

Pupil Performance In Public Tests And Examinations 2012

Purpose of Report

1. This report provides an overview of pupil performance at the end of each key stage and compares Wiltshire's attainment with national, south west and statistical neighbours for all phases.

Background

2. In recent years reports have been submitted to this committee highlighting pupil performance outcomes in Wiltshire schools. The outcomes are based on national performance measures at the end of each Key Stage. Information about Wiltshire's performance in relation to its comparators is also included for both the South West and statistical neighbour authorities where available.
3. The information relating to the overall performance (across all qualifications and levels) of Wiltshire students at age 19 is not yet available for 2012 and therefore within this paper we are only able to present the performance Post 16 for those undertaking Level 3 General Certificate Education (GCE) qualifications at Advanced Level.

Performance overview at each key stage

Early Years Foundation Stage (end of reception aged 5) (see Appendix 1)

4. The Early Years Foundation Stage Profile (EYFSP) is made up of 6 Areas of Learning: Personal, Social and Emotional Development (PSED), Communication, Language and Literacy (CLL), Problem Solving Reasoning and Numeracy (PSRN), Knowledge and Understanding of the World (KUW), Physical Development (PD) and Creative Development (CD). The Primary Care Trust, Strategic Health Authority and Jobcentre Plus all have reciprocal duties to work with the Local Authority to achieve the Outcomes Duty of raising standards and narrowing gaps.
5. The 6 Areas of Learning have 3 scales for PSED, 4 scales for CLL, 3 scales for PSRN, and one scale each for the remaining, making 13 scales in total. Each child can achieve a maximum of 9 points in each of the scales of the Areas of Learning. This gives a maximum score of 117 points. Teachers and early years practitioners observe and assess children as part of their everyday learning activities. The final teacher assessments for a proportion of schools are moderated by the LA.

6. In 2012, the percentage of children achieving at least 78 points in the FSP including at least 6 points in each PSED and CLL scale is 64%. This represents a 6% improvement on 2011 figures and is in line with national figures, but just below south west and statistical neighbour comparators.
7. The gap between the median and mean scores for the 20% lowest performers reduced by 2.3% to 27% in 2012. This measure remains a consistently lower percentage than national, statistical neighbours and the South West averages over the last 3 years, indicating that the early years practitioners are effectively addressing attainment needs of the lowest 20% of children in the reception year.
8. An ongoing focus of Communication Language and Literacy (CLL) and the Every Child a Talker (ECAT) project has had a positive impact on CLL and ECAT and has reduced the risk of language delay to children involved by 10%. The 'Beyond the Carpet' course was run to support the application of phonics into reading and writing and as a result reading and writing results on the EYFSP have increased.

Key Stage 1 (7 year olds) (see Appendix 2)

9. Key Stage 1 outcomes are assessed by teachers whose judgement is supported by national tests marked within the school. The teachers' judgements are also moderated by the Local Authority who train and deploy specialists to undertake this function. Each school is visited once every four years and a range of pupils' work assessed. The key measures at the end of Key Stage 1 centre on the percentage of pupils who achieve National Curriculum Level 2 and above in reading, writing and mathematics.
10. In 2012 the highest ever percentages for Wiltshire at the end of Key Stage 1 were secured at level 2+ across reading, writing and in mathematics. These outcomes reflected improvements of 2% in both reading (88%) and writing (83%) and a 1% improvement in mathematics (91%) ensuring all indicators are at least in line with or above the England figure (see tables 2.1, 2.2 and 2.3).
11. The summer of 2012 was the first year that pupils in Year 1 were screened for their ability to decode phonics. The screening test was devised in order that pupils who do not reach the expected levels can be identified. Intervention will be put in place early to prevent difficulties with reading at a later stage. Table 4 shows within Wiltshire 56% of pupils achieved the expected level of decoding which is 2% below national and South West comparators. Officers have analysed the outcomes in detail to understand why the Wiltshire performance is below its comparators. There is some evidence that these outcomes reflect the lower performance in 2011 in the EYFSP. Schools are also reporting that the nature of the test and how pupils were prepared for it had some impact. In response to these outcomes schools are targeting additional support for pupils in this cohort and support is also being provided in phonics to support pupils (as outlined in paragraph 8), the LA is also supporting schools to increase parents' understanding of phonics.

Key Stage 2 (11 year olds) (see Appendix 3)

12. Performance at Key Stage 2 for reading and mathematics is assessed using Statutory Assessment Tests (SATs), held under examination conditions and marked externally. It is important to note that writing outcomes were teacher assessed for the first time in the summer of 2012 and therefore figures for English (a combination of both reading and writing scores) are theoretically not statistically comparable with previous figures for English and English and mathematics combined. However, in order to see progress over time, historical data is provided and comparisons are made. The results reported within this paper are those derived from the SATs for reading and mathematics and teacher assessment for writing. Level 4 is the age related expectation for pupils at the end of KS2.
13. The result for pupils achieving level 4 and above in both English and mathematics has improved 3% on last year's figures and represents Wiltshire's best ever performance. The Wiltshire figure of 78% is just below national and the South West comparators, Table 3.1 shows this in more detail and the graph in 3.1 shows improvements in LA, local and national figures since 2005.
14. Table 3.2 shows pupil performance in English at level 4 which has improved by 4% over 2 years and is now in line with South West comparators and 1% above the national figures. While performance in mathematics (table 3.3) has improved by 1% at level 4 and is above since 2011 following improvements nationally, this figure is now below the England, South West and statistical neighbour equivalent figures.
15. Expected progress is considered to be at least 2 levels of attainment across Key Stage 2. The tables and graphs 3.4 and 3.5 outline the pupil outcomes in relation to expected progress. In English, 90% of pupils make expected progress, this figure continues to be consistently above national and South West and statistical neighbour comparator figures. Whilst in mathematics, 85% of pupils make expected progress, although an improvement on 2011 this places Wiltshire slightly below statistical neighbours and the England average.
16. Detailed analysis of the results and the interventions that the LA and schools put in place to support improvement show that the 86% of the children placed on Reading Recovery Programmes made accelerated progress. This intervention was developed to be used with the lowest performing 5% of pupils. It is having an impact for these pupils ensuring, with higher rates of pupil progress, they can quickly return to working at the level of their peers. Schools which have developed this work across the school are also reporting it is having a wider impact on pupils' reading. The story making projects and writing focused activities which were reported on last year are continuing to have an impact across groups of schools, who report improvements in boys' writing in particular.
17. The analyses of Key Stage 2 mathematics results show a more complex picture. The Every Child Counts programme is continuing to accelerate the progress of pupils who access the programme. On average 16 months progress is made in 20 hours teaching. With tracking of those involved showing children continuing

to make accelerated progress up to 6 months after the direct input has ended. As with the Reading programme this strategy is used in a targeted way but is having a wider impact on schools taking part. Other mathematics Intervention programmes such as 'Back on Track' and 'Numicon' are now in place and being delivered in 2012 -2013. Early feedback suggests that these targeted programmes are beginning to have an impact. These programmes are improving teachers' knowledge and pedagogical skills in order to build long-term capacity in the teaching of mathematics. Further work is also underway supporting schools that had significantly higher English than mathematics results; this work is also focusing on improving the confidence and mathematical knowledge of the teachers.

18. In order to improve outcomes of a group of schools in 2012, a structured programme known as TQ2012 was put into place with the aim of raising attainment and narrowing performance gaps between different groups of pupils. Evaluation of the TQ2012 programme shows that the overall improvement in the target group of schools at Level 4 and above in English and mathematics from 2011 was 7%, compared with a 3% rise for all other Wiltshire schools. Increases can be tracked across all the performance measures for this group of schools and reinforces the impact of targeted interventions
19. Another whole School targeted programme particularly aimed at primary schools is the Wiltshire Improving Schools Programme (WISP), which targets schools at risk of significant difficulty and is a comprehensive programme including school leaders (headteachers and governors) and teachers. It aims to bring about both rapid and sustainable improvement across the whole school. The analysis of the first cohort of 10 schools completing the programme shows a substantial improvement in the outcomes for all pupils, with a 15% improvement in school results at Level 4 and above in both English and mathematics from 2011 figures. Improvement in the rate of expected progress can also be seen in the target schools, with 15% improvement in English and 11% in mathematics against whole county improvement figures of 4% and 1% respectively. Further cohorts of schools are now benefiting from this programme and a further programme is being developed to support schools judged by Ofsted as Requiring Improvement (former satisfactory label).

Key Stage 3 (14 year olds) (see Appendix 4)

20. With the cessation of National testing in 2008, teacher assessment is used for the assessment of Key Stage 3 attainment. Table 4.1 contains the summary of the 2012 results.
21. English at both Level 5 and Level 6 have improved on the 2011 outcomes reflecting the best ever results for Wiltshire. The outcome performance in English is 3% above the national average at level 5 and above; while at level 6 and above Wiltshire's performance is 5% above the national figure. Performance in mathematics at level 5 and above remains in line with the previous year's performance at 84% and remains 1% above the national figure. At level 6 and above outcomes have risen by 1% to 64% and are 3% above the national figures.

Key Stage 4 (16 year olds) (See Appendix 5)

22. 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. These other qualifications include BTECs and Diplomas and other vocationally based qualifications. The higher grades of A*-C (where 5 GCSEs are achieved) are equated to a Level 2 qualification and are often referred to as 'good' GCSEs. The D-G grades are equated to a Level 1 qualification within the National Qualification Framework. (It is important to note that the National Qualifications Framework reference to level 1, 2 and 3 qualifications, are not related to National Curriculum levels referred to elsewhere. For reference, level 3 qualifications are equivalent to GCE A Level.)
23. Within the principal measure of 5 or more A*-C GCSE (or equivalent qualifications) including GCSE English and mathematics, 59.3% of students achieved this measure which is a decline of 1.2% from 2011 (see Appendix 5 table 5.1 and graph 5.1). Early analysis suggests this decline was the result in part, of the number of schools whose performance was affected by the English GCSE grade boundary changes.
24. The figure for 5 or more good (A* to C) GCSEs (not necessarily including English and mathematics) rose by 3.6% to 78.7% in 2012 (see table 5.2). Although in line with statistical neighbour figures it is below both the South West and England figures. Previous analysis has shown that, in part, this is due to the use of wider qualifications which have equivalence to GCSE being used more widely elsewhere nationally.
25. The English Baccalaureate shows the proportion of young people gaining good GCSEs in a range of core subjects including English, mathematics, humanities, a language and at least 2 science GCSEs. Table 5.3 shows performance this year has declined by 1.6% from the high in 2011. However this still places the Wiltshire figure slightly above the national and South West comparator figure, although slightly below our statistical neighbours. This particular measure is influenced by curriculum design and pupil option choice made at the start of the course.
26. Tables and graphs 5.4 and 5.5 outline the 'expected progress' indicators at KS4. This is the measure of progress expected for each young person from the end of KS2 to the end of KS4. For example, a pupil achieving a level 4 in English at the end of Key Stage 2 would be expected to achieve a Grade C at GCSE English to have met the expected progress benchmark. This also applies to mathematics. The proportion of students making expected progress in English declined in 2012 by 7.1% from 73.8% in 2011 to 66.7% in 2012. There were declines in all national (3.8%) and South West (5.4%) and statistical neighbour (7.3%) comparator figures. The declines in these figures appear to reflect the changes made by the examination boards to the marking schemes, which have had an impact on a number of Wiltshire's larger secondary schools.

There was a slight increase in the proportion of students making expected progress in mathematics, up 0.4% from 70.3% to 70.7%. This represents Wiltshire's best ever performance and is 2% higher than national, South West and statistical neighbour comparators.

Key Stage 5 (18 year old) (see Appendix 6)

27. This focuses predominantly on level 3 qualifications and especially General Certificate of Education (GCE) Advanced Level achievement. The full suite of qualification results for all Wiltshire learners (at the end of 19), which capture the performance of those on apprenticeships or studying vocational courses at College will be available later in the year.
28. The level 3 (GCE A/AS level) performance of average point score (APS) per student (Table 6.1) although dropped is above the national figure of 733.0 at 744.1 and is also above the South West and statistical neighbours and places Wiltshire in the top quartile nationally.
29. Comparing average point score per exam entry (Table 6.2), Wiltshire figures are again slightly higher than national and local comparators although along with APS per student there has been a decline from previous figures. The decline in the figures reflect national, South West and statistical neighbour figures and may be the result of changes by the examination boards to mark schemes. Wiltshire remains in the top quartile nationally for performance in average point score per exam entry.

Performance of vulnerable group – narrowing the gap

30. Pupil characteristics are collected through the school census. Many groups of children and young people may be at risk of underachievement but the characteristics that have national and regional comparative data are discussed here.

Pupil performance by eligibility for Free School Meals (see Appendix 7)

31. Parents of children who receive such benefits as Income Support and Job Seeker Allowance are eligible to apply for free school meals (FSM) for their children. Schools are also now provided with additional funding for pupils eligible for FSM through the Pupil Premium funding which is paid at a rate of £623 per pupil per year rising to £900 in 2013-2014.
32. Within Key Stage 1, of the Pupils eligible for FSM in Yr 1, 36% reached the expected level of phonics (Table 7.1). This is much lower than the national figure of 44% and our other statistical neighbour figures at 40.5% and as such is already an area of focus to accelerate pupil progress. At KS2 in 2012, the picture is better with the attainment gap being narrowed for the third year running. Table 7.2 shows the proportion of pupils eligible for FSM who have achieved the national benchmark level of level 4 and above in both English and mathematics increasing by 7% from 2011 to 60% in 2012. Narrowing the gap in attainment for pupils eligible for FSM and others has been a focus over the last

few years. As a consequence the gap between their performances and those not eligible has narrowed at Key Stage 2 from 27% in 2010 to 20% in 2012. However the gap in performance in Wiltshire remains higher than the national figure and while the Wiltshire gap has declined it must remain a priority. At Key Stage 4 (see table 7.4) there was a very slight decline in the attainment of pupils eligible for FSM in 2012, although there has been a rise over the last 3 years. When compared with the performance of pupils who are not eligible for FSM (table 7.5) the gap has remained broadly at the same level as in 2011.

33. This pattern of narrowing the gap can also be seen in the figures for 'disadvantaged', pupils at the end of KS2 (see table 7.6). These pupils are those who either are eligible for FSM or are Looked After Children. There has been a 5% improvement for outcomes of disadvantaged pupils from 2011, however this improvement is still behind national figures and consequently will continue to remain a focus for schools and the Local Authority. The Pupil Premium is providing additional resource and schools are targeting it on support and activities for the pupils to support pupil progress. Strategies including TQ2012 and WISP along with a Working Together to Narrow the Gap conference in November 2012 have all focused on supporting schools to narrowing the gap between groups of pupils who are considered disadvantaged and vulnerable to underachievement at Key Stage 2. At Key Stage 4, (see table 7.7) the performance of pupils identified as being disadvantaged has improved and as a result the gap in relation to their peers is 5.6% lower than in 2011.

**Pupil performance by pupils with Special Educational Needs (SEN).
(see Appendix 8)**

34. The performance of pupils with SEN includes a range of needs such as, pupils who have support based within school (School Action), involving external support (School Action Plus) and those with a statutory statement of special needs ('statemented').
35. At Key Stage 2, there has been a 6% increase in the attainment of pupils who do not have a statement (i.e. those at school action and school action plus) with 43% achieving a level 4 and above in both English and mathematics (see table 2). Increases in the national figures mean that it is important that the strategies remain in place to support these pupils. For pupils with Statements at Key Stage 2 (Table 8.2), 18% achieved a level 4 and above, a 9% improvement bringing the Wiltshire figure slightly above national and statistical neighbour comparators and nearer to 2010 performance level.
36. Intensive work has been carried out with schools that have the highest proportions of SEN pupils in their Resource Bases. LA monitoring of primary Resource Bases has led to the identification of areas for development and a focus/pilot group including Resource Base leaders and headteachers working to address these areas. A number of primary schools are engaged with the Achievement for All (AfA) programme focusing on the progress of the lowest attaining 20% of pupils. Key Stage 2 SEN achievement continues to be a priority.

37. At Key Stage 4, the performance of pupils with SEN, but not a statement (see table 8.3) achieving 5 or more GCSEs A*-C including English and mathematics has continued to improve at a rate above the England comparator figure and is now at 19.7%. For those pupils with a statement of SEN (Table 8.4), performance has improved by 2.8% and is now 1.2% below the England figure. The Achievement for All (AfA) programme is also a focused programme at secondary level and is being used to accelerate the progress of the lowest performing 20% of pupils.

Pupil performance by Looked After Children (LAC) (see Appendix 9)

38. Due to the small number of Looked After Children present in each cohort at the end of Key stage 2, the results from 2012 cannot be reported due to reasons of confidentiality. Work continues to close this gap led by the Headteacher of the Virtual School and the teams working with children in care, more detailed reports and updates are reported to the Corporate Parenting Board on a regular basis. At Key Stage 4, the numbers of Looked After Children are greater and it is possible to report that 17.1% of Looked After Children in Wiltshire achieved 5 or more A*-C GCSEs including English and mathematics as shown in the table. This is significantly higher than statistical neighbours and higher than the national and South West figures.

Pupil performance by Ethnicity (see Appendix 10)

39. The performance of most ethnic groups is in line with or exceeding that of white pupils at KS2 (see tables 10.1 – 10.5). There has been a large improvement in the performance of black pupils of 15% from 2011 (31% from 2010) bringing achievements almost in line with other pupils in Wiltshire and black pupils nationally. This reflects considerable amount of focused work over a period of time with schools and their communities (including such events as Black History Week amongst many others).
40. At Key Stage 4, (see tables 10.6-10.10) reflecting the overall results for Wiltshire, some pupil ethnic groups have seen a slight decline in attainment in 2012 from previous years. However, there is over a 5% improvement in the attainment of black pupils from 2011 and a 27% increase since 2010 (see table 10.8) and their performance is now above all statistical comparator groups. As at Key Stage 2, this has been area of focus overtime.

Performance of pupils who have been excluded (see Appendix 11)

41. At Key Stage 2, the numbers of pupils who are excluded is low and therefore it is not possible to report their performance. At Key Stage 4, there have been some considerable improvements in the outcomes at KS4 for students who have been excluded from schools and access the Educated Other than at School (EOTAS) service, formally known as Young Peoples Support Service (YPSS). Although outcomes for these students remain relatively low, the majority of indicators show a rise over the last 3 years. With 94% of students gaining at least one A*-G GCSE or equivalent this is a rise of nearly 25% from 2010. In 2012, 60% of students achieved at least 5 or more A* -Gs (a full Level 1 qualification)

42. More than double the rate of students gained 1 or more A*-C grades at GCSE or equivalent than in 2011, with 38% of students achieving this in 2012. Although a relatively small number of students achieved 5 or more A*-C GCSE (incl English and mathematics) or equivalent in 2012 at 8.6%, this was an increase of 2.6% on the 2011 figure.

Pupil performance by School Type (see Appendix 12)

43. Appendix 12 provides a breakdown of pupil outcomes by school type (community, foundation, voluntary controlled, voluntary aided, academy and grammar schools); as they were designated on 31 August 2012. At Key Stage 2, (see table 12.1) the best performing group of schools is those who are Voluntary Aided with the highest measure in almost all indicators. While at Key Stage 4, (see table 12.2) the highest performing type of school are Academies including both the selective Grammar schools. Voluntary Aided schools also performed at a high level with large proportions of students achieving the progress benchmarks.

Main consideration for the Council

Priorities for raising achievement in 2013 and beyond

44. Continue to:

- focus on the foundation stage and development of teaching phonics to ensure a firm basis for learning in later stages.
- accelerate the rate of progress for all pupils at KS2 into secure continued improvement in expected progress and attainment outcomes particularly in mathematics and supporting schools through new systems such as the phonics check and new assessment system at KS2
- employ strategies to support schools to narrow the gap between lowest performers and the rest, especially pupils eligible for Free School Meals, Special Educational Needs and Looked After Children
- Support school leaders and governors to ensure a whole school focus on the quality of learning and teaching in order to secure improvements in pupil progress and attainment.

Risk Assessment

45. The new inspection framework (September 2012) is maintaining the focus on pupil progress and attainment, especially for vulnerable groups and where gaps are evident including those eligible for Free School Meals and with Special Educational Needs and are considered eligible for the Pupil Premium. To support this improvement a range of strategies and targeted activities are in place to support and engage schools, pupils and their families and schools are using the resources which are directly available to them to secure these improvements.

46. A number of changes to the accountability framework have been implemented nationally over the last year. This has included a new OfSTED Inspection Framework of which the latest update was released in September 2012,

continued academy conversions and the development of Department for Education floor standards which are set to rise year on year. These risks coupled with changes in funding may impact on both schools and the Local Authority's ability to sustain the ongoing improvements.

Financial Implications

47. Previous changes in funding, including reductions, have been managed to minimise direct impact on the strategies to raise attainment and reduce performance gaps, in order to sustain the focus on improving pupil outcomes. However, changes to the schools' funding through the introduction of a national funding formula, both pre and post 16, may impact on individual schools' capacity to drive improvement. The planned reductions in the authority's capacity to sustain and develop whole county strategies and targeted activity for the improvement of all schools will also have an impact. Although this is being mitigated by sustaining the School Improvement Adviser programme brokering and trading activities in relation to teaching and learning and targeted early intervention services to schools.

Conclusion

48. Children's Select Committee is asked to note the contents of the report.

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The following unpublished documents have been relied on in the preparation of this report:

None

Appendices - Performance overview at each key stage

Appendix 1 – Early Years Foundation Stage

Table 1.1

78 points achieved across Foundation Stage with at least 6 points in each PSED and CLL scale

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	60.0	58.0	64.0
990 South West	57.0	59.0	65.0
Statistical Neighbours	57.9	60.5	65.9
970 England	56.0	59.0	64.0

Table 1. 2

Narrowing the gap between the lowest achieving 20% in Foundation Stage profile and the rest

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	29.2	29.3	27.0
990 South West	30.3	30.4	28.6
Statistical Neighbours	30.3	29.4	28.0
970 England	32.7	31.4	30.1

Appendix 2 - Key Stage 1

Table 2.1

% of pupils achieving Key Stage 1 Level 2+ - reading

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	85.0	86.0	88.0
990 South West	85.0	86.0	88.0
Statistical Neighbours	86.6	87.2	88.4
970 England	85.0	85.0	87.0

Table 2.2

% of pupils achieving Key Stage 1 Level 2+ writing

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	80.0	81.0	83.0
990 South West	82.0	82.0	84.0
Statistical Neighbours	83.6	83.7	85.1
970 England	81.0	81.0	83.0

Table 2.3

% of pupils achieving Key Stage 1 Level 2+ - mathematics

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	89.0	90.0	91.0
990 South West	90.0	90.0	91.0
Statistical Neighbours	91.0	91.2	91.5
970 England	89.0	90.0	91.0

Table 2.4

% Pupils achieving expected level of phonics decoding

Local Authority, Region and England	-	-	2012
865 Wiltshire	-	-	56.0
990 South West	-	-	58.0
Statistical Neighbours	-	-	59.0
970 England	-	-	58.0

Appendix 3 - Key Stage 2

Table 3.1

% of pupils achieving Key Stage 2 Level 4+ English & mathematics

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	75.0	75.0	78.0
990 South West	74.0	75.0	80.0
Statistical Neighbours	73.8	74.4	79.7
970 England	73.0	74.0	79.0

Graph 3.1

% pupils achieving level 4 and above in both English and maths at the end of KS2

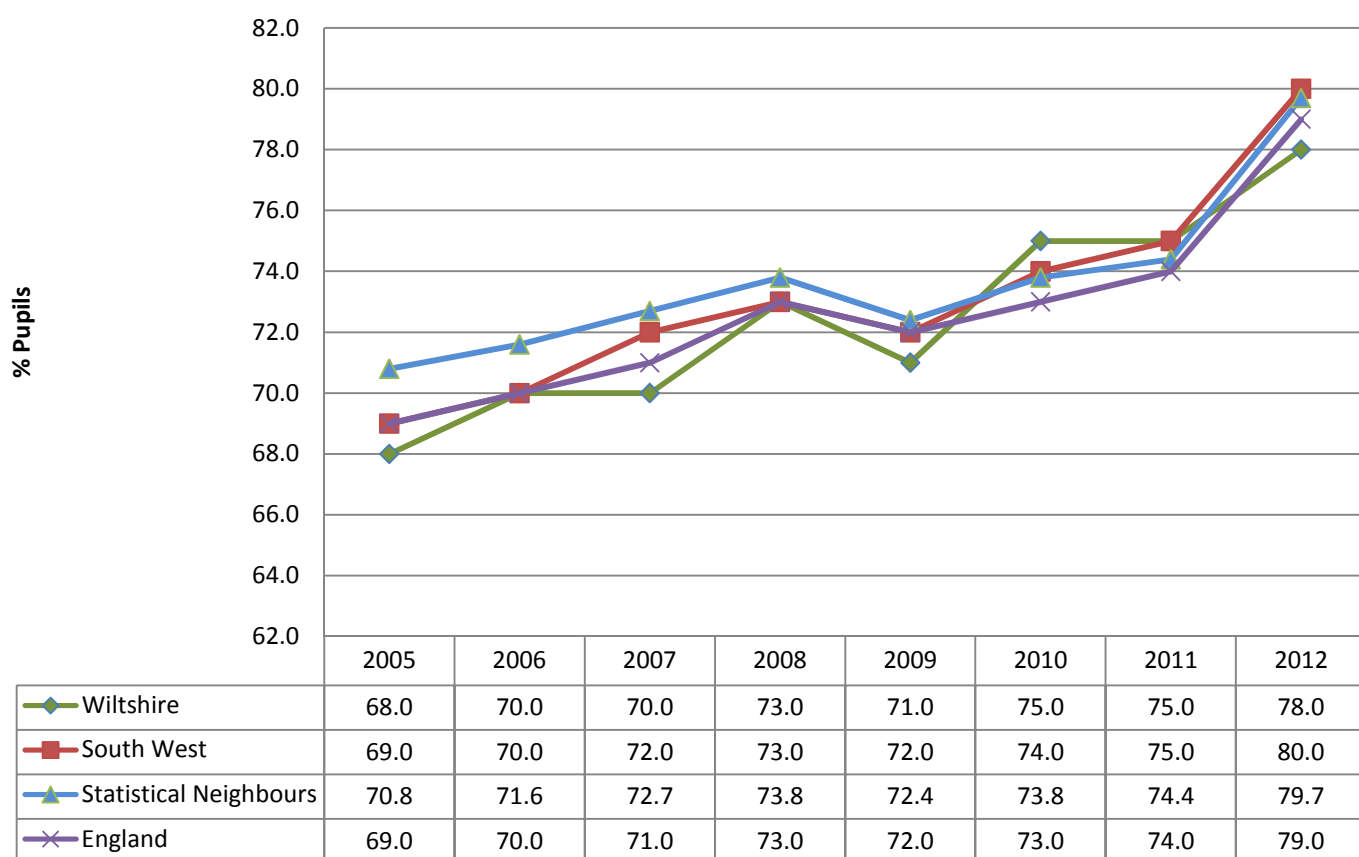


Table 3.2

% of pupils achieving Key Stage 2 Level 4+ - English

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	82.0	82.0	86.0
990 South West	81.0	82.0	86.0
Statistical Neighbours	81.0	82.3	86.0
970 England	80.0	82.0	85.0

Table 3.3

% of pupils achieving Key Stage 2 Level 4+ - mathematics

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	80.0	81.0	82.0
990 South West	80.0	81.0	85.0
Statistical Neighbours	79.8	80.3	84.2
970 England	79.0	80.0	84.0

Table 3.4

Expected Progress (2 levels) in English between KS1 and KS2

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	85.0	86.0	90.0
990 South West	83.0	84.0	89.0
Statistical Neighbours	82.5	82.7	88.3
970 England	83.0	84.0	89.0

Graph 3.4

Pupils making expected progress in English from KS1 to 2

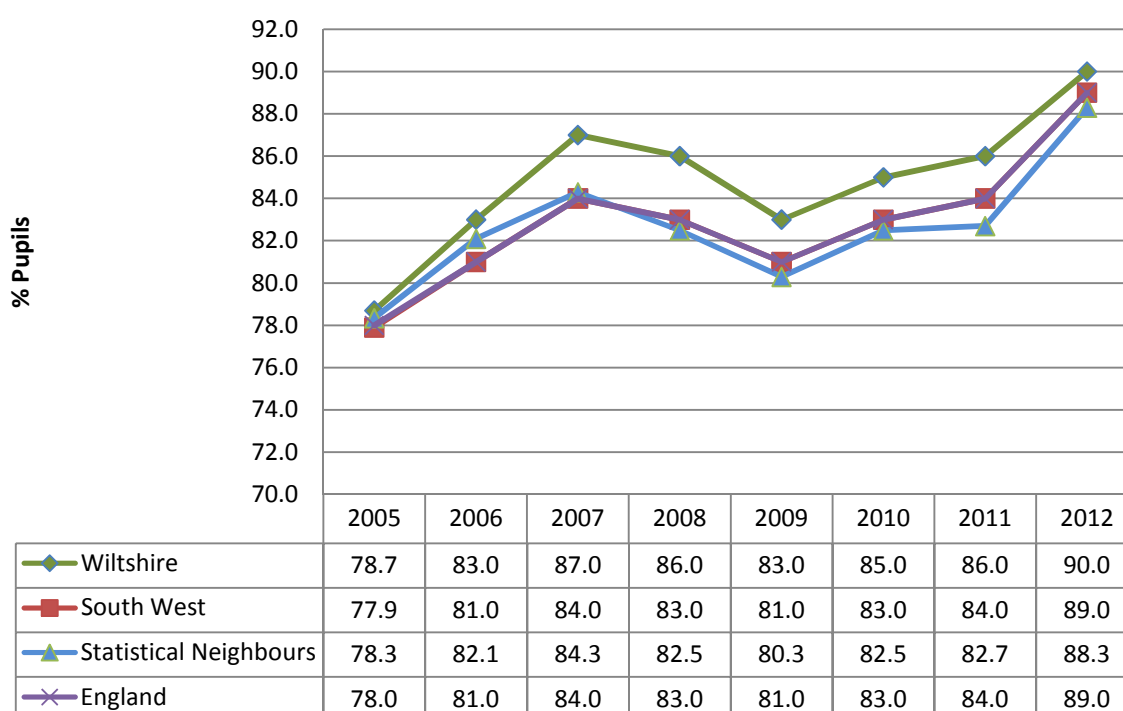
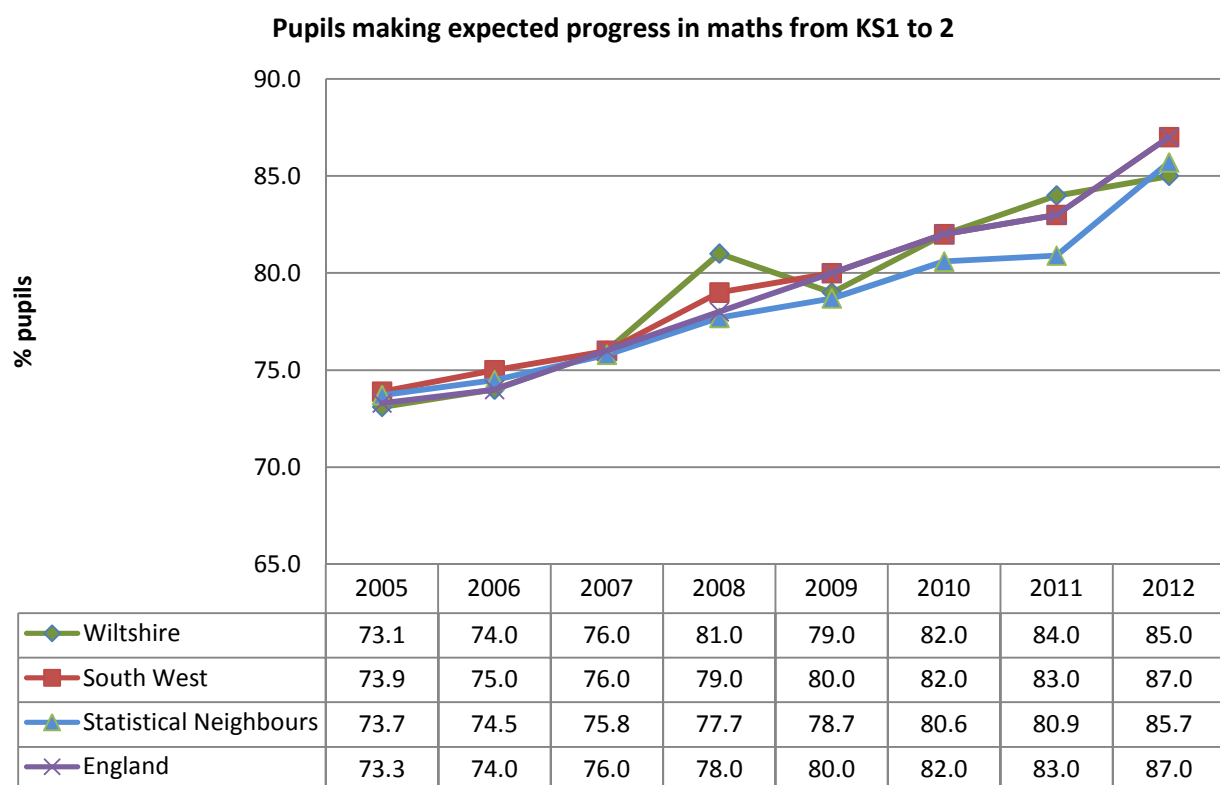


Table 3.5

Expected Progress (2 levels) in mathematics between KS1 and KS2

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	82.0	84.0	85.0
990 South West	82.0	83.0	87.0
Statistical Neighbours	80.6	80.9	85.7
970 England	82.0	83.0	87.0

Graph 3.5



Appendix 4 - Key Stage 3

Table 4.1

Key Stage 3 results

	2010	2011	2012		2010	2011	2012
English L5+	%	%	%	English L6+	%	%	%
Wilts	82	85	87	Wilts	49	53	57
National	79	82	84	National	43	47	52

	2010	2011	2012		2010	2011	2012
Mathematics L5+	%	%	%	Mathematics L6+	%	%	%
Wilts	84	84	84	Wilts	64	63	64
National	80	81	83	National	58	59	61

(SFR 18-2011, SFR 23-2010, SFR 25-2012)

Appendix 5 – Key Stage 4

Table 5.1
5 or more A*-C grades at GCSE including English and mathematics
(End of Key Stage 4)

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	55.8	60.5	59.3
990 South West	55.4	57.9	57.5
Statistical Neighbours	57.4	59.2	57.4
970 England	53.5	59.0	59.4

Graph 5.1

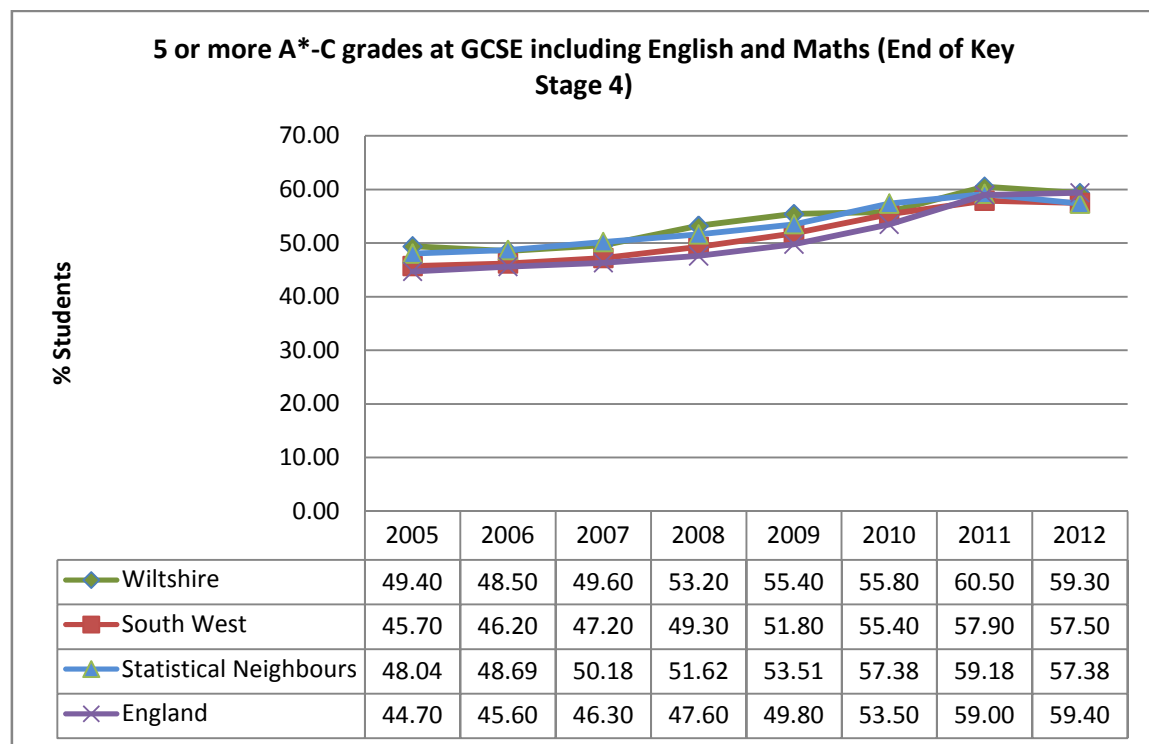


Table 5.2
% of Pupils achieving GCSE 5 or more A* to C

Local Authority, Region and England		2010	2011	2012
865	Wiltshire	70.9	75.1	78.7
990	South West	72.7	76.8	79.8
	Statistical Neighbours	73.5	76.5	78.7
970	England	75.4	79.6	81.8

Table 5.3
% pupils achieving the English Baccalaureate

Local Authority, Region and England		2010	2011	2012
865	Wiltshire	18.8	20.0	18.4
990	South West	-	16.5	16.7
	Statistical Neighbours	18.9	18.3	18.6
970	England	15.6	17.6	18.3

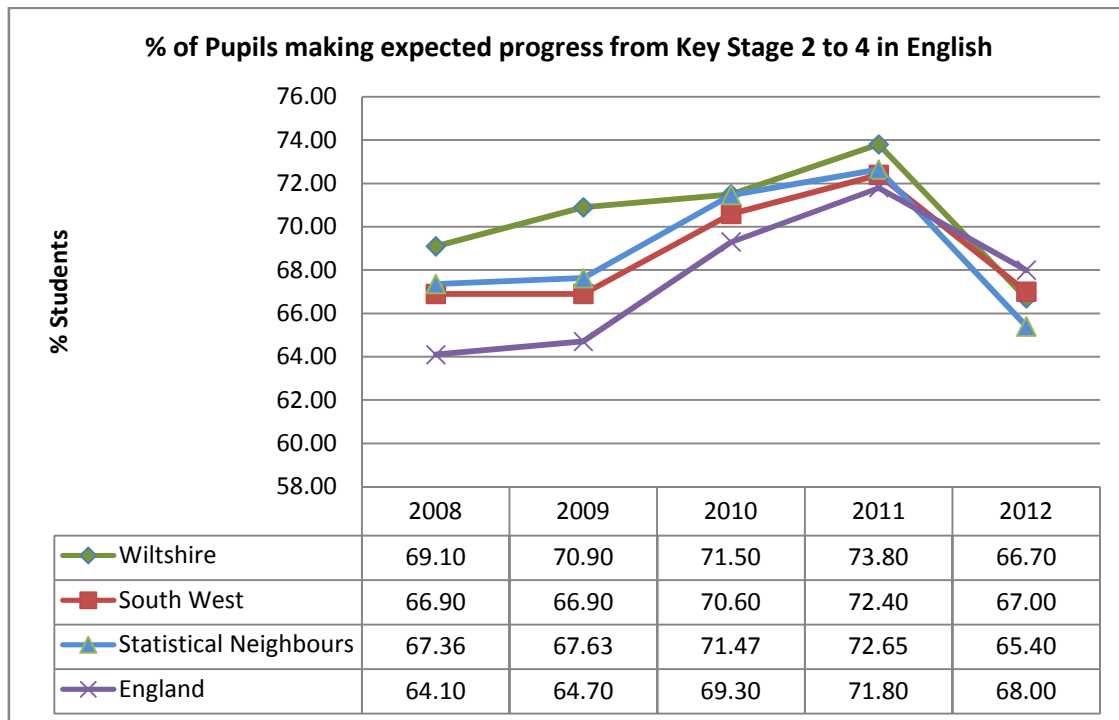
Table 5.4
% pupils making expected progress in English KS2 to 4

Local Authority, Region and England		2010	2011	2012
865	Wiltshire	71.5	73.8	66.7
990	South West	70.6	72.4	67.0
	Statistical Neighbours	71.5	72.7	65.4
970	England	69.9	72.0	68.0

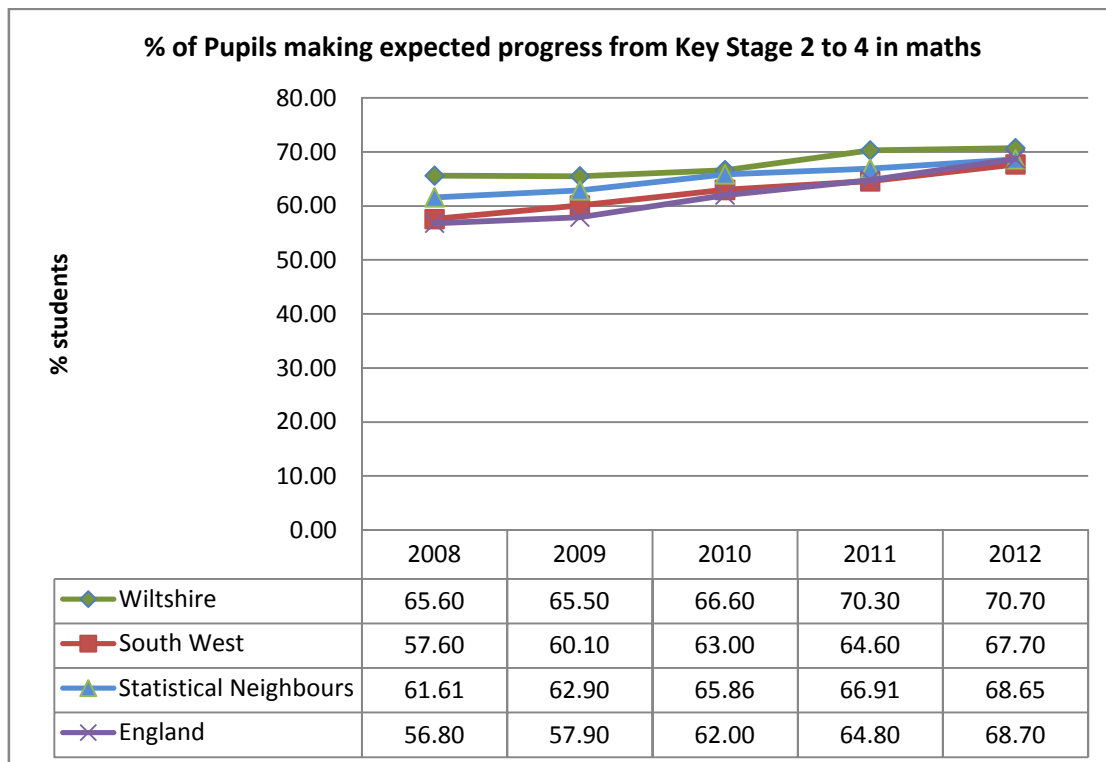
Table 5.5
% pupils making expected progress in mathematics KS2 to 4

Local Authority, Region and England		2010	2011	2012
865	Wiltshire	66.6	70.3	70.7
990	South West	63.0	64.6	67.7
	Statistical Neighbours	65.9	66.9	68.7
970	England	62.5	64.9	68.7

Graph 5.4
% pupils making expected progress in English KS2 to 4



Graph 5.5
% pupils making expected progress in mathematics KS2 to 4



Appendix 6 - Post 16

Table 6.1
GCE/A/AS Level - Average Point Score per candidate

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	774.2	765.3	744.1
990 South West	728.0	729.5	713.4
Statistical Neighbours	747.1	740.4	729.2
970 England	744.8	745.9	733.0

Table 6.2
GCE/A/AS Level - Average Point Score per exam entry

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	214.3	215.9	213.2
990 South West	213.6	215.0	210.8
Statistical Neighbours	212.6	214.2	210.2
970 England	214.4	216.2	212.8

Performance of vulnerable groups – narrowing the gap

Appendix 7 - Attainment of Pupils eligible for Free School Meals

Table 7.1

Attainment of pupils eligible for FSM who have reached expected levels of phonics decoding

Local Authority, Region and England	-	-	2012
865 Wiltshire	-	-	36.0
990 South West	-	-	43.0
Statistical Neighbours	-	-	40.5
970 England	-	-	44.0

Table 7.2

Attainment of pupils (Level 4 and above in both English and mathematics) eligible for FSM

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	50.0	53.0	60.0
990 South West	54.0	55.0	63.0
Statistical Neighbours	50.9	51.2	59.2
970 England	56.0	58.0	66.0

Table 7.3

Attainment of pupils (Level 4 and above in both English and mathematics) not eligible for FSM

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	77.0	77.0	80.0
990 South West	77.0	78.0	83.0
Statistical Neighbours	76.2	77.4	82.2
970 England	77.0	78.0	83.0

Table 7.4

Attainment of pupils (5 or more GCSEs A*-C including English and mathematics) eligible for FSM

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	21.7	30.4	30.0
990 South West	27.2	29.1	30.9
Statistical Neighbours	27.1	27.6	27.0
970 England	31.4	34.7	36.4

Table 7.5

Attainment of pupils (5 or more GCSEs A*-C including English and mathematics) not eligible for FSM

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	57.5	62.1	61.1
990 South West	58.1	60.8	60.4
Statistical Neighbours	59.7	61.8	60.0
970 England	59.0	62.2	62.8

Table 7.6

Attainment of pupils from disadvantaged circumstances at Key Stage 2

	All Pupils		Disadvantaged pupils						Other pupils					
	No. in cohort	% achieving Level 4+ English and maths	2012			2011			2012			2011		
			No. in cohort	% of cohort	% achieving Level 4+ English and maths	No. in cohort	% of cohort	% achieving Level 4+ English and maths	No. in cohort	% of cohort	% achieving Level 4+ English and maths	No. in cohort	% of cohort	% achieving Level 4+ English and maths
England - all schools	543365	79%	157466	29%	68%	156406	28%	60%	385899	71%	84%	398108	72%	80%
England - state funded schools only	536922	79%	157209	29%	68%	156099	29%	61%	379713	71%	84%	390926	71%	80%
Local Authority	4636	78%	874	19%	62%	760	16%	57%	3762	81%	82%	4015	84%	78%

Table 7.7

Attainment of pupils from disadvantaged circumstances at Key Stage 4

	% achieving A*-C in English and maths GCSEs					% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs				
	all pupils	disadvantaged pupils		other pupils		all pupils	disadvantaged pupils		other pupils	
		2012	2011	2012	2011		2012	2011	2012	2011
England - state funded schools only	59.3%	39.1%	37.0%	66.1%	65.8%	58.8%	38.5%	36.4%	65%	65.3%
Local Authority	59.7%	33.0%	30.4%	64.0%	66.1%	59.3%	32.2%	28.9%	63%	65.3%

Appendix 8 – Attainment of Pupils eligible for Free School Meal

Table 8.1

Attainment of pupils (Level 4 and above in both English and mathematics) with SEN who do not have a statement

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	35.0	37.0	43.0
990 South West	36.0	38.0	46.0
Statistical Neighbours	33.3	36.6	44.5
970 England	37.0	38.0	47.0

Table 8.2

Attainment of pupils (Level 4 and above in both English and mathematics) with SEN who have a statement

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	24.0	9.0	18.0
990 South West	16.0	15.0	19.0
Statistical Neighbours	13.5	13.3	17.1
970 England	13.0	15.0	17.0

Table 8.3

Attainment of pupils (5 or more GCSEs A*-C including English and mathematics) With SEN but not a statement

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	16.4	18.0	19.7
990 South West	23.3	25.0	23.4
Statistical Neighbours	20.4	22.1	20.4
970 England	22.9	24.7	25.3

Table 8.4

Attainment of pupils (5 or more GCSEs A*-C including English and mathematics) With SEN statement

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	2.9	4.4	7.2
990 South West	7.8	9.2	7.9
Statistical Neighbours	8.3	10.8	8.9
970 England	7.3	8.5	8.4

Appendix 9 ~ Attainment of Looked After Children

Table 9.1

Attainment of Looked after Children (5 or more GCSEs A*-C including English and mathematics)

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	-	-	17.10
990 South West	10.10	11.90	12.10
Statistical Neighbours	12.77	7.20	6.83
970 England	12.40	13.60	14.60

Appendix 10 – The Attainment of Pupils by Ethnicity

Attainment of pupils at Key Stage 2 (Level 4 and above in both English and mathematics) by ethnicity

Table 10.1 White pupils

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	75.0	75.0	78.0
990 South West	74.0	75.0	80.0
Statistical Neighbours	73.7	74.6	79.9
970 England	74.0	75.0	80.0

Table 10.2 Mixed race pupils

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	77.0	83.0	85.0
990 South West	79.0	76.0	81.0
Statistical Neighbours	77.4	76.1	77.8
970 England	76.0	75.0	80.0

Table 10.3 Asian pupils

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	77.0	72.0	81.0
990 South West	73.0	74.0	79.0
Statistical Neighbours	70.3	74.1	77.8
970 England	74.0	75.0	80.0

Table 10.4 Black pupils

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	44.0	60.0	75.0
990 South West	56.0	58.0	66.0
Statistical Neighbours	59.3	63.0	68.6
970 England	69.0	70.0	77.0

Table 10.5 Chinese Pupils

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	63.0	-	-
990 South West	81.0	85.0	83.0
Statistical Neighbours	86.6	71.0	81.3
970 England	86.0	88.0	89.0

(NB – data suppressed for this group due to small numbers)

Attainment of pupils at Key Stage 4 (5 or more GCSEs A*-C including English and mathematics)

Table 10.6 - White pupils

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	56.0	60.3	59.1
990 South West	55.6	58.1	57.7
Statistical Neighbours	57.8	59.3	57.5
970 England	55.2	58.1	58.7

Table 10.7 - Mixed race pupils

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	60.0	64.7	64.8
990 South West	56.6	58.3	59.0
Statistical Neighbours	54.9	61.4	59.2
970 England	55.1	58.7	60.0

Table 10.8 - Black pupils

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	28.6	50.0	55.6
990 South West	37.3	42.1	41.3
Statistical Neighbours	45.0	44.3	49.3
970 England	50.0	55.0	55.3

Table 10.9 - Asian pupils

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	58.8	73.5	67.4
990 South West	57.3	57.0	58.0
Statistical Neighbours	55.5	56.8	58.5
970 England	59.1	62.5	63.4

Table 10.10 - Chinese pupils

Local Authority, Region and England	2010	2011	2012
865 Wiltshire	-	72.7	53.5
990 South West	78.4	71.1	69.5
Statistical Neighbours	63.6	69.6	64.3
970 England	77.1	80.2	78.8

(figures suppressed in order to maintain confidentiality)

Appendix 11 – Performance of pupils who have been excluded and Educated Other Than at School (EOTAS)

Indicator	2010	2011	2012
	No. In Cohort 39	No. In Cohort 41	No. In Cohort 35
5+ GCSE A*-G or equivalent	18.4%	35.1%	60%
5+GCSE A*-C including English/Maths	2.6%	6.2%	8.6%
1+ GCSE A*-C Or equivalent		16.2%	38%
1+ GCSE A*-G Or equivalent	86.8%	93.9%	94.2%

Appendix 12 - The Performance of pupils by School type

Table 12.1 - Primary schools

2012		KS2 ATTAINMENT			KS1-2 PROGRESS	
school type (on 31/08/12)	number of schools	%L4+ E&M	%L4+ E	%L4+ M	% making expected progress in English	% making expected progress in Mathematics
Academy	8	81	89	84	92	87
Community	48 (3)	76	84	81	91	85
Foundation	9	66	77	70	83	75
Voluntary Aided	55 (2)	82	88	86	93	90
Voluntary Controlled	70 (5)	79	87	83	91	86

Number in brackets show schools with suppressed results due to small cohorts

Table 12.2 - Secondary schools (not including Specials)

2012		KS2-4 PROGRESS		
school type (on 31/08/12)	number of schools	% 5+ A*-C inc A*-C GCSE E&M	% Pupils achieving Expected Progress in English	% Pupils achieving Expected Progress in Mathematics
Academy	17	63	69	73
Community	4	53	64	67
Foundation	6	57	66	70
Voluntary Aided	2	56	74	74