

**Wiltshire Council**

**Children's Select Committee**

**Date: 6 November 2018**

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## **Performance in Public Tests and Examinations 2018 - Provisional data**

### **Purpose of Report**

1. 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 at this stage performance trends are identified. The report identifies key priorities and gives an overview of strategic school improvement activity carried out by the School Effectiveness Team, including future priorities to improve educational outcomes.

### **Background**

2. Provisional figures that are included in the report 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 and where comparable performance would be expected.

A further report later in the year will provide an update to the provisional figures presented in this report. The outcomes for groups of children and young people who are vulnerable to underachievement will also be presented later in the year.

#### **Primary attainment and progress**

A more challenging National Curriculum was introduced in 2014 and the 2016 Key Stage 1 and 2 assessments are the first assessment of this framework. Because of these changes, the figures for 2016 are not comparable to those from previous years and so only data from 2016 onwards is provided.

Assessments no longer compare attainment against levels. At Key Stage 1, teachers to assess if pupils have reached the expected standard. This is different from and more demanding than previous benchmarks.

At KS2 pupils are assessed against an expected standard benchmark. However the implementation of the different and more demanding curriculum means that data is not directly comparable before 2016.

The progress pupils make from KS1 to the end of KS2 is calculated for reading, writing and maths separately. Pupils' results at the end of KS2 are compared with those nationally who had the same KS1 results. Progress scores are expressed as positive or negative numbers around zero. Zero means pupils have made the same progress as similar pupils nationally, positive scores means they have made more progress and negative scores, less.

### **Secondary attainment and progress**

The GCSE reforms continue with 20 new subjects examined in 2018. The reformed GCSEs award 1-9 grades replacing A\*-G. There is difficulty with equivalence with the legacy grade C equivalent overlapping both a 4 and 5. A grade 4 is a standard pass, a grade 5 a strong pass. A 9 is beyond an A\*. It is therefore not possible to look with accuracy at trends from last year and any comparisons should be made with caution as assessment and the demands of the curriculum have changed. Comparisons with 2017 figures are only possible for English and maths that were examined in their reformed style in 2017 with students awarded grades 1 – 9 in both 2017 and 2018.

Progress 8 is a 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. Progress 8 is a relative score and the national figure is 0 as with primary progress.

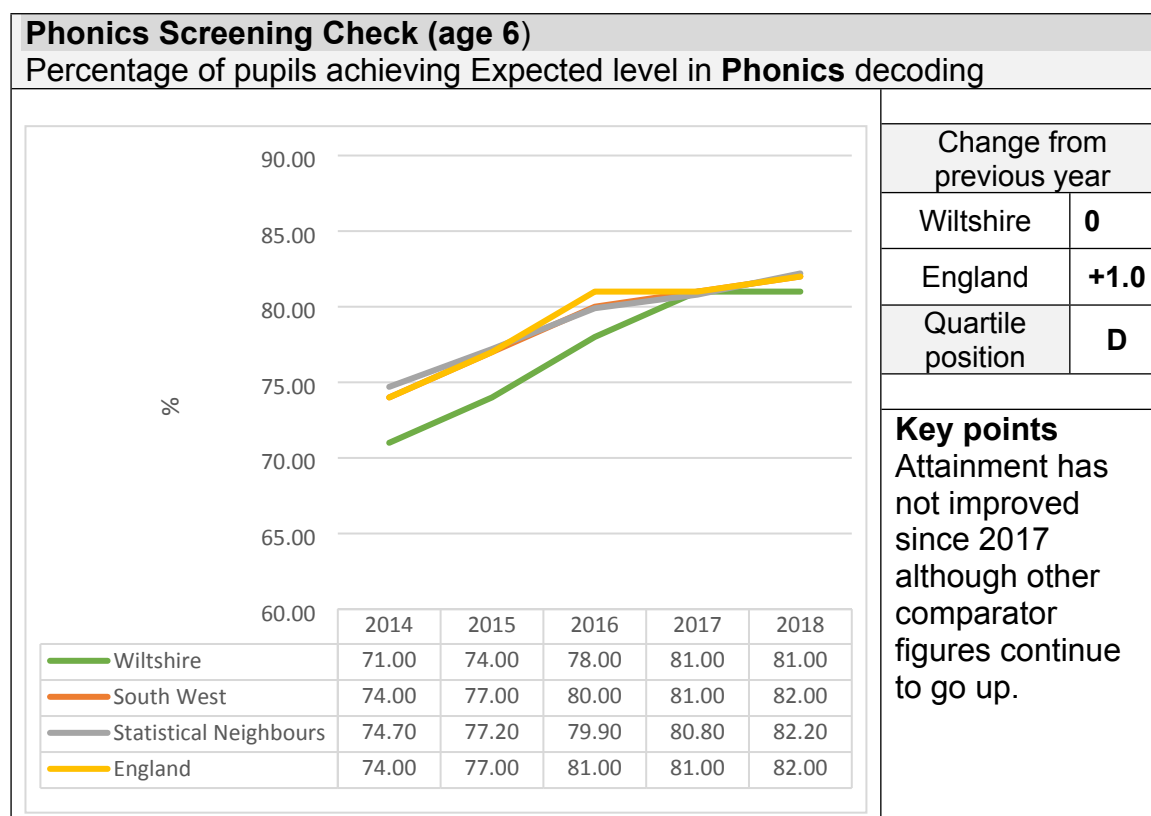
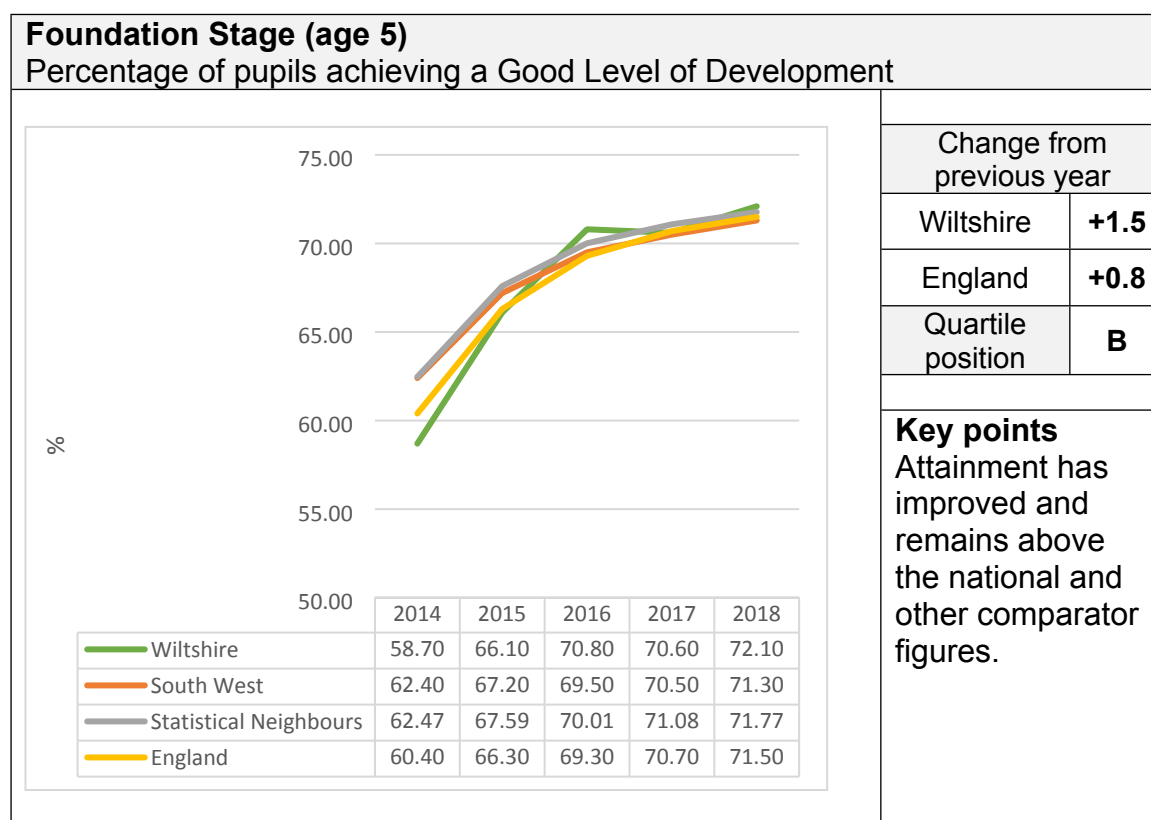
Attainment 8 measures the attainment of pupils in 8 qualifications. These include English and maths (both are double weighted to reflect the importance of these subjects), 3 other English Baccalaureate (EBacc) qualifications and another 3 qualifications from a list approved by the DfE.

A' levels have also been reformed and trends are difficult to determine. AS levels no longer contribute to A level results. All A level courses are now are 2 year free standing exam courses with reformed assessment and curriculum.

## Main Considerations for the Council

### 3. Performance overview at each phase and key stage

#### a) Foundation Stage, phonics, KS1



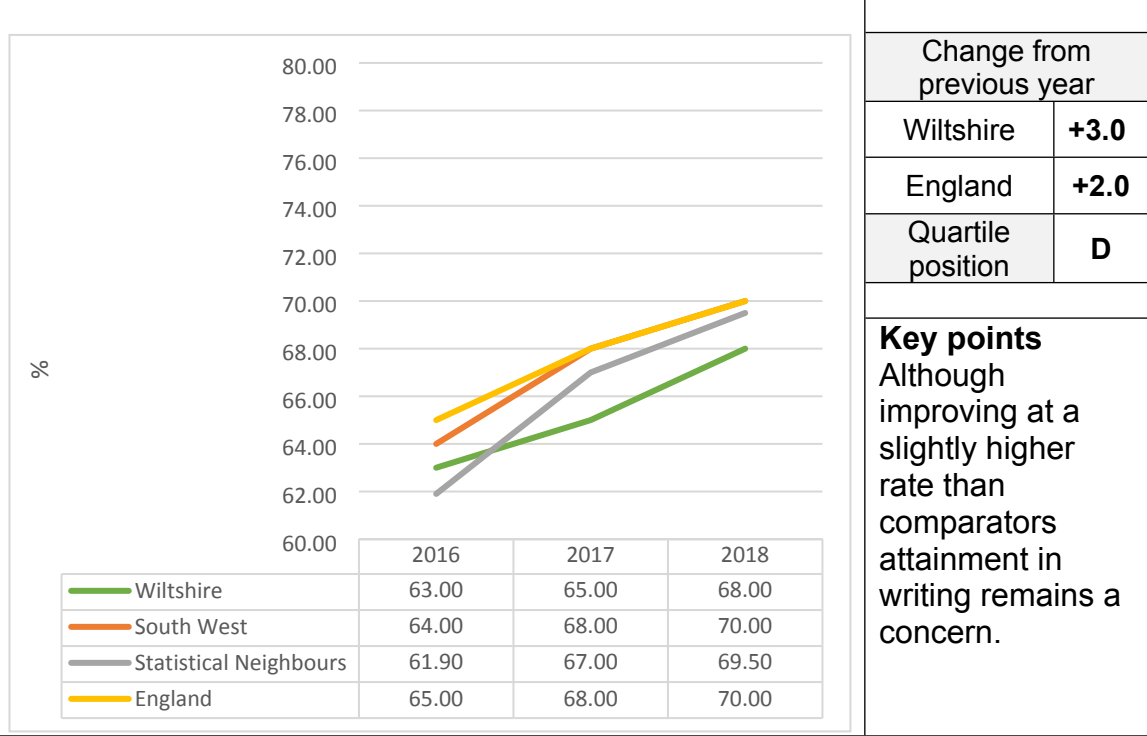
**KS1 performance (teacher assessments informed by test at age 7)  
Percentage of pupils achieving Expected level and above in **Reading****



Change from previous year	
Wiltshire	<b>+1.0</b>
England	<b>-1.0</b>
Quartile position	<b>C</b>

**Key points**  
Consistent improvement since 2016. 2018 figure in line with national but not statistical neighbours.

**KS1 performance (teacher assessments informed by test at age 7)  
Percentage of pupils achieving Expected level and above in **Writing****



Change from previous year	
Wiltshire	<b>+3.0</b>
England	<b>+2.0</b>
Quartile position	<b>D</b>

**Key points**  
Although improving at a slightly higher rate than comparators attainment in writing remains a concern.

**KS1 performance (teacher assessments informed by test at age 7)  
Percentage of pupils achieving Expected level and above in Maths**



Change from previous year	
Wiltshire	<b>+3.0</b>
England	<b>+1.0</b>
Quartile position	<b>C</b>

**Key points**  
More rapid improvement than comparators have brought the Wiltshire figure closer to attainment elsewhere. This area remains a priority.

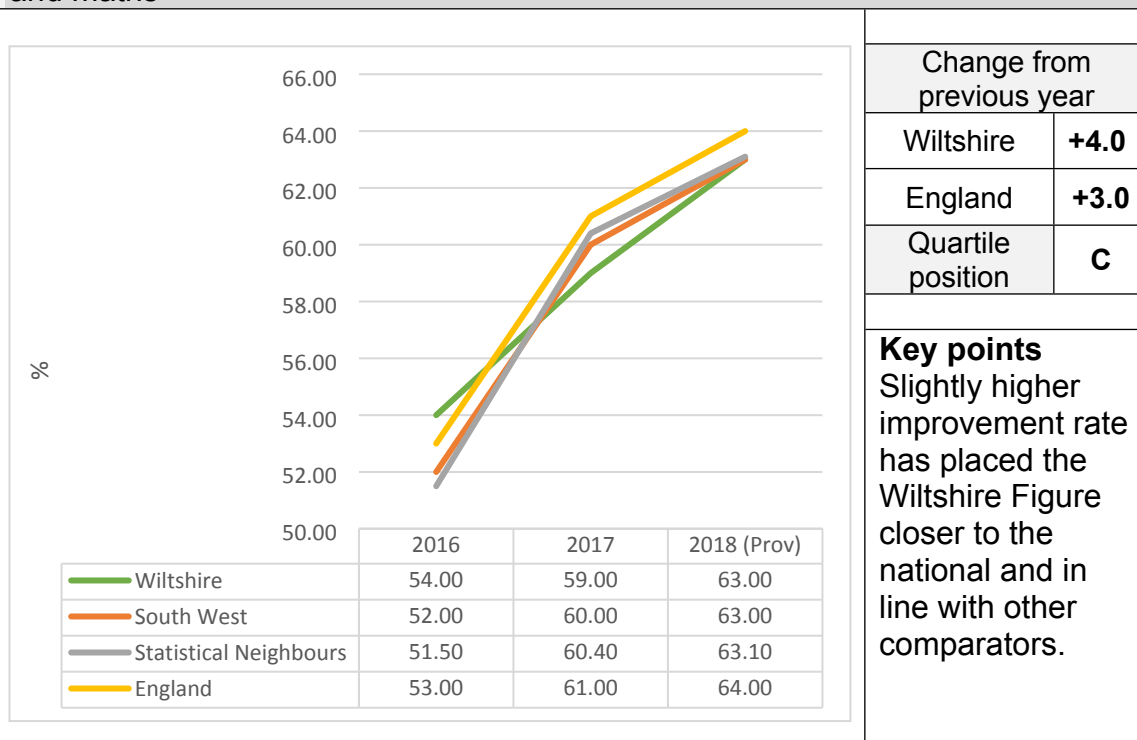
**Summary**

The provisional data presents a mixed picture with the Foundation Stage continuing to achieve higher standards than nationally. Attainment in phonics has been sustained in 2018. Attainment in KS1 remains below the national figure, especially in writing and maths.

## b) Key Stage 2

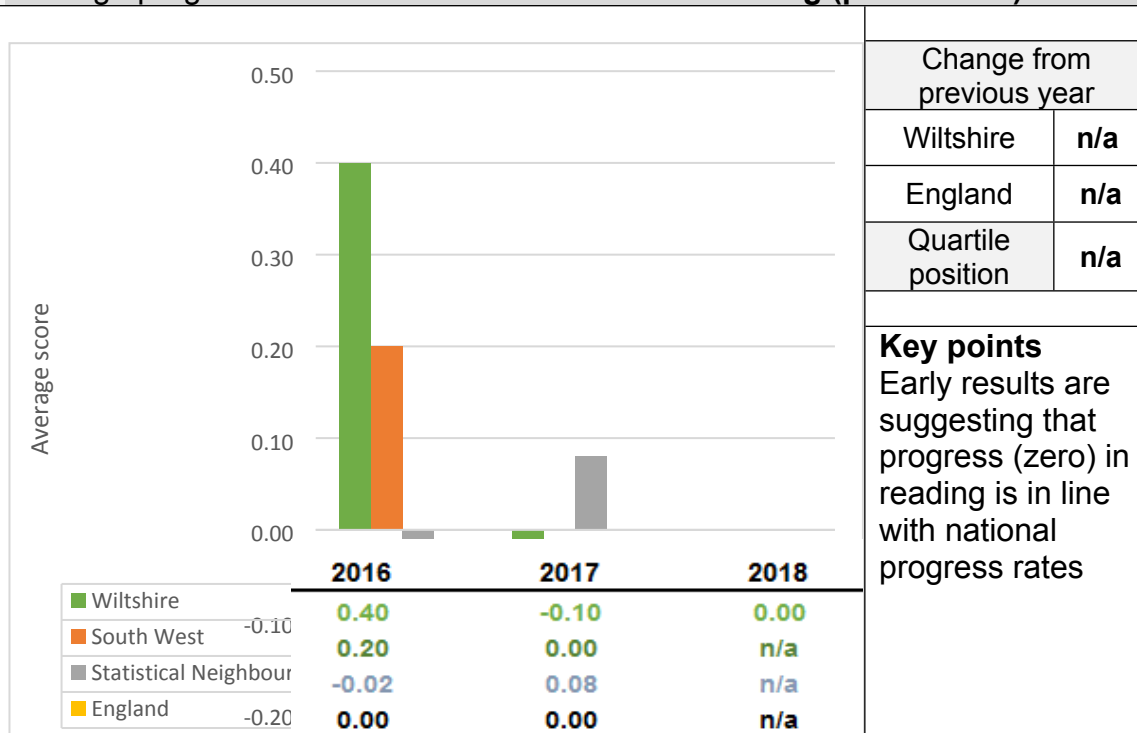
### KS2 performance (National test in reading and maths and teacher assessment of writing at age 11)

Percentage of pupils achieving Expected standards and above in reading, writing and maths



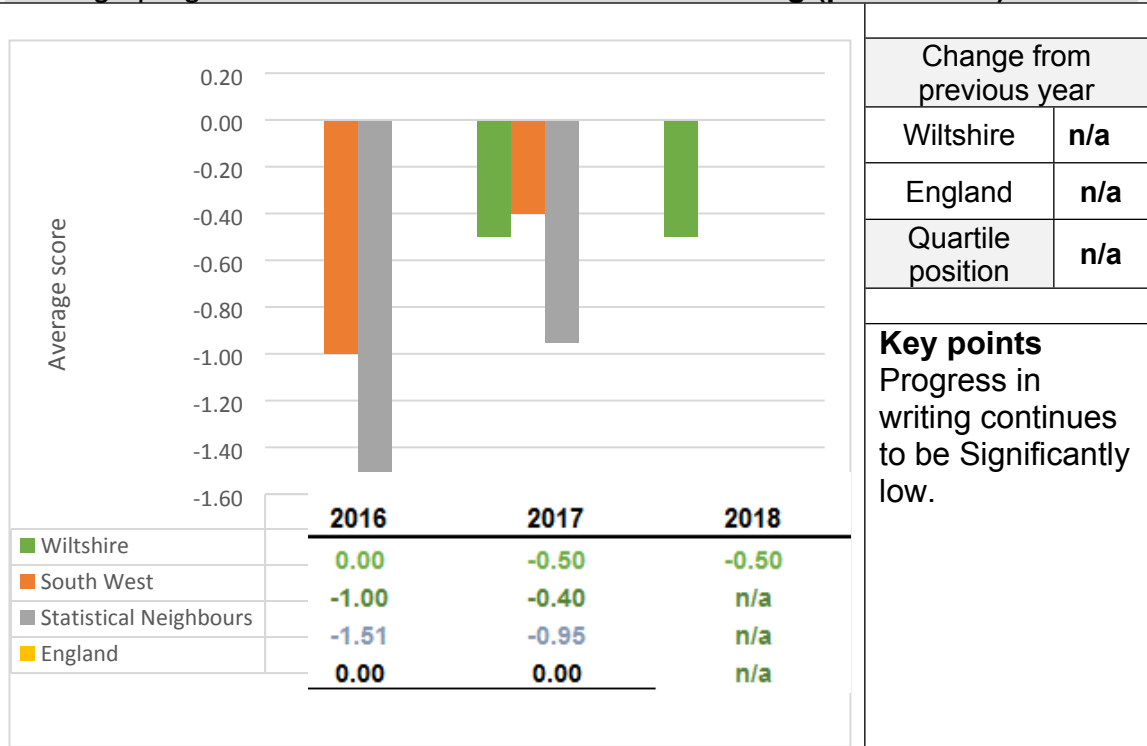
### KS2 performance (National test in reading and maths and teacher assessment of writing at age 11)

Average progress from KS1 to the end of KS2 – Reading (provisional)



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

**Average progress from KS1 to the end of KS2 – Writing (provisional)**

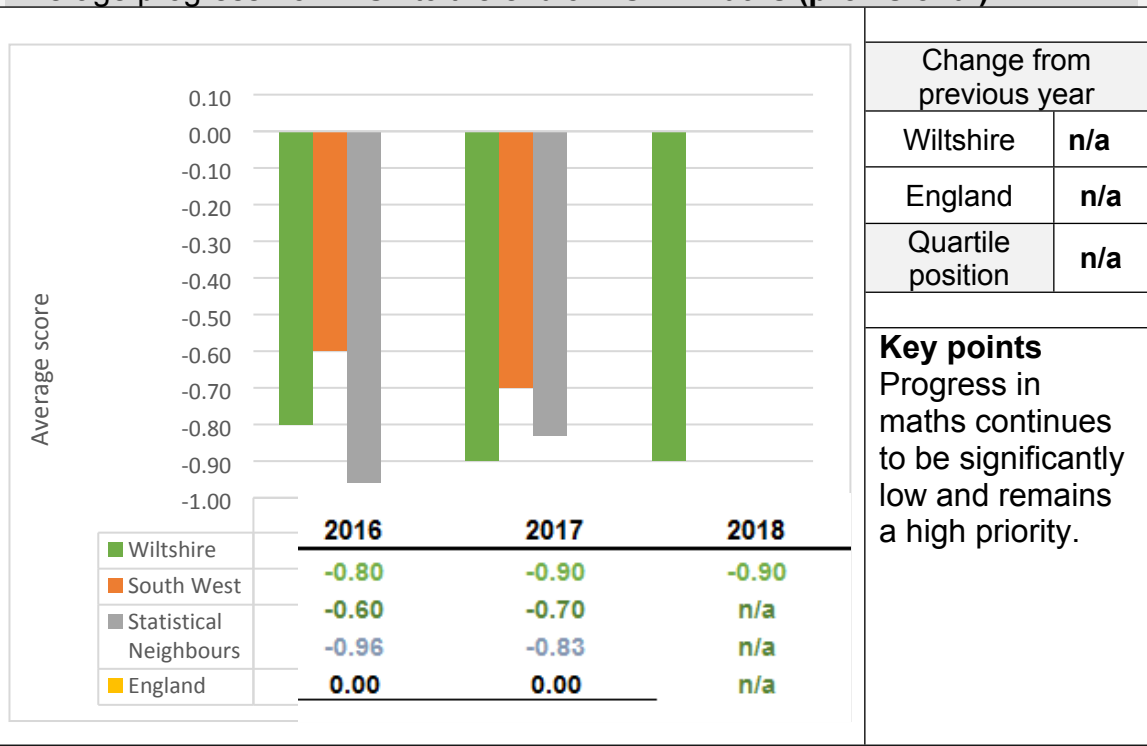


Change from previous year	
Wiltshire	n/a
England	n/a
Quartile position	n/a

**Key points**  
Progress in writing continues to be Significantly low.

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

**Average progress from KS1 to the end of KS2 – Maths (provisional)**



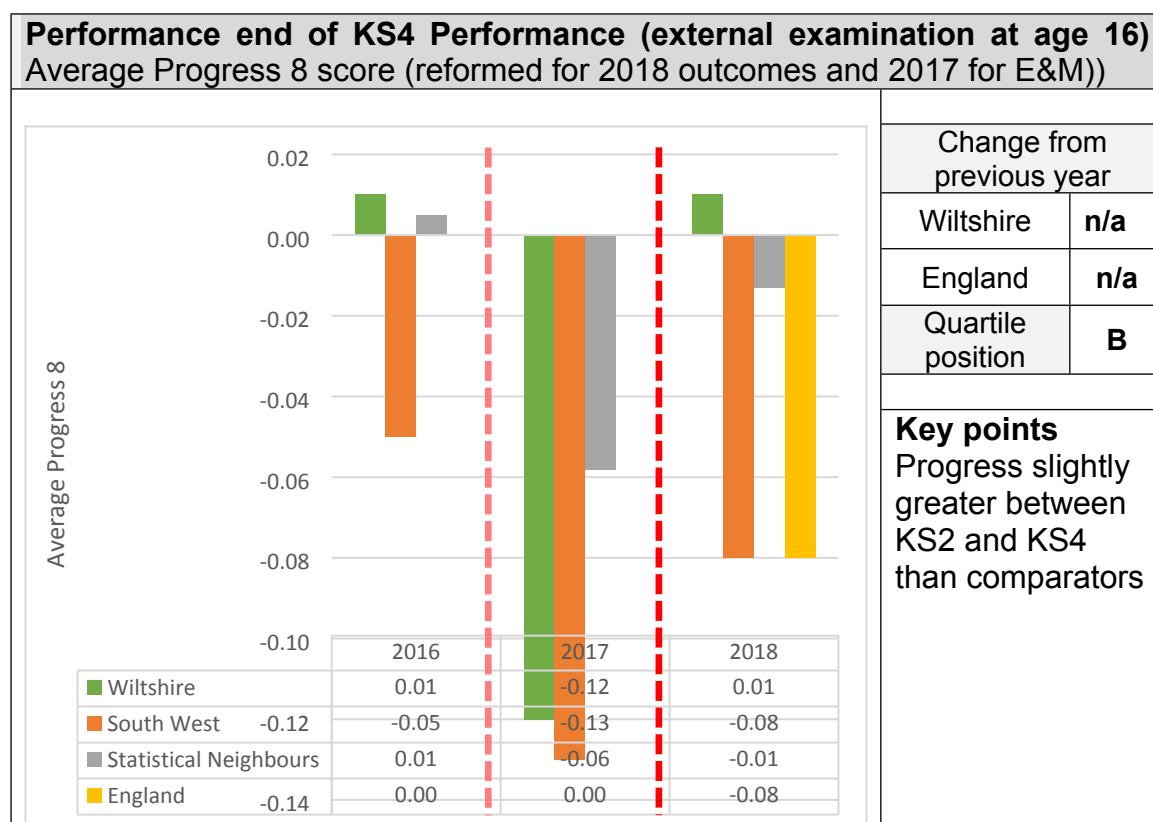
Change from previous year	
Wiltshire	n/a
England	n/a
Quartile position	n/a

**Key points**  
Progress in maths continues to be significantly low and remains a high priority.

## Summary KS2

Based on provisional data, KS2 is the area of concern. Overall attainment would increase with an improvement in progress between KS1 and KS2. This is particularly the case with writing and maths where there is insufficient progress leading to lower attainment at the end of KS2.

### c) Key Stage 4



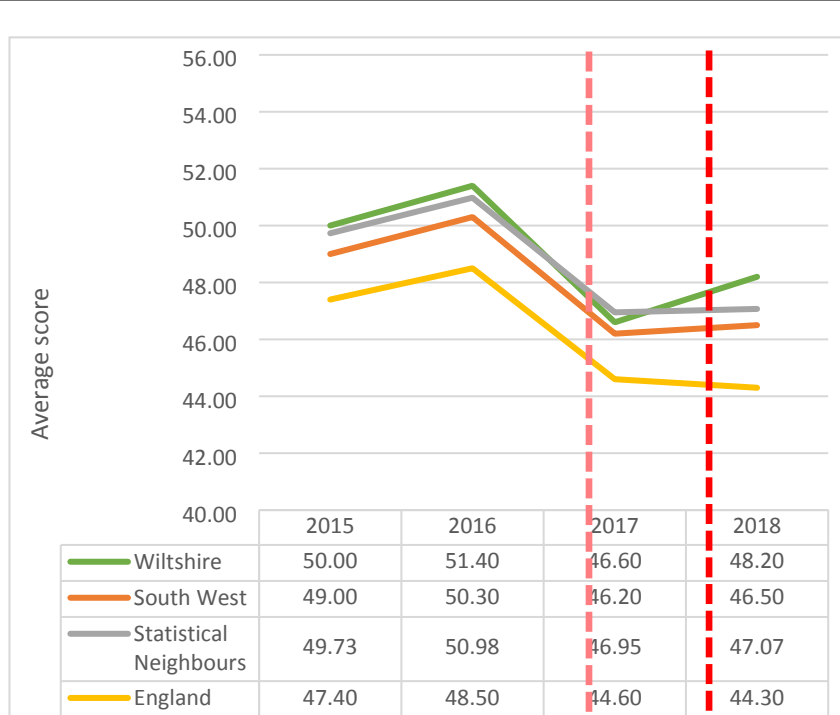


**Performance end of KS4 Performance (external examination at age 16)**  
**% achieving 9-5 pass English and maths**



Change from previous year	
Wiltshire	<b>+3.0</b>
England	<b>+0.3</b>
Quartile position	<b>B</b>
<b>Key points</b> Rapid rise in 'good' pass and above at GCSE English and maths. Higher performance than all comparators.	

**Performance end of KS4 Performance (external examination at age 16)**  
**Average Attainment 8 score (reformed for 2018 outcomes and 2017 for E&M)**



Change from previous year	
Wiltshire	<b>+1.6</b>
England	<b>-0.3</b>
Quartile position	<b>B</b>
<b>Key points</b> Attainment 8 score continues to be higher than comparators possibly as a result of high English and maths outcomes also included in this measure	

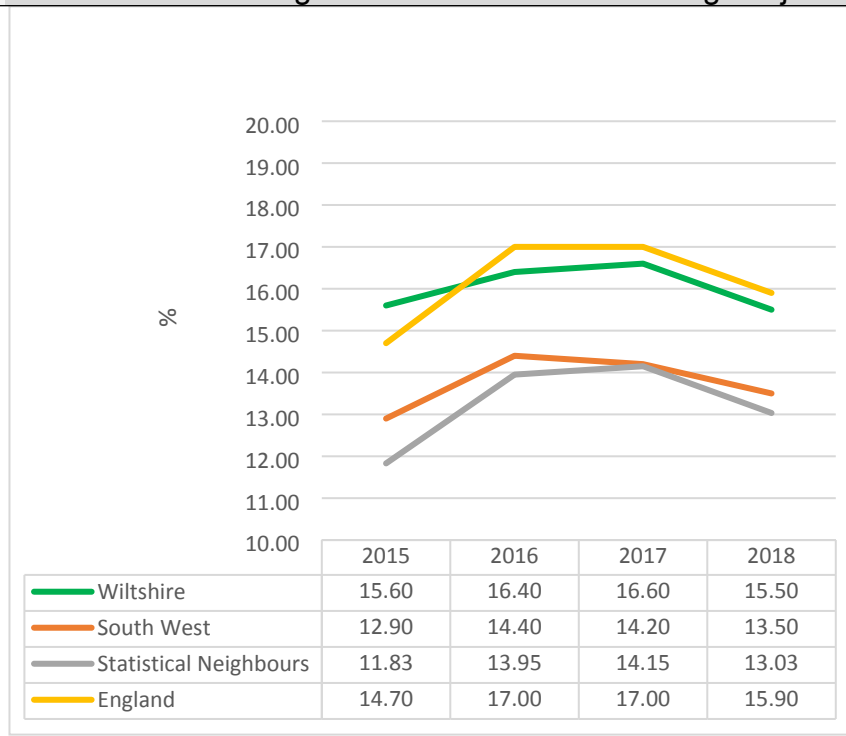
**Performance end of KS5 Performance (external examination at age 18)**  
3+A grades A levels



Change from previous year	
Wiltshire	<b>-2.3</b>
England	<b>-0.9</b>
Quartile position	<b>B</b>

**Key points**  
A sharper decline in these high grades in 2018.

**Performance end of KS5 Performance (external examination at age 18)**  
% students achieving AAB or better incl facilitating subjects

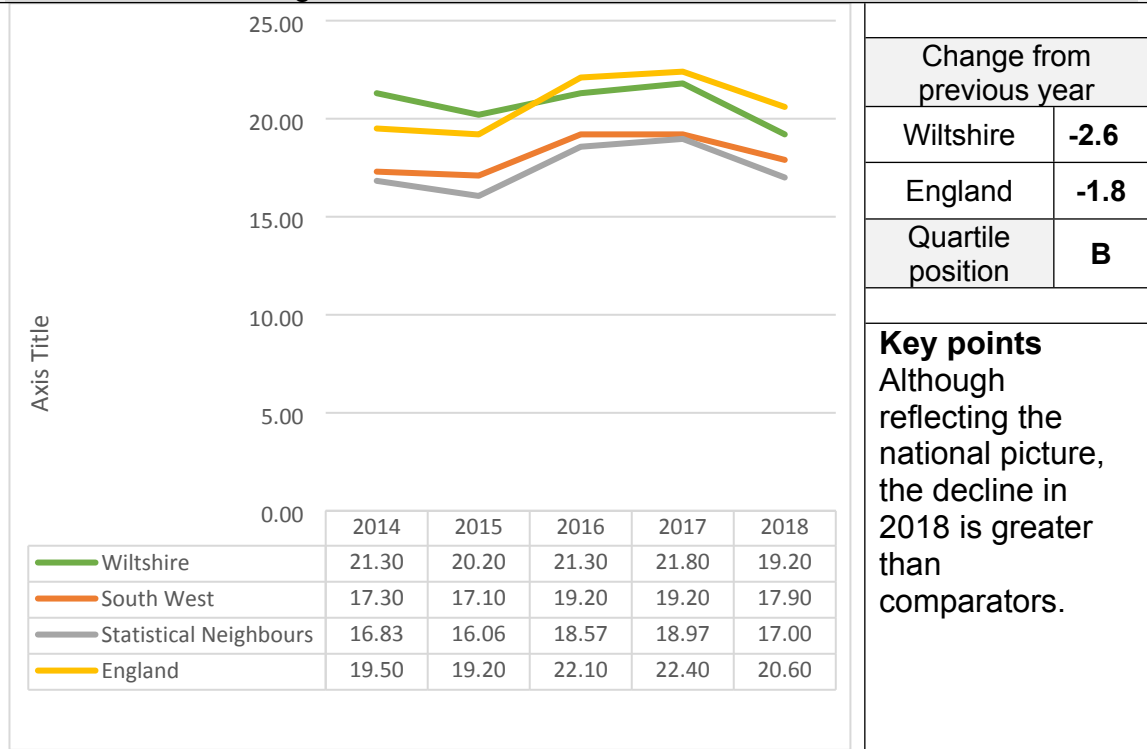


Change from previous year	
Wiltshire	<b>-1.1</b>
England	<b>-1.1</b>
Quartile position	<b>A</b>

**Key points**  
Continual high proportion of students gaining good grades that provide a greater likelihood of gaining a good or university place.

**Performance end of KS5 Performance (external examination at age 18)**

% students achieving AAB or better



**Summary KS4 and KS5**

Whilst there remains good reason to celebrate outcomes at both KS4 and KS5; owing to reformed examinations, it is difficult to identify where declines might be significant. Wiltshire figures generally follow national and other comparator declines, although some are steeper. Attainment generally remains high giving students greater choice to continue their learning at 16 and 18 where further and higher education thresholds to entry operate.

## **Safeguarding Considerations**

4. 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**

5. 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**

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

## **Equalities Impact of the Proposal**

7. 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**

8. There are a number of national changes and developments which bring risks and associated costs for the local authority in relation to standards of performance in schools and academies.
9. The ability for the Local Authority School Effectiveness service to intervene and support and improve standards of performance is limited by a number of factors that may pose a risk to continued improvements for children and young people in state funded education.
  - As the number of Academies grows, the LA has less direct influence on standards of performance. Oversight of academies lies with the Regional Schools Commissioner (RSC) and the LA has no powers of intervention in academies. Relationships between the LA and academies remain good, although as part of national policy, 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 about all schools.

- Although the LA remains responsible for educational excellence across the county, with diminishing financial resources including the withdrawal of Educational Services Grant funding for school improvement and other functions 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 potential need for change in the systems for monitoring performance and for school improvement provision. The Wiltshire Education Partnership is working to promote the changes that will need to be carried out for 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**

10. There are a number of government financial policies that will directly impact on the delivery of school improvement activities. The past funding by central government from the Education Services Transitional Grant and through the School Improvement, Monitoring and Brokerage Grant to resource the monitoring the performance of LA maintained schools, broker improvement provision and intervention where appropriate has reduced the amount of funding for school effectiveness activities over the last few years.
11. Ongoing funding reductions for school improvement activity have been managed to minimise direct impact on delivery of key strategies to improve performance. With a reduction in staff capacity to develop and sustain school improvement activity for LA maintained schools, it is possible that this focus will not be able to be sustained with the result of increased risk to performance standards.

### **Legal Implications**

12. There are no legal implications in relation to this paper.

### **Conclusions**

13. Educational outcomes at Key Stage 4 and 5 remain high although with reformed GCSE and A levels in place from 2018, it is too early to see if the decline in KS5 outcomes is cause for serious concern. Generally outcomes at KS4 and KS5 remain high in comparison with national figures and comparator local authorities. Performance at KS2 is not as high and is of concern. There is particular concern over the progress pupils make in writing and maths and this low rate has an impact on attainment at the end of KS2. KS1 is also of concern with the all key attainment areas of reading, writing and maths lower than comparators. Despite steep past improvements, phonics also remains of concern as the rate of

improvement has stalled. Early Years Foundation Stage improvements have kept momentum and continue to be higher than comparators.

**14. Priorities for raising achievements in primary phase.**

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 Challenge and Support Partners 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.

**15. Raise achievement in primary English**

- Expand on the learning from the successful Phonics programme run in 17/18 to improve pupils' mastery of basic phonic knowledge to develop confidence, speed and fluency
- Develop learning from the Maths Mastery & Language Acquisition project to develop vocabulary and oral language and support greater depth in writing
- In collaboration with Teaching Schools and English hubs, provide professional development for teachers to support improved understanding of the new, more demanding expectations, particularly in relation to grammar punctuation and spelling and to improve writing.

**16. Raise achievements in primary maths**

- Working in partnership with the Boolean Maths Hub development of teachers understanding of the Mastery curriculum. Four teachers are part of the national programme of teaching for mastery specialists two of whom are travelling to Shanghai next month. These specialists are working with 30 schools this year to develop mastery throughout the school.
- In collaboration with the Boolean and Jurassic maths hubs, training sessions are being offered to improve subject knowledge and mastery pedagogy. This will develop teacher mathematical subject knowledge and understanding of the new, more demanding curriculum, particularly in relation to assessment and mastery.
- We will develop and build on the language project to develop oracy and raise standards in reasoning skills in line with the requirements of new curriculum. Research shows this has particular impact on vulnerable learners.
- Developing subject knowledge, pedagogy and leadership through subject leader meetings and networks. The network meetings have focused on data analysis to help middle leaders identify weaknesses and track progress of their disadvantaged learners

The School Effectiveness Team continues to work with all schools, including with academies where possible, to support and promote improvements.

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**Director Education and Skills**

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21 October 2018

**Background Papers**

None

**Appendices**

None

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