



## Report to The Children, Young People and Family Support Scrutiny Committee

5 December 2013

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**Report of:** Executive Director of Children, Young People and Families Portfolio

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**Subject:** Educational Achievement and Standards 2013

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**Author of Report:** Iain Peel  
Interim Director, Inclusion and Learning Services

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**Summary:**

The information presented has been requested by the Scrutiny Committee to enable it to scrutinise performance.

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**Type of item:** The report author should tick the appropriate box

Reviewing of existing policy	
Informing the development of new policy	
Statutory consultation	
Performance / budget monitoring report	<b>X</b>
Cabinet request for scrutiny	
Full Council request for scrutiny	
Community Assembly request for scrutiny	
Call-in of Cabinet decision	
Briefing paper for the Scrutiny Committee	<b>X</b>
Other	

**The Scrutiny Committee is being asked to:** consider this report and to provide views, comments and recommendations.

- Be aware of the attainment challenge for the city and the outcomes of summer 2013 assessments, tests and examinations.
- To note attainment at all key stages as outlined within the report.
- To agree any areas for further scrutiny or for analysis.

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**Background Papers:**

No background documents have been used to write the report. However some of the historic figures used in this report have been taken from Department for Education data sets.

**Category of Report:** OPEN

**Report of the Interim Director of Inclusion and Learning Services**  
**Educational Attainment 2012/2013**

**School performance report – 2012 – 2013**

**1. INTRODUCTION/CONTEXT**

- 1.1 The Children, Young People and Family Support Scrutiny Committee has requested a report on the current picture on **education outcomes for children** to consider at their meeting on **5th December 2013**.
- 1.2 The report contains details of the educational outcomes for children and young people who were eligible for end of Key Stage assessments, tests or public examinations in summer 2013 (i.e. those children who were 5 years old, 7 years old, 11 years old, or 16 years old at the end of the 2012-13 school year). The report does not cover the attainment levels achieved by young people when they reach the age of 19 since comparable data will not yet be published for some time.
- It is important to judge performance overall, and not just focus on one specific key stage.
  - Examining trends over time allows for a real picture to emerge. Focusing solely on any specific movement between two individual years does not provide a real view of performance. Trends are more important than any one year increase/ decrease in order to see standards over a period of time and balance out any statistical issues which may occur in a single year.
  - The aim remains to improve faster than or at least in line with the national rate of improvement at each key stage.
  - New measures have been introduced in 2013 in the foundation stage (FS) and key stage 2 (KS2). Therefore, direct comparisons between years are difficult. Comparing ranking positions allows some analysis to be undertaken, however it should still be noted that this is comparing rankings against different measures in the FS and at KS2.
- 1.3 The 2010 Schools White Paper, 'The Importance of Teaching', made it clear that the Department for Education (DfE) expects local authorities (LAs) to continue to have a strong strategic role in relation to education. This is through:
- The role of being the strategic commissioner of places.
  - Being the champion of educational excellence through the promotion of high standards.
  - Using its democratic mandate to stand up for children, young people and their families

- Ensuring fair access to schools for children.
  - Supporting vulnerable learners.
- 1.4 The principal role of schools is to focus on the progress and attainment of all pupils to ensure that children make consistently good progress and achieve high standards of attainment and achievement.
- 1.5 This report is based on the performance data for those children teachers have assessed against the scales and points of the Early Years Foundation Stage Profile at the end of the reception year, and for those pupils who participated in national assessments and tests in 2013. There is a section on each key stage for which performance data is collected, an overview of performance and the report also provides details of the strategies being employed by schools to raise attainment.
- 1.6 Some of the data is still yet to be validated and therefore some comparisons against core cities, or national rankings are provisional at this stage.
- 1.7 The outcomes of four stages of education are covered within this report: Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 4.

## 2. HEADLINES

### 2.1

- Outcomes in the Foundation Stage are good, with Sheffield being ranked 67<sup>th</sup> nationally for the percentage of Foundation Stage children who make a good progress. This is a new measure in 2013.
- Narrowing the gap in the Foundation Stage is improving slowly.
- Outcomes at Key Stage 1 are improving in line with national, but the gap is not narrowing between Sheffield and national. This needs to be accelerated.
- Progress at Key Stage 2 continues to be maintained. Outcomes for the new measure introduced in 2013 show that results improved faster than national between 2009–2013, and that the progress which children make in mathematics is good.
- Performance at Key Stage 4 at 5 GCSE passes at grades A\*-C (including English and mathematics) continued to improve faster than national between 2008–2013, and national rankings are moving in the right direction. The progress which students make in English is strong.
- Note – a small number of children can alter the national rankings quite considerably. For example, if a further 58 KS1 children had achieved Level 2 in mathematics, then Sheffield's ranking would have been 79<sup>th</sup> instead of 101<sup>st</sup>.

- No analysis is yet available for post 16. This will be completed when the DfE releases the statistics later in the year.

### 3. THE DIFFERENT ASSESSMENTS AND EACH KEY STAGE

#### 3.1 Foundation Stage

Assessments are made when children are aged 5 years. The assessment framework was revised in 2013 and comparisons against previous years cannot easily be made.

- a) The Early Year Foundation Stage (EYFS) is the phase of learning from birth to 5. The EYFS Profile is divided into the following areas of learning:
  - Prime areas of learning. The three prime areas of learning are communication and language; physical development; personal, social and emotional development.
  - Specific areas of learning. The four specific areas of learning are literacy; mathematics; understanding and world, expressive arts and design.
- b) The early years profile has been reviewed and 2013 is the first year in which assessments have been made against new criteria and with new reportable measures. Therefore outcomes cannot be reliably compared against previous years.
- c) Each of the prime areas of learning and specific areas of learning are sub-divided into early learning goals. There are 17 early learning goals in total.
- d) Children are assessed by their teacher against each of the 17 early learning goals and this occurs at the end of the academic year in which the child reaches their 5th birthday.
- e) Progress against each of the 17 early learning goals is reported to parents.
- f) The main indicator against which schools are assessed is the percentage of children who achieve a **good level of development** at the end of the Foundation Stage. A good level of development is defined as achieving the early learning goals in the prime areas of learning (personal, social and emotional development; physical development and communication and language) and the early learning goals in the specific areas of mathematics and literacy.
- g) The local authority has a statutory duty to moderate the Foundation Stage profile, and each school must participate in a moderation process at least every four years.

### 3.2 Key Stage 1 (KS1)

Assessments are made when children are aged 7 years. The main measures at this key stage are to achieve level 2b in reading, writing and mathematics. Each of these subjects are assessed separately and assessment at KS1 is conducted by the teacher. In addition, children aged 6 in Y1 are given a phonics reading test; the phonics test is repeated in Y2 for children who did not achieve the expected standard in Y1.

- a) KS1 is the phase of learning from 5 to 7 years
- b) The National Curriculum is the basis for learning in Key Stage 1.
- c) The areas of learning that are assessed at the age of 7 (end of year) are reading, writing and mathematics.
- d) Assessment is conducted internally by the school using national guidelines and children are assessed by the teachers.
- e) Assessment places the child at one of the following levels:
  - W – working towards level 1
  - L1 – Level 1
  - L2 – Level 2
  - L3 – Level 3 (Level 3 is generally the highest level achieved at KS 1)
  - These levels are further divided into sub-levels a, b and c. For example, level 2b. “a” is the highest sublevel and “c” is the lowest. The average child is expected to reach level 2. A child who is assessed at level 3 is working above the average level.
- f) A phonics screening test is undertaken by the child’s teacher in year 1 and each child needs to decode 40 words and non-words. The minimum threshold measure is to decode 32 words. Non-words are also used within the test in order to ensure that there is not a bias towards those children with a good visual memory. Children who can decode non-words should have the skills to decode unfamiliar words.

### 3.3 Key Stage 2 (KS2)

This phase of learning is from 7 to 11 (school years 3 to 6). Assessment takes place when children are aged 11 years. Attainment and progress in English and mathematics were reported until 2012. From 2013 onwards, attainment and progress is reported for reading, writing and mathematics. A separate test for spelling, punctuation and grammar was introduced in 2013. Currently this is reported separately

and is not included as part of the writing assessment although this may change in future years.

- a) The National Curriculum continues as the basis for learning in Key Stage 2.
- b) Assessment places the child at one of the following levels for reading, writing and mathematics:
  - Below Level 3
  - L3 – Level 3
  - L4 – Level 4
  - L5 – Level 5
  - L6 – Level 6 (the highest level it is possible to achieve at KS2)
- c) These levels are further divided into sub-levels a, b and c, for example, level 4a. “a” is the highest sublevel and “c” is the lowest.
- d) The average child is expected to reach level 4. A child who is assessed at level 5 or 6 is working above the average level. Each child is also expected to make at least 2 levels progress from KS1 to KS2, for example from a level 2 to a level 4.
- e) There are 5 key indicators:
  - % of pupils achieving level 4 or higher in all subjects (reading, writing and mathematics).
  - % of pupils making 2 or more levels progress in reading from their assessment at the end of KS1 to their result at the end of KS2 (this measure has only been reported since 2013).
  - % of pupils making 2 levels progress in writing from their assessment at the end of KS1 to their result at the end of KS2 (this measure has only been reported since 2013).
  - % of pupils making 2 levels progress in mathematics from their assessment at the end of KS1 to their results at the end of KS2.
  - Number of schools below the Government’s floor standards.
- f) Examples of 2 levels progress are:
  - Level 1 at KS1 to level 3 at KS2
  - Level 2 at KS1 to level 4 at KS2
  - Level 3 at KS1 to level 5 at KS2
- g) Reading, mathematics and spelling, punctuation and grammar are assessed by externally marked tests. Writing is assessed by the child’s teacher.

### 3.4 Key Stage 4 (KS4)

Examinations are taken in the year in which young people reach the age of 16. The main measure in this key stage is to achieve five good passes at GCSE (or equivalent) at grades A\*-C including GCSEs in both English and mathematics (5ACEM). In addition, students are expected to make at least three levels progress in both English and mathematics from the end of Key Stage 2 to the end of Key Stage 4. For example, a student achieving a level 4 in English at the end of KS2 would have a minimum target of achieving a grade C in the English GCSE. Assessment at KS4 is undertaken by externally set and marked examinations.

#### 4. SUMMARY BY KEY STAGE

##### 4.1 Foundation Stage

###### Outcomes

Table 1 Foundation Stage Outcomes	2013	
	Sheffield	National
<b>Good level of Development</b>	51%	52%
<b>Closing the Gap</b>	41%	37%

- 51% of children in Sheffield achieved a 'good level of development' at the end of the Foundation Stage. This compares to 52% nationally. Sheffield's national ranking in 2013 is strong and places Sheffield at 67 out of 152 local authorities which is similar to the ranking of 68 in 2012 (albeit in relation to the previous Foundation Stage assessment framework).
- A second measure is the gap between the average level of development and children in the lowest 20%. In 2013, this gap was 41% compared to 37% nationally.

###### Ranking

###### Local Authority Rankings

Table 2 Foundation Stage Rankings nationally and core cities

	LA Ranking (152)				Core City Ranking (8)			
	2010	2011	2012	2013	2010	2011	2012	2013
<b>Good level of Development</b>	109	65	68	67	6	2	1	1
<b>Closing the Gap</b>	150	145	143	141	7	8	6	7

Sheffield's national ranking in the Foundation Stage remains strong at 67<sup>th</sup> nationally. The closing the gap measure is slowly improving, but further progress remains a priority.

Whilst no direct comparisons can be made between years due to a new method of assessment being introduced in 2013, the rankings in 2013 stood up well against national (note, 2010, 2011, 2012 were measured against a previous method of assessment) and core cities. Progress in narrowing the gap still needs to be further accelerated, although national rankings are showing a slow but steady improvement.

The Foundation Stage population is approximately 6200 children. If 62 more children had achieved a 'Good Level of Development', Sheffield's ranking would have been 59<sup>th</sup> nationally.

Teacher assessments in schools are moderated every four years. A core group of teachers and schools are trained as moderators and they work with other schools in the city to moderate the teacher assessments.

#### 4.2 What are schools doing to improve outcomes in the Foundation Stage?

In 2013-14 key strategies which schools employ to improve outcomes are:-

- **REAL – (Raising Early Achievement in Literacy)** – working with 10 schools this project aims to improve outcomes for children through a structured process of involving parents in children's learning.
- **AfA – (Achievement for All - Achieving Early)** – again working with 10 schools, this project aims to improve outcomes for children through a process of working with the most vulnerable children and families. AfA helps parents to understand how the home learning environment contributes to children's educational development.
- **Locality based improvement-** school to school improvement is organised across schools in each locality so that schools with good early years' outcomes support those that require improvement. Schools use data to target key children and then work to provide learning opportunities to extend learning or address issues about attendance and engagement with learning. This work is monitored by the Quality, Access and Moderation Manager.
- Over 40 schools are involved in **learning partnerships** with strong partner schools. They are delivering bespoke improvement for the receiving schools.
- **The moderation of assessment** is a key area of work and is a statutory responsibility of the LA. 40 schools will receive moderation to secure accuracy of their assessment. In addition to those being routinely moderated, the team, which includes school based teachers, also targets schools where children are at risk of low attainment. In 2013 this team secured improvements in a large number of schools.



- **The Quality, Access and Moderation team** work with schools by providing information, briefings and training for early years teachers through the traded service to schools.
- **FEL (Free Early Learning)**- this national programme is promoting 2, and 4 year old free early learning in schools and settings which will provide a good educational start for young children.
- **The Primary Leadership Group** of head teachers for the city has agreed to the City Wide Learning Body (CWLB) priorities which includes improving outcomes in the early years and is committing its resources group to monitoring progress.

## 5. Key Stage 1 (KS1)

The nationally expected level of attainment for pupils aged 7 at the end of KS1 is level 2 or above. Children achieving a level 2b or higher have the best chance of achieving level 4 at the end of Key Stage 2. There are no national floor standards for KS1. Assessment at KS1 is based on teacher assessment.

There are four main KS1 measures included within this report:

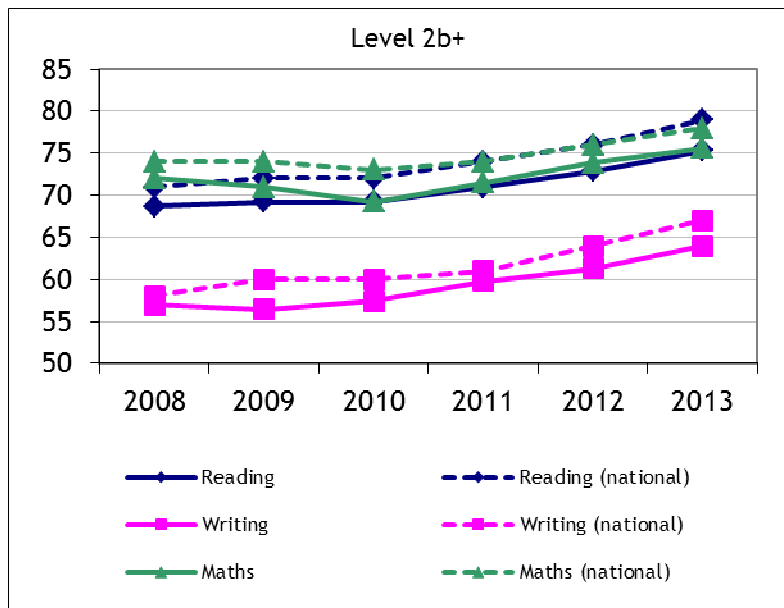
- The percentage of children who reach level 2b+ in reading.
- The percentage of children who reach level 2b+ in writing.
- The percentage of children who reach level 2b+ in mathematics.
- The percentage of children who achieve 32 marks or more in the phonics reading test in Y1.

### 5.1 KS1 Headlines

Table 3 % of Children achieving Level 2b

	2007		2010		2013		Change between 2007 - 2013		Change between 2010-2013	
	Nat	Sheff	Nat	Sheff	Nat	Sheff	National change 2007 - 2013	Sheffield change 2007 - 2013	National change 2010 - 2013	Sheffield change 2010 - 2013
<b>Reading</b>	71	66.7	72	69	79	75	+8	+8.3	+7	+6
<b>Writing</b>	59	56.5	60	57	67	64	+8	+7.5	+7	+7
<b>Maths</b>	74	71.7	73	69	78	76	+4	+4.3	+5	+7

Graph 1 % of children reaching Level 2b+



Trends over time are a more reliable method of analysing information, rather than looking at a one year change. Between 2007-2013 in two of the three measures, Sheffield's improvement trend has been marginally faster than that seen nationally, and in writing Sheffield's improvement trend has been marginally slower than seen nationally. When analysing outcomes over a shorter period 2010-2013, then similar trends occur, i.e., two of the three outcomes are improving in line with, or faster than, national, with the exception being reading which is improving slightly more slowly than national. If looking at the difference between 2012 and 2013, then writing and mathematics both improved in Sheffield by 2% and 3% respectively and also nationally by same margins. In reading, Sheffield improved by 2%, whereas the national improvement was 3%. Trends over time demonstrate that outcomes at KS1 at Level 2b+ are improving roughly in line with national, but are not closing the gap with national.

## Ranking

Table 4 National Ranking of Level 2b

	LA Ranking (152)						
	2007	2008	2009	2010	2011	2012	2013
Reading	108	86	87	106	96	115	128
Writing	93	71	88	98	70	112	115
Maths	84	85	100	115	92	100	97

Table 5 Core City ranking of Level 2b

	Core City Ranking (8)						
	2007	2008	2009	2010	2011	2012	2013
Reading	5	2	1	2	2	3	3
Writing	2	1	1	3	1	3	5
Maths	2	2	3	3	1	2	2

The pace of improvement in Sheffield at KS1 at L2b+ has matched the national average since 2007. In some years, Sheffield has witnessed a faster rate of improvement than seen nationally, and in other years it has slowed (see 2013 in reading). This is reflected in the national rankings where some LA areas that were below Sheffield in 2007 or 2008 have witnessed improvement faster than seen in Sheffield. When examining ranks, it is always worth noting the number of children in a cohort. There were 5875 children in Year 2 in Sheffield in 2013. If 58 more children had achieved Level 2b in 2013 in reading, Sheffield's rank would have been 116<sup>th</sup>. If a similar number had achieved this benchmark in writing Sheffield's ranking would have been 101<sup>st</sup>, and in mathematics a further 58 children would have improved the ranking to 79<sup>th</sup>.

Strategies which schools are using to aid improvement

**The 7 geographically based locality groups of schools** have prioritised reading across all key stages and have developed school to school improvement activity between schools with strong KS1 outcomes and those requiring improvement. Analysis by the LA has helped schools to identify the strongest schools, which includes those who do well in challenging circumstances.

**The Primary Leadership Group** of head teachers for the city has agreed to the CWLB priorities which includes improving outcomes in KS1 and is committing its resources group to monitoring progress.

**Holt House Nursery and Infant School** is leading on a programme of improvement in KS1 with 10 targeted schools. This is monitored by the Learning and Achievement Service

**The Teaching Schools Alliances** are providing training and support for staff across the city and are working in an increasingly targeted way to improve outcomes in KS1.

**Learning Partnerships-** over 40 schools are involved with strong learning partner schools and are receiving bespoke training and development for KS1 staff.

**KS1 'Countdown to success'** materials developed by excellent practitioners across the city continue to be used by Y2 teachers to help to plan and prepare for KS1 assessments.

**Analysis of data in infant schools** shows that attainment is higher in those schools than in primary schools as a whole. This is the subject of discussion with head teachers and governors.

A further measure which is still relatively new is the percentage of children who reach the expected level in phonics. In 2013, 65% of pupils achieved the expected standard of phonics decoding in year 1. This represents an increase of 10% points since 2012. The national increase in this measure was 11 percentage points and Sheffield's ranking dropped from 100 out of 148 to 122<sup>nd</sup>. 80% of pupils reached the expected standard of phonics decoding by the end of year 2, which places Sheffield 134<sup>th</sup> out of 148 local authorities. There are no comparable figures for 2012.

## 6. Key Stage 2 (KS2)

The nationally expected level of attainment for pupils aged eleven at the end of KS2 is level 4+ in reading, writing and mathematics is Level 4.

There are five main indicators at KS2. These are:

- The percentage of children who achieve level 4+ in reading, writing and mathematics combined. This is a new indicator introduced in 2013.
- The percentage of children who make at least two national curriculum levels of progress in reading between the end of KS1 and the end of KS2.
- The percentage of children who make at least two national curriculum levels of progress in writing between the end of KS1 and the end of KS2.
- The percentage of children who make at least two levels progress in mathematics between the end of KS1 and the end of KS2.
- The number of schools below the Government's floor standard. The floor standard for 2013 is:
  - At least 60% of children achieving level 4+ in reading, writing and mathematics. The floor standard is due to increase to 65% in 2014.
  - The % of children making expected progress in reading between KS1 and KS2 is at or above the national median
  - The % of children making expected progress in writing between KS1 and KS2 is at or above the national median
  - The % of children making expected progress in maths between KS1 and KS2 is at or above the national median.

A school can only fall below the floor standard if it fails to meet all of these measures.

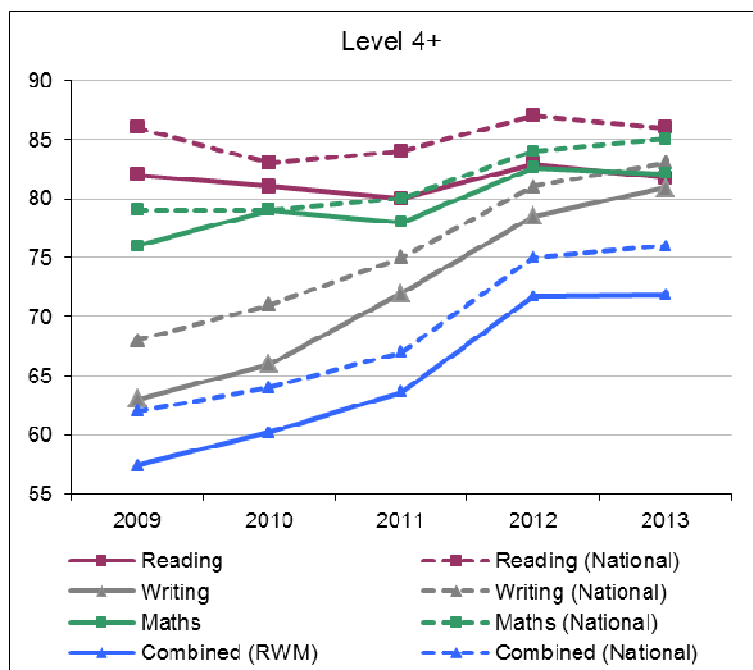
### 6.1 KS2 Headlines

Percentage of children achieving Level 4+ in each of reading, writing and mathematics combined.

Table 6 % of achieving Level 4+ in reading, writing and mathematics

	Sheffield %	National % – state schools only	National % – including independent schools	Core cities %
2009 (first year data was available)	57	62%	62	58
2010	60	Not known	64	61
2011	64	Not known	67	64
2012	72	75	75	73
2013 (provisional)	70 & predicted to be 72% after discounts	75	76	73
Change between 2009 - 2013	Predicted at +15%	+13%	+14%	+15%

Graph 2 KS2 Level 4+ Attainment in Reading, Writing and Maths – national and Sheffield.



- As reported within the September statistical first release the provisional figure of the percentage of children who achieved level 4+ in reading, writing and mathematics combined in Sheffield in 2013 is 70%. However, this does not include children whose results are discounted from the final reported results.

- When analysing the number of discounted pupils from schools, the returns from schools suggest that there will be an uplift of 2% in the measure of children achieving level 4+ in reading, writing and maths combined. This is likely to mean that when the results are finally reported later in the academic year, the result will be approximately 72%.
- Sheffield's estimated final improvement between 2009 and 2013 is 1% point above the national improvement trend for all schools and 2 % points above the national trend for state funded schools only. The Sheffield improvement trend is in line with that of core cities.

## Ranking

Table 7 National and Core City ranking for Level 4+ in reading , writing and mathematics

	All Local Authorities	Core Cities
<b>2009</b>	129 (152)	5 (8)
<b>2010</b>	115 (139)	5 (8)
<b>2011</b>	116 (152)	6 (8)
<b>2012</b>	113 (152)	6 (8)
<b>2013 provisional ranking</b>	120 (152)	8 (8)

- In 2012, the final national rankings changed markedly between the statistical first release and when the outcomes were validated, i.e. when the results were validated Sheffield's rankings for the former level 4+ in English and maths measure changed from 131<sup>st</sup> to 117<sup>th</sup>. This is because the outcomes in the provisional statistical release do not include discounted children, i.e. children whose results do not count in the final results.
- Sheffield's provisional rank in 2013 is 133; the final rank is *estimated* to be around 120 once discounted pupils have been removed from the calculations.
- The estimates of final rankings are made by looking historically at how results from other LA areas changed between the statistical first release and the final outcomes.
- KS2 provisional ranking has improved to 120<sup>th</sup> in 2013 from 2009 when Sheffield was ranked at 129<sup>th</sup>.
- In the 2012 results, there was **no change** between the **provisional** national outcome as published in September 2012, and the final results published in the school performance tables in January 2013.
- Approximately 5200 children took the SATs in Sheffield in 2013. A further 52 children achieving this benchmark would have resulted in Sheffield provisionally being ranked 103<sup>rd</sup> nationally, and 5<sup>th</sup> compared to core cities.

## 6.2 What about the progress which children make between Key Stage 1 and Key Stage 2?

### Reading

- The percentage of children making the expected progress between KS1 and KS2 is a new measure and no real trends are yet apparent. The provisional result for expected progress in reading is 85%. This is estimated to increase to 86% when the final results are published. This is a decline from 2012 but is in line with a decrease in progress in reading nationally between 2012 and 2013. (Trend data is only available for 2 years).

Table 8 % of children making expected progress in reading

	Sheffield	National	Core Cities
<b>2012</b>	88	90	90
<b>2013 (prov)</b>	85 (86)	88	88

### Ranking

Table 9 Ranking for reading

	All Local Authorities	Core Cities
<b>2012</b>	109 (150)	6 (8)
<b>2013 (prov)</b>	132 (150)	8 (8)

### Writing

- The percentage of children making the expected progress between KS1 and KS2 is a new measure and trends are not yet apparent. The provisional estimate for expected progress in writing is 91% which is expected to increase to 92% when the final results are published. This represents an increase greater than national and core cities. (Trend data is only available for 2 years).

Table 10 % of children making expected progress in writing

	Sheffield	National	Core Cities
<b>2012</b>	90	90 (0)	91 (-1)
<b>2013 (prov after discounts)</b>	91 (92)	91 (0)	92 (-1)

### Ranking

Table 11 Ranking for writing

	All Local Authorities	Core Cities
<b>2012</b>	82 (150)	6 (8)
<b>2013 (prov)</b>	91 (150)	6 (8)

## Mathematics

- The percentage of children making the expected progress between the end of KS1 and KS2. This indicator has been measured for a number of years, and the pace of improvement between 2007–2013 in Sheffield is faster than both the national and core cities rate of improvement. Similarly, rankings (96<sup>th</sup>) against national hold up well compared to Sheffield's 103<sup>rd</sup> ranking in the index of multiple deprivation.

Table 12 % of children making expected progress in mathematics

	Sheffield	National	Core Cities
<b>2007</b>	71	76	74
<b>2008</b>	77	78	77
<b>2009</b>	79	80	80
<b>2010</b>	82	82	83
<b>2011</b>	83	83	84
<b>2012</b>	88	87	88
<b>2013 (prov after discounts)</b>	87 (88)	88	89
<b>Prov change from 2007 - 2013</b>	+17%	+12%	+15%

## Ranking

Table 13 Ranking in mathematics

	All Local Authorities	Core Cities
<b>2007</b>	137 (150)	7 (8)
<b>2008</b>	98 (150)	3 (8)
<b>2009</b>	103 (152)	5 (8)
<b>2010</b>	73 (139)	5 (8)
<b>2011</b>	77 (152)	7 (8)
<b>2012</b>	56 (152)	4 (8)
<b>2013 (prov)</b>	96 (150)	8 (8)

- It is anticipated that there will be 9 Sheffield schools below all of the 4 floor standard measures in 2013. This is a reduction from 13 in 2012. Final confirmation of the number of schools below floor standards will be available later in the academic year.



## 7 Key Stage 4

At KS4, there are four main indicators which are:

- The percentage of students achieving at least five or more good passes in GCSEs (or equivalent) at grades A\*-C including English and mathematics (5ACEM).
- The expectation that students will make at least three levels progress in English from the end of KS2 to the end of KS4.
- The expectation that students will make at least three levels progress in mathematics from the end of KS2 to the end of KS4.
- The number of schools not meeting the Government's floor standard. The floor standard for 2013 is:
  - At least 40% of students achieve five or more good GCSE (or equivalent) passes at grades A\*-C including English and mathematics. This is due to rise to 50% in 2015.
  - The % of students making three or more levels progress between the end of KS2 and the end of KS4 in English is at or above the national median
  - The % of students making three or more levels progress between the end of KS2 and the end of KS4 in maths is at or above the national median.

### 7.1 KS4 Headlines

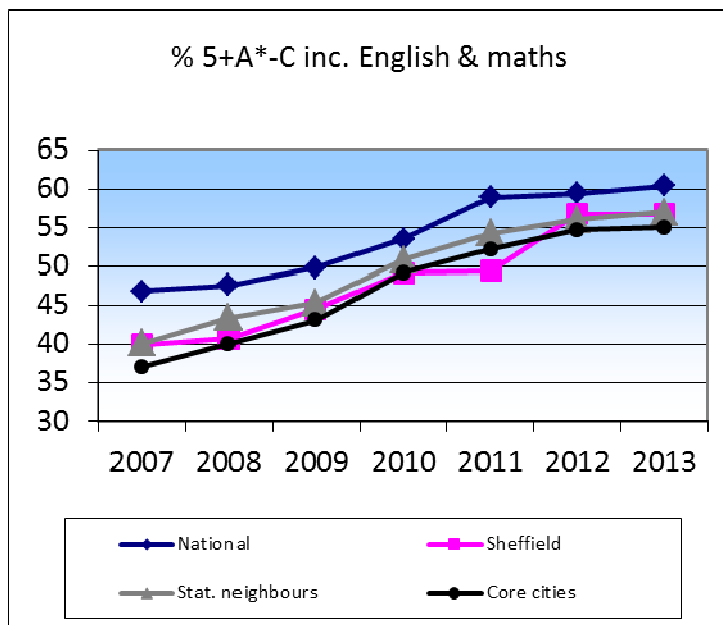
The key measure of 5 or more A\*-C passes, including both English and mathematics (5ACEM) increased in 2013 by approximately 1.4 % points to approximately 57% against a 1% national rise to approximately 60%. The improvement in Sheffield from 2009 to 2013 is 2.6% points above the national improvement (for state schools only) over the same time period. The relative ranking of Sheffield has also improved nationally and in comparison to benchmark groups over the same time period. KS4 provisional results are likely to be very close to the final results as discounted pupils have already been removed from the data.

Table 14 KS4 Outcomes

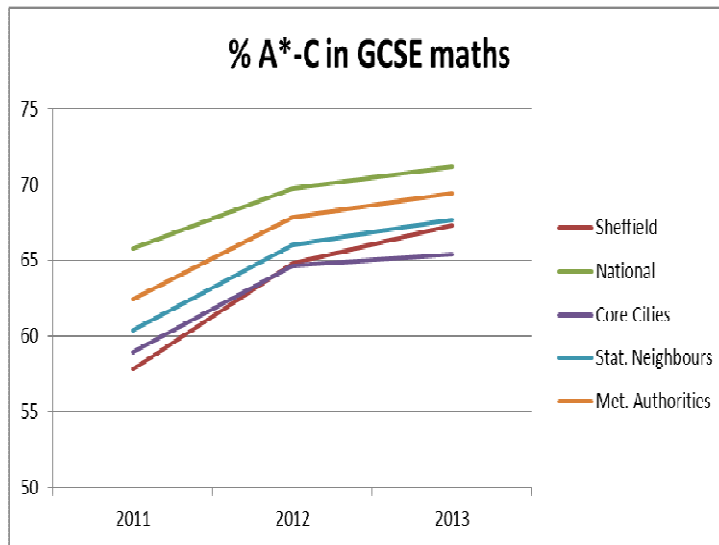
	2009 (revised) %			2012 (revised) %			2013 (provisional) %		
	Nat – state only	Nat – incl independents	Sheff	Nat – state only	Nat – incl independents	Sheff	Nat – state only	Nat – incl independents	Sheff
5+ GCSE grade A*-C Inc English & Maths	50.7	49.8	44.5	58.8	59.4	55.6	60.4	58.6	56.8
Change between 2009 - 2013							+9.7	+8.8	+12.3
% of students making expected progress in English	65.3		59.2	68.1		67.2	70.2		70.6
% of students making expected progress in maths	58.4		52.5	68.7		65.0	70.6		66.3

Between 2009 and 2013 the percentage of pupils making expected progress in English has improved 12% points from 59% to 71%. This is more than double the national improvement of 5% points. Sheffield's rank in relation to other local authorities has also improved on this measure by 51 places nationally. In mathematics, between 2009 – 2013, the percentage of pupils making expected progress in has improved by 13.8% in Sheffield, compared with a national improvement of 12.2%.

Graph 3 Graph 3/4/5 : % of pupils achieving 5+ A\*-C including English and Maths at KS4 & % of pupils achieving A\*-C in English and Maths at KS4 (trends)



Graph 4



Graph 5

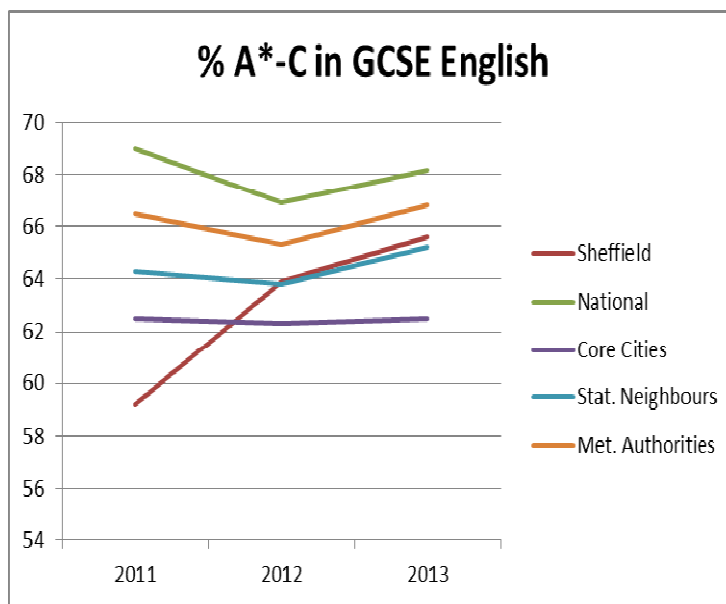


Table 15 KS4 Rankings

	LA Ranking (151)					Core City Ranking (8)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
5+ GCSE grade A*-C Inc English & Maths	127	132	139	116	114	3	5	7	4	2
3+ levels progress English	126	126	138	90	75	4	4	6	4	2
3+ levels progress maths	112	107	129	115	118	2	5	4	3	3

- Sheffield's rankings continue to improve steadily against both national and core city comparators. If a further 54 (1%) more students had achieved 5ACEM, then Sheffield would have been provisionally ranked 107<sup>th</sup> nationally. The ranking for progress in English is particularly strong.

- Two secondary schools (both academies) are likely to be below the Government's floor standard. These are Chaucer and Yewlands.
- Some strategies schools use to improve outcomes:
  - Five schools are in formal learning partnerships with other schools or academies.
  - Teaching schools offer training and coaching for teachers wanting to improve their teaching.
  - The secondary partnership is exploring how to collate and share progress data in year.
  - A growing collaboration model is emerging between schools in the South East of the city.

## **8 ACHIEVEMENT OF IDENTIFIED GROUPS OF LEARNERS**

### **8.1 Gap analysis for vulnerable groups of learners**

- Tables 16, 17 and 18 shows the headline figures at each Key Stage for pupil groups that generally have lower levels of attainment and progress. Two measures are important in relation to these under-performing groups: the attainment of each group and how the attainment gap is changing over time, i.e. whether the gap is closing or widening. There is no clear consensus whether attainment or the actual gap is of more importance and opinions differ. Clearly attainment needs to improve and some people believe that gaps needs to narrow. Other people in education believe that attainment is more important than gaps providing that attainment is improving. A further factor which needs to be taken in to account is the size of the cohort.
- The following pupil groups are included in Table 16, 17 and 18
  - BME (pupils of Black or minority ethnic origin) compared to all pupils.
  - EAL (pupils with English as an additional language) compared to pupils whose first language is English.
  - SEN (pupils with special educational needs) compared to pupils with no special educational needs.
- The attainment of pupils eligible for free school meals is reported separately in an accompanying report to Overview and Scrutiny on 5 December 2013.

Table 16 BME Achievement

	2009				2013			
	All Pupil National	All Pupil Sheffield	All BME	Sheffield Gap	All Pupil National	All Pupil Sheffield	All BME	Sheffield Gap
Foundation Stage	Data is not comparable due to change in measures between 2009-2013							
KS1 L2b Reading	72	69.3	59.9	-9.4	79	75.3	68	-7.3
KS1 L2b Writing	60	56.5	48.7	-7.8	67	64	56.8	-7.2
KS1 LbB Maths	74	71.1	60.1	-11	78	75.6	66.8	-8.8
KS2 L4b Reading, Writing Maths	62	57.4	47.4	-10	76	71.8	63.8	-8
2LP Maths	81	78.8	76.8	-2	88	88	85.3	-2.7
KS4 5A*-C incl E&M	49.8	44.6	37.1	-7.5	60.2	56.9	53.2	-3.7
3LP English	64.7	59	57.1	-1.9	70.1	70.4	73.8	-3.4
3LP Maths	57.9	52.6	58	5.4	70.6	66.6	68.1	+1.5

Table 17 SEN Achievement

	2009			2013		
	SEN	Non-SEN	Gap	SEN	Non-SEN	Gap
Foundation Stage	Data is not comparable due to change in measures between 2009-2013					
KS1 L2b Reading	34.7	81.9	-47.2	41	85.3	-44.3
KS1 L2b Writing	21.1	69.3	-48.2	25.2	75.2	-50
KS1 LbB Maths	39.5	82.7	-43.2	44.4	84.7	-40.3
KS2 L4 Reading, Writing Maths	16.9	74.7	-57.8	34.3	86.2	-51.9
2LP Maths	59.2	87.2	-28	75.2	92.8	-17.5
KS4 5A*-C incl E&M	11.3	58.3	-47	20.1	68.8	-48.7
3LP English	34	69.2	-35.2	46	78.2	-32.2
3LP Maths	23.9	64.3	-40.4	37.3	76	-38.7

Table 18 EAL Achievement

	2009			2013			Total No. Pupils 2013 EAL: 1282 SEN: 1327
	EAL	Non-EAL	Gap	EAL	Non-EAL	Gap	
Foundation Stage	Data is not comparable due to change in measures between 2009-2013						
KS1 L2b Reading	57.2	72.8	-15.6	62.2	79.1	-16.9	KS1 Number of Pupils 2013: EAL: 1282 SEN: 1327
KS1 L2b Writing	48.1	59.1	-11	51.2	67.2	-16.4	
KS1 LbB Maths	58.2	74.8	-16.6	62.5	79.4	-16.9	
KS2 L4 Reading, Writing Maths	42.4	59.9	-17.5	61	74.2	-13.2	KS2 Number of Pupils 2013: EAL: 849 SEN: 1399
2LP Maths	77.1	79.1	-2	86.7	88.2	-1.5	KS4 Number of Pupils 2013: EAL: 732 SEN: 1351
KS4 5A*-C incl E&M	35.2	46	-10.8	48.2	58.3	-10.1	
3LP English	62.3	59.1	+3.2	74.1	69.9	+4.2	
3LP Maths	68.4	51.2	+17.2	67.6	66.5	+1.1	

Table 19 Notable groups

A A\*-C English and Maths Notable Groups:

Attainment of

305 Pakistani Pupils	↑ from 36.1% in 2009 to 53.4% in 2013
99 Somali Pupils	↑ from 27.5% in 2009 to 49.4% in 2013
61 Yemeni Pupils	↑ from 35.7% in 2009 to 36.1% in 2013
64 White Eastern Euro Pupils	↑ from 33.3% in 2009 to 34.4% in 2013
24 White Gypsy Roma Pupils	no change at 0%

Attainment at KS2 L4+ Reading, Writing & Maths:

Attainment of

478 Pakistani Pupils	↑ from 42% in 2009 to 63.8% in 2013
85 Somali Pupils	↑ from 33% in 2009 to 63.5% in 2013
79 Yemeni Pupils	↑ from 32.8% in 2009 to 48.1% in 2013
70 White Eastern Euro Pupils	↓ from 40% in 2009 to 31.4% in 2013
29 White Gypsy Roma Pupils	↑ from 0% in 2009 to 3.4% in 2013

## 8.2 Children and young people from a Black and Minority Ethnic heritage background (BME)

At Key Stage 1 between 2009 and 2013, attainment at Level 2b in reading, writing and mathematics for BME children improved. This is in addition to the gap narrowing between BME children and all of Sheffield's KS1 children. The improvement in attainment in mathematics is particularly noteworthy where attainment at Level 2b improved by 6.7% points in this period to 66.8% in 2013 (60.1% in

2009) compared with an improvement of 4.5 % points for all KS1 children in Sheffield to 78% in 2013 from 74% in 2009.

At Key Stage 2 between 2009–2013, attainment at Level 4 in reading, writing and mathematics for BME children improved with 63.8% of BME children achieving this benchmark in 2013 compared with 47.4% in 2009. Again, this is in addition to the gap narrowing between BME children and all of Sheffield’s KS2 children. Whilst the gap between all children and BME children in mathematics did not close during this period, the progress which BME children made in mathematics improved strongly so that 85.3% of BME children made the expected progress in mathematics in 2013 (2009 76.8%), and this is much closer to the provisional 2013 national average of 88% (gap of 2.7%) for all children, compared to the 2009 gap between BME KS2 children in Sheffield and all children nationally of 4.2%.

Of particular interest was the achievement at KS2 at Level 4 in reading, writing and mathematics of three heritage groups, i.e., Pakistani heritage, Yemeni heritage and Somali heritage. Attainment for these groups improved strongly during this period and is shown in the table 16. Attainment for Gypsy Roma children still remains very low.

At Key Stage 4 between 2009–2013, attainment at 5ACEM for BME young people improved strongly with 53.2% of BME students achieving this benchmark in 2013 compared with 37.1% in 2009. Again, this is in addition to the gap narrowing between BME children and all of Sheffield’s KS4 young people. It is particularly important to highlight the improvement in the progress which BME young people are making in English (73.8% of 2013 BME students made the expected rate of progress during the time of their secondary education) and this is now better than the whole cohort (70.4%) and the provisional national average (70.1%).

Attainment at KS4 at 5ACEM for both Pakistani and Somali heritage young people also improved strongly between 2009- 2013, but attainment for white Eastern European students and for Gypsy Roma students remains low.

### **8.3 Children and young people with special educational needs (SEN)**

Between 2009 and 2013 at Key Stage 1, attainment at Level 2b in reading, writing and mathematics for SEN children improved. This is in addition to the gap narrowing in both reading and mathematics between SEN children and non SEN KS1 children.

At Key Stage 2, attainment at Level 4 in reading, writing and mathematics for SEN children improved strongly between 2009– 2013 with 34.3% of SEN children achieving this benchmark in 2013

compared with 16.9% in 2009. Again, this is in addition to the gap narrowing between SEN children and non SEN KS2 children. The gap between the progress of non SEN children and SEN children in mathematics closed markedly during this period.

At Key Stage 4, attainment at 5ACEM for SEN young people improved between 2009–2013 from 11.3% of students achieving this benchmark in 2009 compared to 20.1% in 2013. This is marginally more slowly than the improvement for non SEN children during this period where their attainment improved from 58.3% of students achieving 5ACEM in 2009 to 68.8% in 2013. It is worth noting that whilst progress rates for SEN pupils have improved, they remain much lower than for non SEN pupils. This is a measure of the progress which the students make between the end of KS2 and KS4 in both English and mathematics. The Government recognises that young people make different rates of progress depending upon their starting points and is currently considering how to move away from a blanket expectation that all students will make the same rate of progress.

#### **8.4 Children and young people with English as an additional language (EAL)**

Between 2009 and 2013 at Key Stage 1, attainment at Level 2b in reading, writing and mathematics for EAL children improved. Gaps between EAL children and their non-EAL counterparts did not narrow, and increased marginally in reading and mathematics, but more markedly in writing.

Between 2009-2013 at Key Stage 2, attainment at Level 4 in reading, writing and mathematics for EAL children improved strongly. With 61% of EAL children achieving this benchmark in 2013 compared to 42.4% in 2009. This was in addition to the gap narrowing between EAL children and non EAL KS2 children. The gap between the progress of non EAL and EAL children in mathematics remained roughly unchanged during this period.

At Key Stage 4, attainment at 5ACEM for EAL young people improved strongly between 2009–2013 from 35.2% of students achieving this benchmark in 2009 to 48.2% in 2013. It is worth noting the improvement in the rates of progress which EAL students made during the period of their secondary education. In 2013, 74.1% of EAL students made the expected rate of progress in English and this was an improvement from 2009 of nearly 12 % points from 2009.

### **9 Looked-after children (LAC)**

The statistics presented in this report are provisional; they are taken from the results reported to the local authority by the schools themselves, and are subject to validation. Comparisons against national outcomes will be



made when 2013 national comparators become available and a more detailed LAC education report will be presented to the Corporate Parenting Board.

They are also based on low numbers of children. Although they may indicate differences compared to previous results, the low numbers mean that caution should be exercised when comparing data, or making generalisations about cohorts.

The 'reportable cohort' is the group of children that the Department for Education use when they produce statistics for LAC; it describes the LAC who were in the care of the local authority continuously for a period of twelve months between 1<sup>st</sup> April 2013 and 31<sup>st</sup> March 2013. It is difficult to make comparisons between different year groups since the definition used to define the cohort has changed several times over the last few years.

### Key Stage 1 (7 year olds)

- In 2013 there were 16 LAC in Y2 at the time of Key Stage 1 tests.
- Of these 9 were in the reportable cohort.
- 10 children achieved level 2+ in reading including 8 in the reportable cohort.
- 8 children achieved level 2+ in writing including 6 in the reportable cohort.
- 10 children achieved level 2+ in maths including 7 in the reportable cohort.

Table 20: LAC attainment trends at KS1

Year	No. LAC	L2+ Read	% L2+ Read	L2+ Writ	% 2+ Writ	L2+ Maths	% L2+ Maths
2008	17	8	47.1	6	35.3	9	52.9
2009	12	6	50.0	5	41.7	7	58.3
2010	12	7	58.3	7	58.3	8	66.7
2011	7	4	57.1	4	57.1	6	85.7
2012	19	10	52.6	7	36.8	11	57.9
2013	9	8	88.9	6	66.7	7	77.8

### Key Stage 2 (11 year olds)

- In 2013 there were 21 LAC in Y6 at the time of Key Stage 2 tests.
- Of these 16 were in the reportable cohort.
- 8 children achieved level 4+ in reading including 4 in the reportable cohort.
- 8 children achieved level 4+ in writing including 4 in the reportable cohort.

- 10 children achieved level 4+ in the mathematics including 6 in the reportable cohort.
- 8 children achieved level 4+ in the reading, writing and mathematics combined measure including 4 (25%) in the reportable cohort.

Table 21: LAC attainment at KS2 (2013)

Cohort	No. LAC	L4+ Reading	% L4+ Reading	L4+ Writing	% L4+ Writing	L4+ Maths	% L4+ Maths	L4+ Comb	% L4+ Comb
Reportable (in-city)	7	3	42.9	3	42.9	3	42.9	3	42.9
Reportable (out of city)	9	1	11.1	1	11.1	3	33.3	1	11.1
<b>Reportable (All)</b>	<b>16</b>	<b>4</b>	<b>25</b>	<b>4</b>	<b>25</b>	<b>6</b>	<b>37.5</b>	<b>4</b>	<b>25</b>

- 10 (75%) children made expected progress in writing, 8 (62.5%) in reading and 8 (50%) in maths (see table 22).
- In 2013, the English measure has been removed in favour of separate reading and writing levels. For this reason year on year comparisons have not been made for English from 2013 onwards.

Table 22: LAC progress trends at KS2

Subject	2011		2012				2013			
	No.	%	No.	%	Sheff %	Nat %	No.	%	Sheff %	Nat %
Reading			18	81.8	88	90	10	62.5	86	
Writing			19	86.4	90	90	12	75.0	92	
English	16	69.6	17	77.3						
Maths	10	43.5	19	86.4	88	87	8	50.0	88	
Discounted pupils	2		1				0			
<b>Total eligible pupils</b>	<b>23</b>		<b>22</b>				<b>16</b>			

#### Key Stage 4 (16 year olds)

- In 2013 there were 59 LAC in Y11 at the time of GCSE and other public examinations.
- Of these 42 were in the reportable cohort.
- 8 (19%) young people achieved 5+ GCSE grades A\*-C including English and maths in the reportable cohort. This represents a significant improvement on previous years (table 23).
- 10 (26%) young people made expected progress in English, broadly the same as last year (see table 24).

- 9 (22%) young people made expected progress in maths, slightly lower than last year (see Figure 18).

Table 23: LAC attainment trends at KS4

Year	No. LAC	No. 5+ A*-C	% 5+ A*-C	National	No. 5+ A*-C (E&M)	% 5+ A*-C (E&M)	National	No. 5+ A*-G	% 5 A*-G	National	No. 1+ A*-G	% 1+ A*-G	National
2009	55	-	20.8	23.7	-	-	10.9	-	45.0	51.1	-	75.0	73.5
2010	-	-	22.6	28.7	-	-	12.4	-	47.2	50.6	-	71.7	72.5
2011	49	10	20.4	33.4	2	4.1	13.6	24	49.0	-	37	75.5	-
2012	46	10	21.7	36.8	4	8.7	14.6	24	52.2	-	31	67.4	-
2013	42	11	26.2		8	19.0		17	40.5		25	59.5	

Table 24 : LAC progress trends at KS4

Subject	2010/11			2011/12			2012/13*		
	No. included	No. 3+ lvl prg	% 3+ lvl prg	No. included	No. 3+ lvl prg	% 3+ lvl prg	No. included	No. 3+ lvl prg	% 3+ lvl prg
English	44	6	13.6	44	11	25.0	39	10	25.6
Maths	43	5	11.6	45	12	26.7	41	9	22.0

## **10 WHAT DOES THIS MEAN FOR SHEFFIELD?**

10.1 There have been 2 new measures introduced in 2013 in the Foundation Stage and Key Stage 2. Outcomes in the Foundation Stage and Key Stage 4 continue to improve, although there remains more for schools to do in narrowing the gap in the Foundation Stage and to improve Key Stage 1 outcomes. Schools are adjusting to the new Key Stage 2 measures and the trend from 2009 in this key stage shows outcomes improving more rapidly than national and the provisional national rankings for the progress KS2 children make in writing and mathematics are above Sheffield's IMD score of 103<sup>rd</sup>.

10.2 The aim is to ensure that each and every child fulfils their own potential and is supported to grow into confident young people able to enjoy their life experiences and contribute positively to the economy and their community.

## **11. RECOMMENDATIONS**

11.1 To note that improvements have been made in the progress of children and young people at all key stages.

11.2 Agree the scope of any further analysis or how this report can contribute to any further work Scrutiny may wish to undertake with regards to educational outcomes.

## APPENDIX 1

### KS2 Reading, Writing & English Results 2012/13 by All School Types

	Number of Schools	KS2 RWM	
		2012	2013
		LA	120
Maintained	102	72.1	72
Maintained (Faith)	4	73.1	81.7
Maintained (Non faith)	98	72.1	71.8
All Academies	18	69.2	70.3
Converter	13	72.5	74.5
Converter (Faith)	2	56.9	66.2
Converter (Non faith)	11	75.1	75.9
Sponsored	5	62.2	60.4
Sponsored (Non faith)	5	62.2	60.4

### KS4 - 5 A\*-C including English & Maths 2012-13 results by All School Types

	Number of Schools	5 ACEM	
		2012	2013
		LA	30
Maintained	15	53.5	54.4
Maintained (Non faith)	15	53.5	54.4
All Academies	15	57.3	59
Converter	10	64	63.9
Converter (Faith)	2	70.8	71.1
Converter (Non faith)	8	62.3	62.1
Sponsored	5	42.3	48.8
Sponsored (Non faith)	5	42.3	48.8

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