



Report to Children, Young People & Family Support Scrutiny Committee Monday 22nd September 2014

Report of: Executive Director Children, Young People & Family Support

Subject: 2014 City Wide Attainment Outcomes in Schools and Academies.
The early picture and headlines for all Key Stages

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

Summary:

This report gives a brief overview of the early picture re attainment and performance outcomes from Foundation Stage to A Level in Sheffield's schools and academies.

A more detailed report on the attainment statistics, including initial comparisons to national performance and to other local authorities will be presented at the next meeting of the committee in November.

This information has been requested by the scrutiny committee to enable it to scrutinise outcomes.

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	X
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	X
Other	

The Scrutiny Committee is being asked to:

- Be aware of the most current performance issues in the city

- Consider the performance of the city as a whole and make any recommendations
-

Background Papers:

No background documents have been used to write the report. Historic figures have been taken from the Department for Education data sets.

Category of Report: OPEN

Report of the Executive Director of Children, Young People and Family Support

2014 City wide attainment outcomes in schools and academies; the early picture and headlines for all Key Stages

1. Introduction/Context

1.1 Each year the Scrutiny Committee requests a series of reports on attainment outcomes in schools and academies in Sheffield. This is the first in that series for the academic year 2014-15. It looks at the initial outcomes reported and gives key headlines.

Further reports will go into more depth and detail and be updated once each data set is 'validated' by the Department for Education. Early Key Stage 2, GCSE and A Level results do not include any appeals for remarking and are still subject to final verification from schools and the DfE.

1.2 The key stages (KS) covered in this report are Foundation Stage, KS1, KS2, KS4 and KS5.

1.3 Whilst some children take tests outside the usual time scales and there are some exceptions, it is expected that most children will be tested when they are a similar age. That will mean that:-

- Foundation Stage children are tested when they are aged 5
- Key Stage 1 children are tested when they are 7 years old
- Key Stage 2 children are tested when they are 11 years old
- Key Stage 4 students generally take GCSE examinations when they are 16 years old

- Key Stage 5 students generally take 'A' level standard examinations when they are 18 years old

1.4 The performance tables often alter thus making it difficult to compare outcomes to previous years. Where the measures have remained consistent from 2013 to 2014 this has been stated and where the measures are different, making year on year comparisons more difficult, this has also been recorded.

2. Headlines for city wide outcomes in all Key Stages in schools and academies 2014

2.1 Foundation Stage

- This is the second year of the new measure of attainment 'Good Level of Development'
- Comparisons can be made with 2013 data
- There has been a clear focus this year on improving the attainment of the lowest performing 20% of pupils (narrowing the gap measure)

2.2 Key Stage 1

- There has been no change to the national assessment system in 2014
- There has been an improvement in all measures on 2013 results with the exception of Level 2 mathematics which has declined very slightly
- The national comparative data will not be available until October

2.3 Key Stage 2

- The new floor standard in the combined measure of Level 4 in reading, writing and mathematics is 65%. This is 5% higher than in 2013.
- The national comparative data 2014 was published in August but does not include newly arrived pupils who are discounted
- Final validated data will not be available until December 2014
- Sheffield was 123rd out of 152 local authorities in 2013.
- We anticipate the current 2014 ranking of 128th to improve to about 115th in the final validated data

2.4 Key Stage 4

- It is not sensible to make direct comparisons between 2013 results and 2014 results, even though the main measure of 5 A*-C including English and mathematics remains the same

- OfQUAL, who regulate examination results, have stated there is likely to be “more variability than usual, school by school.”
- There have been key changes to the examination system and to the way performance is reported
- The 2014 floor standard is for 40% of students achieving five good passes at GCSE at grades A*-C including both English and mathematics (5ACEM).

2.5 Key Stage 5

- Final results will be known later in the Autumn term

3 Foundation Stage outcomes

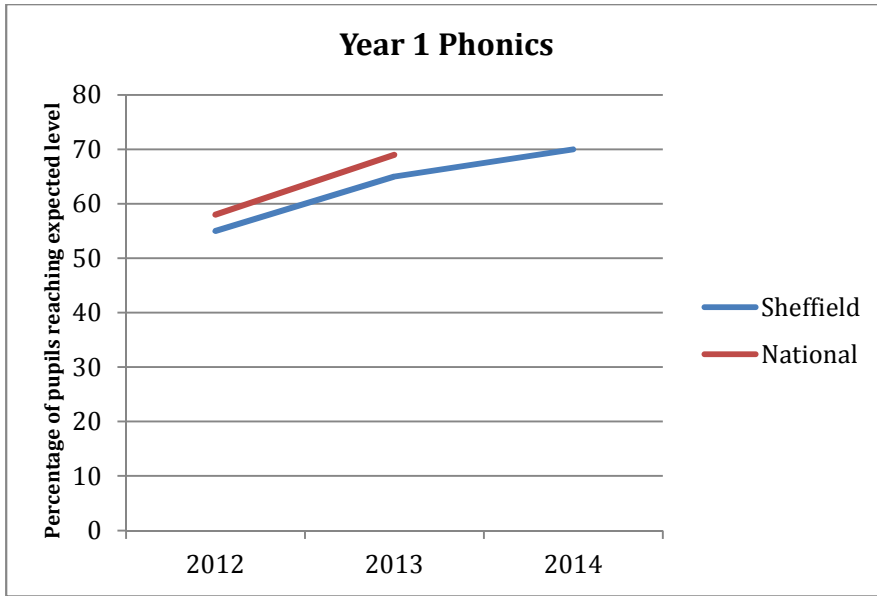
3.1 There are two main performance measures in the foundation stage:

- i. The percentage of children who make a ‘good level of development’. This was a new measure introduced in 2013.
 - ii. The achievement gap between the lowest achieving 20% and the median. This is often known as the ‘gap measure’.
- In 2014 the percentage of pupils in Sheffield achieving a ‘Good Level of Development’ has risen from 51% to 60%
 - In 2013 Sheffield was ranked 68th nationally out of 152 local authorities in this measure
 - In 2014 the Sheffield gap measure for the lowest attaining 20% has narrowed by 4% compared to last year to 37.5%.

4 Key Stage 1

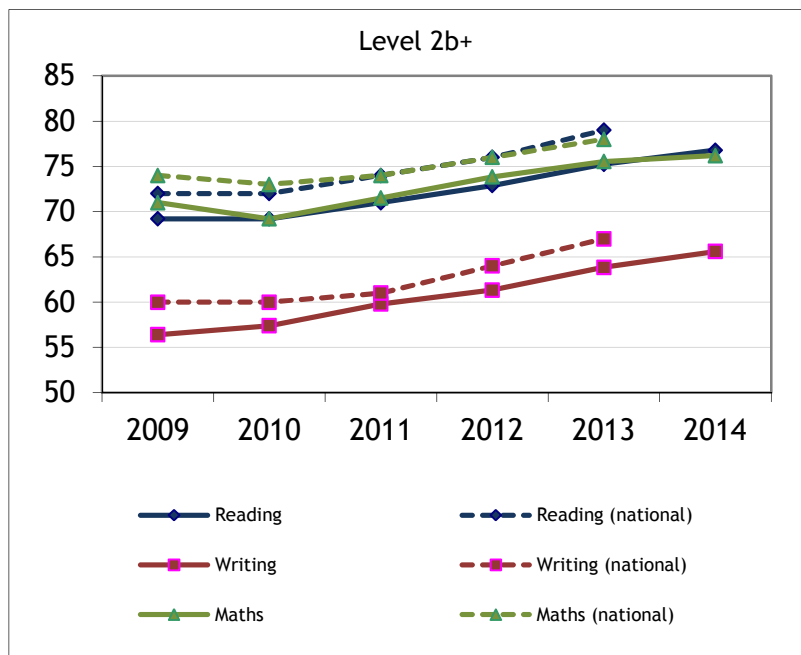
4.1 Year 1 Phonics

- National assessment in this measure has now completed its third year
- The percentage of children achieving the phonics benchmark in Sheffield has improved by 5% since 2013 to 70%
- There is an improving trend of 15% since the phonics standard was introduced in 2012



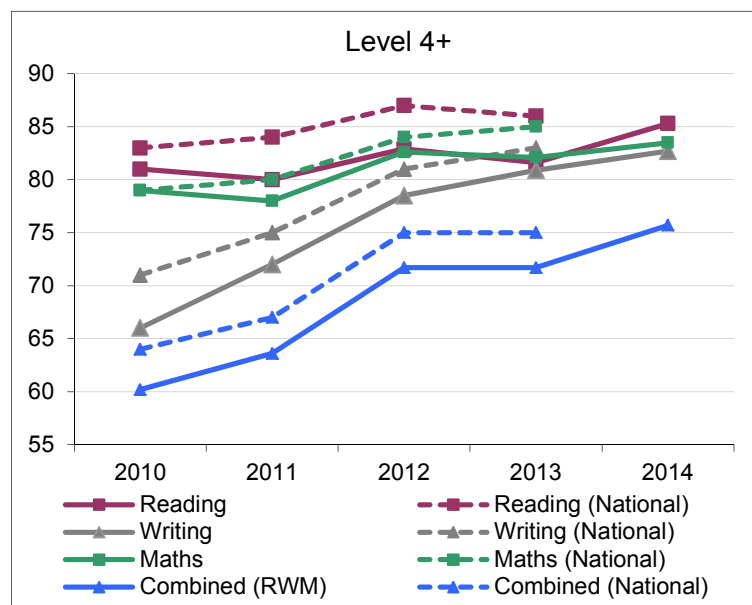
4.2 Key Stage 1- Year 2 Teacher Assessments - (Age 7)

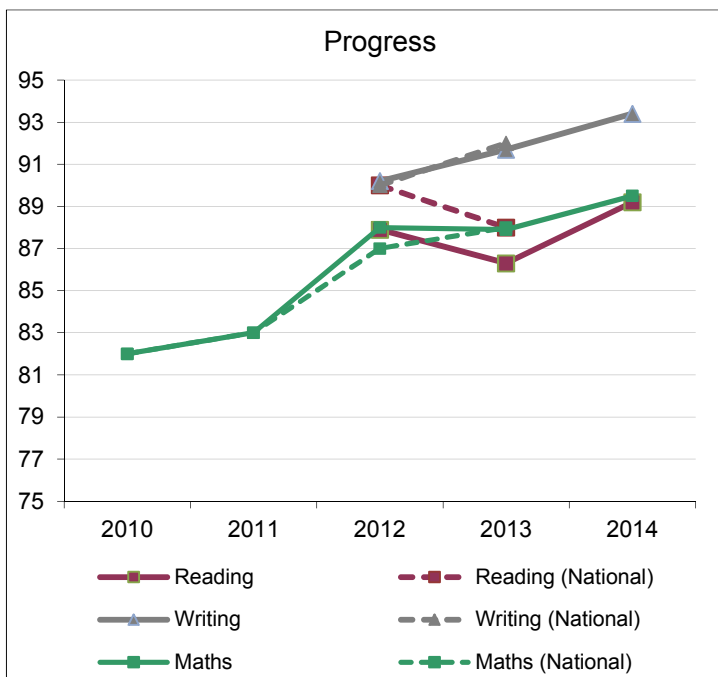
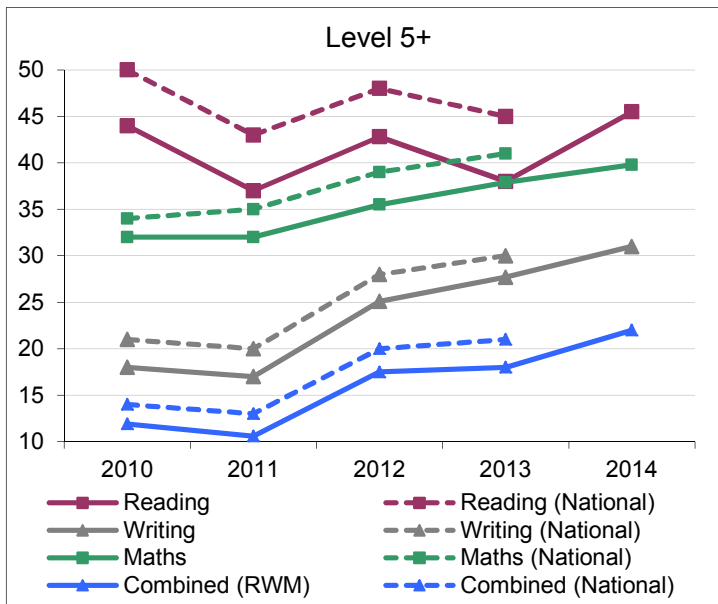
- There has been no change to the national assessment in 2014
- Level 2b is the expected good level of attainment for a 7 year old pupil
- Reading has provisionally improved by 2% at level 2b to 77%
- Writing has provisionally improved by 2% at level 2b to 66%
- Mathematics provisionally has improved by 1% at level 2b to 76%
- Since 2010 there has been an improving trend in all subjects at this level



5 Key Stage 2 (age 11)

- The key measure is the percentage of children who achieve Level 4+ in each of reading, writing and mathematics. This was introduced in 2013.
- Final national rankings are not yet available.
- Sheffield's improvement between 2010 to 2013 was 12% points in this key measure against a national improvement of 11% points in the same measure
- In 2014, there has been a provisional improvement of a further 4% in the Sheffield combined measure of Level 4+ in reading, writing and mathematics to 77%, and which also mirrors the provisional national rise of 4% to 79%. Sheffield's provisional improvement also includes children who can be discounted from the results due to being recently arrived to the country.
- There are nine Sheffield primary schools which are below the new higher floor standard. This represents a reduction of schools below floor standard.
- Five of the nine schools are open academies and an additional three are currently in discussions about converting to become academies.
- In 2014 89% of pupils have made good progress in reading
- In 2014 93% of pupils have made good progress in writing
- In 2014 89% of pupils have made good progress in mathematics





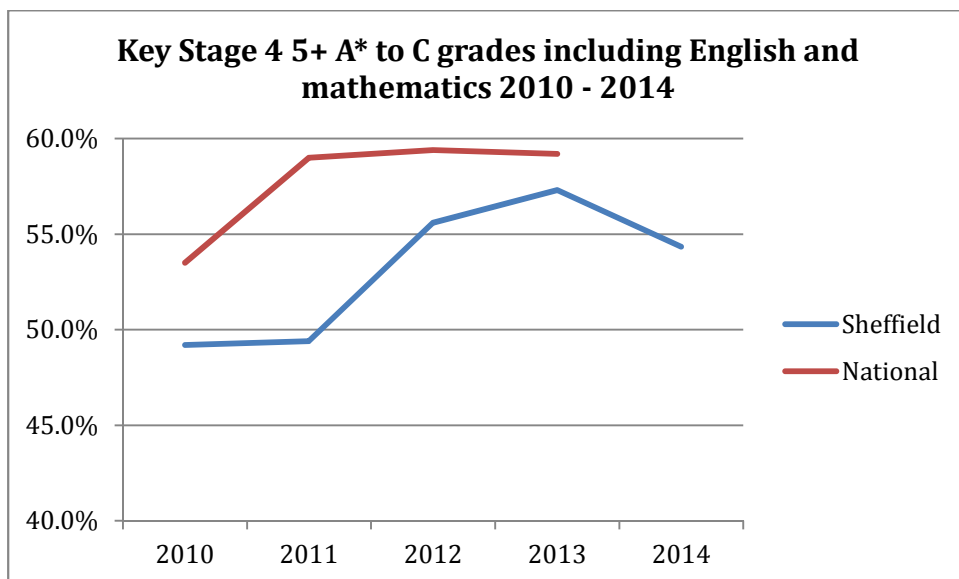
6 Key Stage 4 - Headlines 2014

6.1 The main measure is the percentage of students who achieved 5 GCSE passes at grades A*-C including English and mathematics (5ACEM).

6.2 There have been large changes to the 2014 GCSE examination process. Therefore the examinations regulator, OfQUAL, has warned against making comparisons between years. The changes reflect differences in assessing English and geography. Additionally the calculation of results that can be included in performance tables has also altered and there has been a move towards end of course examination and away from mid-course assessments.

6.3 The provisional 2014 Sheffield 5ACEM measure is 54.4% achieving this benchmark and this is lower than 2013 by 2.9%. The national result and Sheffield's ranking are not yet known. Provisional results from the Yorkshire and Humberside region suggest that other LAs have also seen a reduction in this measure with an average fall of -3.9%.

6.4 Schools are allowed to count only the result of the first time a pupil was entered for an exam and not the pupil's best result.



6.5 Of 25 secondary schools

- 7 improved their results
- 13 declined on last year
- 5 stayed broadly the same (within 2 % points)

6.6 The best results in the city were at Tapton where 77% of students were awarded 5 or more A*-C including English and mathematics.

6.7 Five sponsored academies saw their best ever results this summer.

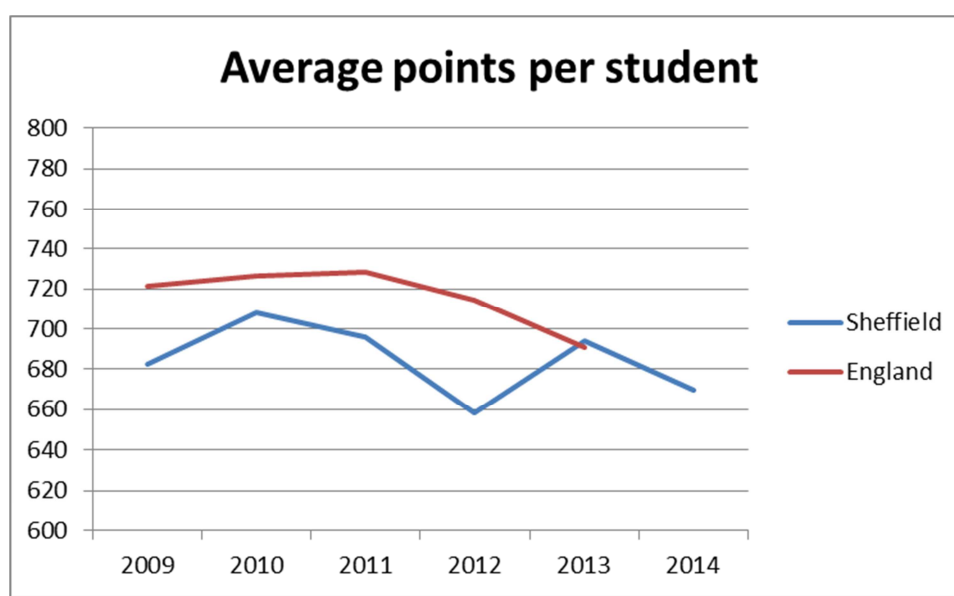
- Sheffield Park Academy improved from 61% to 65%
- Parkwood Academy improved from 41% to 51%
- Outwood City improved from 43% to 53%
- Newfield from 45% to 56%
- Yewlands from 36% to 51%

6.8 There are currently three schools reported to be below the government floor standard of 40% in 2014. This may reduce to two following appeals etc.

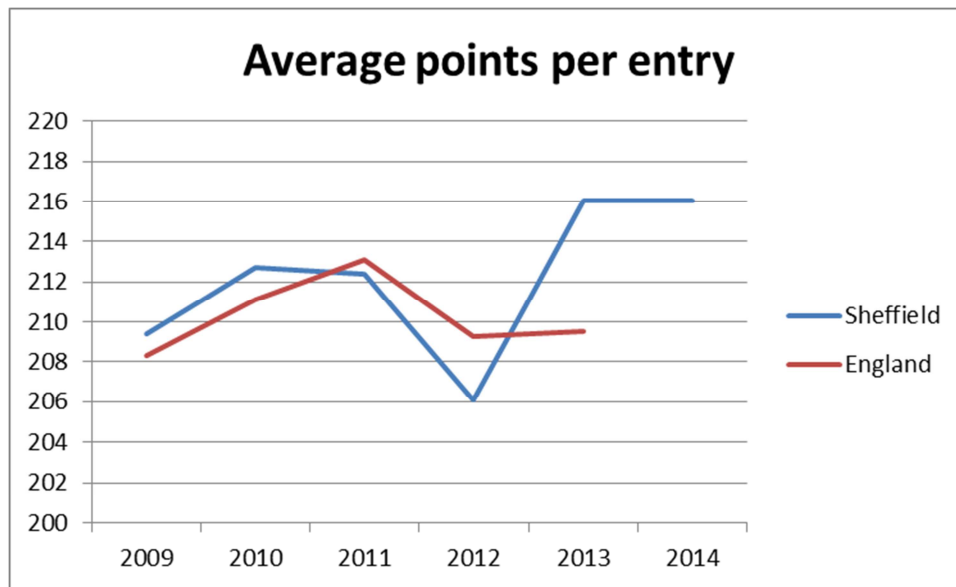
- Fir Vale – converter academy and where 39.5% of students achieved 5ACEM.
- Sheffield Springs Academy – sponsored by United Learning and where 36% of students achieved 5ACEM.
- Chaucer sponsored by Tapton School Academies Trust and where 32% of students achieved 5ACEM. Chaucer was below the floor standard in 2013 at 39% achieving 5ACEM.

7 Key Stage 5 - Headlines 2014

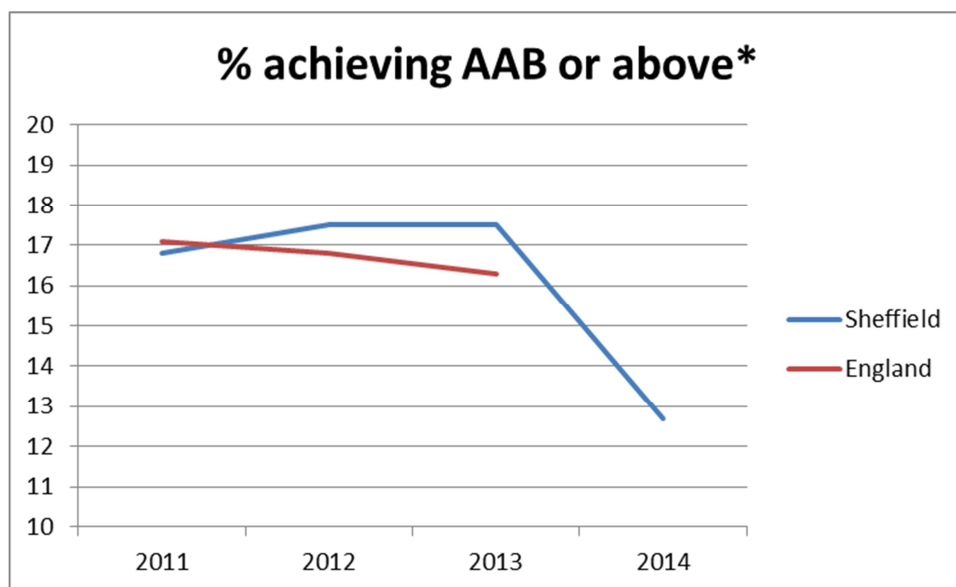
7.1 This summary includes all 11-18 maintained schools and academies, Sheffield College and Longley Park Sixth Form College.



7.2 The average points score per student (APS) is an indicator of the total marks/grades which students achieve. The APS per student is lower than the high of 2010 as students take fewer examinations, especially lower value qualifications, and concentrate more on the three or four A levels. A student who gained three grade 'B' results would have a score of 720 whilst a student with 3 grade 'C' results would have 630 points.



7.3 APS per entry is an indicator of the quality of the average grade per A level as opposed to per student. The improvement in APS in 2014 shows that the average grade per A level has improved from just below a grade C in 2012, to just above a grade C in 2014. **This is the highest ever APS in Sheffield.**



* For 2014 this measure has been amended to % of KS5 students achieving 3 A levels at AAB with 2 facilitating subjects

7.4 The *percentage of students who gained grades AAB (or above, see graph)* is a measure of performance at the top end of the 'A' level spectrum.

7.5 Schools who performed especially well in 2014 on this measure were:

- Tapton 26% of students
- Silverdale 22% of students
- Notre Dame 19% of students
- King Edward VII 16% of students

8 What does this mean for the people of Sheffield?

8.1 This report has highlighted the achievements of many thousands of young people who live in the city, their families and their teachers.

9. Recommendation

9.1 Scrutiny is asked to congratulate the young people, their families, schools and teachers for their achievements in this year's results.

9.2 Scrutiny is asked to note the contents in this initial headline paper and consider which areas it might like to look into more deeply over the course of the year.