

PUPIL PERFORMANCE IN PUBLIC TESTS AND EXAMINATIONS 2017

Purpose of Report

The report provides an overview of pupil performance at the end of each key stage using the latest available data. It compares attainment in Wiltshire with national, south west and statistical neighbour performance and where possible performance trends are identified. Information regarding the performance of vulnerable learners at KS4 has not yet been published at time of writing; and the provisional figures that are included that are subject to validation and therefore may change. Where available the report provides a comparison of the Wiltshire figures against other Local Authorities (LA) using the LA quartile (25%) position – ‘A’ being the top quarter and ‘D’ being the lowest quarter of LAs in England. Where possible statistical neighbour comparisons are also shown. These are LAs in England that are most similar to Wiltshire. The report identifies key areas for action and gives an overview of strategic school improvement activity carried out by the School Effectiveness Team, including future priorities to improve educational outcomes.

Overall performance in Wiltshire

Ofsted Outcomes for schools in Wiltshire

At the end of the academic year 2016/17 the majority of pupils were educated in high quality provision with **88% of pupils in good or outstanding schools.**

Overall Key Stage Performance

There have been improvements and continuity of high outcomes for pupils on a number of indicators

- Rapid and sustained **improvement in phonics** has now placed Wiltshire in line with comparators.
- Results at the end of **Key Stage 4 remain high** as are those for **A Level results at KS5.**

There are specific areas where improvements are required and these have become strategic priorities

- **Outcomes in primary schools at KS1 and 2** have not kept pace with improvements elsewhere and the Wiltshire figure is now below the national. **Maths at KS1 and KS2** continues to be a priority.

Vulnerable Groups

- The outcomes for vulnerable groups and especially for **Disadvantaged pupils** (pupils eligible for the additional funding through the pupil premium) continues **to be a high priority** as outcomes in Wiltshire still need to improve to match national figures and those of other pupils in the county at all Key stages.

Background

- During the 2016/7 academic year just over 67 000 children and young people attended the 239 state funded schools in Wiltshire (201 primary, 31 secondary and 6 special schools). Of these, 80 were academies and directly accountable to the Regional Schools Commissioner. Although there continues to be a small number of schools converting or being sponsored to Academy status, the majority of schools (149 (62%) schools at Dec 2017) remain as LA maintained schools and therefore the LA continues to be directly responsible for oversight of standards in these schools.
- Despite differences in relationship and powers of intervention with Academies, the LA continues to have the statutory duty to promote educational excellence, tackle underperformance, ensure fair access and offer early help services in order to improve attainment. This is especially for vulnerable learners which includes children with Special Educational Needs and Disabilities (SEND) or those in receipt of Free School Meals (FSM). These duties apply to pupils in all types of schools.
- Wiltshire is amongst the LAs with the lowest percentage of pupils eligible for Free School Meals (FSM) and is ranked 133/152 of all LAs in the Index of Multiple Deprivation. Details can be seen on Table 1 below

Table 1

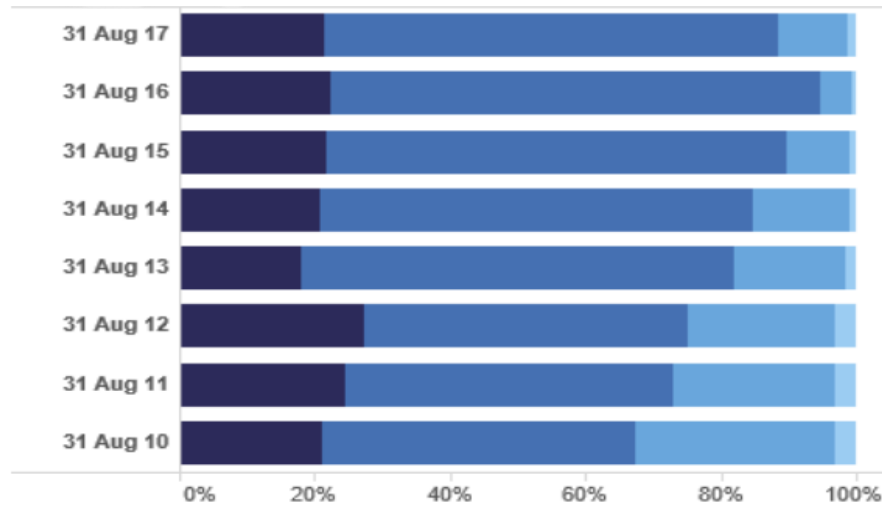
Social Context:					Index of Multiple Deprivation 2015	
	Primary FSM Eligibility 2017 (inc. Nursery)	Secondary FSM Eligibility 2017	Primary First language other than English 2017	Secondary First language other than English 2017	Average Score	Rank of Average Score
Percentage	7.70	6.40	5.90	4.70	13.47	133*
Rank	12	11	29	30		
England %	14.10	12.90	20.60	16.20	* - 1 being most deprived	

(Source – Local Authority Interactive Tool, DfE, 20/12/17 Ranking shows the position of the Local Authority against the 151 others 1 being the lowest and 152 being the highest)

The majority of schools continue to demonstrate high levels of effectiveness with 88% of pupils in Wiltshire in Good and Outstanding provision (Ofsted Data View, December 2017). The percentage of pupils in each Ofsted category of school can be seen in Table 2 and shows the percentage of pupils in good and outstanding places over time and in comparison with England, the South West and other similar Local Authorities.

Table 2: Information from Ofsted data view and Annual Report comparing Ofsted inspection outcomes at end August 2017. (Published December 2017)

Wiltshire in South West



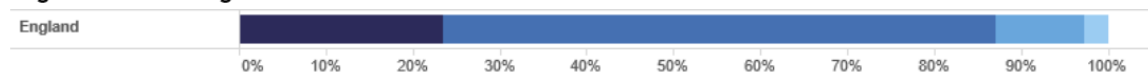
There has been a decline in pupil places in good and outstanding schools since August 2016.

Percentage of places/learners ▾

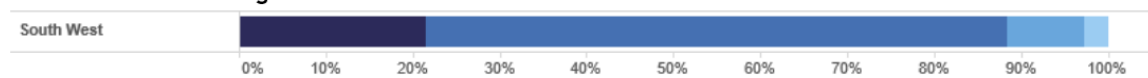
Overall effectiveness

- Outstanding
- Good
- Requires improvement
- Inadequate

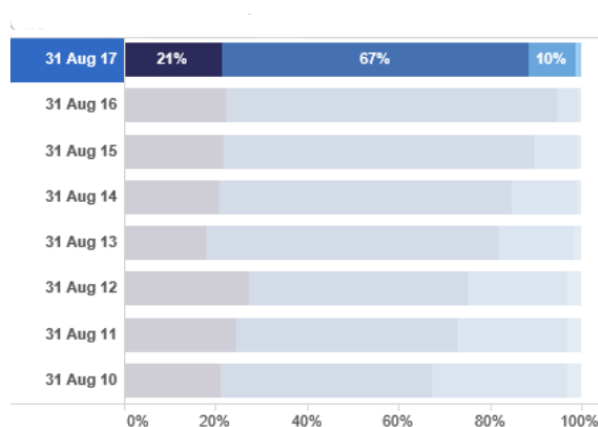
England as at 31 Aug 17



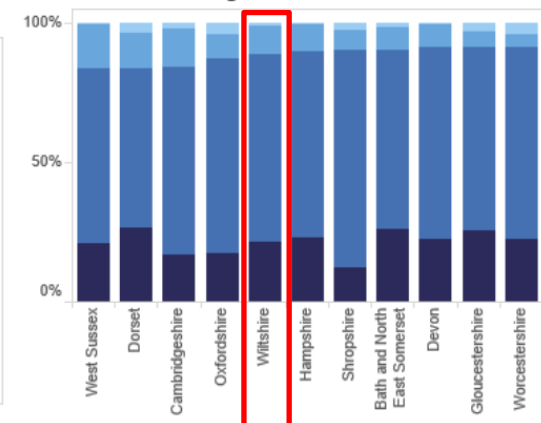
South West as at 31 Aug 17



Wiltshire in South West

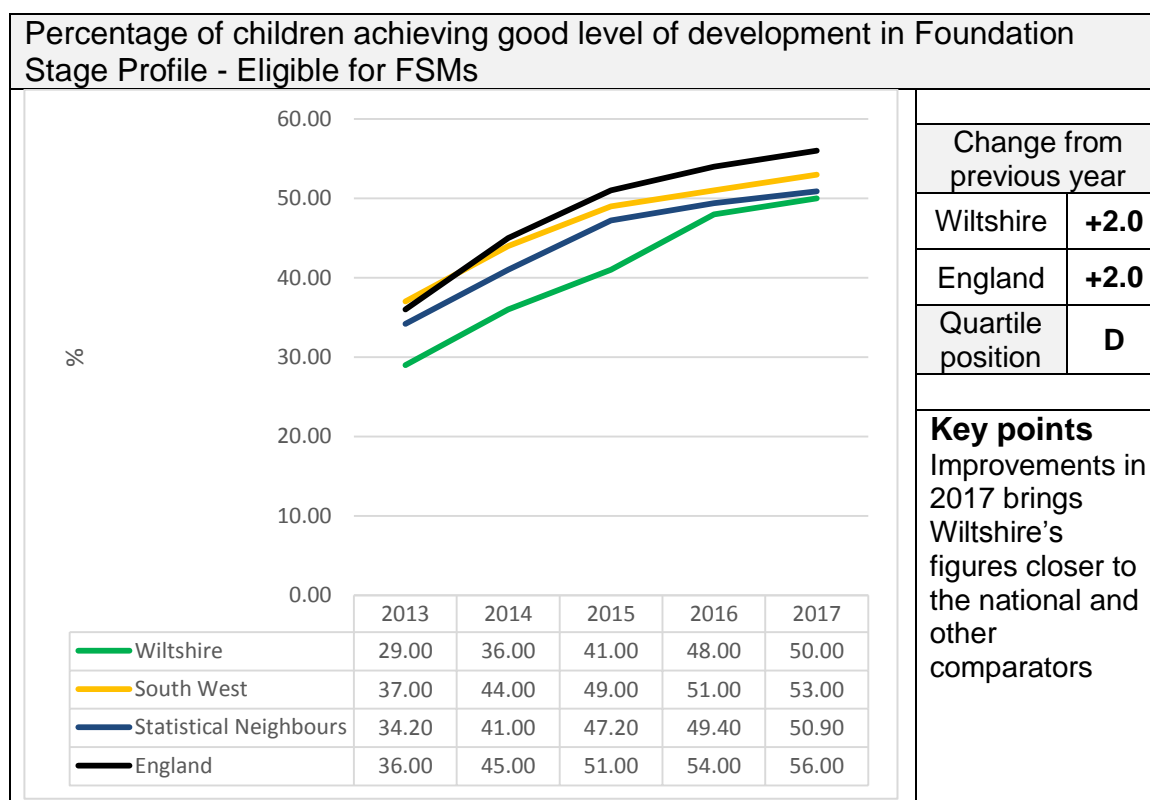
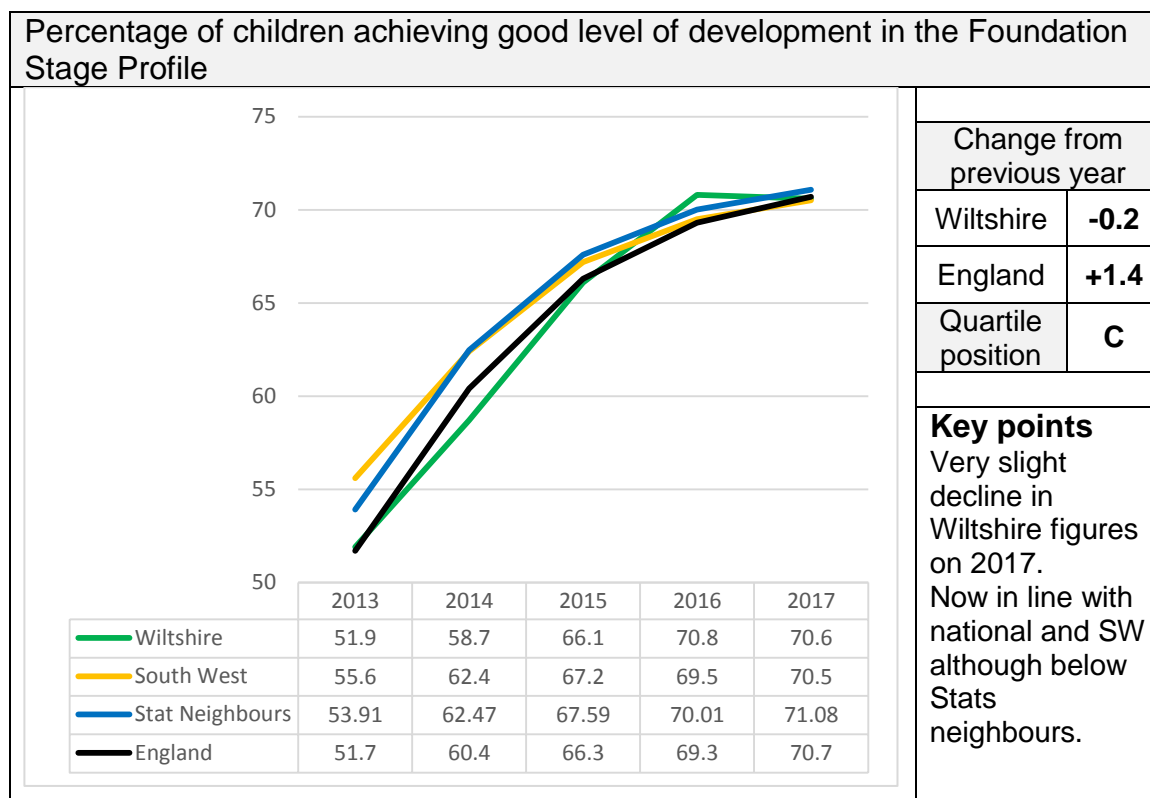


Local authority areas similar to Wiltshire as at 31 Aug 17

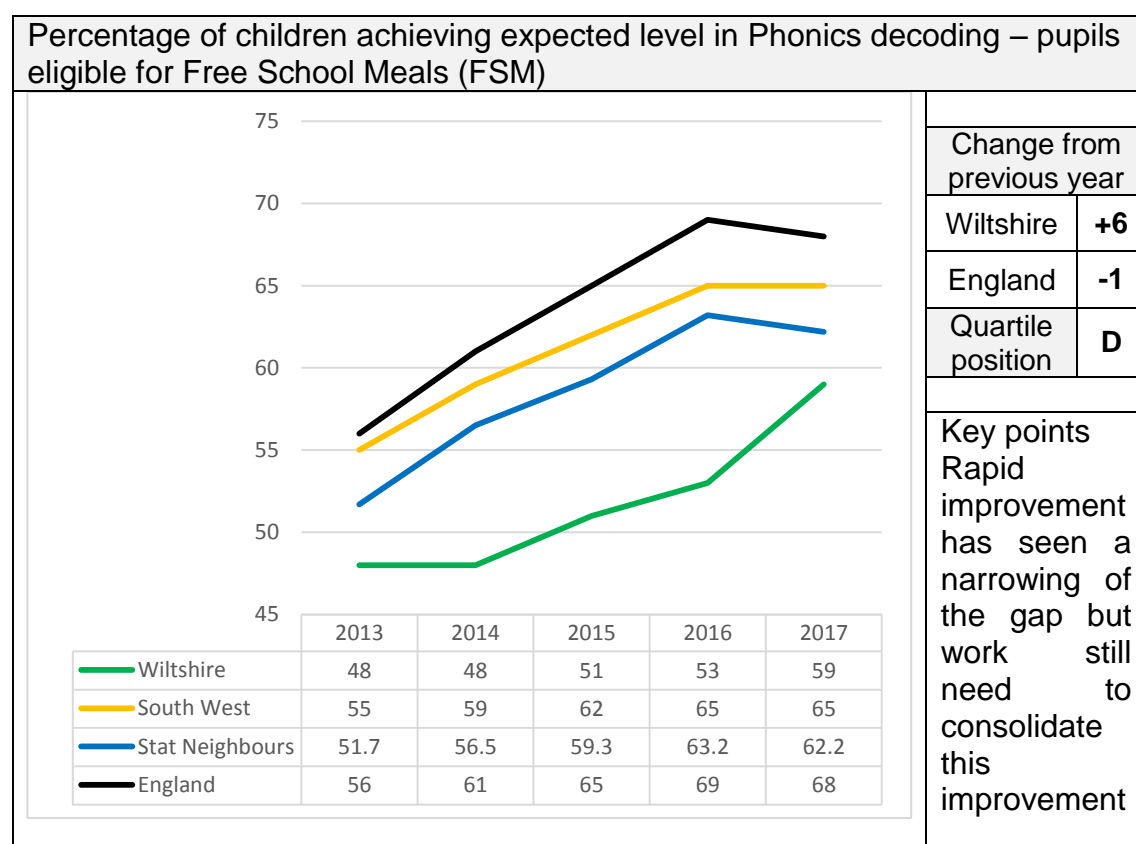
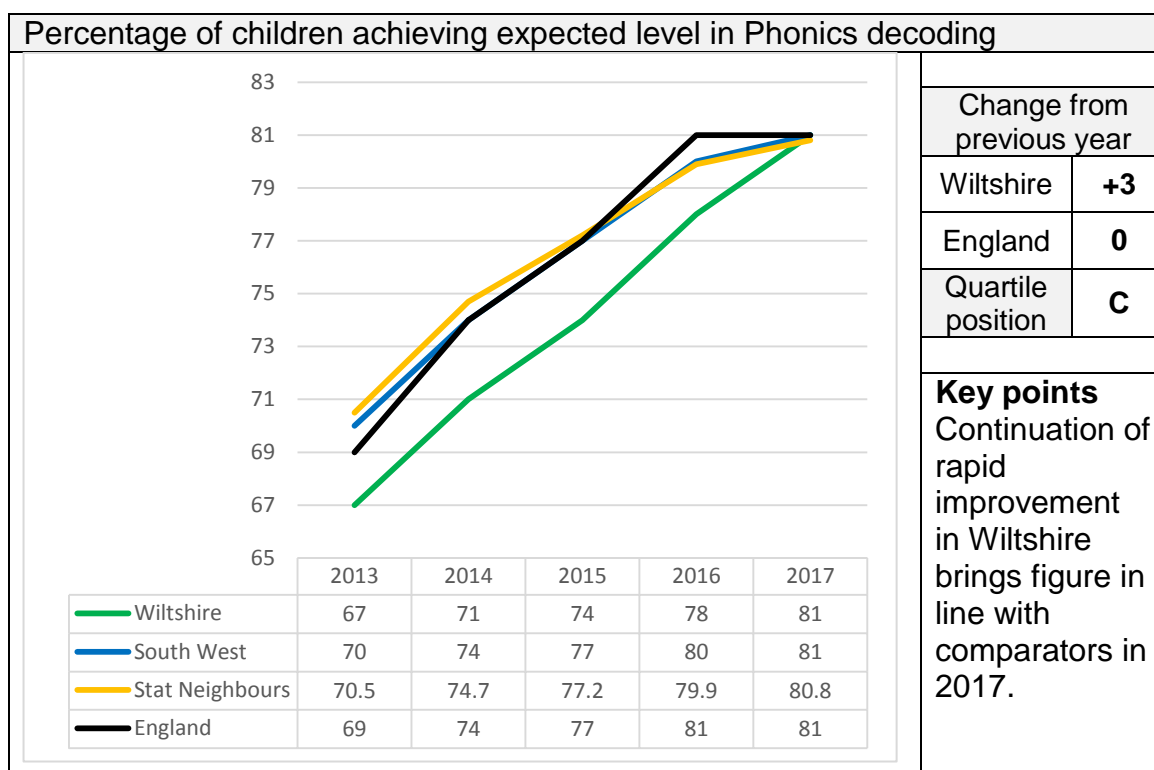


Performance Overview at each Phase and Key Stage

Foundation Stage (teacher assessment at age 5)

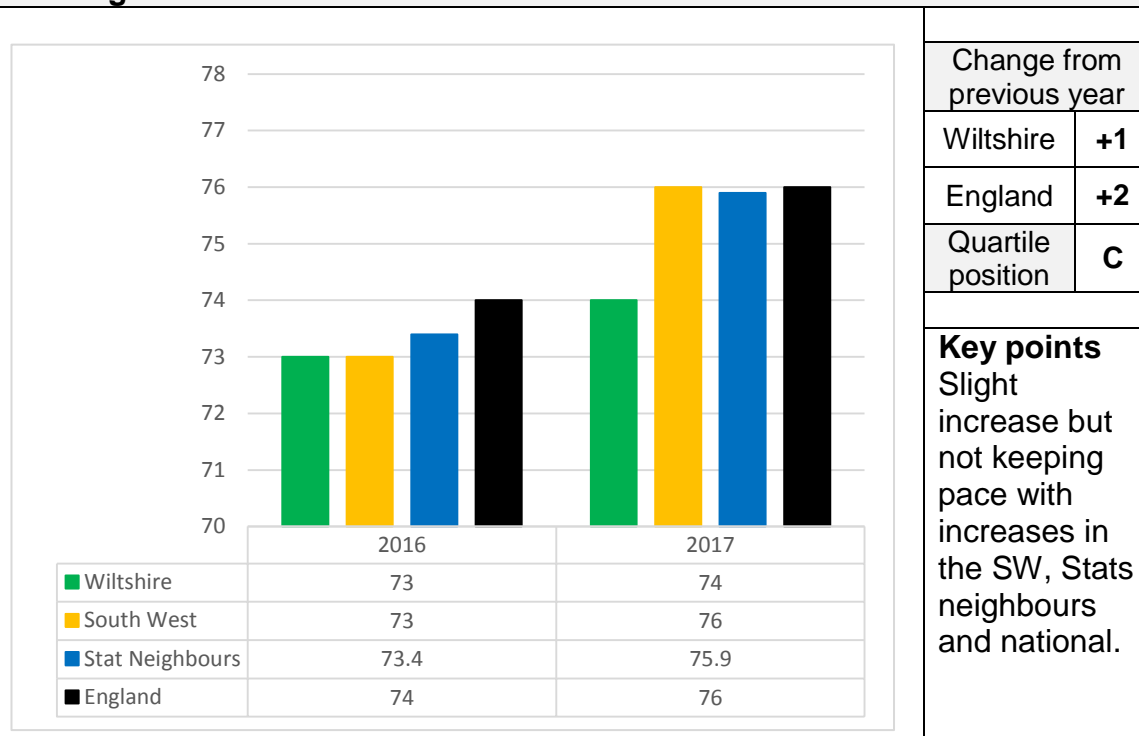


Phonics Screening Check (age 6)

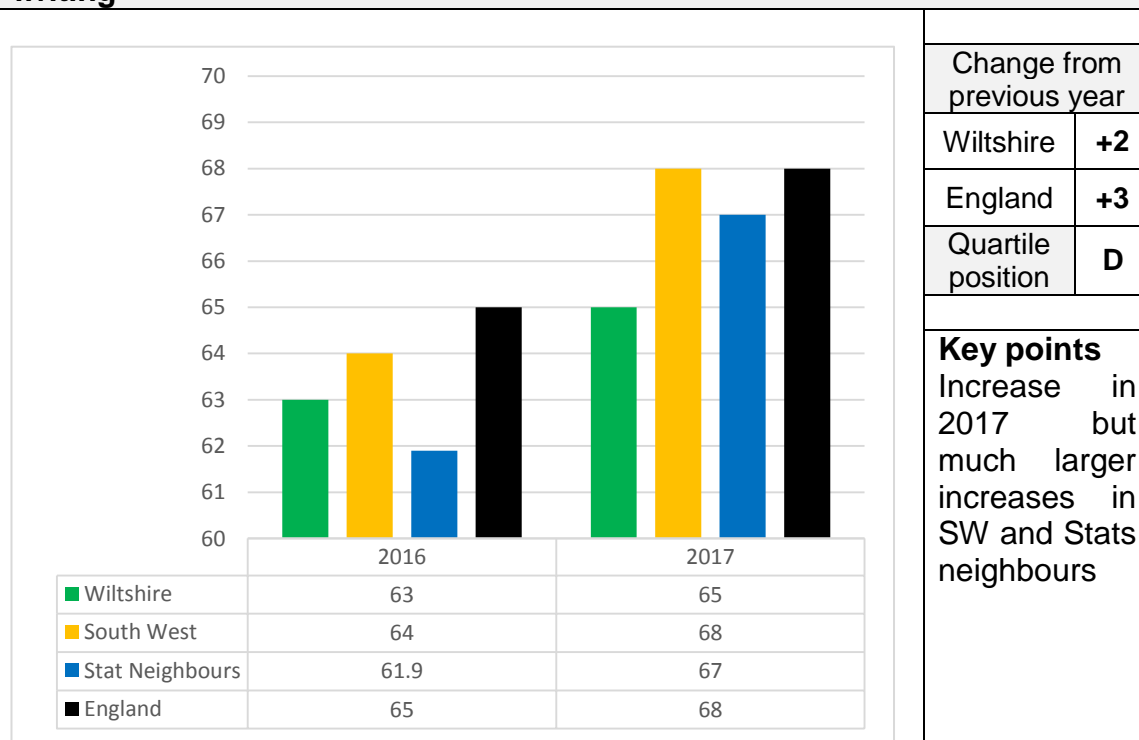


KS1 performance (teacher assessments informed by test at age 7)

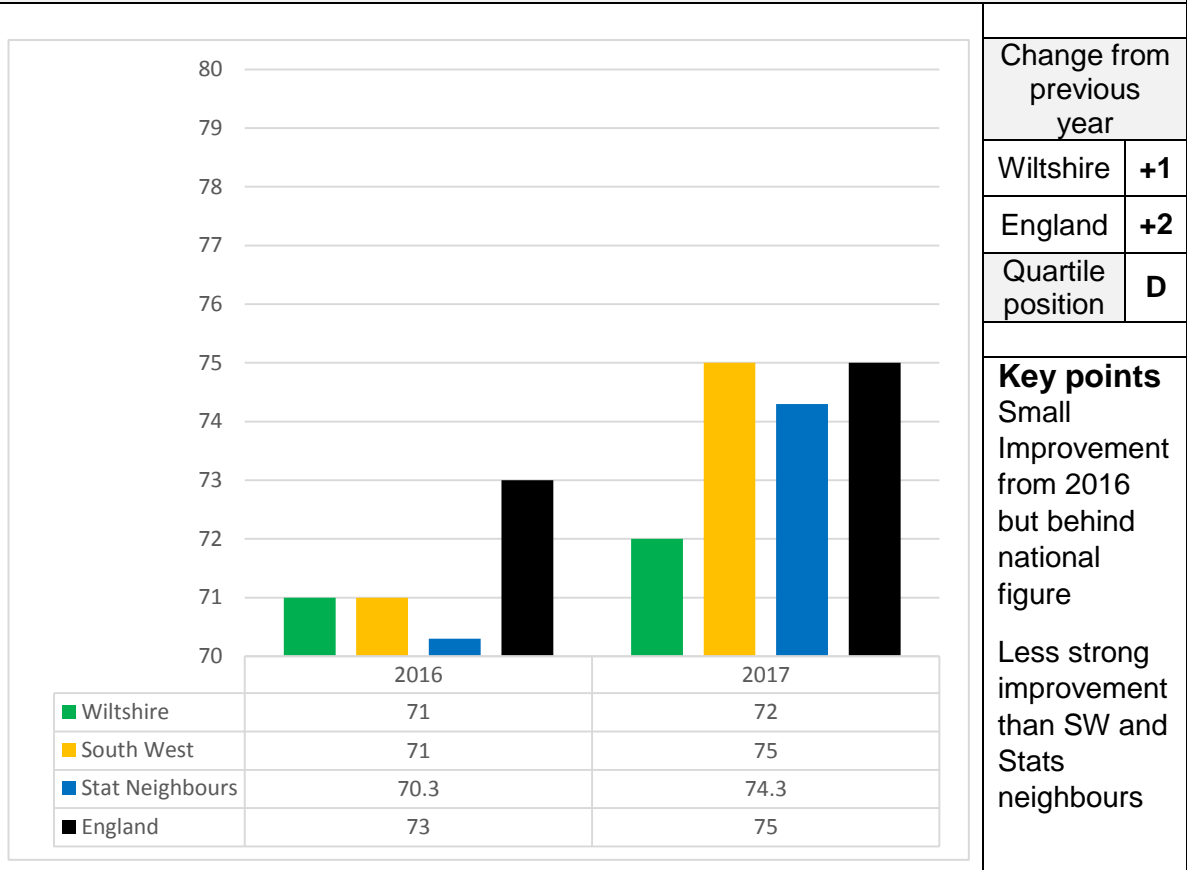
Percentage of children achieving expected standard and above in end of KS1 reading



Percentage of children achieving expected standard and above in end of KS1 writing



Percentage of children achieving expected standard and above in end of KS1 maths

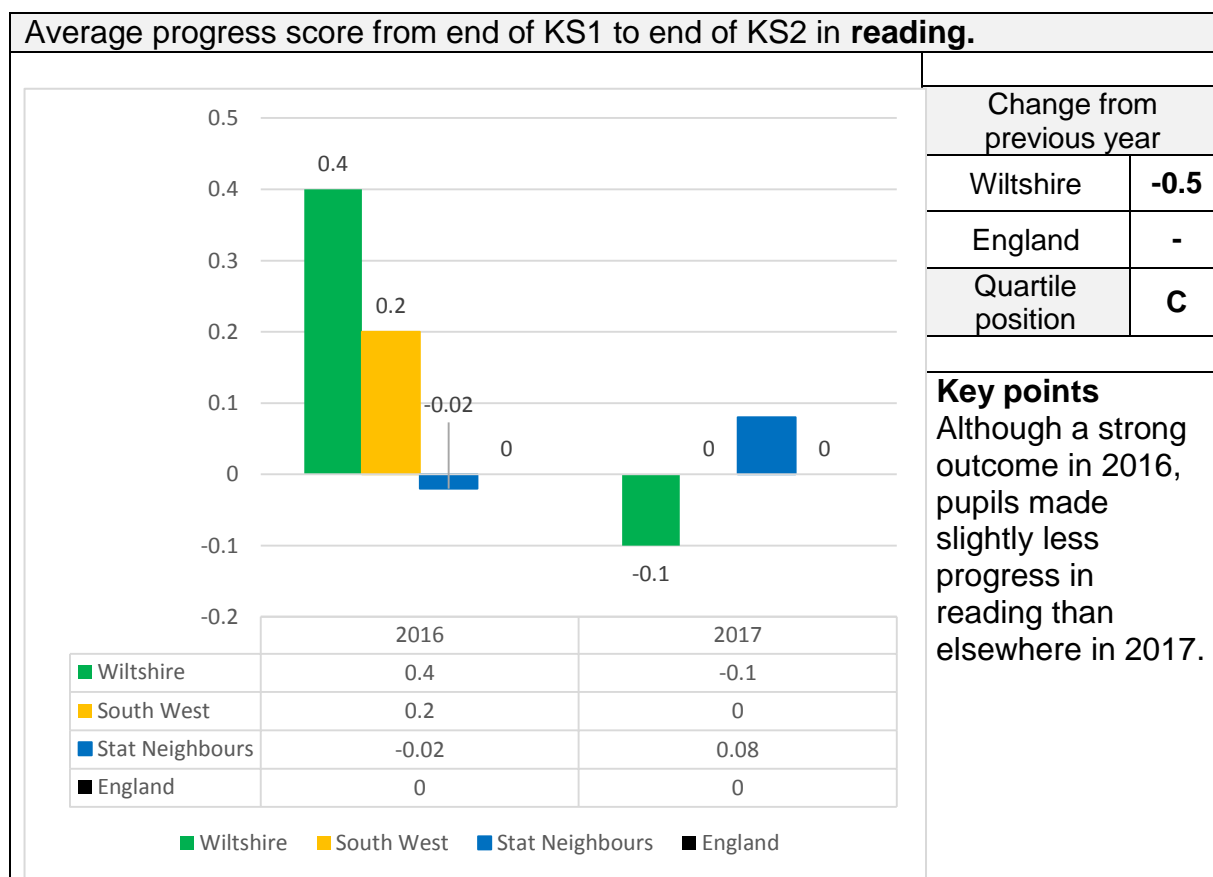
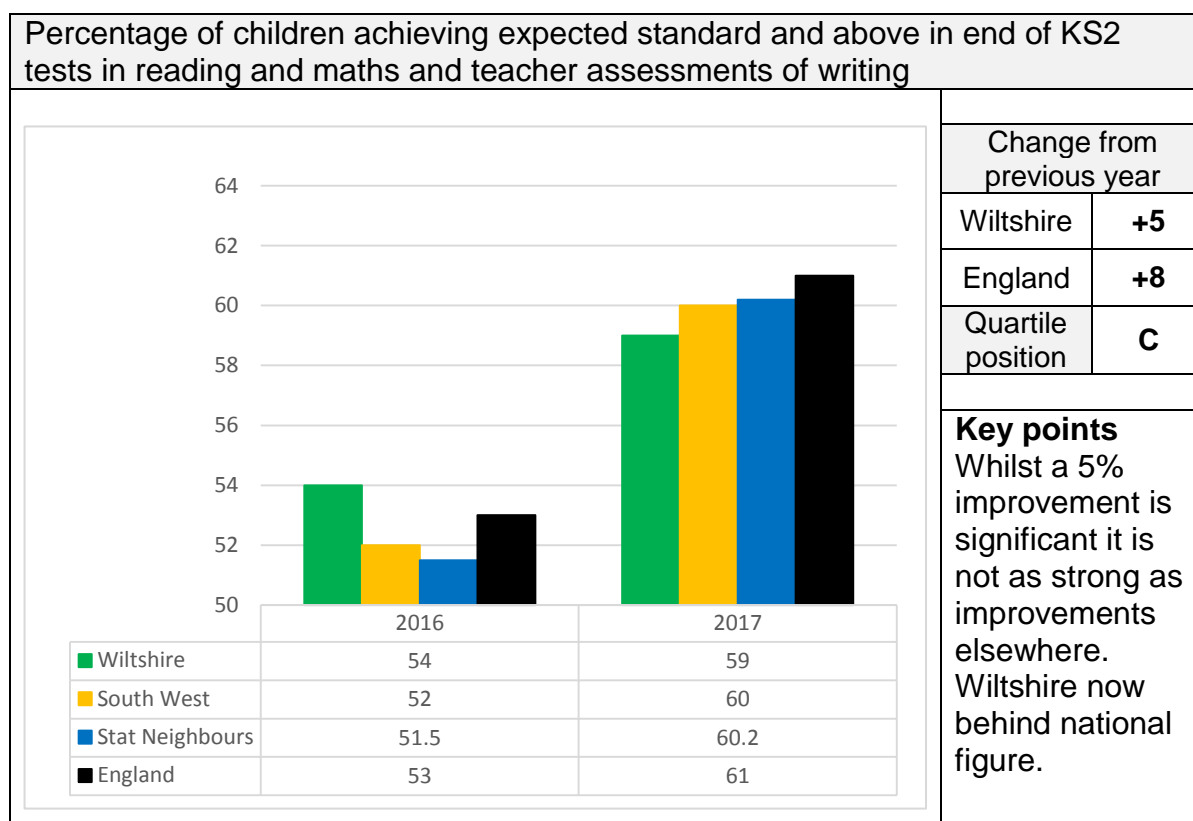


Foundation Stage, Phonics and KS1 Summary

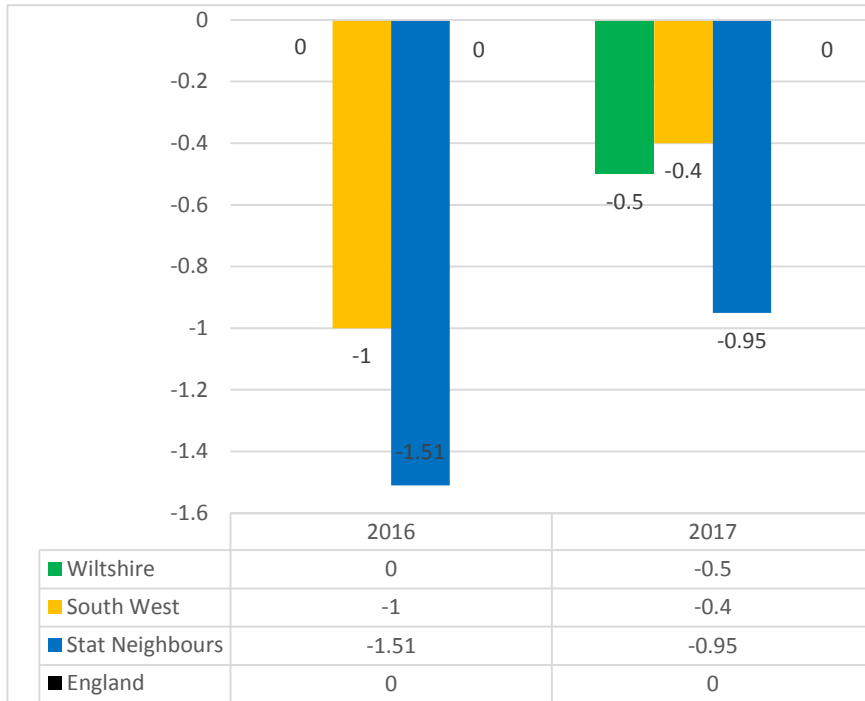
For the Foundation Stage and for Phonics assessment there have been rapid improvements over the last few years although there has been a slight dip in FSP in 2017. Phonics outcomes, which have been a concern over the last few years, are improving rapidly and the gap has narrowed between Wiltshire and national, SW and stats neighbours. Despite a very large increase in the Good Level of Development for pupils eligible for FSM, there continues to be a smaller proportion of pupils attaining this benchmark than FSM pupils elsewhere.

At KS1, although small increases in Wiltshire are evident, much larger increases in the south west, with statistical neighbours and across England leave large gaps between results in the county and elsewhere.

KS2 performance (National test in reading and maths and teacher assessment of writing at age 11)



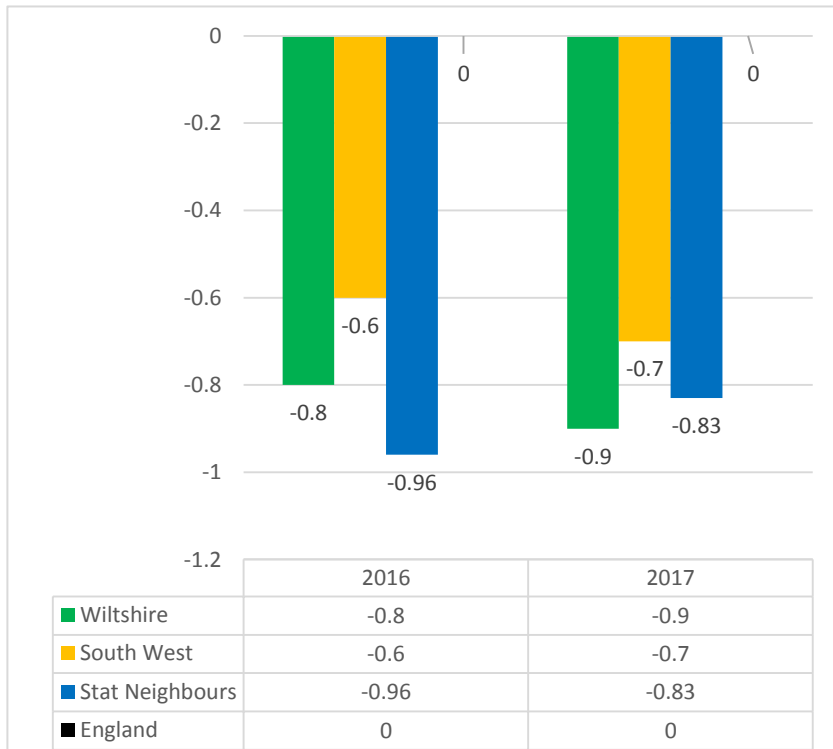
Average of progress score from end of KS1 to end of KS2 in writing.



Change from previous year	
Wiltshire	-0.5
England	-
Quartile position	D

Key points
 Pupils on average made the same progress as national in 2016 and better than SW and SN. They made slightly less progress on average in 2017 although stats neighbours fared worse again.

Average of progress score from end of KS1 to end of KS2 in maths.



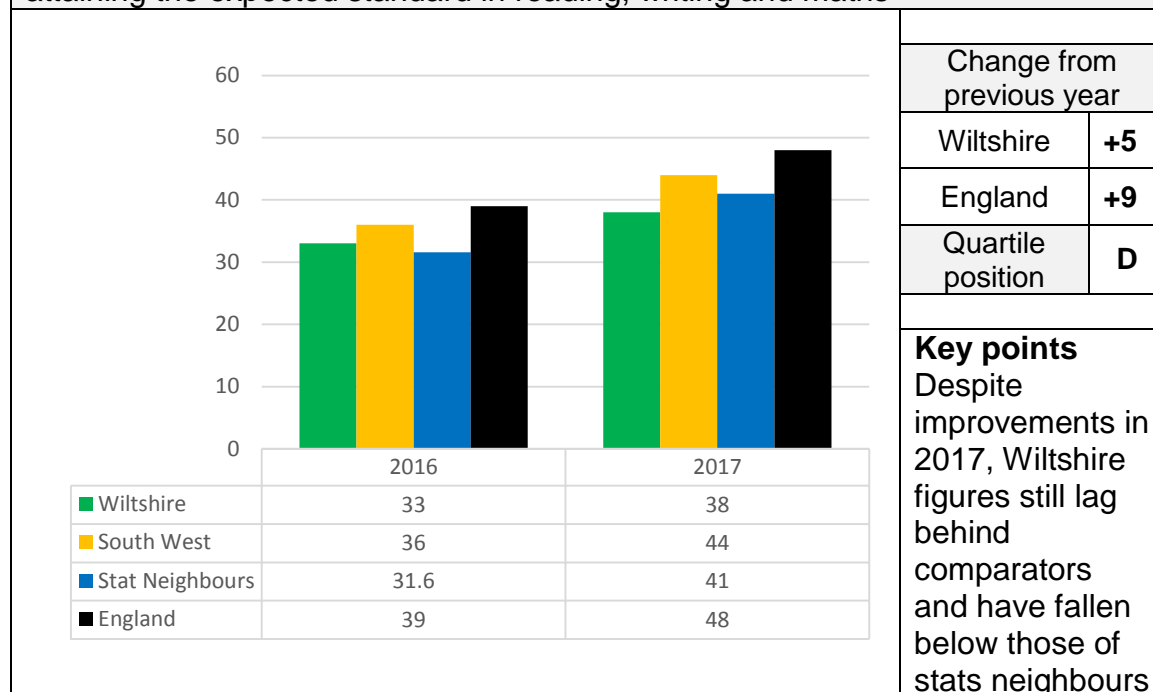
Change from previous year	
Wiltshire	+0.1
England	-
Quartile position	D

Key points
 A low figure in 2016 the progress pupils made in 2017 remained low and whilst stats neighbours improved Wilts figures did not.

KS2 Vulnerable Group performance

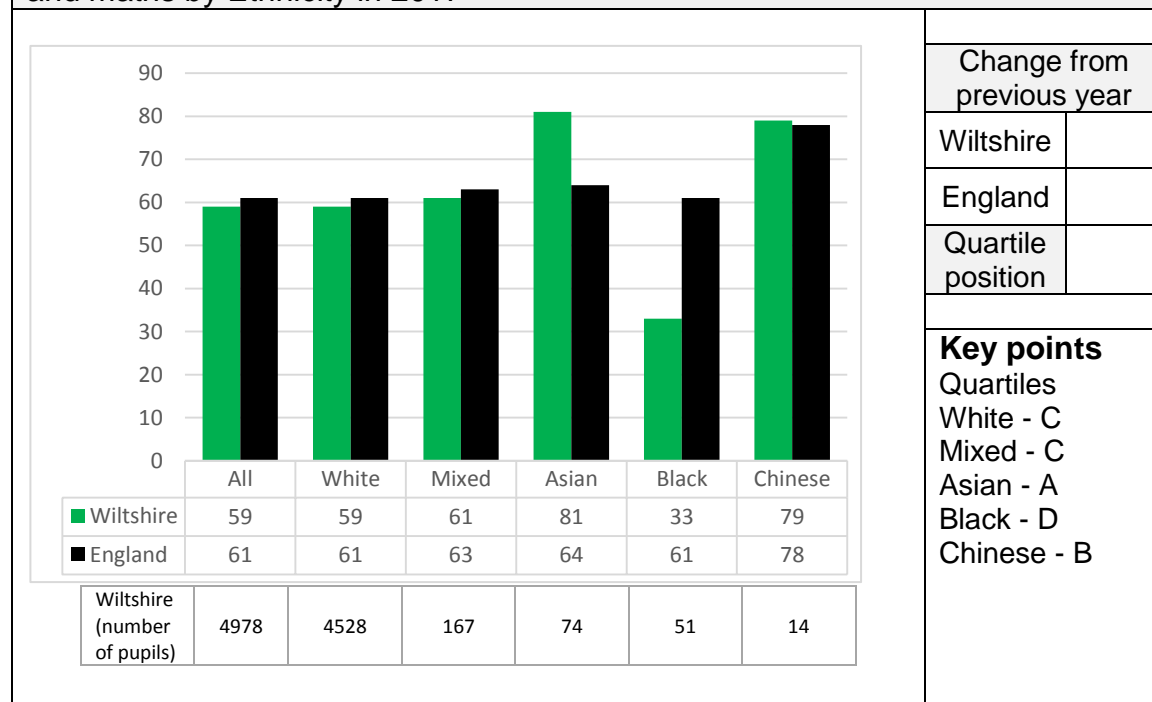
Disadvantage (Pupils eligible for the Pupil Premium – FSM at any time over the last 6 years, Looked after Children and adopted from care)

KS2: Percentage of pupils eligible for the pupil premium (Disadvantaged) attaining the expected standard in reading, writing and maths



Ethnicity

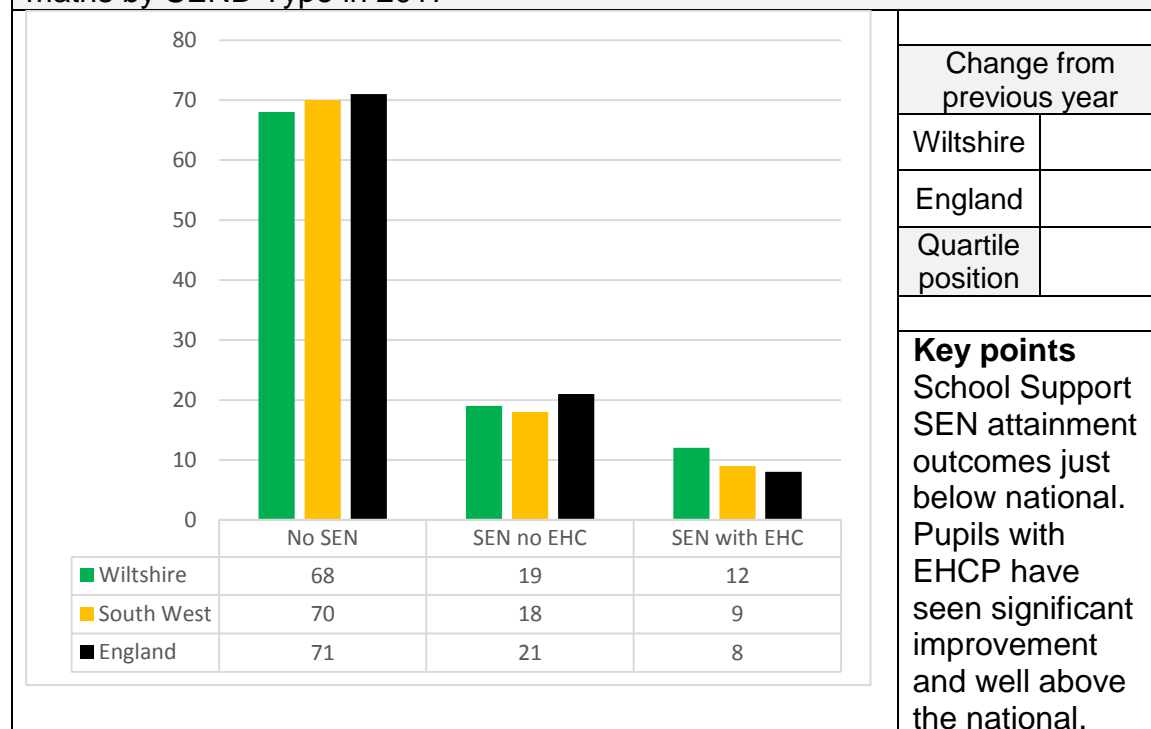
KS2: Percentage of pupils attaining the expected standard in reading, writing and maths by Ethnicity in 2017



Special Educational Needs and Disabilities (SEND)

KS2	% reaching expected standard		Quartile Position
	Wiltshire	National	
No identified SEND	68	71	D
SEND without a statement/EHCP	19	18	C
SEND with a statement/EHCP	12	8	A

Percentage of pupils attaining the expected standard in reading, writing and maths by SEND Type in 2017



Children from Service Families

Wiltshire children at the end of KS2	% reaching Expected Standard in Reading, Writing and maths	Average Progress Score Reading	Average Progress Score Writing	Average Progress Score maths
Service Child	57	0	-0.4	-0.8
Not Service Child	59	-0.1	-0.5	-0.9

KS2 Summary

Whilst there have been improvements in attainment these have not been as high as improvements elsewhere particularly with statistical neighbours and in the south west. This reduction in comparable benchmarks of achievement can be linked to the lower progress in reading and writing and particularly low maths progress compared with figures nationally. Figures for pupils vulnerable to underachievement continue to lag behind both their peers and the same group elsewhere. The achievements of disadvantage learners and black pupils are of particular concern.

The performance of pupils with an EHCP were in the top quartile and children from service families achieved slightly higher progress figures than their peers in Wiltshire.

Performance end of KS4 Performance (external examination at age 16) Provisional figures only

The principal means of assessing student attainment at the end of Key stage 4 is by the General Certificate Secondary Education (GCSE) examination. The performance measure includes a range of other qualifications for which an equivalence point score has been assigned. The information here is based on provisional results and will be subject to change once final results are published at the end of January 2017.

Note regarding the new GCSE grading system for English and maths from the DfE.

“New GCSEs in English and mathematics were taught from September 2015 with the first examinations taking place in Summer 2017. New GCSEs in other subjects were phased in for first teaching from September 2016, continuing into 2017 and a very small number from 2018. To ensure all students benefit from the reformed qualifications, only the new GCSEs will be included in the secondary performance tables as they are introduced (for 2017, this includes only reformed GCSEs in English and mathematics). As part of these reforms, a new grading system is introduced from 2017 to replace the A to G system with a new 9 to 1 scale for new reformed GCSEs” (DfE, SFR 57/2017).*

The previous Grade C equivalent falls between a grade 4 and 5 (grade 1 being low and grade 9 high). The information here will specify whether a grade 4 or 5 has been used.

The new accountability measures are taking account of a wider range of results than before and focus on both attainment and progress across a number of subjects.

From 2016 the DfE implemented a new accountability system replacing the old 5 or more good (A*-C) GCSE measures with Progress 8.

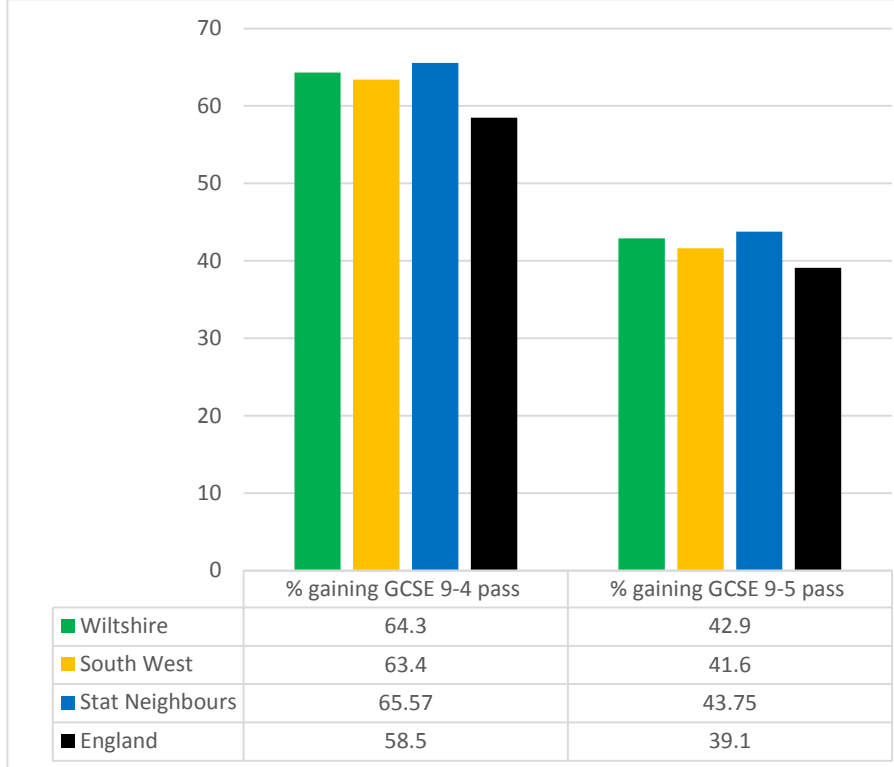
Progress 8 is now the main indicator of schools performance. This measure aims to show the progress of each pupil from end of KS2 to the end of KS4 and compares the score for each pupil with similar pupils with the same starting point. The same combination of results is used as in Attainment 8. Progress 8 is a relative score and the national figure is 0. An average score is calculated and a score of +1 means that on average pupils are achieving one grade better than pupils with the same starting point from KS2.

Attainment 8 measures the attainment of pupils in 8 qualifications. These include English and maths (both are double weighted to reflect the importance of these subjects), 3 other English Baccalaureate (EBacc) qualifications and another 3 qualifications from a list approved by the DfE.

Attainment in English and maths looks at the percentage of pupils who achieve both of these.

Achievement in the English Baccalaureate (EBacc) measuring the proportion of pupils awarded 4+ or 5+ in English and maths and an A*-C in core academic subjects including science, a language, and history or geography.

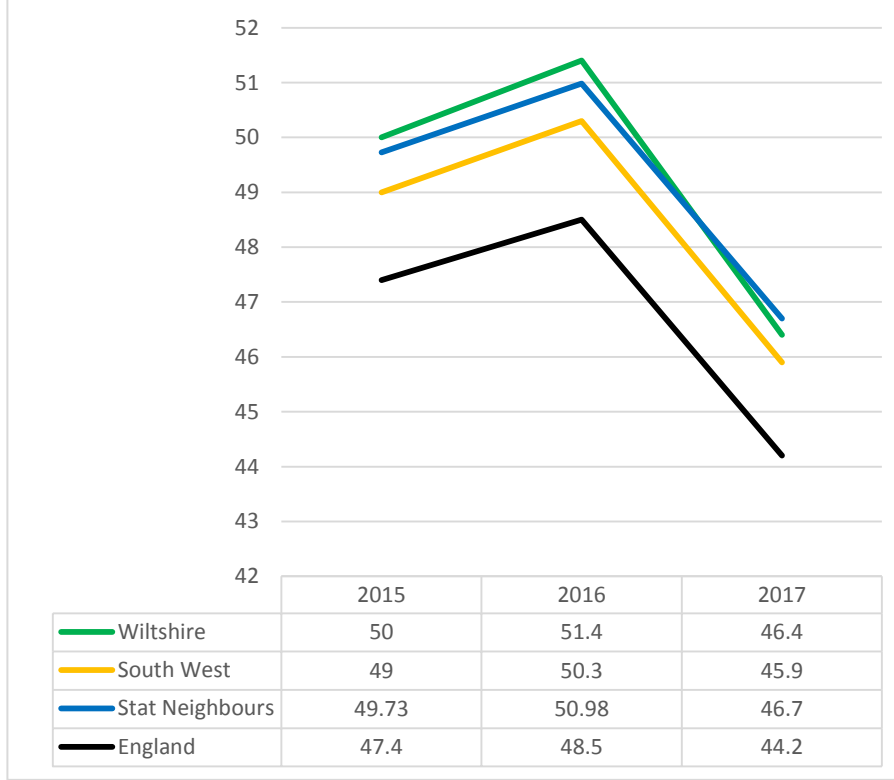
Percentage of pupils gaining a 9-4 or 9-5 pass in English and maths in 2017



Quartile position	
9-4	B
9-5	B

Key points
Both of these indicators remain higher than the national figure although slightly below statistical neighbours

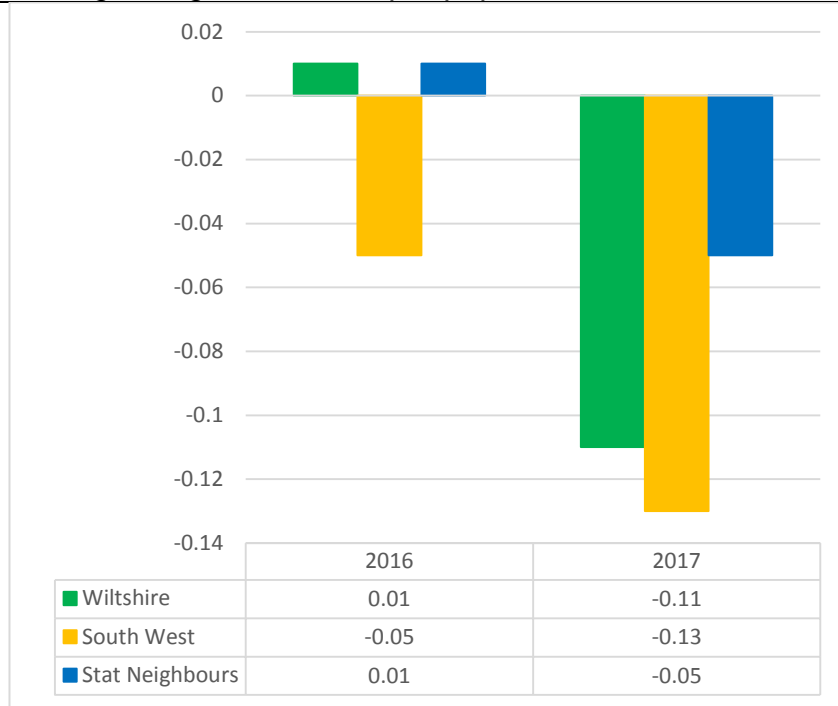
Average Attainment 8 score per pupil



Change from previous year	
Wiltshire	-5
England	-4.3
Quartile position	B

Key points
Reflecting the national picture, the decline in attainment still keeps Wiltshire higher than the national figure

Average Progress 8 score per pupil



Change from previous year

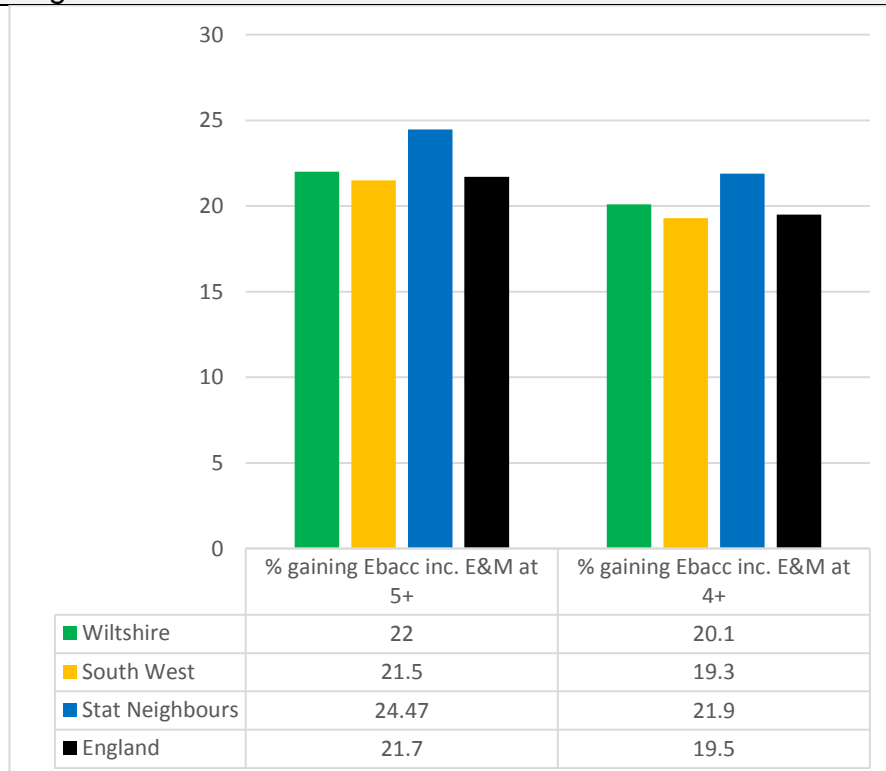
Wiltshire **-0.12**

Quartile position **C**

Key points

A reduction on the progress pupils made across the Progress 8 subjects compared with SW and Stats neighbours is reflected in the figures for 2017.

Percentage of pupils achieving the English Baccalaureate incl 4+ or 5+ pass in English and maths in 2017



Quartile position

4+ **C**

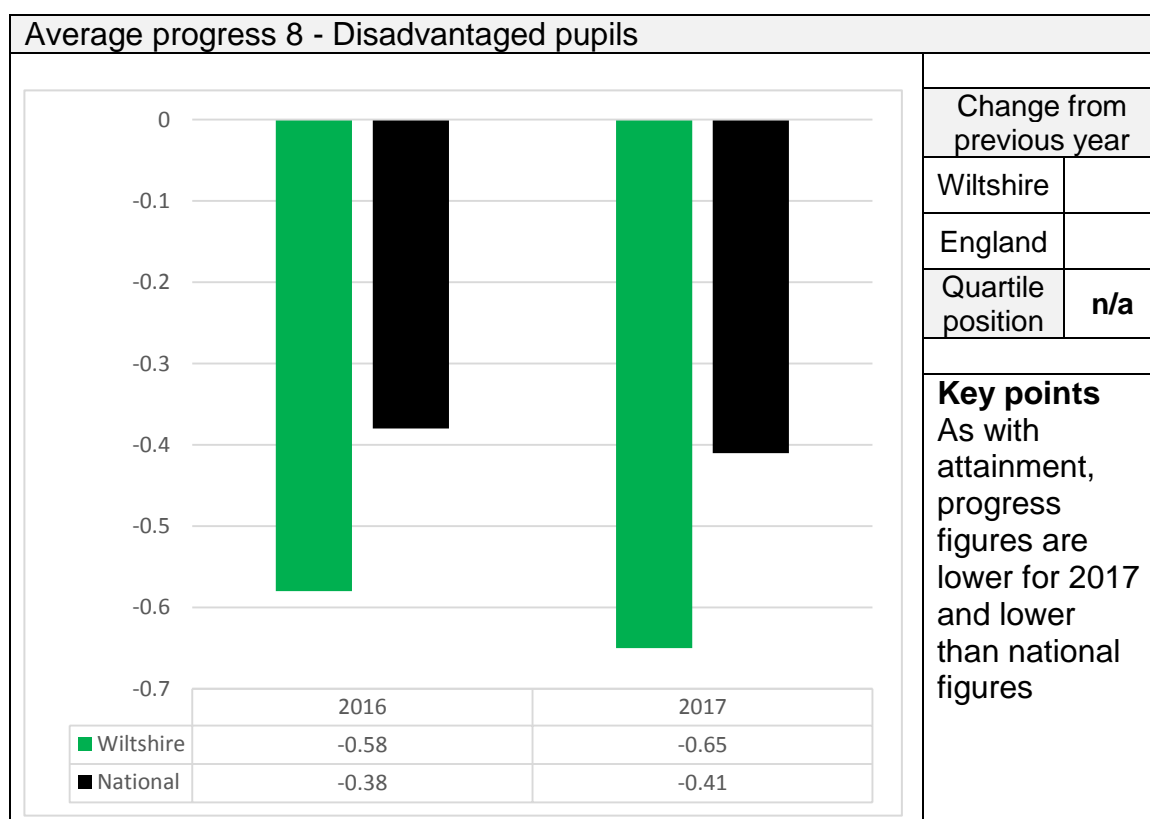
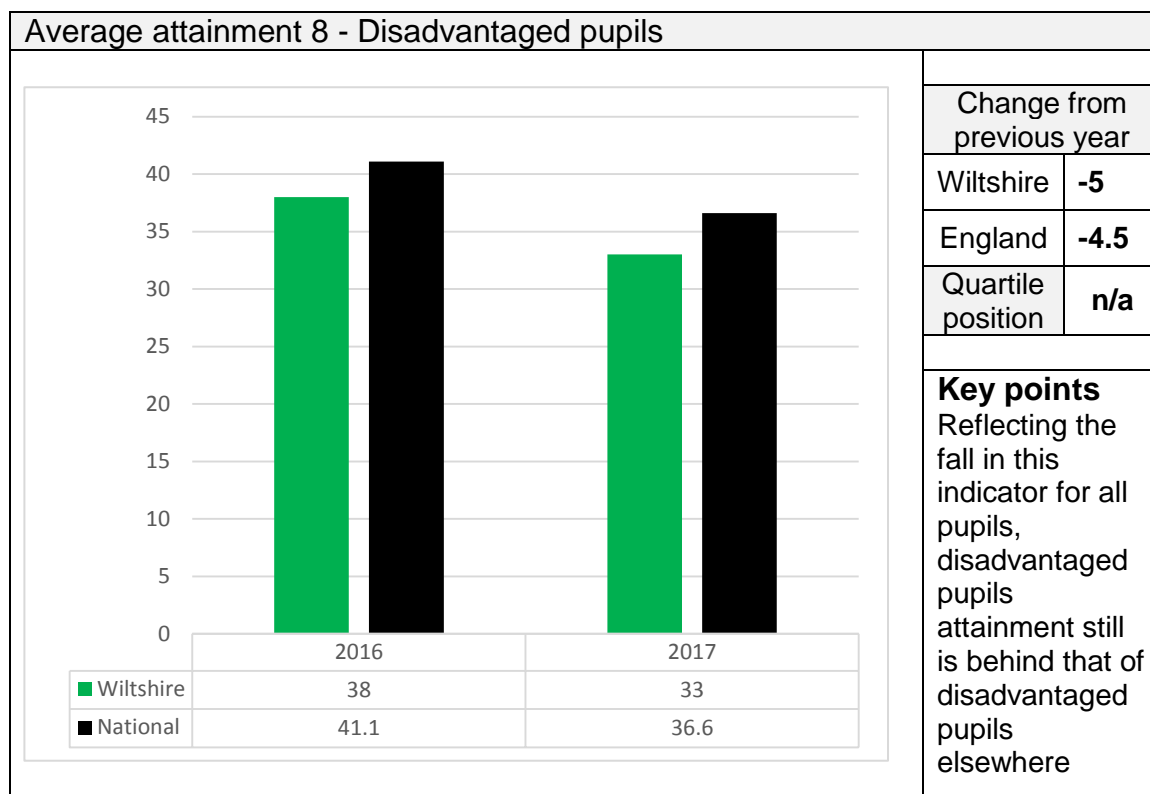
5+ **C**

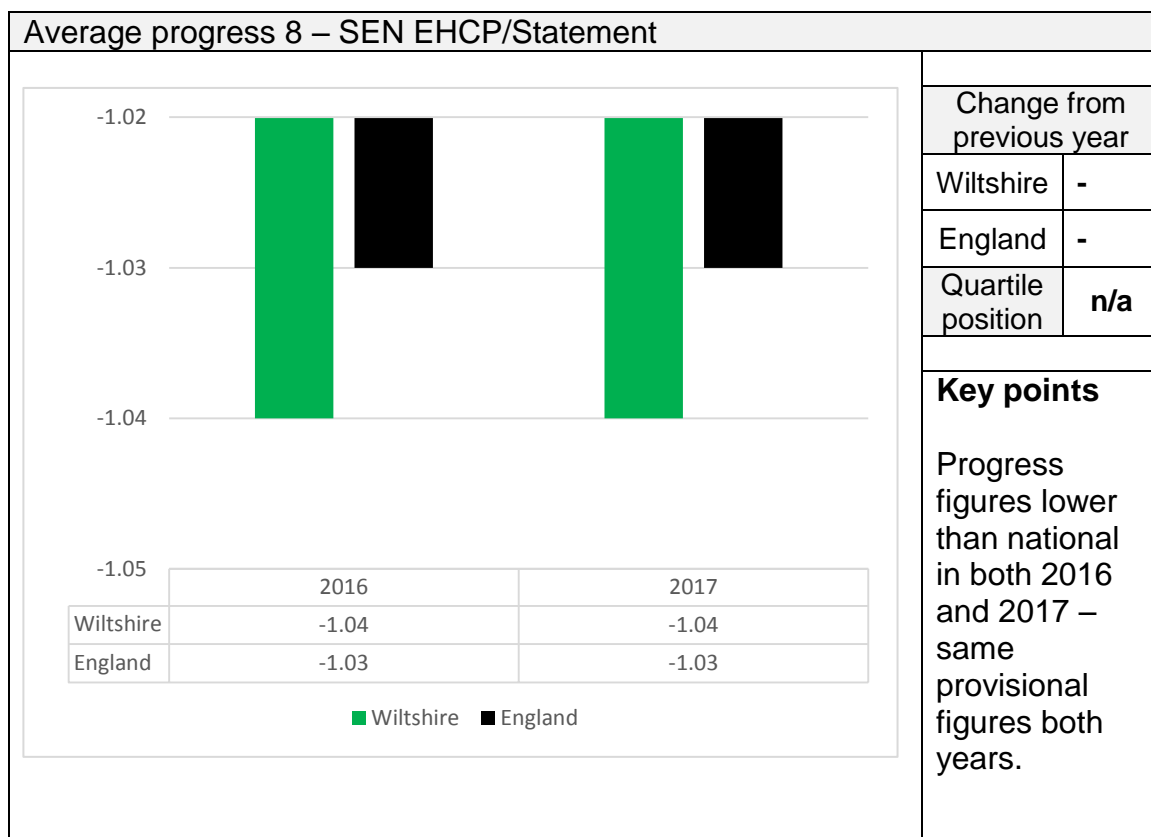
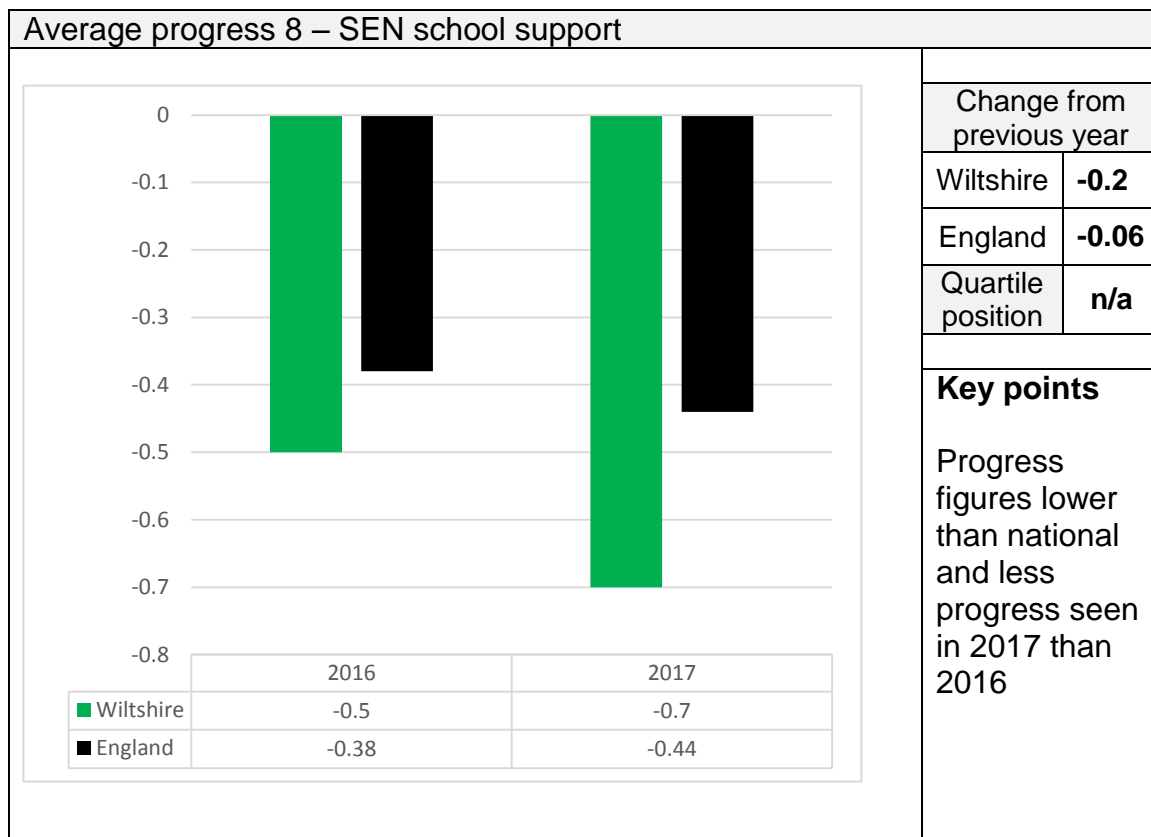
Key points

Wiltshire's figures marginally above the national and SW figures although below Stats neighbours.

KS4 Vulnerable Group performance (provisional data)

Disadvantaged Pupils

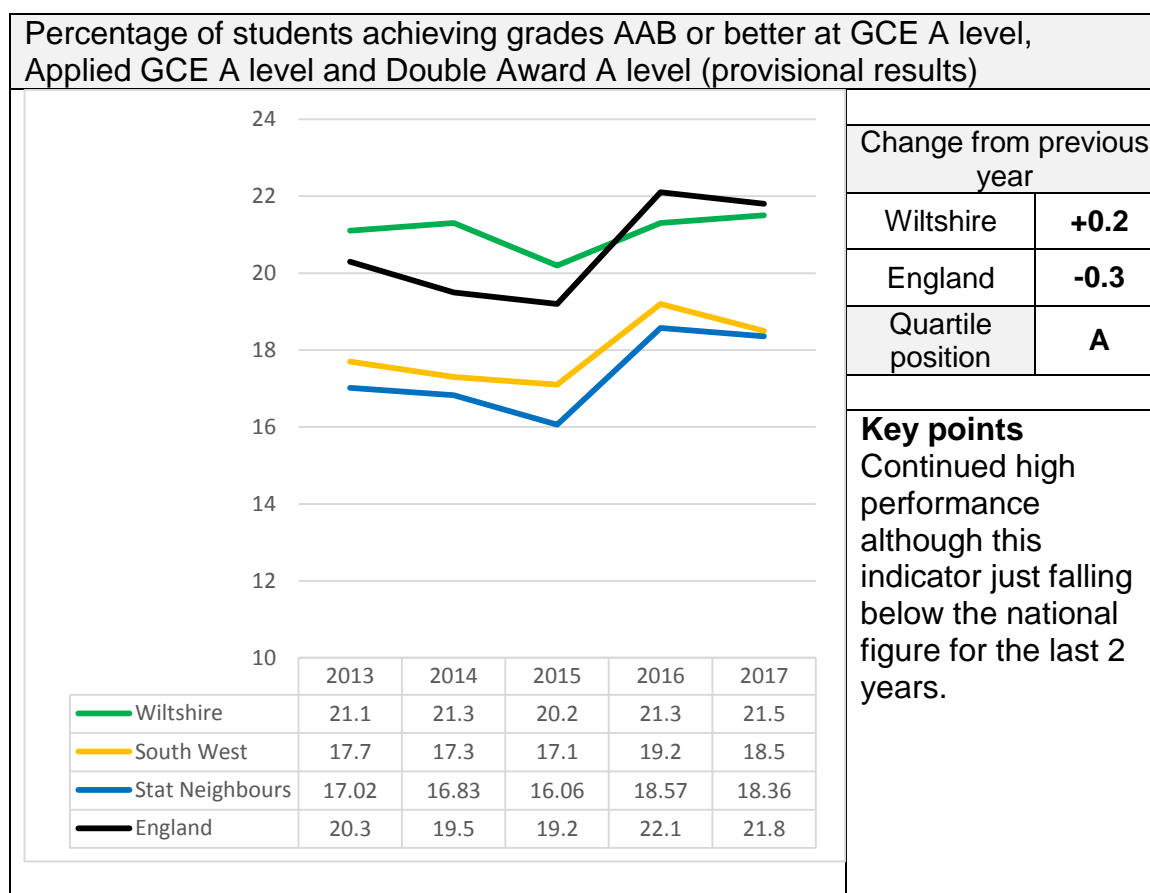




Service families

KS4 Pupils with a parent in the services	Number of pupils	Attainment 8	Progress 8 score
service pupils	371	44.1	-0.26
all other pupils	4373	46.6	-0.10

KS5 Performance (External examination at age 18)



KS4 and KS5 summary

Whilst attainment figures remain high at KS4 and at KS5, progress and the performance of vulnerable groups remains of concern. The English Baccalaureate figures, whilst comparable to national and south west figures, are not as high as statistical neighbours. Pupils from service families do not do as well as their peers and is of concern. However the performance of pupils with SEND and who are disadvantaged is also of concern and continues to be a high priority.

Types of school – analysis of outcomes at KS2 and KS4

a) LA Maintained and academy

i) **Primary Schools** (NB exp+ = reaching the expected standard and above)

KS2	Number of LA schools (LA pupils)	% exp+ RWM (national)	% exp+ Read (national)	% exp+ Write (national)	% exp+ Maths (national)
LA maintained	137 (3437)	60 (62)	74 (73)	76 (77)	74 (76)
Academies	55 (1524)	56 (61*)	70 (71*)	74 (77*)	68 (75*)
• Sponsored	14 (314)	48 (52)	62 (62)	68 (71)	60 (67)
• Converter	41 (1210)	59 (65)	72 (75)	75 (80)	70 (78)

ii) **Secondary schools.**

KS4	Num schools (pupils)	Ave Attainment 8 score (national figure)	Progress 8 (national figure)
LA maintained	4 (453)	42.6 (46)	-0.19 (-0.05)
Academies	26 (4226)	47.5 (48)	-0.08 (0.03)
• Sponsored	3 (348)	40.0 (42)	-0.23 (-0.13)
• Converter	22 (3780)	48.6 (50)	-0.03 (0.10)
• UTC	1 (98)	32.7 (37)	-1.38 (-0.87)

Academies are state funded independent schools directly funded by the DfE. Sponsored academies are supported by another academy or Multi Academy Trust (MAT) and typically will have been identified as underperforming. Converter academies have converted to academy status as they had a good or outstanding Ofsted inspection judgement at the time of conversion. It is therefore not surprising to see that converter academies have a higher performance levels than sponsored academies. At KS2 LA Maintained schools have a higher performance level than other types of schools although at KS4 converter academies out-perform others.

b) All through Primary and Junior Schools

KS2	Num schools	Num pupils	% exp+ RWM (national figure)
Primary	185	4507	60 (62)
Junior	7	454	53 (63)

KS2 Progress	Reading (national figure)	Write (national figure)	Maths (national figure)
Primary	0 (0.2)	-0.4 (0.2)	-0.9 (0.3)
Junior	-0.4 (-0.8)	-1.8 (-0.6)	-1.1 (-0.8)

All through primary schools have higher performance levels at KS2 than those of junior.

c) Size of year 6 cohort (numbers being assessed at the end of yr6)

Size Cohort	Num schools	% exp+ RWM (national figure)	Re progress (national figure)	Wr progress (national figure)	Ma progress (national figure)
1 – 15	57	58 (61)	0.8 (0.5)	-0.9 (-0.3)	-1.0 (-0.7)
16 – 30	82	61 (62)	0.3 (0.3)	-0.2 (0.1)	-0.6 (0.2)
31 – 60	46	59 (61)	-0.5 (0.1)	-0.5 (0.2)	-0.8 (0.2)
61 – 90	7	54 (62)	-0.8 (-0.2)	-1.4 (0.0)	-2.1 (0.0)
91+	0	n/a (63)	n/a (-0.7)	n/a (-0.6)	n/a (-0.6)

The highest performing cohort size is 16- 30 reflecting the typical class size of about 30.

d) Religious Character

i)Primary Schools

Religious character	Num schools	Num eligible pupils	%exp+ RWM (national figure)
None	60	1859	56 (61)
RC	10	291	56 (67)
CofE	120	2760	62 (64)

Religious character	Re progress (national figure)	Wr progress (national figure)	Ma progress (national figure)
None	-0.7 (-0.1)	-0.4 (0.1)	-1.0 (0.0)
RC	0.1 (0.8)	-0.1 (0.3)	-0.6 (0.8)
CofE	0.3 (0.3)	-0.6 (-0.2)	-0.9 (-0.2)

ii)Secondary Schools

Religious character	Num schools	KS4 pupils	Average Attainment 8 score (national figure)	Progress 8 (national figure)
None	23	3854	46 (47)	-0.12 (-0.01)
CofE	4	393	49 (48)	-0.30 (0.04)
RC	2	221	51 (49)	0.38 (0.10)

A mixed picture not showing differences in performance in schools of differing religious character. However secondary Catholic schools show a higher performance level than others.

Main Considerations for the Council

Current activity

- The School Effectiveness service continues to monitor and risk assess schools and academies. An Annual Performance Assessment (APA) is carried out using the most recent end of key stage 2 and 4 data for all schools and academies. In addition, for all LA maintained schools, an ongoing risk assessment of current activity to bring about improvements is also carried out by the Challenge and Support Partner (CASP) three times a year.
- Where concerns have been identified additional support is provided or brokered and more intensive monitoring of improvements is carried out through the School Effectiveness Reviews (SERs) .
- The Education Transformation Board is working with schools, academies, Teaching School Alliances, Multi Academy Trusts and other partners to secure arrangement for school monitoring and improvements to support a secure self-improving school-led system. Work is being carried out to build capacity and continue to ensure that local expertise is used to support improvements across the system.
- Sharing of key messages regarding the continued and improved implementation of the primary national curriculum and assessment processes is ongoing. Headteacher forums, subject leaders networks and CASPs have been used to pass on vital information to support schools to continue to develop an effective programme to meet the increased demands of the national curriculum and assessments in KS1 and 2.

Priorities for raising achievement in 2018 and beyond

1. Raising overall standards and ensuring that school standards do not decline further.
 - Monitor school outcomes through the LASER process and the new annual performance assessments to identify and intervene early with underperforming schools.
 - Schools identified through the annual performance assessment as underperforming or of concern will have a mid-year letter requesting outcomes for 2018 to ensure resources are allocated efficiently and broker in additional support where needed.
 - Liaise with the Regional Schools Commissioner to challenge schools with identified underperformance and/or gaps and broker access to effective school to school support.
 - Increase the number of outstanding schools with a focus on developing leadership and high quality teaching to improve outcomes particularly in KS1 and KS2 through liaising with teaching Schools Outstanding Teaching programmes.
 - Implement processes designed by the Education Transformation Board to support self-improving, self-sustained schools in Wiltshire.

2. Raise the achievement for all but especially of Disadvantaged Learners
 - In partnership with Pickwick Teaching School to support a joint bid for Round 2 of the Strategic School Improvement Fund on targeting schools to raise outcomes for disadvantaged learners.
 - As South West priority work collaboratively with the Regional School Commissioner on a pilot project
 - Develop greater consistency and clarity of the role of the disadvantaged learner lead in schools and settings by using job roles and the Disadvantaged Learners Charter
 - Greater communication and enabling of school staff through network and other meetings to support vulnerable learners
 - Develop greater understanding of the disadvantaged learner agenda for governors through governor training
 - Enabling and embedding work to support schools engaging parents to support their children in school.

3. Raise achievements in primary maths
 - In partnership with the Regional Schools Commissioners Office, GLOW maths hub and the Teaching Schools Alliances to partner a Strategic School Improvement Fund Round 3 bid focussed on improving mathematics outcomes through developing leadership and having a particular focus for disadvantaged learners.
 - A bid has been lodged with the Swindon and Wiltshire learning Enterprise Partnership to support the mastery of language structures to develop reasoning and fluency to enable pupils to improve their confidence and passion for mathematics particularly for pupils vulnerable to underachievement.
 - Utilise the Year of Engineering to promote opportunities with education providers and local employers to raise mathematics opportunities and projects utilising their expertise in STEM to raise standards in KS2.
 - Developing subject knowledge, pedagogy and leadership through subject leader meetings and networks.
 - Raising standards in oral language to support discursive work in maths.
 - Provide in collaboration with the teaching Schools and Maths hubs professional development for teachers to support improved understanding of the new, more demanding curriculum, particularly in relation to assessment and mastery.

Safeguarding Considerations

Although this report does not include reference to issues regarding child protection, the broadest definition of safeguarding does take into account that safeguarding processes should optimise the life chances of individuals. Academic outcomes have a significant impact on life chances for children and young people and for those groups vulnerable to underachievement, this is an essential consideration.

Public Health Implications

Educational attainment is one of the key outcomes for children and young people included in the Public Health Outcomes Framework.

Environmental and Climate Change Considerations

There is no specific environmental or climate change considerations in relation to this report.

Equalities Impact of the Proposal

All groups of learners have the right to have the opportunity to make good progress in learning and achieve high standards. The data suggests that there are a number of groups for which achievement is not as high as for other groups. This equalities issue remains a high priority.

Risk Assessment

There are a number of national changes and developments which bring risk for the local authority in relation to educational standards and pupil performance:

The ability for the Local Authority School Effectiveness service to intervene and support educational outcomes is limited by a number of factors that may pose a risk for continual improvements for children and young people in state funded education

- As the number of Academies grows, the LA has less direct influence on educational outcomes, despite retaining the responsibility for promoting educational excellence and for performance of vulnerable groups of children and young people such as pupils with SEN and those in receipt of free school meals. The LA has no powers of intervention in academies and oversight lies with the Regional Schools Commissioner (RSC). Relationships between the LA and academies remains good, it is primarily for the academy to determine their level of engagement with the LA. It is for the RSC to intervene if and when necessary and the LA liaises closely with the RSC office to provide local information and knowledge of all schools.

- With diminishing financial resources including the removal of Educational Services Grant funding for school improvement from April 2018, the ability for School Effectiveness to lever change in a variety of ways also diminishes. This, coupled with limited capacity, represents a need for a significant change in the systems for monitoring performance and for school improvement provision. The Education Transformation Board is working to promote the changes that will need to be carried out for fundamental system change in order to create a strong, self-improving, self-sustaining school-led system to improve the educational outcomes for every child in Wiltshire.

Financial Implications

There are a number of government financial policies that will directly impact on the delivery of school improvement activities. The Education Services Grant (ESG) will cease in April 2018 and reduced funding through the School Improvement, Monitoring and Brokerage Grant provided by central government from April 2018. It is planned that school funding will go directly to schools and not be administered by the LA from 2020.

Ongoing funding reductions for school improvement activity have been managed to minimise direct impact on delivery of key strategies to raise attainment and close performance gaps. With increasing numbers of academies, funding for school improvement activities will be further reduced. With a reduction in staff capacity to develop and sustain school improvement activity for LA maintained schools, it is possible that this focus cannot be sustained with the result of increased risk to standards.

Legal Implications

There are no legal implications in relation to this paper.

Conclusions

Wiltshire continues to have a high percentage of places in good and outstanding schools. Educational outcomes at Key Stage 4 and 5 remain high although with new measures in place it is too early to see if the drop in some indicators is cause for concern. Performance at KS2 is not as high and maths is of particular concern. The attainment of disadvantaged learners (pupils eligible for the pupil premium) at each Key Stage continues to be a high priority for improvement as does the educational outcome of other vulnerable pupils in all key stages. The School Effectiveness Team continues to work with all schools, including with academies where possible, to support and promote improvements.