected.
- 6.4 DfE provisional results for 2016 show that the A Level Average Point Score per entry achieved by students in Kent schools is 30.8 which is in line with the national average of 30.7 and equivalent to a C grade. Kent is ranked 4th out of its statistical neighbours and 56th out of 150 local authorities nationally for this measure.
- 6.5 The percentage of A Level students achieving AAB or above including facilitating subjects is improving. The figure has increased to 16.8% from 12.9% in 2015, which is 1.4% points above the national average of 15.4% and is encouraging. Kent is ranked 3rd out of its statistical neighbours and 34th out of 150 local authorities nationally for this measure.

Academic qualifications

- 6.6 Academic results include A Level, AS Level, International Baccalaureate, IBCP and extended project qualifications.
- 6.7 In 2016, the Average Point Score per entry achieved by Academic students in Kent schools is 32.0 which is above the national average of 30.9 and equivalent to a C+. Kent is ranked 2nd out of its statistical neighbours and 26th out of 150 local authorities nationally for this measure.

International Baccalaureate

- 6.8 This data will be available later in the Autumn term.

Technical Level 3

- 6.9 Technical Levels are advanced (Level 3) technical and professional qualifications, on a par with A levels and recognised by employers. Taught from September 2014, for reporting in the 16-19 Performance Tables from 2016, they equip students with specialist knowledge and skills, enabling entry to an Apprenticeship, other skilled employment or a technical degree.
- 6.10 DfE provisional results for 2016 show that the Average Point Score per entry achieved by students in Kent schools at Technical Level is 36.8 which is slightly below the national average of 37.0 and equivalent to a Distinction+.

Applied General Level 3

- 6.11 Applied General qualifications are advanced (Level 3) qualifications that equip students with transferable knowledge and skills. Taught from September 2014, for reporting in the 16-19 Performance Tables from 2016, they are for Post-16 students wanting to continue their education through applied study. They fulfil entry requirements for a range of higher education courses, either by meeting entry requirements in their own right or being accepted alongside and adding value to other qualifications at the same level.
- 6.12 In 2016, the Average Point Score per entry achieved by Applied General students in Kent schools is 37.0 which is below the national average of 38.0. Kent is ranked 7th out of its statistical neighbours and 84th out of 150 local authorities nationally for this measure.

Technical Baccalaureate (TechBacc)

- 6.13 The Technical Baccalaureate is a new Performance measure that allows young people aspiring to a technical career a high-quality alternative to the A level route. The TechBacc measure recognises the achievement of students taking advanced (Level 3) programmes which include a DfE approved Tech Level, level 3 maths and extended project qualifications. It was introduced for courses starting in September 2014, for reporting in the 16-19 Performance Tables from 2016.
- 6.14 In Kent schools in 2016, 20 students achieved a Technical Baccalaureate compared to 130 students in state funded schools nationally. Kent is ranked 1st both in comparison to its statistical neighbours and 150 local authorities nationally for this measure. We are intending to expand this programme over the next academic year.

Apprenticeships

- 6.15 Kent County Council has an ambitious goal to improve the skills and employment of young people. The Skills and Employability Service has developed the 16 -18 apprenticeship campaign with Kent Association of Training Organisations, Kent Further Education Colleges and the Skills Funding Agency to promote apprenticeships across the county. In the last three years we have seen a positive

increase in the number of 16 to 18 years old starting an apprenticeship. During 2013/14 there were 2,560 starts compared to 2015/16 3,026 (provisional data) apprenticeship starts which represents an increase of 18% in the last three years.

7. Priorities for Improvement

7.1. Early Years Foundation Stage - Priorities:

- Analyse where FSM, gender and other gaps are wide and target support and resources accordingly to those settings, including ensuring that the most effective practice is identified and shared.
- Use district based and learning goals specific data to inform targeted support to improve GLD outcomes further.

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 a particular focus on FSM, CiC 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 more effective practice in raising standards.

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, CiC and SEND.
- To work with schools to support improved progress rates for all pupils from their Key Stage 2 starting points in line with the current changes in national performance and accountability measures, through sharing of best practice locally and nationally.
- Continue to support schools in developing Key Stage 4 pathways and progression routes into post 16 courses that cater for the needs of all young people, especially those that do not achieve good GCSE grades in English and mathematics.
- To ensure we support schools to further improve the performance of pupils in the key basic indicator of A*-C GCSE in English and mathematics to ensure a greater number of Kent schools achieve above the national average for this measure.
- To ensure that schools are supported with the transition to Progress 8 and have a greater focus on increasing progress 8 outcomes in line with national expectations.

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 business data and local market information 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 apprenticeships or further and higher learning.
- Share good practice in programme design and delivery, and promote good practice in opportunities for work experience which supports learning, and promote apprenticeships as appropriate destinations resulting from and IB Careers Certificate (IBCC)
- Work in partnership with schools and colleges to develop high quality 14 to 19 Technical pathways.
- Increase the number of young people on employability and pre apprenticeship pathways.

8. Conclusion

- 8.1 Improvements in the Early Years Foundation Stage continue the very good upward trend over recent years, with performance in Kent well above national averages. Outcomes at Key Stages 1 and 2 are also positive and although it is not possible to compare outcomes with previous years Kent is performing above national averages for the majority of indicators in 2016. At Key Stage 4 there is an overall positive and improved picture in 2016. Provisional results at Post 16 across a range of qualifications indicate that Kent is in line with national averages but performance is variable and given improving performance at other key stages this is disappointing. It will be a priority to work with schools to continue to improve guidance for students in choosing appropriate Post 16 pathways and to ensure provision of a full range of technical pathways at 14-19.
- 8.2 Slow progress continues to be made in narrowing the attainment gaps for our vulnerable learners. In the Early Years Foundation Stage the gender gap reduced slightly from 2015. At Key Stages 1 and 2, although no comparison can be made to previous years, the gender gap in Kent is in line with the national picture for the majority of measures. In the new measures at Key Stage 2, gaps for pupils in receipt of Free School Meals, Special Education Needs and Disability and Children in Care remain worryingly wide. National data on outcomes for disadvantaged groups are not yet available. Closing the gaps in achievement for all vulnerable learners continues to be a significant concern and a priority for improvement in 2016-2017.

9. Recommendations:

Members of the Committee are asked to note :

- (i) The improvements in the Early Years Foundation Stage.
- (ii) The positive outcomes at Key Stages 1, 2, 4 and in A Level and technical qualifications at Post 16.
- (iii) The areas that still require improvement and the priorities for action to ensure that further improvement is achieved in 2017.

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