

Sheffield Overview

2016 Final Results

City Context and School Performance January 2017

Sheffield City Council



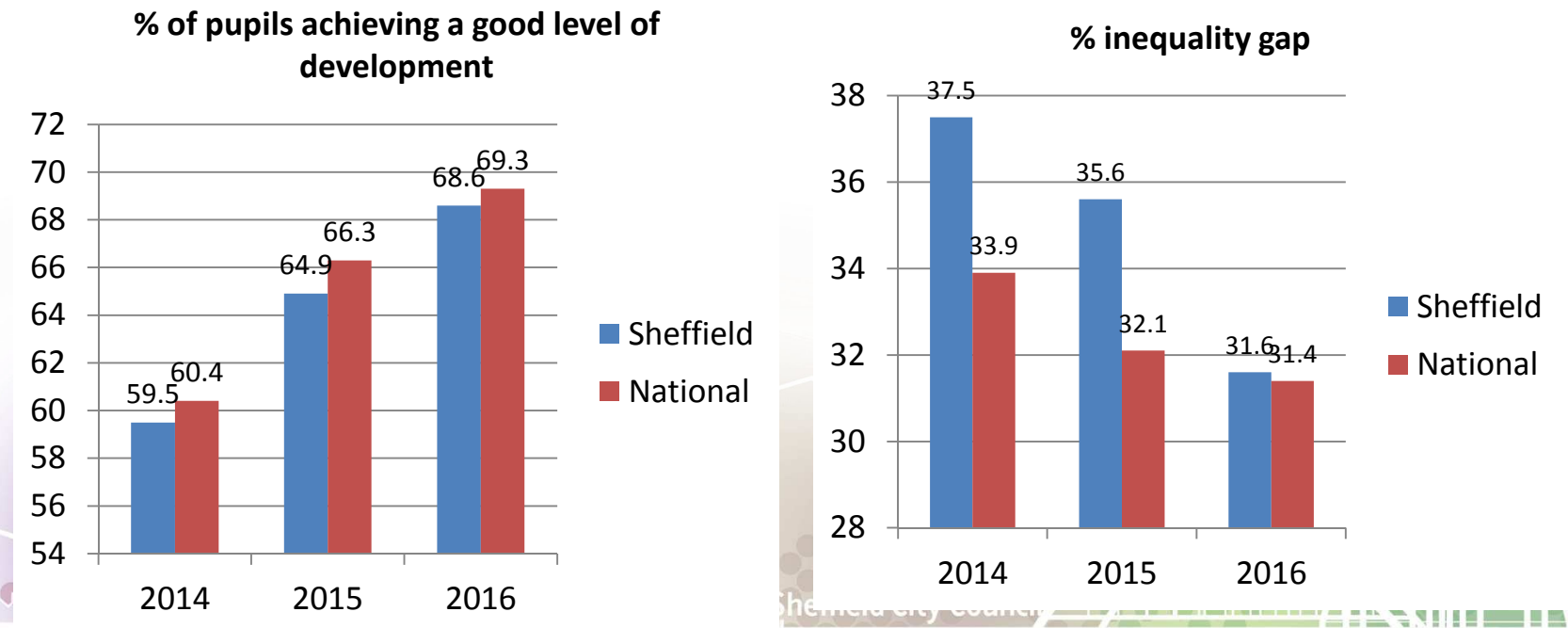
Summary

- There have been significant changes in assessment frameworks this year at Key Stage 1, Key Stage 2 and Key Stage 4
- The expected standard at Key Stage 1 and Key Stage 2 is significantly higher compared to previous years and as a result a smaller % of pupils have reached the expected standard
- Despite the higher standards, Sheffield's relative performance has improved on many of the headline indicators as measured by ranks against other local authorities
- There has also been a significant improvement in the inequality gap at Foundation Stage
- Sheffield has performed well on the new key measure at Key Stage 4 (Progress 8)
- The attainment of children in Sheffield is generally the same or better than children with the same levels of prior attainment nationally but gaps are not closing fast enough for disadvantaged pupils and children with SEN.
- Attainment gaps between EAL / non EAL and BME White British have persisted over time however EAL and BME pupils typically make significantly better progress than their White British peers.
- The number of primary schools below floor standards has reduced from 7 to 4
- There are 2 secondary schools below the floor standard

Foundation Stage headlines

- Good level of development continues to improve and remains similar to the national average
- The inequality gap has been high but significant improvement has been made between 2015 and 2016 and it is now close to the national average

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Foundation Stage pupil groups

- Attainment of vulnerable pupils has improved but little change in gap measures except for SEN pupils where the gap has narrowed

	Foundation Stage - Good Development 2016			
Pupil groups	Attainment of pupil groups		Gap between pupil groups	
	Percentage point improvement 2015 to 2016		Gap	Compared with
BME pupils	61% (+4)	Æ	-7pp (0)	All pupils
EAL pupils	57% (+3)	Æ	-16pp (+1)	Non-EAL pupils
FSM pupils	55% (+3)	Æ	-17pp (+2)	Non-FSM pupils
FSM6 pupils	55% (+4)	Æ	-18pp (0)	Non-FSM6 pupils
SEN pupils	29% (+5)	Æ	-45pp (-1)	Non-SEN pupils

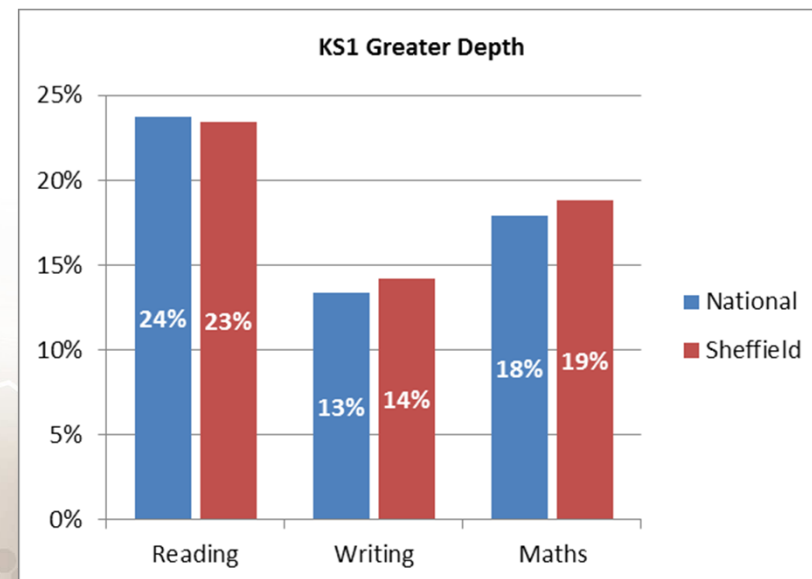
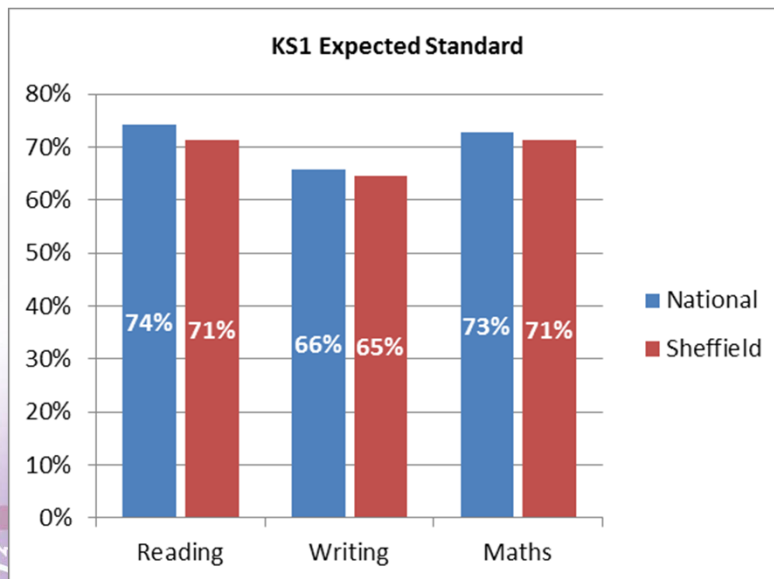
How does Sheffield's performance at Foundation Stage compare to other LAs?

- National rankings give an indication of how Sheffield's performance compares to other local authorities
- Sheffield's rank for the inequality gap has improved significantly from being amongst the 10 worst authorities in 2013 to close to 2nd quartile in 2016

Subject	National rank 2013	National rank 2014	National rank 2015	National rank 2016
Good level of development	67	70	82	93
Inequality gap	141	113	114	78

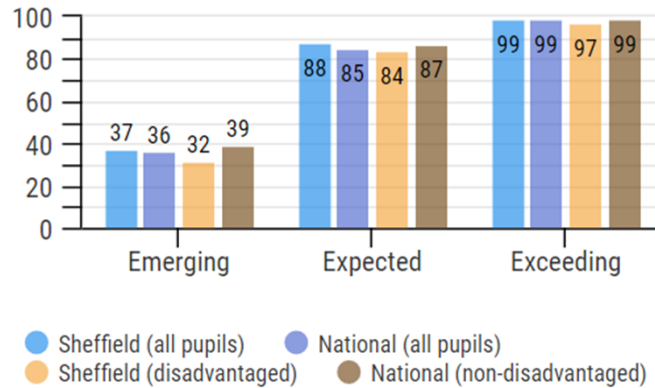
Key Stage 1 headlines

- New assessment framework this year
- % of pupils working at or above the expected standard has dropped in Sheffield and nationally compared to % at level 2b+ in previous years
- % of pupils working at or above expected standard in Sheffield is: 71% (reading); 65% (writing); 71% (maths). Gaps with national are: 3% (reading); 1% (writing); 2% (maths). Compared to last year the gaps have increased in reading and maths (by 1% point) and narrowed in writing (by 1% point)



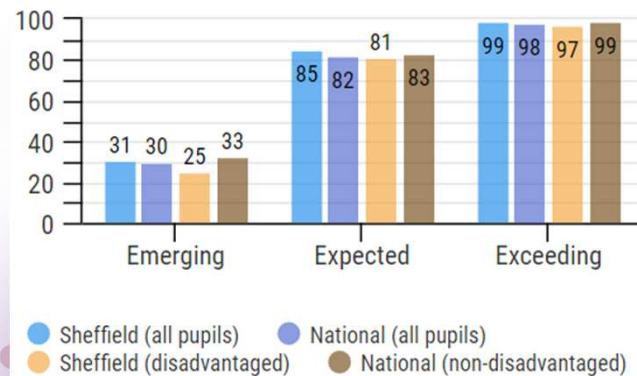
Key Stage 1 pupil groups – disadvantaged pupils

KS1 Reading

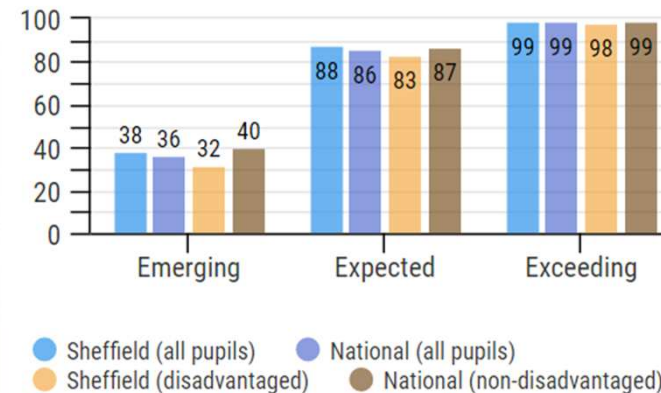


- At KS1 pupils in Sheffield achieve the same or better than pupils nationally when pupils are grouped by Foundation Stage attainment.
- For disadvantaged pupils in Sheffield attainment is lower compared to the *non-disadvantaged* group nationally, the gaps are generally small with the exception of children scored as ‘emerging’ at the end of the Foundation Stage.

KS1 Writing

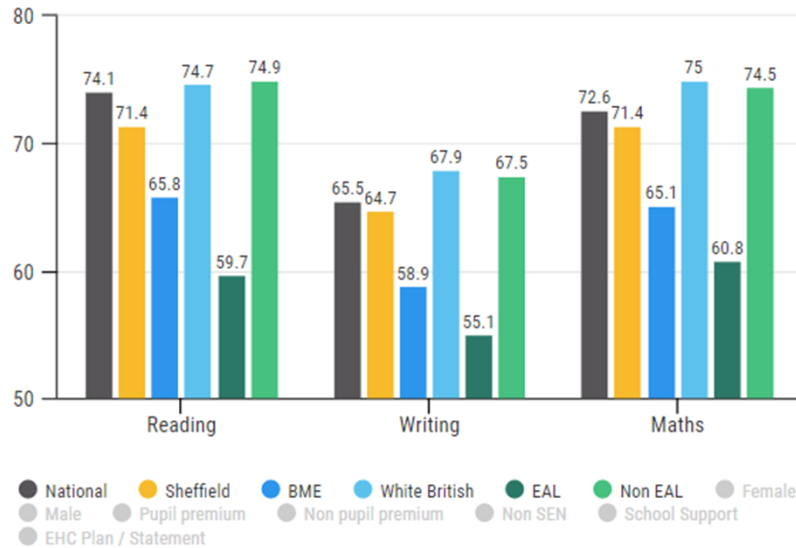


KS1 Maths



Key Stage 1 pupil groups – BME, EAL and SEN

Key Stage 1 - % expected standard (2016)

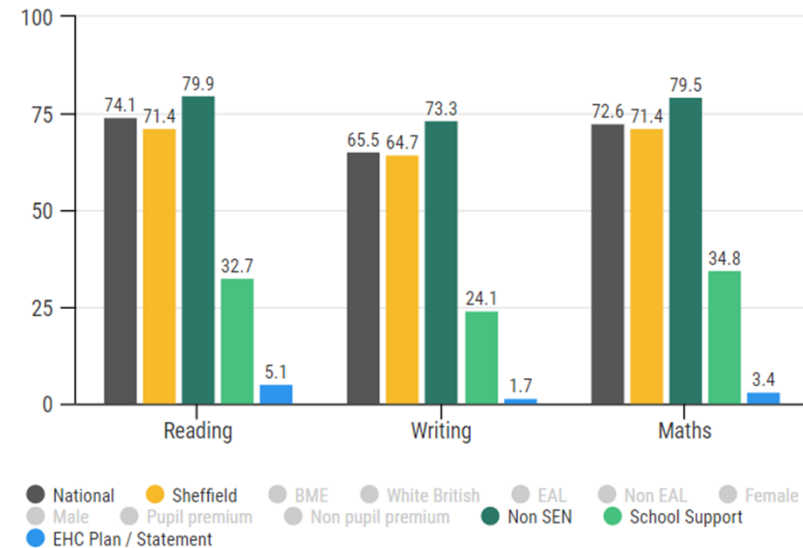


- EAL pupils and BME pupils have lower levels of KS1 attainment than White British pupils.
- Gap between EAL / non EAL largest in reading and smallest in writing

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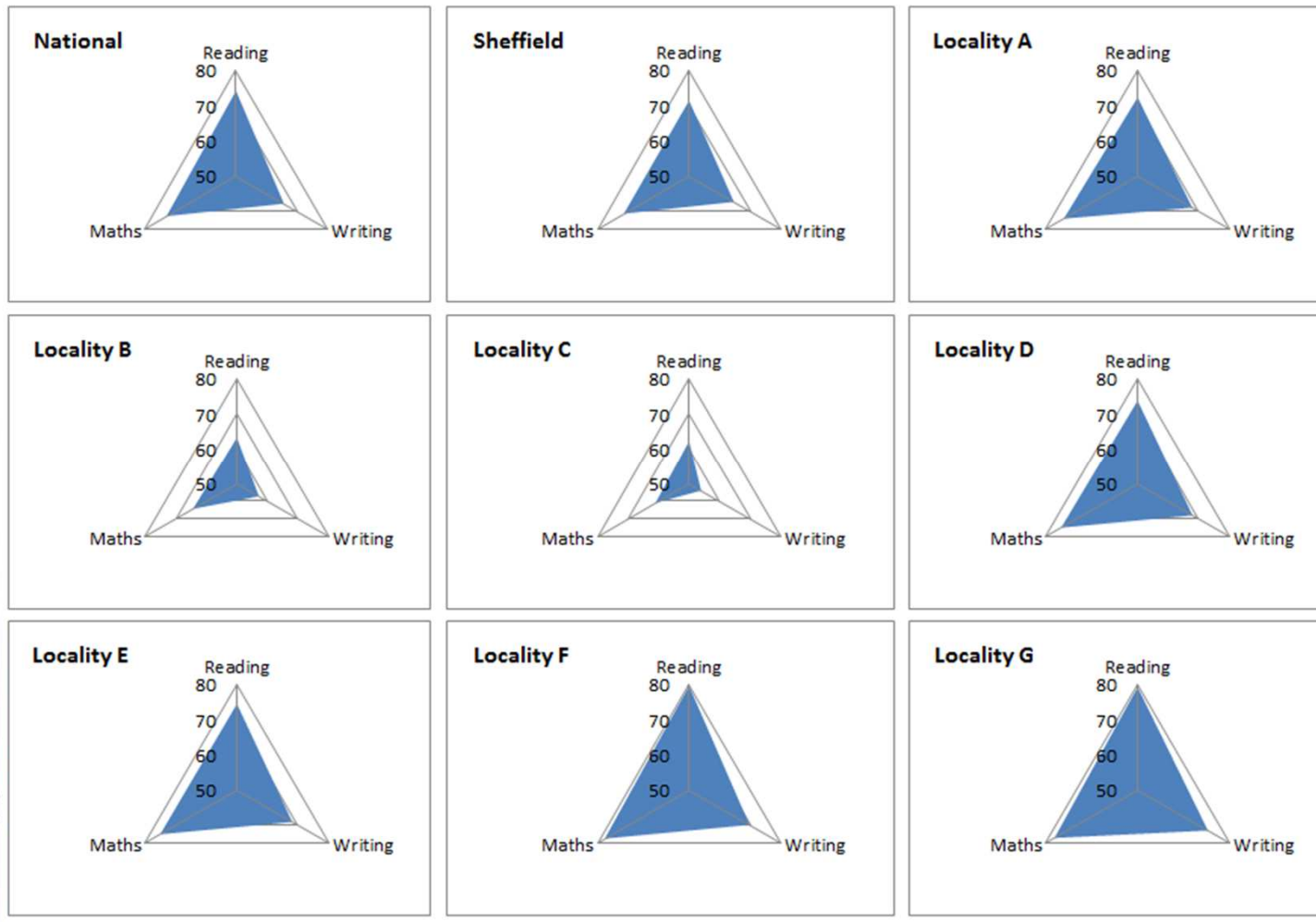
- There is no trend data for KS1 due to the change in curriculum however looking at the ratio of SEN to non SEN pupil performance suggests that the gaps have increased for SEN pupils under the new curriculum.

Key Stage 1 - % expected standard (2016)



Key Stage 1 – % EXS in reading, writing and maths, results by locality

- Writing is generally the weakest subject at KS1 both nationally and across Sheffield localities.
- Results vary significantly between localities.



How does Sheffield's performance at KS1 compare to other LAs?

- National rankings give an indication of how Sheffield's performance compares to other local authorities. For previous years rankings, the level 2b measures have been used

Subject	National rank 2013	National rank 2014	National rank 2015	National rank 2016
Reading	128	126	112	116
Writing	115	116	103	79
Maths	97	127	83	93

- National ranks have improved in writing but fallen in slightly in maths and reading



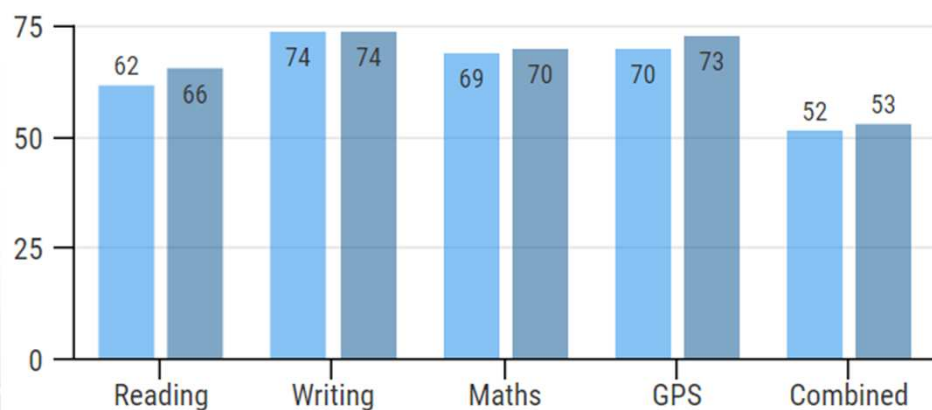
Key Stage 2 accountability measures

- New assessment framework this year
- The new expected standard is higher than the expected standard under the previous assessment framework
- Attainment and progress measures are still used to determine if a school is below floor standards
- Schools will be below floor if:
 - fewer than 65% of pupils reach the expected standard in ALL of reading, writing and maths
 - AND**
 - the school is below the floor standard for **ANY** of the individual progress measures in reading, writing or maths
- Schools are described as coasting if their performance is below certain standards over a 3-year period
- Sheffield has 4 schools below floor standards and 1 coasting school. This is an improvement on 2015 where 7 schools were below the floor standard.

Key Stage 2 attainment & progress headlines

- Significant difference in the % achieving the expected standard in reading, writing and maths – 52% compared to level 4+ (78% in 2015) due to the increase in the expected threshold
- 5% of pupils achieved the higher standard or greater depth in all three subjects, equivalent to the national average
- However, Sheffield has closed the gap and is only 1% point below national average (53%)
- For individual subjects the largest gap is for reading – Sheffield 62% compared to a national average of 66%
- Sheffield achieved a positive progress score for writing and maths but nor reading

KS2 - attainment (2016)



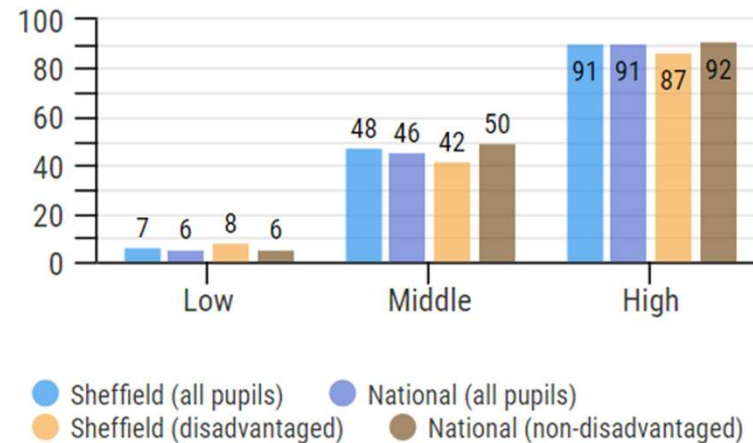
Key Stage 2 Progress (2016)



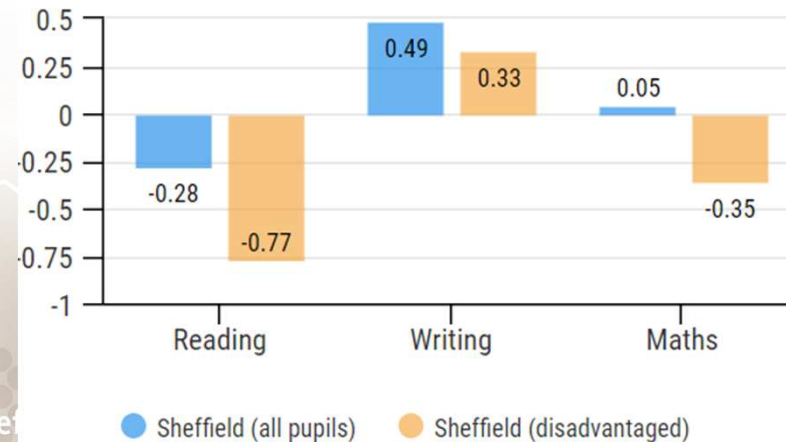
Key Stage 2 pupil groups – disadvantaged pupils

- As at KS1 when the KS2 cohort is split by prior attainment pupils in Sheffield achieve the same or better than pupils with a similar level of prior attainment nationally.
- Again there are gaps comparing disadvantaged pupils in Sheffield with non-disadvantaged pupils nationally, the gap is widest for middle attaining pupils.
- In relation to progress disadvantaged pupils made less progress than all pupils in all subjects, the gap between disadvantaged pupils and all pupils is widest in reading.

KS2 reading, writing and maths

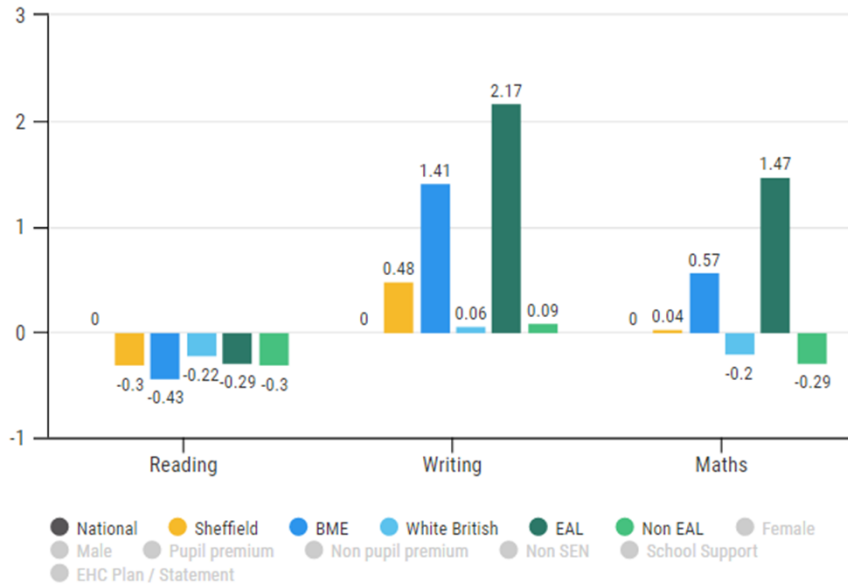


KS2 progress



Key Stage 2 pupil groups – EAL, BME and SEN

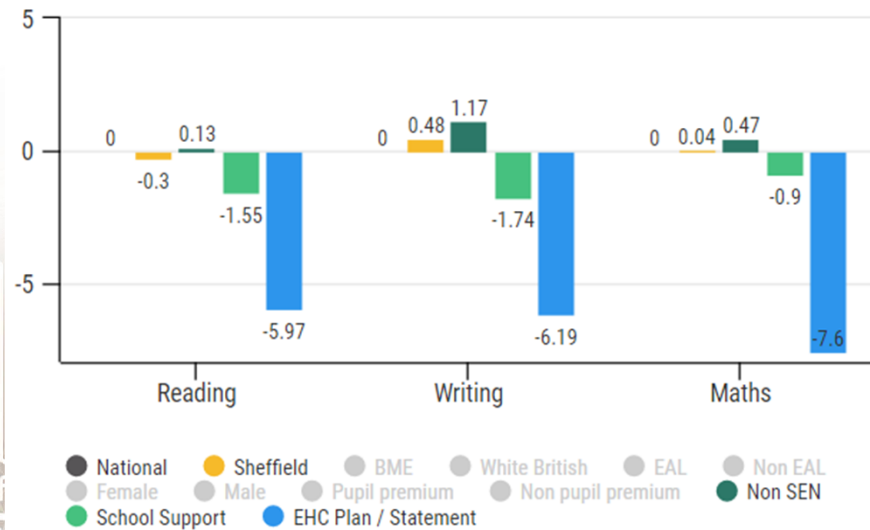
Key Stage 2 Progress (2016)



- EAL pupils made better progress than non EAL across all subjects.
- BME pupils made better progress in writing and maths than White British pupils.

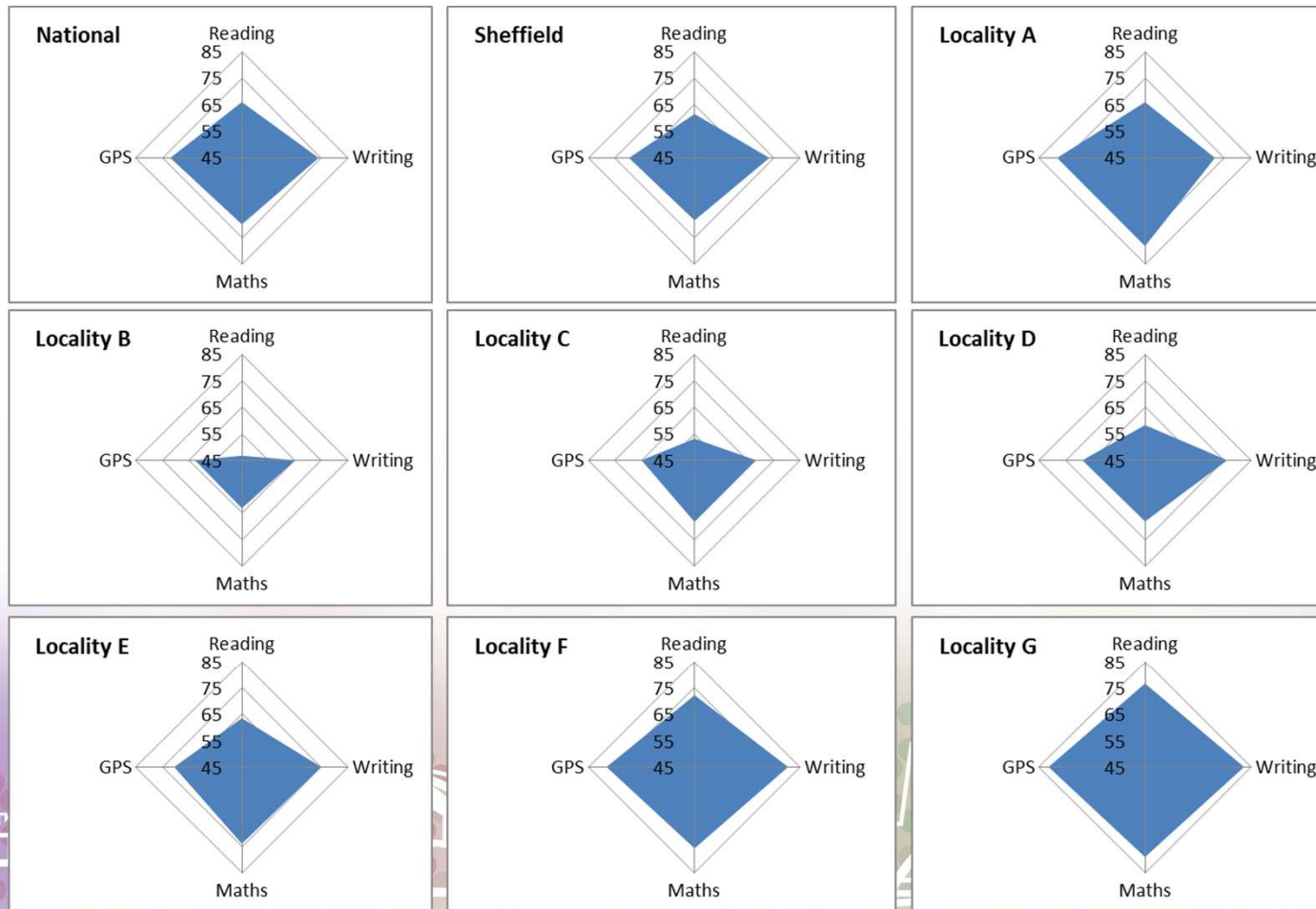
- Pupils with SEN make less progress between KS1 and KS2 compared to pupils without SEN. The largest gap is for pupils with statements of SEN or an EHC plan.

Key Stage 2 Progress (2016)



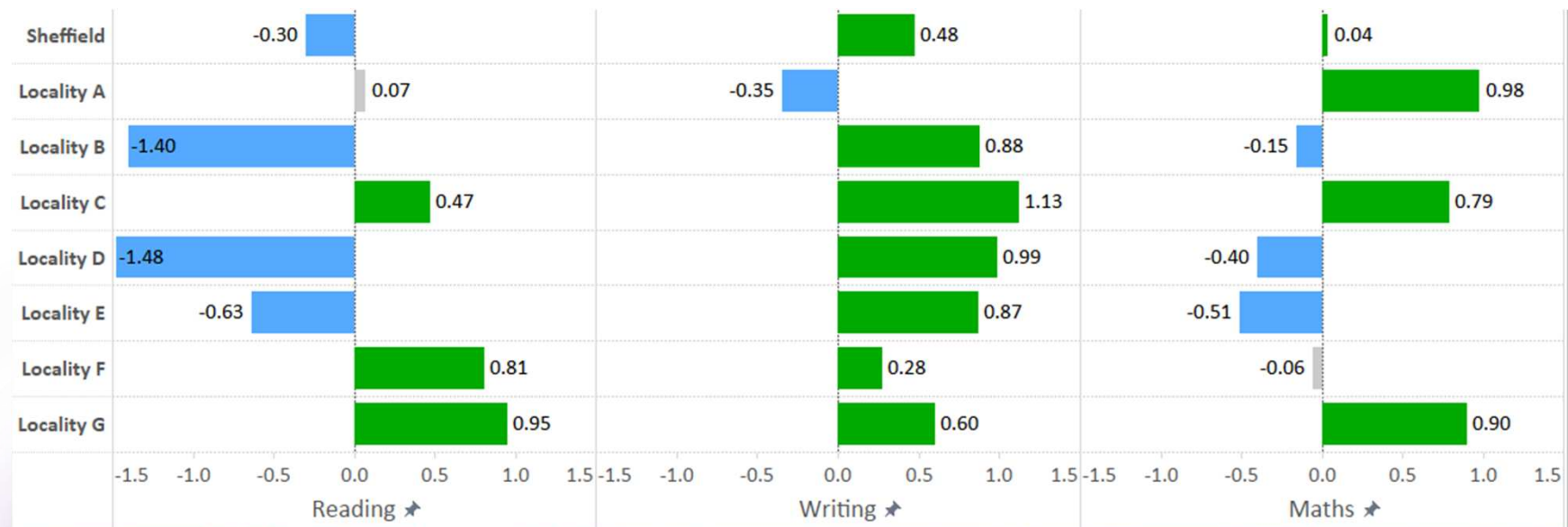
Key Stage 2 –% EXS in reading, writing, maths & GPS by locality

- Variation across the localities in terms of attainment....



Key Stage 2 – progress in reading, writing and maths by locality

- ...and also for progress. Progress and attainment not necessarily correlated, for example locality C has good progress results but overall attainment is low.



How does Sheffield's performance compare at KS2 to other LAs?

- National rankings give an indication of how Sheffield's performance compares to other local authorities – Sheffield ranks 96 out of 150 LAs (1 is best performance) on the combined measure, this is an improvement compared to the 2015 rank of 116

Subject	National rank 2013	National rank 2014	National rank 2015	National rank 2016
Combined RWM	123	117	116	96
Reading (attainment)	139	143	142	122
Writing (attainment)	131	122	126	81
Maths (attainment)	129	115	103	89
Reading (progress)		125	111	94
Writing (progress)		77	90	51
Maths (progress)		93	76	69
GPS	141	106	117	111

- National ranks have improved across all measures including progress but reading is still the weakest performing subject relative to other LAs

Key Stage 4 accountability measures

- The headline measures for Key Stage 4 have also changed significantly this year
- The key measure is progress 8 (the progress made by pupils across a basket of 8 subjects) rather than the previous 5 or more A*-C GCSE grades including English and maths
- The English Baccalaureate remains a headline indicator and the % of pupils achieving a C or above in English and maths is also published
- Floor standards at Key Stage 4 are purely based on a school's progress 8 score – if progress 8 is below -0.5 then the school is below floor
- There is also a 'coasting' measure based on performance across the previous 3 years



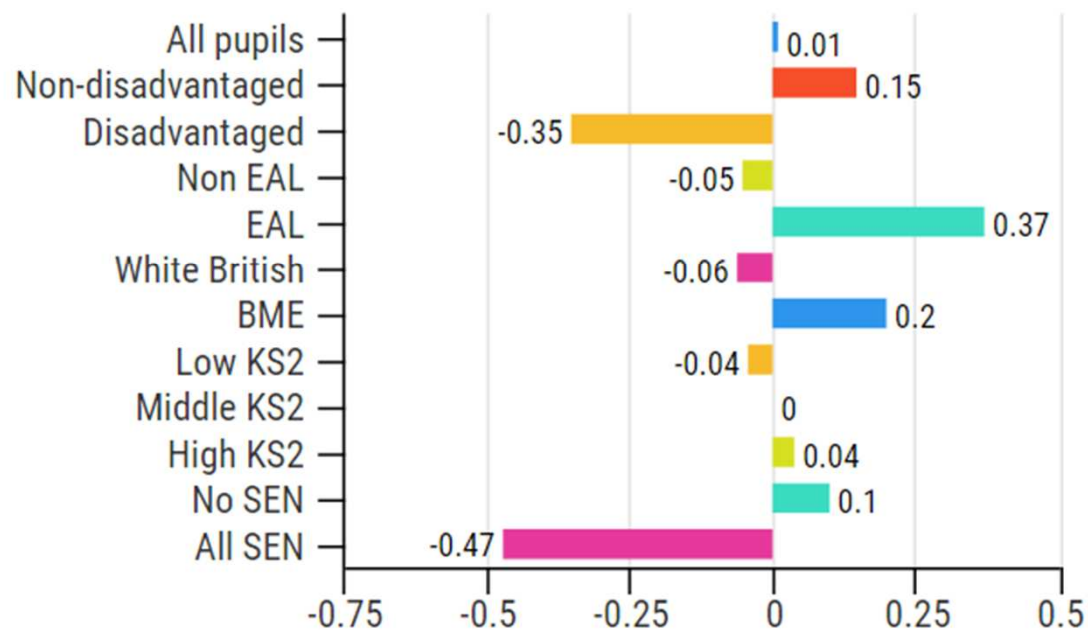
Key Stage 4 headlines

- Progress 8 is 0.01 for Sheffield. This may appear insignificant but is a good result. Only 62 LAs had a progress 8 score above 0. The highest score was 0.35 and the lowest -0.89
- Sheffield's rank for progress 8 is 59/151. This places Sheffield in the 2nd quartile and is a significant improvement compared to the ranking for the previous headline measure 5ACEM (110th)
- Attainment 8 score for Sheffield is 48.3 (representing an average grade of C). The national average was 50.1. Sheffield's rank on this measure is 114/151
- % of pupils achieving a C+ grade in English and maths is 59.4% compared to a national average of 63.3%. Sheffield's rank is 119/151
- The % of pupils entered for the EBacc in Sheffield (39.3%) is similar to the national average (39.6%)
- The % of pupils achieving the EBacc has decreased slightly since 2015 (21.8% down from 22.7%). Sheffield's rank on this measure has decreased slightly from 83 to 95th but this is still good given Sheffield's relative level of deprivation. 24.8% of pupils nationally achieved the EBacc in 2016

Key Stage 4 pupil groups

- Although the overall progress 8 score for Sheffield is positive, there is variation within pupils groups. EAL and BME pupils achieved the most positive progress 8 scores on average whilst disadvantaged and SEN pupils had the most negative progress 8 scores.

Progress 8 by group



Key Stage 4 performance compared to other LAs

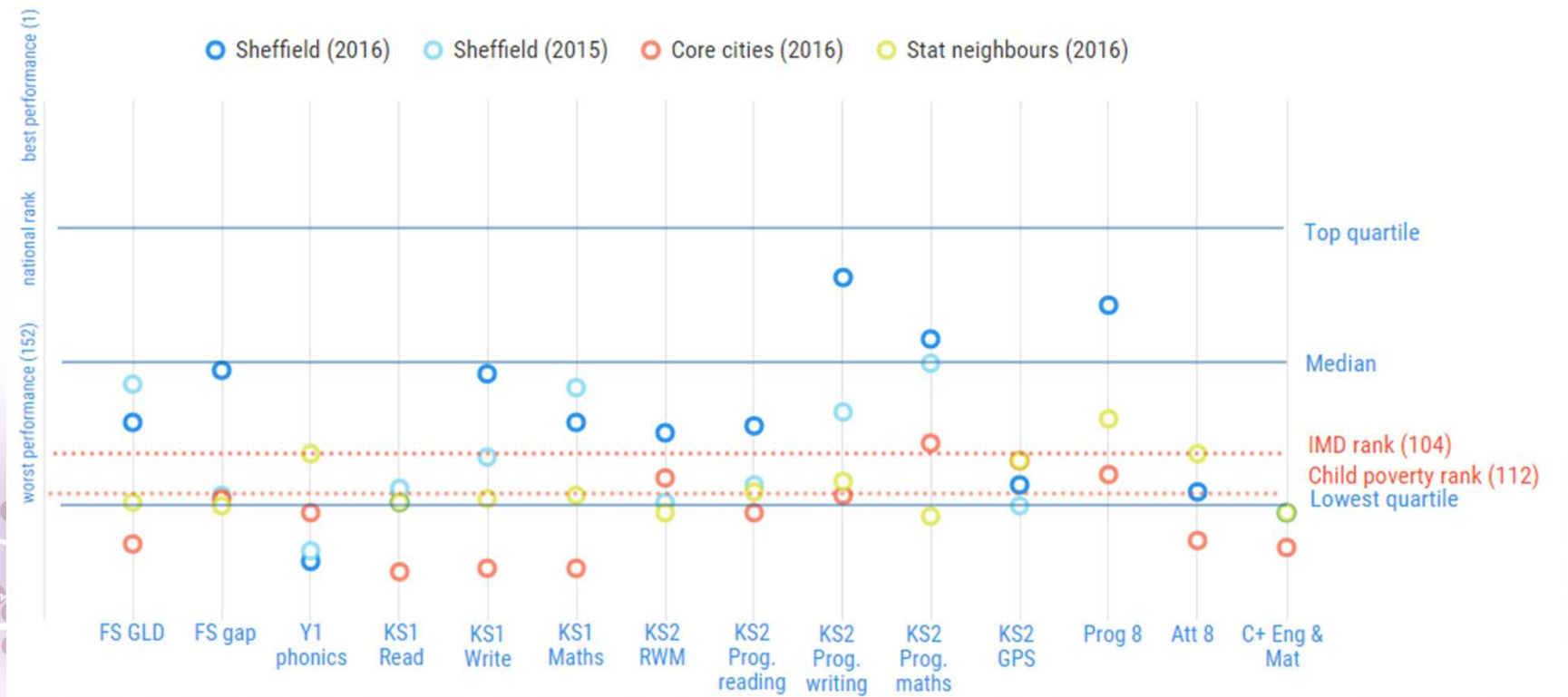
- Sheffield has performed strongly on the new Key Stage 4 measure (progress 8). This indicates that pupils in Sheffield make good progress in secondary school
- Sheffield's performance on the attainment measures is not as strong because Sheffield tends to have a larger number of pupils with lower starting points compared to the national average. Even if these pupils make above average progress they still may not reach the same attainment levels as their peers
- Whilst performance on progress 8 is positive news, the aspiration remains to also meet and exceed national averages on attainment as well as progress measures

Measure	National rank	Core city rank	Stat neighbour rank
Progress 8	59 th of 151	1 st of 8	2 nd of 11
Attainment 8	114 th of 151	4 th of 8	8 th of 11
EBacc	95 th of 151	5 th of 8	5 th of 11
C+ in English and maths	119 th of 151	5 th of 8	4 th of 11

Summary of national rankings

- The chart below summaries Sheffield's national ranking for each headline measure in relation to the average for Core Cities and statistical neighbours. Sheffield's rank in 2015 is also shown.
- For the majority of indicators Sheffield's rank has improved between 2015 and 2016.
- Sheffield ranks 112th in terms of child poverty and the majority of ranks for attainment and progress measures are above 112 which suggests that the city is doing well given the relative levels of child poverty.

Sheffield national rank summary by Key Stage



Learn Sheffield Update

- Membership currently 90% but all schools and colleges have indicated their intention to join
- AGM/EGM on 24th November will include the Interim Board's report on year one and the outcomes of the elections for the first substantive board
- Governance training has begun – much broader and more comprehensive offer – delivered in partnership with all teaching schools, both Sheffield Universities, etc.
- Wider partnership activity – TSA group, Inclusion, SACRE, commissioning, etc.
- Next steps – Sheffield Priorities, strategies being developed

Including:

- School Improvement Strategy
- Achievement Strategy
- Governance Training & Improvement
- Professional Subject Networks
- Learners Without Labels
- Research Led Sheffield
- Sheffield Cultural Education Partnership
- Staff Wellbeing & Development Taskforce
- Teach Sheffield
- Inclusion taskforce & research projects



Learn Sheffield Update – School Improvement

- Continuity of service through 2015/16 – no ‘gap’ between existing and new strategies ... school outcomes on the key Ofsted measure (good/better schools) continued to rise and was 82% (record high) by the end of the year
- The new approach was ‘dry-run’ in all sectors during the summer term. This informed the approach that is happening this autumn
- Primary categorisation has been completed – letters went out to HTs & Chairs (or the equivalents) after half term confirming the school’s category
- Secondary and Special categorisation is coming up now that all the information is available. Letters will go out this half term upon completion of the process



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- Categorisation leads to ‘support and challenge’ entitlement (example taken from the primary sector)
- Each partnership will have an action plan in addition to the city wide achievement strategy (combination of universal and targeted support for schools)

Category	Criteria	Support & Challenge Offer
Green	<ul style="list-style-type: none"> • Securely good or outstanding (recently judged by OFSTED or likely continue to perform highly) • On track to continue to perform highly and secure or maintain an outstanding OFSTED judgement • Good / rapidly improving due to established partnership working 	<ul style="list-style-type: none"> • Support through locality action plan • Annual LSIP visit (or equivalent)
Yellow	<ul style="list-style-type: none"> • Good but has some vulnerability which requires support • Good but not meeting standards of comparable schools • RI/Likely RI but rapidly improving • Below/close to floor standards but rapidly improving • Uncharacteristic drop in performance 	<ul style="list-style-type: none"> • Support through locality action plan • Termly LSIP visit (or equivalent) • Annual Learn Sheffield Support & Challenge planning meeting • School Review considered
Amber	<ul style="list-style-type: none"> • Good but vulnerable to RI • RI/Likely RI but not rapidly improving • Below/close to floor standards not rapidly improving • Decline in performance over time • Performance significantly below schools in similar context • Improving with remaining vulnerabilities • Early signs of strong improvement but with vulnerabilities remaining 	<ul style="list-style-type: none"> • Support through locality action plan • Identified additional Improvement Partner / Support • Half-termly visit (or equivalent) • Termly Learn Sheffield Support & Challenge meeting • School Review agreed by Learn Sheffield • Consider Governance Review
Red	<ul style="list-style-type: none"> • OFSTED Category or judged likely to be so • Good or RI with complex or sustained vulnerability limiting capacity • Strategic leadership capacity limits the pace of improvement 	<ul style="list-style-type: none"> • Bespoke support through locality action plan • Identified additional Improvement Partner support • At least half-termly visit (or equivalent) • Half-termly Support & Challenge meeting • Termly School Review (if appropriate) • Governance Review • Brokerage of partnership arrangements