

Sheffield Overview

2017 final attainment and progress

March 2018



Update since provisional data

- **Overall position** - very little change between provisional and final data in KS2 and KS4 rankings
- **KS1 to KS2 progress** - Improvement in KS2 progress ranks compared to 2016, Sheffield now at or above median. Sheffield is above stat neighbours and national average for progress in all subjects but still below Core Cities average in reading and maths.
- **Floor standards and coasting schools**
 - The % of primary schools below floor has been falling for the last 3 years and is below the national average. Only 2 schools were below the floor standard in 2017.
 - The % of secondary schools below floor reduced in 2015 but increased last year with 1 additional school below the floor standard. The number of secondary schools below floor has increased to 4 schools in 2017 (15%).
 - In 2017, 3 (3%) primary schools and 3 (11.5%) secondary schools were classified as coasting. The % of primary schools coasting is below the national average (4%) but the % of secondary schools coasting is slightly above the national average (9.6%) but below the average for Core Cities (17.5%).

Further work on priorities - phonics

- Performance in phonics has been highlighted to school leaders in our data presentations to primary school leaders in July
- Learn Sheffield Improvement Partners have been focussing on phonics in both locality meetings and discussions with specific schools when appropriate.
- Phonics is identified as a priority on Locality Action Plans
- Locality Assessment Leads will be checking school readiness for the Y1 Phonics Check, supporting schools and also sharing any issues with preparation that might require curriculum or teaching and learning support with regards to phonics.
- Further analysis has been done as part of a 'deep dive paper', written by Learn Sheffield and the Sheffield City Council data team in partnership. The initial findings will be shared with school leaders this term.
- Further analysis is planned to collect additional information about how each school in the city approaches the teaching of phonics. This piece of work will be supported by Research School partners, to ensure a perspective beyond the city, and will also seek input from the EEF.
- Phonics will also be picked up as part of further work focussing on reading more broadly.

Further work on priorities - reading

- Performance in reading has been highlighted to school leaders in our data presentations to primary school leaders in July and identified in Locality Action Plans where appropriate.
- Attainment in reading has been identified as a regional priority. Sheffield has been working with other LAs in Yorkshire & The Humber to develop a regional approach to improving reading attainment.
- We will be part of a collaborative bid to the DfE Strategic School Improvement Fund (SSIF) in partnership with other LAs, regional teaching schools, local MATs and Huntington Research School. The bid will be looking to develop a network of reading schools focussing on developing: leadership and management of literacy; the teaching of reading and parental engagement to support language development and reading at home.
- Funding has been secured to run a pilot study focussing on Y5 pupils with 2 schools participating in Sheffield.
- Further analysis has been done as part of a 'deep dive paper', written by Learn Sheffield and the Sheffield City Council data team in partnership. The findings of the report will help to inform the bid to SSIF and to identify schools to target for intervention.

Further work on priorities – White British disadvantaged

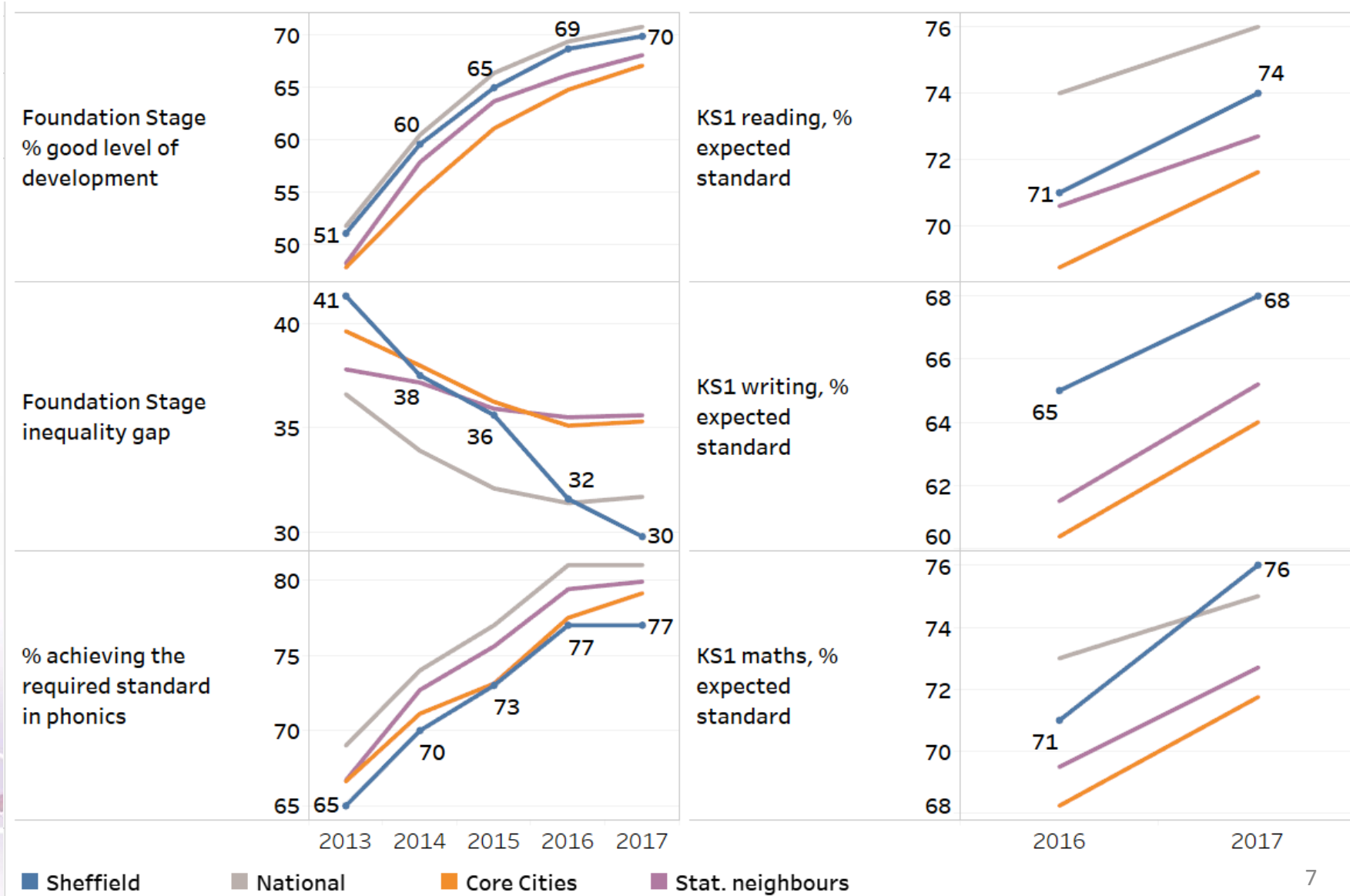
- Work has begun on in-depth data analysis and literature review.
- Findings from in-depth analysis of reading and phonics highlight that the White British disadvantaged group are making poor progress in both of these areas and also start school with lower levels of attainment.
- Literature review suggests that ethnicity itself is not a caused of low attainment but it linked to other factors which could include: low income, persistent community disadvantage, quality of housing, leisure and green space, parental education levels, home learning environment, parental engagement in schooling, young people's aspirations and engagement with learning, quality of schooling including pre-school – some of these are difficult to measure but may be related to under-attainment of the White British disadvantaged cohort.
- Analytical work focussed on understanding more about this cohort – where do these children live in Sheffield, how large is the attainment gap, are there particular schools where these young people do better?
- There is potentially a huge amount of research and analysis that could be done; however, need to focus on where we may be able to make a difference for example are there interventions that have been successful and could they be applied in Sheffield?
- This has been the first year of a Learn Sheffield Pupil Premium Project which has been offered to secondary schools, fifteen of which are taking part. The secondary strand will continue into next year and a primary strand will begin. The schools have had initial Pupil Premium reviews with Marc Rowland (Rosendale Research School Lead and Learn Sheffield Policy Director) and are currently acting on those findings ahead of return visits in the summer and autumn of 2018.

2017 attainment and progress - summary

- Sheffield's performance has improved or is sustained against the majority of headline measures.
- There have been significant improvements in the gap measure at Foundation Stage and at Key Stage 1. Sheffield is now at or above the national average for a small number of indicators.
- Performance at Key Stage 2 continues to improve and the number of schools below floor has reduced.
- Progress at Key Stage 4 remains strong but attainment still needs to improve, the number of schools below floor has increased.
- A number of areas have been identified where focussed work is required to drive improvement including: Phonics; reading; attainment and progress for certain vulnerable groups (particularly White British disadvantaged).

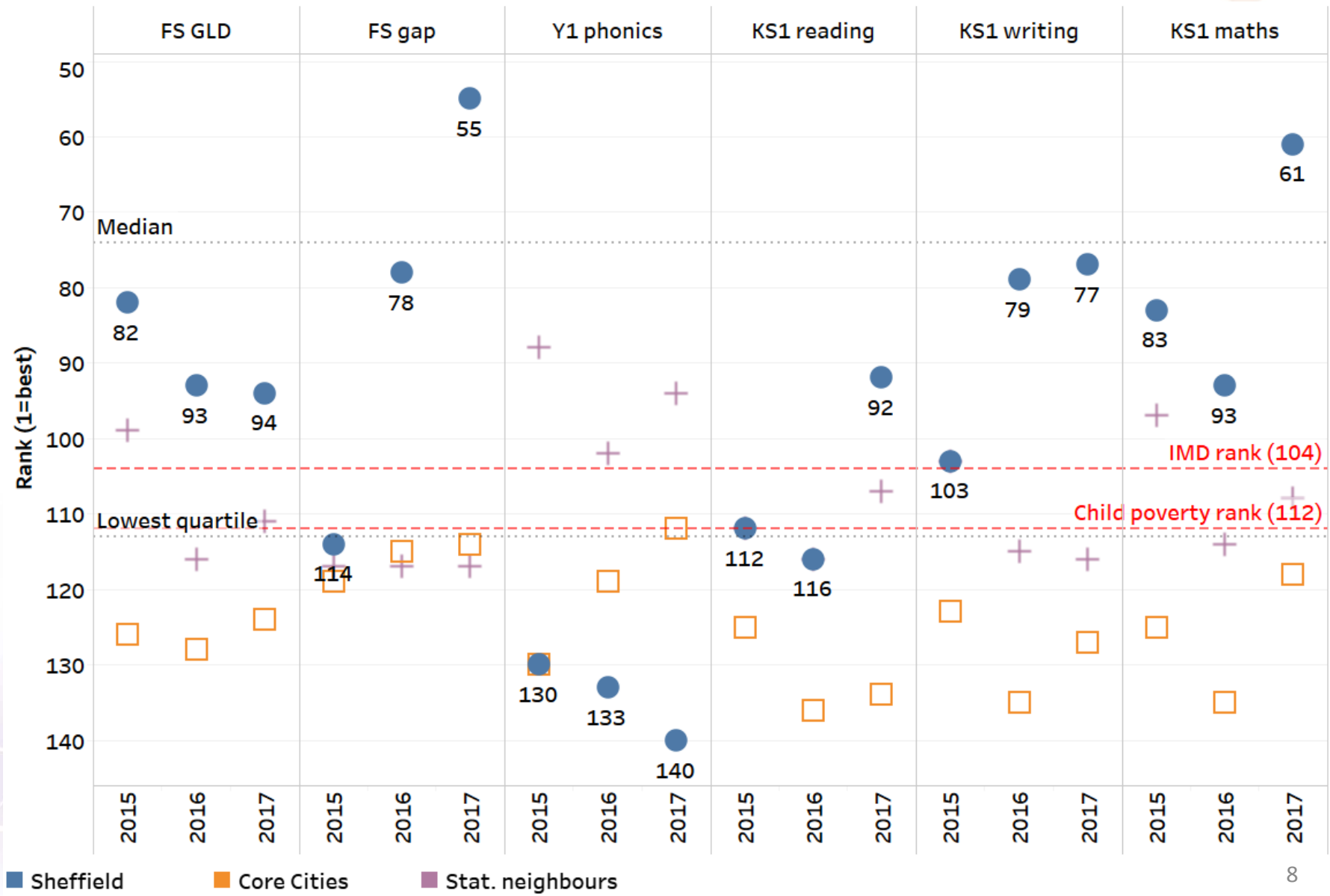
How does Sheffield's performance compare to other LAs? – Foundation Stage and Key Stage 1 trends

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How does Sheffield's performance compare to other LAs? – Foundation Stage and Key Stage 1 national ranks

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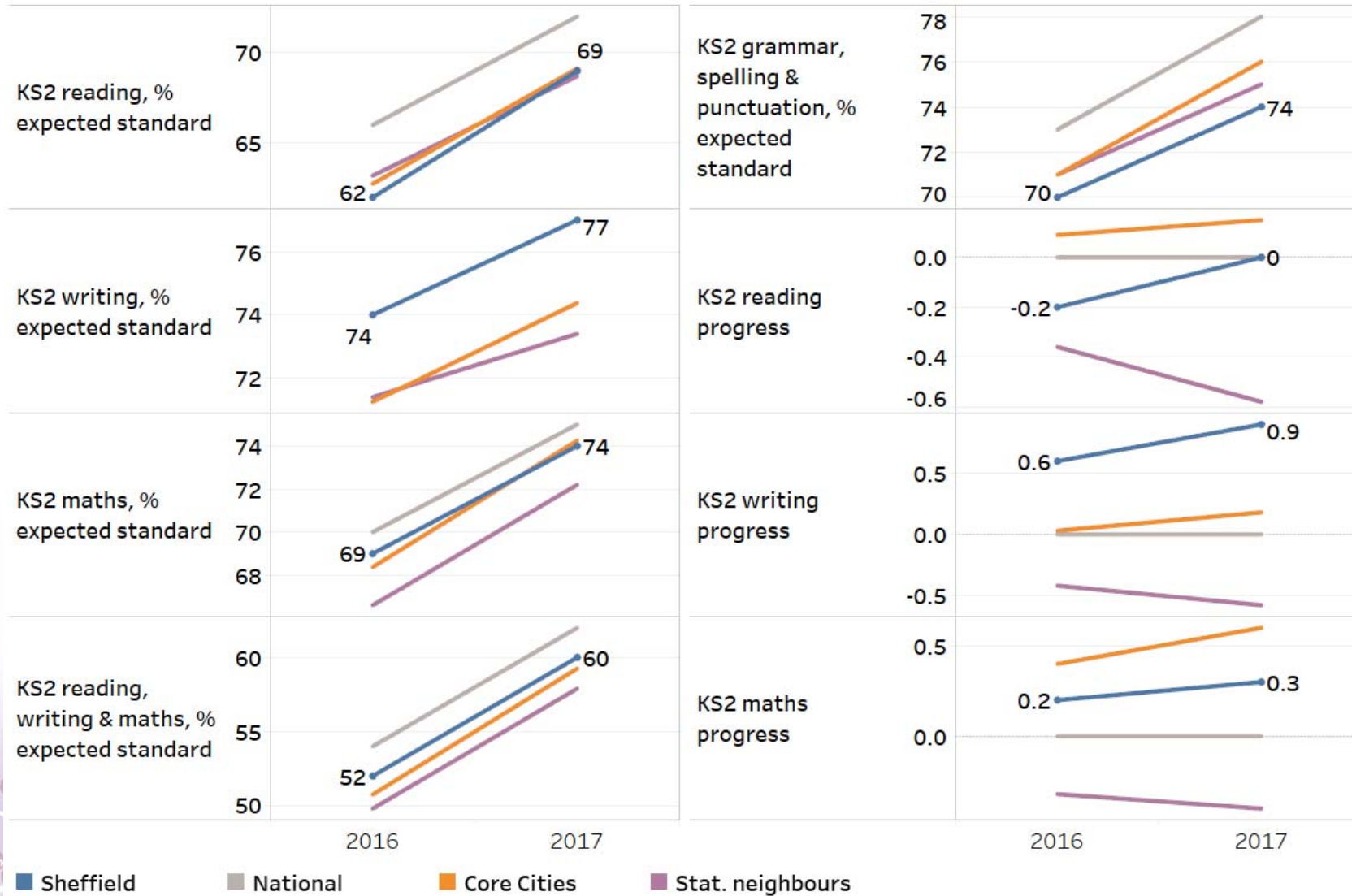


How does Sheffield's performance compare to other LAs? – Foundation Stage and Key Stage 1

- FS good level of development remains close to national and gap measure has improved significantly and is now above national.
- Sheffield is in the bottom 10 LAs for performance in Y1 phonics following a decline in rank for last 3 years.
- At KS1 Sheffield's relative position has improved in all subjects.
- Sheffield is above Core Cities, Stat. neighbours and IMD rank for all subjects at KS1 and in top 50% of LAs for maths.
- Although performance is improving, reading is still below the national average at KS1.

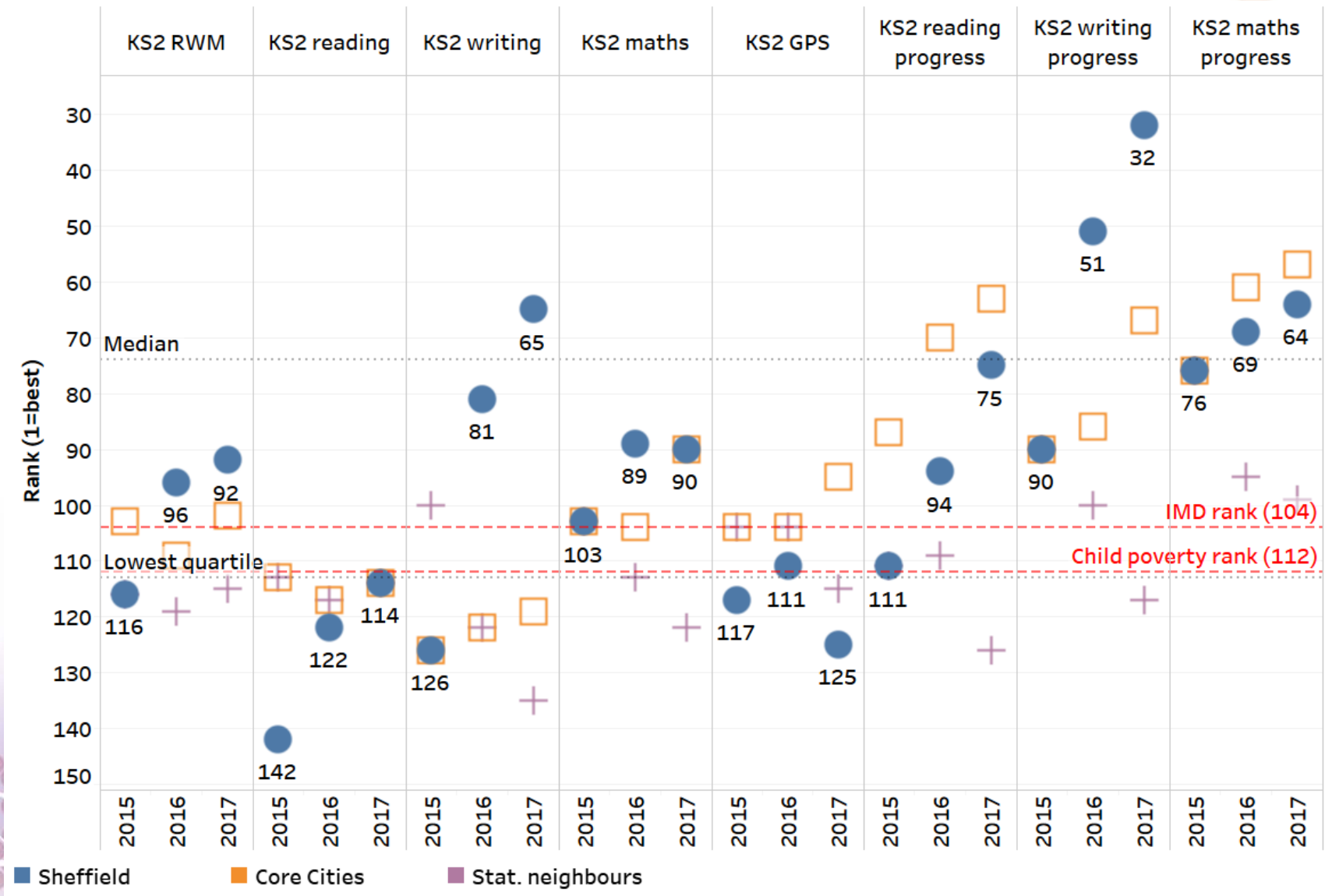
How does Sheffield's performance compare to other LAs? – Key Stage 2 trends

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How does Sheffield's performance compare to other LAs? – Key Stage 2 national ranks

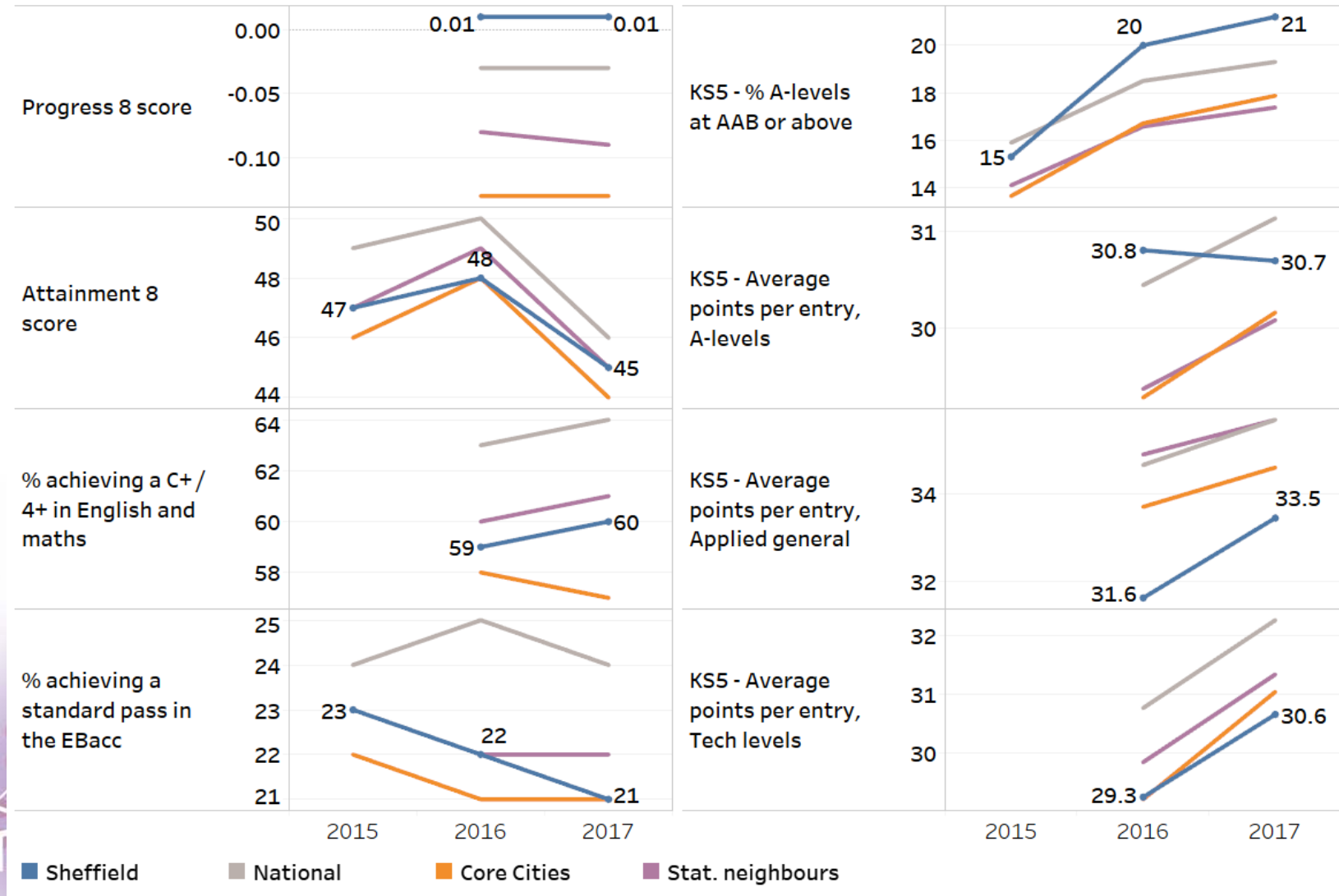
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How does Sheffield's performance compare to other LAs? – Key Stage 2

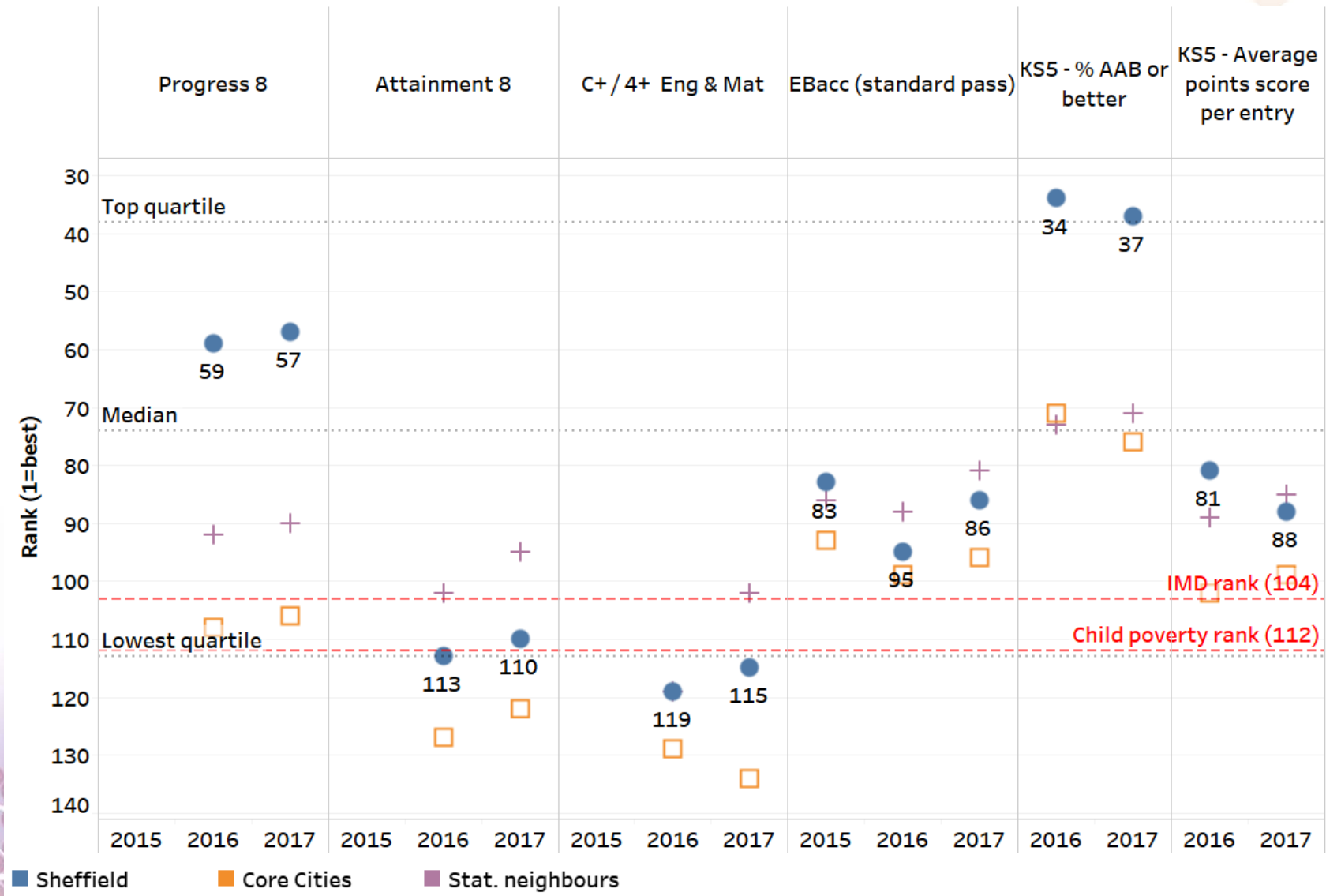
- Sheffield's rank has improved in reading, writing and the combined measure
- Ranks in maths has fallen slightly – Sheffield now equal to Core Cities
- Reading still in the lowest quartile but is improving
- GPS rank is in lowest quartile and below statistical neighbours and Core Cities
- Progress ranks have improved in all subjects and are better than statistical neighbours. Ranks are still slightly below Core Cities for reading and maths.

How does Sheffield's performance compare to other LAs? – Key Stage 4 & Key Stage 5



How does Sheffield's performance compare to other LAs? – Key Stage 4 & Key Stage 5 national ranks

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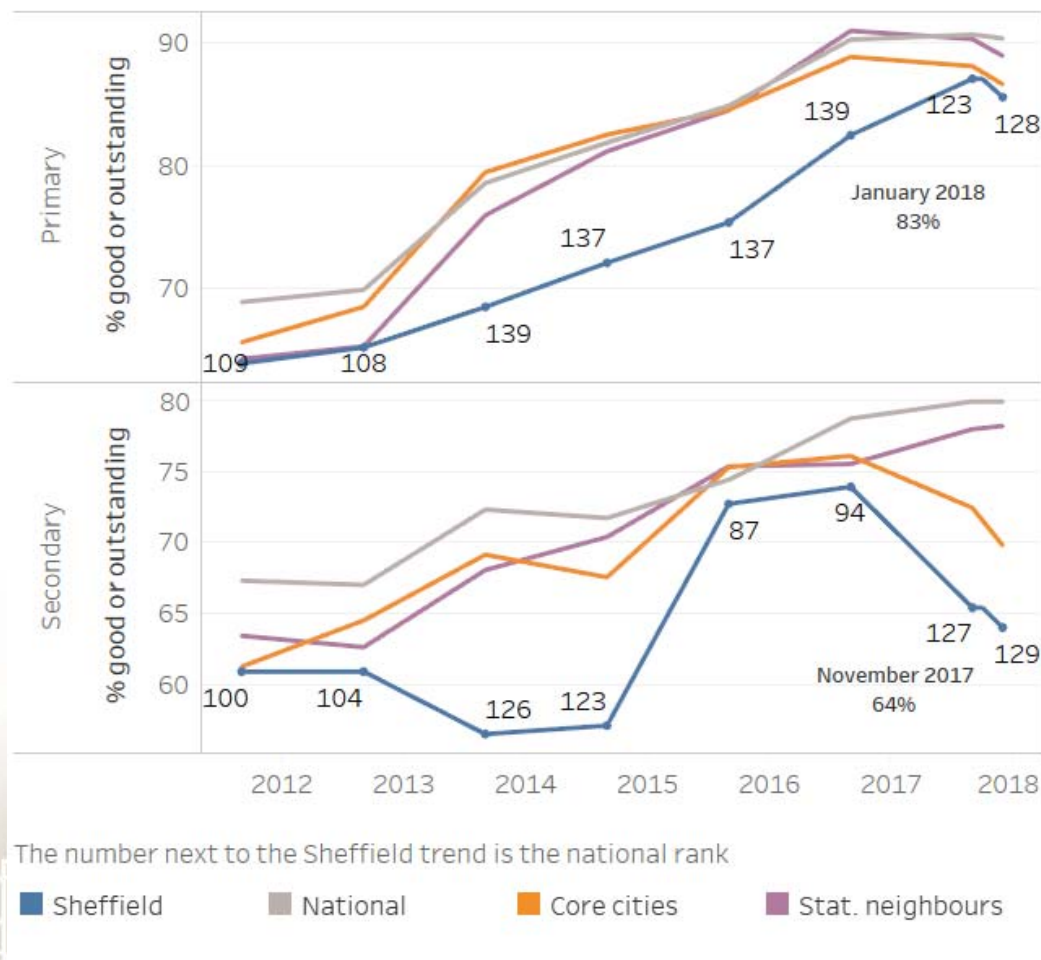


How does Sheffield's performance compare to other LAs? – Key Stage 4 & Key Stage 5

- Sheffield remains above the national average for progress 8 and well above stat neighbours and Core Cities
- The % of pupils achieving the EBacc (standard pass) is similar to Core Cities but below stat neighbours and the national average
- National ranks for attainment 8 and grade 4+ in English and maths have improved but these measures are still below the IMD rank of 104
- At KS5 the % of A-level students achieving grades AAB or higher remains in the top quartile
- The average points score per entry at KS5 dropped slightly in 2017 as did the national rank

What other factors impact on attainment and progress? Ofsted judgements

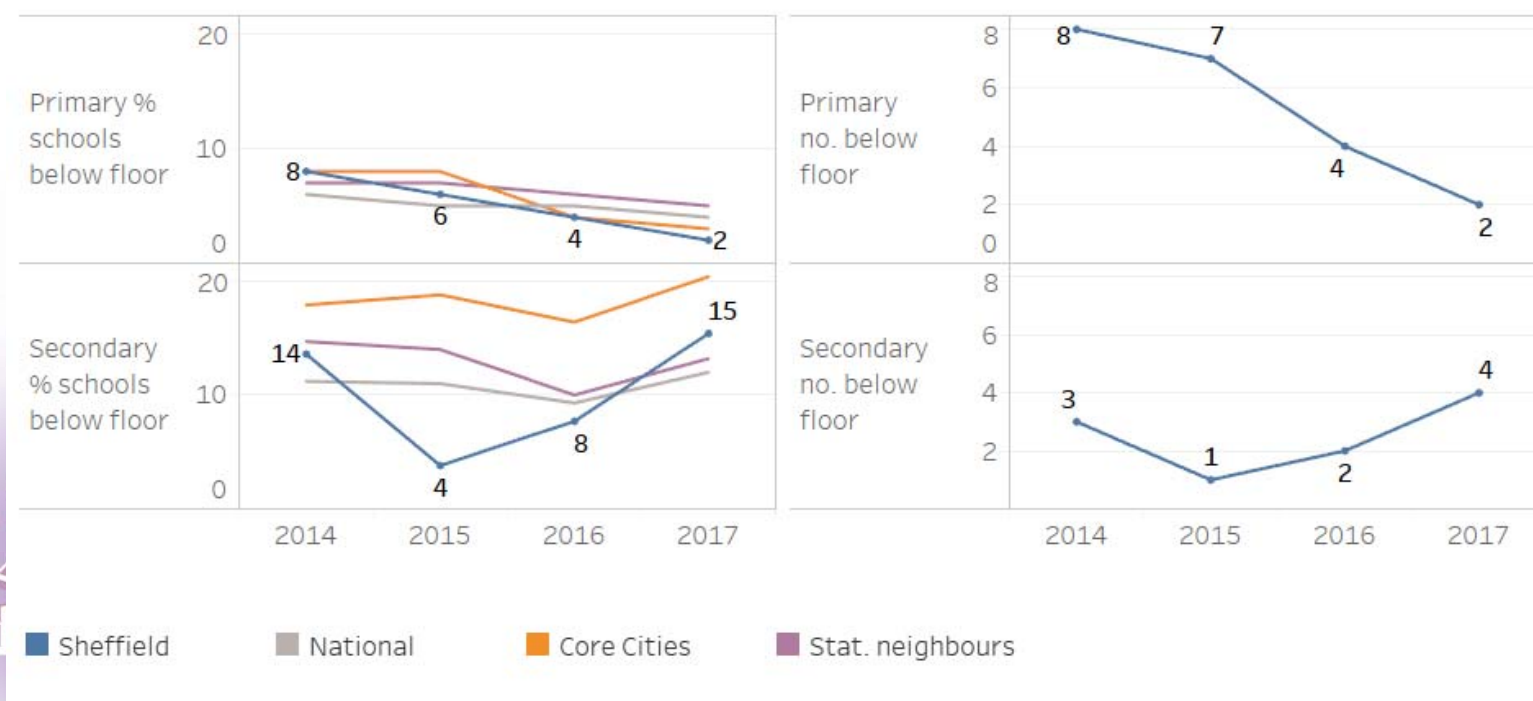
- The % of schools judged good or outstanding has improved in primary to 83% (November 2017) but remains below the national average and the average for Core Cities and statistical neighbours. Sheffield is ranked 128th nationally for this measure.
- The % of secondary schools judged good or outstanding has fallen from 74% in September 2016 to 64% in November 2017. Again Sheffield is below the national average and the average for comparator LAs.



What other factors impact on attainment and progress?

Schools below floor

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Successes

Foundation Stage

- Maintained improvements in line with national
- Attainment gaps closing for BME, EAL and SEN
- Inequality gap now lower than national
- Improvement across majority of localities

Key Stage 1

- Writing at national average and maths above national average
- All localities improved
- Narrowing the gap in reading

Key Stage 2

- National ranks improving on reading, writing and combined measure
- Fewer localities below the national average and Locality B improving rapidly
- Progress across all subjects improved
- Likely reduction in schools below floor

Key Stage 4 & 5

- Progress 8 performance & national rank maintained
- More than 1/3 of schools have positive progress 8
- KS5 % AAB remains in top quartile

BME & EAL

- Gaps for BME and EAL pupils are closing across a number of headline measures
- BME & EAL pupils make better progress than White British at KS2 and KS4

Challenges

Reading & Phonics

- Within bottom 10 LAs for phonics
- Reading at KS1 and KS2 still lowest performing subject and below national average
- Progress in reading is poor in localities B & C

KS4 Attainment

- Attainment 8 and 9-4 grade in English and maths below the national average and also the IMD rank
- Increased number of schools below floor standards
- Progress 8 for White British pupils is negative and worsening

Vulnerable groups

- Gaps are not closing fast enough for disadvantaged pupils and are increasing in some cases (phonics, progress at KS2 and KS4)
- White British disadvantaged pupils perform poorly on a number of measures
- Pupils with SEN make less progress between KS2 and KS4

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