



Report to Children, Young People & Family Support Scrutiny Committee Monday 17th November 2014

Report of: Executive Director Children, Young People & Families

Subject: 2014 City Wide Attainment Outcomes in Schools and Academies.
Further detail on attainment outcomes for all Key Stages

Author of Report: Antony Hughes, Interim Director, Inclusion and Learning Services and Children's Commissioner

Summary:

This report gives further detail re attainment and performance outcomes from Foundation Stage to A Level in Sheffield's schools and academies.

A further report on the attainment statistics, including comparisons to national performance and to other local authorities will be presented at the next meeting of the committee in January.

This information has been requested by the scrutiny committee to enable it to scrutinise outcomes.

Type of item: The report author should tick the appropriate box

| | |
|---|---|
| Reviewing of existing policy | |
| Informing the development of new policy | |
| Statutory consultation | |
| Performance / budget monitoring report | X |
| Cabinet request for scrutiny | |
| Full Council request for scrutiny | |
| Community Assembly request for scrutiny | |
| Call-in of Cabinet decision | |
| Briefing paper for the Scrutiny Committee | X |
| Other | |

The Scrutiny Committee is being asked to:

- Be aware of the most current performance issues in the city
- Consider the performance of the city as a whole and make any recommendations

Background Papers:

No background documents have been used to write the report. Historic figures have been taken from the Department for Education data sets.

REPORT OF THE EXECUTIVE DIRECTOR OF CHILDREN, YOUNG PEOPLE AND FAMILY SUPPORT

2014 CITY WIDE ATTAINMENT OUTCOMES IN SCHOOLS AND ACADEMIES; FURTHER INFORMATION FOR ALL KEY STAGES

1. INTRODUCTION/CONTEXT

- 1.1** Each year the Scrutiny Committee requests a series of reports on attainment outcomes in schools and academies in Sheffield. This is the second in that series for the academic year 2014-15. It looks in more detail at 'validated' data available since the previous report and gives further information re unvalidated data.

Further reports will go into more depth and detail and be updated once each data set is 'validated' by the Department for Education. The GCSE and A Level results do not include any appeals for remarking and are still subject to final verification from schools and the DfE.

- 1.2** The key stages (KS) covered in this report are Foundation Stage, KS1, KS2, KS4 and KS5.

- 1.3** Whilst some children take tests outside the usual time scales and there are some exceptions, it is expected that most children will be tested when they are a similar age. That will mean that:-

- Foundation Stage children are tested when they are aged 5
- Key Stage 1 children are tested when they are 7 years old
- Key Stage 2 children are tested when they are 11 years old
- Key Stage 4 students generally take GCSE examinations when they are 16 years old
- Key Stage 5 students generally take 'A' level standard examinations when they are 18 years old

- 1.4** The performance tables often alter thus making it difficult to compare outcomes to previous years. Where the measures have remained consistent from 2013 to 2014 this has been stated and where the measures are different, making year on year comparisons more difficult, this has also been recorded.

2. HEADLINES

2.1

- Outcomes in the Foundation Stage are good, with Sheffield being ranked 70th nationally for the percentage of Foundation Stage children who make a good progress.
- In 2013, 51% of children achieved a good level of development. This has increased to 60% in 2014.
- Narrowing the gap in the Foundation Stage is improving rapidly, moving from the position of 141st to 113th in the national rankings this year.
- Outcomes at Key Stage 1 are improving in line with national, but the gap is not narrowing between Sheffield and national. This needs to be accelerated.
- Progress at Key Stage 2 continues to be maintained. Outcomes for the new measure introduced in 2013, show that results improved in 2014 in line with national.
- There has been an improvement of a further 2% in the combined measure of Level 4+ in reading, writing and maths in 2014. We anticipate a rise of a further 2% when the validated data (including pupil discounts), is published in December. This mirrors the provisional national rise of 4%.

3.0 THE DIFFERENT ASSESSMENTS AND EACH KEY STAGE

3.1 Foundation Stage

Assessments are made when children are aged 5 years. The assessment framework was revised in 2013 and comparisons against previous years cannot be made. However, we can compare 2013 with 2014 outcomes.

- a) The Early Year Foundation Stage is the phase of learning from birth to 5.
- b) The EYFS Profile is divided into the following areas of learning:
 - Prime areas of learning - the three prime areas of learning are communication and language; physical development; personal, social and emotional development.
 - Specific areas of learning. The four specific areas of learning are literacy; mathematics; understanding and world, expressive arts and design.
- c) Each of the prime areas of learning and specific areas of learning are subdivided into early learning goals. There are 17 early learning goals in total.
- d) Children are assessed by their teacher against each of the 17 early learning goals and this occurs at the end of the academic year in which the child reaches their 5th birthday.

- e) Progress against each of the 17 early learning goals is reported to parents.
- f) The main indicator against which schools are assessed is the percentage of children who achieve a good level of development at the end of the Foundation Stage. A good level of development is defined as achieving the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas of mathematics and literacy.
- g) The local authority has a statutory duty to moderate the Foundation Stage profile and each school must participate in a moderation process at least every four years.

3.2 Key Stage 1 (KS1)

Assessments are made when children are aged 7 years. The main measures at this key stage are to achieve level 2 in reading, writing and mathematics. Each of these subjects is assessed separately and assessment at KS1 is conducted by the teacher. In addition children aged 6 in Y1 are given a phonics reading test; the phonics test is repeated in Y2 for children who did not achieve the expected standard in Y1.

- a) KS1 is the phase of learning from 5 to 7 (school years 1 and 2).
- b) The National Curriculum is the basis for learning in Key Stage 1.
- c) The areas of learning that are assessed at the age of 7 (end of year are reading, writing and mathematics).
- d) Assessment is conducted internally by the school using national guidelines and children are assessed by the teachers.
- e) Assessment places the child at one of the following levels:
 - W – working towards level 1
 - L1 – Level 1
 - L2 – Level 2
 - L3 – Level 3 (Level 3 is generally the highest level achieved at KS1)
- f) These levels are further divided into sub-levels a, b and c. For example, level 2b. “a” is the highest sublevel and “c” is the lowest. The average child is expected to reach level 2. A child who is assessed at level 3 is working above the average level.
- g) A phonics screening test is undertaken by the child’s teacher in year 1 and each child needs to decode 40 words and non-words. The minimum threshold measure is to decode 32 words. Non-words are also used within the test in order to ensure that there is not a bias towards those children with a good visual memory. Children who can decode non-words should have the skills to decode unfamiliar words.

3.3 Key Stage 2 (KS2)

This phase of learning is from 7 to 11 (school years 3 to 6). Assessment takes place when children are aged 11 years. Attainment and progress in English and maths was reported until 2012. From 2013 onwards, attainment and progress is reported for reading, writing and maths. A separate test for spelling, punctuation and grammar was introduced in 2013, currently this is reported separately and is not included as part of the writing assessment although this may change in future years.

- a) The National Curriculum continues as the basis for learning in KS2.
- b) Assessment places the child at one of the following levels for reading, writing and mathematics:
 - Below Level 3
 - L3 – Level 3
 - L4 – Level 4
 - L5 – Level 5
 - L6 – Level 6 (the highest level it is possible to achieve at KS2)
- c) These levels are further divided into sub-levels a, b and c, for example, level 4a. “a” is the highest sublevel and “c” is the lowest.
- d) The average child is expected to reach level 4. A child who is assessed at level 5 or 6 is working above the average level. Each child is also expected to make at least 2 levels progress from KS1 to KS2, for example from a level 2 to a level 4.
- e) There are 4 key indicators:
 - % of pupils achieving level 4 or higher in all subjects (reading, writing and mathematics).
 - % of pupils making 2 or more levels progress in reading from their assessment at the end of KS1 to their result at the end of KS2 (this measure has only been reported since 2012).
 - % of pupils making 2 levels progress in writing from their assessment at the end of KS1 to their result at the end of KS2 (this measure has only been reported since 2012).
 - % of pupils making 2 levels progress in mathematics from their assessment at the end of KS1 to their results at the end of KS2.
- f) Examples of 2 levels progress are:
 - Level 1 at KS1 to level 3 at KS2
 - Level 2 at KS1 to level 4 at KS2
 - Level 3 at KS1 to level 5 at KS2
- g) Reading, mathematics and spelling, punctuation and grammar are assessed by externally marked tests. Writing is assessed by the child’s teacher.

3.4 Key Stage 4 (KS4)

Examinations are taken in the year in which young people reach the age of 16. The main measure in this key stage is to achieve five good passes at GCSE (or equivalent) at grades A*-C including GCSEs in both English and mathematics. In addition, students are expected to make at least three levels progress in both English and mathematics from the end of Key Stage 2 to the end of Key Stage 4. For example, a student achieving a level 4 in English at the end of KS2 would have a minimum target of achieving a grade C in the English GCSE. Assessment at KS4 is undertaken by externally set and marked examinations.

3.5 16-19 Participation in Education, Employment and Training

From 2013 all young people are required to participate in education, and or employment with training in the academic year they turn 17. From 2015 young people must participate to age 18.

Students can opt to stay on at a school sixth form, attend a sixth form college such as Longley Park, or attend a college of Further Education such as Sheffield College. They may also follow an Apprenticeship, Traineeship or other vocational training options. Young people that do not progress into education, employment or training are followed up by the community youth teams to encourage positive destinations.

Most 16-19 participants (approx. 60%) study at Level 3 (A level and equivalent) with a typical school sixth form curriculum mainly consisting of 'A' Levels. Local sixth form and FE colleges tend to offer more vocational options (e.g. BTEC) at Level 2 (GCSE equivalent) or Level 3. Around 20% study at Level 2 with the remaining 20% studying at below Level 2.

4. SUMMARY BY KEY STAGE

4.1 Foundation Stage

- 60% of children in Sheffield achieved a 'good level of development' at the end of the Foundation Stage. This is equivalent to the national outcome. Sheffield's national ranking in 2014 is 70 out of 152 local authorities which is similar to the ranking of 67 in 2013.
- There has been a significant improvement in the Foundation Stage gap measure (the gap between the average level of development and children in the lowest 20%). The gap has reduced by 3.8% points from 41.3% to 37.5% and Sheffield's rank has improved 28 places from 141 to 113.
- Sheffield's national ranking in the FS remains strong at 70th nationally. It is encouraging that the inequality gap is now closing especially as the overall good level of development remains high.

5. Key Stage 1

The nationally expected level of attainment for pupils aged 7 at the end of KS1 is level 2 or above. Children achieving a level 2b or higher have the best chance of achieving level 4 at the end of Key Stage 2. There are no national floor targets for KS1. Assessment at KS1 is based on teacher assessment.

- There are four main KS1 measures included within this report:
 - The percentage of children who reach level 2b+ in reading.
 - The percentage of children who reach level 2b+ in writing.
 - The percentage of children who reach level 2b+ in mathematics.
 - The percentage of children who achieve 32 marks or more in the phonics reading test in Y1.
- The percentage of children who achieve 32 marks or more in the phonics reading test by Y2 (covering children who achieve this in Y1 or Y2).

5.1 KS1 Headlines

- There have been increases in attainment for all measures and subjects except in level 2+ maths.
- The improvements in Sheffield since 2010 in reading and maths are equal to the improvements nationally and in comparator LAs. However, Sheffield's rank against other local authorities for reading and writing has worsened over the same time period.
- 70% of pupils achieved the expected standard of phonics decoding in year 1. This is an increase of 5 % points since 2013; the national increase in this measure was also 5 % points and Sheffield's rank on this measure has dropped slightly to 126 out of 150 LAs. 85% of pupils reached the expected standard of phonics decoding by the end of year 2, this places Sheffield 139th out of 150 local authorities, a slight decline in the 2013 rank of 134.

Figure 1: % of pupils achieving level 2+ in reading at KS1

| | 2010 % (rank) | 2014 % (rank) | Change in result (2010-2014) | Change in rank (2010-2014) |
|-------------------------|------------------|------------------|------------------------------------|----------------------------------|
| Sheffield | 80 | 85 | 5 | |
| National | 85 (137) | 90 (145) | 5 | -7 |
| Core cities | 81 (5) | 86 (6) | 5 | -1 |
| Stat. neighbours | 83 (10) | 88 (10) | 5 | 0 |
| Met. Authorities | 83 (28) | 88 (33) | 5 | -5 |

Figure 2: % of pupils achieving level 2+ in writing at KS1

| | 2010 % (rank) | 2014 % (rank) | Change in result (2010-2014) | Change in rank (2010-2014) |
|-------------------------|------------------|------------------|------------------------------------|----------------------------------|
| Sheffield | 77 | 81 | 4 | |
| National | 81 (118) | 86 (145) | 5 | -26 |
| Core cities | 77 (3) | 82 (7) | 5 | -4 |
| Stat. neighbours | 79 (8) | 84 (9) | 5 | -1 |
| Met. Authorities | 79 (24) | 85 (34) | 6 | -10 |

Figure 3: % of pupils achieving level 2+ in maths at KS1

| | 2010 % (rank) | 2014 % (rank) | Change in result (2010-2014) | Change in rank (2010-2014) |
|-------------------------|------------------|------------------|------------------------------------|----------------------------------|
| Sheffield | 85 | 88 | 3 | |
| National | 89 (142) | 92 (145) | 3 | -3 |
| Core cities | 86 (6) | 89 (6) | 3 | 0 |
| Stat. neighbours | 88 (11) | 91 (10) | 3 | 1 |
| Met. Authorities | 88 (32) | 91 (33) | 3 | -1 |

6. Key Stage 2

The nationally expected level of attainment for pupils aged eleven at the end of KS2 is level 4+ in reading, writing and mathematics.

There are five main indicators at KS2. These are:

- The percentage of children who achieve level 4+ in reading, writing and mathematics.
- The percentage of children who make at least two national curriculum levels of progress in reading between the end of KS1 and the end of KS2.
- The percentage of children who make at least two national curriculum levels of progress in writing between the end of KS1 and the end of KS2.
- The percentage of children who make at least two levels progress in mathematics between the end of KS1 and the end of KS2.
- The number of schools below the Government's floor standard. The floor standard for 2014 is:
 - At least 65% of children achieving level 4+ in reading, writing and mathematics
 - The % of children making expected progress in reading between KS1 and KS2 is at or above the national median
 - The % of children making expected progress in writing between KS1 and KS2 is at or above the national median
 - The % of children making expected progress in maths between KS1 and KS2 is at or above the national median.

A school can only fall below the floor standard if it fails to meet all of these measures.

6.1 KS2 Headlines

As reported within the September statistical first release, the provisional figure of the percentage of children who achieved level 4+ in reading, writing and mathematics combined in Sheffield is 74% in 2014. However, this does not include children whose results are discounted from the final reported results.

When analysing the number of discounted pupils from schools, the data suggests that there will be an uplift of 2% in the measure of children achieving level 4+ in reading, writing and maths combined. This is likely to mean that when the results are finally reported in December the result will be approximately 76%.

In 2013, the final national rankings changed markedly between the statistical first release and when the outcomes were validated, i.e., the national rankings for the former level 4+ in English and maths measure changed from 133rd to 123rd when the results were validated. This is because the outcomes in the provisional statistical release include discounted children, i.e., children whose results do not count in the final results.

Sheffield's provisional rank in 2014 is 128; the final rank is estimated to be around 10 to 15 places higher once discounted pupils have removed from the calculations.

The estimates of final rankings are made by looking historically at how other LA areas results changed between the statistical first release and the final outcomes.

Sheffield's estimated final improvement between 2010 and 2014 is 1% point above the national improvement trend and 2% points above the trend in core cities. The Sheffield improvement trend is in line with that of statistical neighbours (see Figure 4).

Figure 4: % of pupils achieving level 4+ in reading, writing and maths at KS2

| | 2010 % (rank) | 2014 % (rank) | Change in result (2010-2014) | Change in rank (2010-2014) |
|-------------------------|------------------|------------------|------------------------------------|----------------------------------|
| Sheffield | 60 | 74 / 76 | 16 | |
| National | 64 (115) | 79 (128) | 15 | -13 |
| Core cities | 61 (5) | 75 (6) | 14 | -1 |
| Stat. neighbours | 60 (4) | 76 (9) | 16 | -5 |
| Met. Authorities | 65 (28) | 77 (31) | 12 | -3 |

- The provisional result for expected progress in reading is 88% (see Figure 5). This is estimated to increase to 89% when the final results are published. This is an improvement from 2012 in line with national trends.

Figure 5: % of pupils making 2+ levels of progress in reading between KS1 and KS2

| | 2012 % (rank) | 2014 % (rank) | Change in result (2012-2014) | Change in rank (2012-2014) |
|-------------------------|------------------|------------------|------------------------------------|----------------------------------|
| Sheffield | 88 | 88 / 89 | 1 | |
| National | 90 (109) | 91 (135) | 1 | 26 |
| Core cities | 90 (6) | 90 (8) | 0 | 2 |
| Stat. neighbours | 89 (7) | 90 (8) | 1 | 1 |
| Met. Authorities | 90 (31) | 91 (33) | 1 | 2 |

- The provisional estimate for expected progress in writing is 92% (see Figure 6). This is expected to increase to 93% when the final results are published. This represents an increase greater than core cities but in line with national and statistical neighbours (trend data is only available for 3 years).

Figure 6: % of pupils making 2+ levels of progress in writing between KS1 and KS2

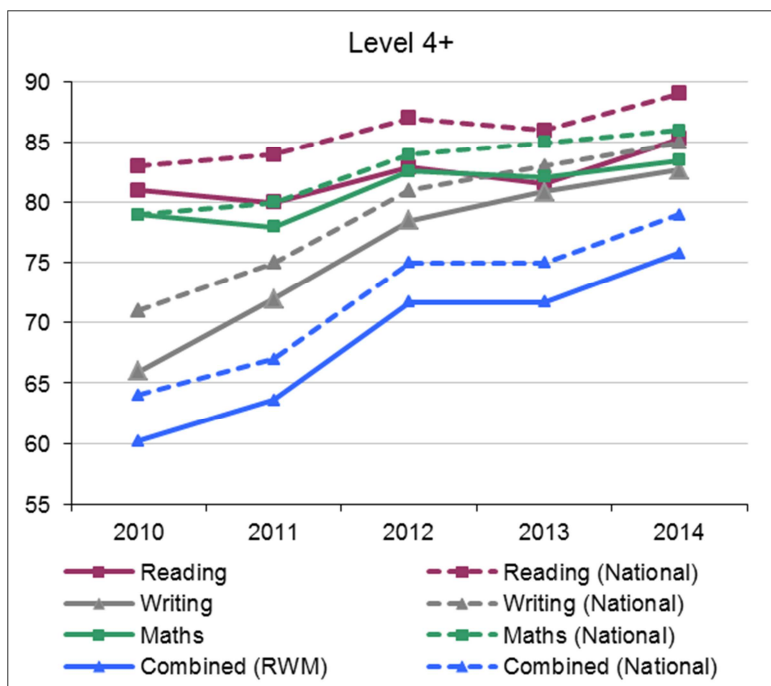
| | 2012 % (rank) | 2014 % (rank) | Change in result (2012-2014) | Change in rank (2012-2014) |
|-------------------------|------------------|------------------|------------------------------------|----------------------------------|
| Sheffield | 90 | 92 / 93 | 3 | |
| National | 90 (82) | 93 (100) | 3 | 18 |
| Core cities | 91 (6) | 93 (5) | 2 | -1 |
| Stat. neighbours | 89 (5) | 92 (5) | 3 | 0 |
| Met. Authorities | 91 (25) | 93 (29) | 2 | 4 |

- The provisional estimate for expected progress in maths is 88% (see Figure 7). This is expected to increase to 89% when the final results are published. This represents an increase greater than national but in line with core cities, statistical neighbours and metropolitan authorities.

Figure 7: % of pupils making 2+ levels of progress in maths between KS1 and KS2

| | 2010 % (rank) | 2014 % (rank) | Change in result (2010-2014) | Change in rank (2010-2014) |
|-------------------------|------------------|------------------|------------------------------------|----------------------------------|
| Sheffield | 82 | 88 / 89 | 7 | |
| National | 82 (73) | 93 (109) | 11 | -36 |
| Core cities | 83 (5) | 93 (5) | 10 | 0 |
| Stat. neighbours | 80 (3) | 92 (6) | 12 | -3 |
| Met. Authorities | 84 (22) | 93 (29) | 9 | -7 |

Figure 8: % of pupils achieving level 4+ by subject, Sheffield compared to national



- Figure 8 (above) shows the trends in level 4+ in reading, writing, maths and the combined measure from 2010 to 2014. In writing and the combined measure, the trend of improvement is equal to/or better than the national improvement trend between 2010 and 2014. In reading and maths Sheffield has not improved as rapidly as the national average over this time period.
- It is anticipated that there will be 9 Sheffield schools below all of the 4 floor standard measures in 2014. This is a reduction from 14 in 2013 despite the floor standards being more challenging this year. Final confirmation of the number of schools below floor standards will be available in December.

7. Key Stage 4

At KS4, there are four main indicators, these are:

- The percentage of students achieving at least five or more good passes in GCSEs (or equivalent) at grades A*-C including English and mathematics 5ACEM).
- The expectation that students will make at least three levels progress in English from the end of KS2 to the end of KS4.
- The expectation that students will make at least three levels progress in mathematics from the end of KS2 to the end of KS4.
- The number of schools meeting the Government's floor standard. The floor standard for 2014 is:
 - At least 40% of students achieve five or more good GCSE (or equivalent) passes at grades A*-C including English and mathematics.
 - The % of students making three or more levels progress between the end of KS2 and the end of KS4 in English is at or above the national median.
 - The % of students making three or more levels progress between the end of KS2 and the end of KS4 in maths is at or above the national median.

7.1 KS4 Headlines

- Two major reforms to KS4 have been implemented in 2014 which have had a significant impact on 2014 performance. **OfQUAL have advised caution in comparing school results year-on-year** and have indicated that individual school's results may have greater variability this year, The changes are: the implementation of Professor Wolf's Review of Vocational Education and a change to the early entries policy. The first reform has significantly reduced the number of vocational qualifications that can count in the KS4 performance measures and also the value attached to these qualifications. The second reform prevents the results of exam re-sits from being counted in a school's performance measures so that only the first attempt counts.
- Provisional KS4 data indicates that the key measure of 5 or more A*-C passes, including both English and mathematics (5ACEM) decreased by approximately 4.3 % points to 53%. It is anticipated that the final KS4 result will be 54% once re-marks have been taken into account and all recently arrived pupils have been removed from the results.
- Whilst performance has declined on this measure in Sheffield there has also been a national decline in performance due to the changes described above. The provisional national decline is 4.7 % points which is a larger decline than has been seen in Sheffield which means that Sheffield has closed the gap with national in 2014.
- The improvement in 5+A*-C including English and maths in Sheffield from 2010 to 2014 is 2 % points above the national improvement over the same time period and is better than the improvements made within core cities and statistical neighbours. The relative ranking of Sheffield has also improved nationally and in comparison to benchmark LA groups over the same time period.

Figure 9: % of pupils achieving 5+ A*-C including English and maths at KS4 (trends)

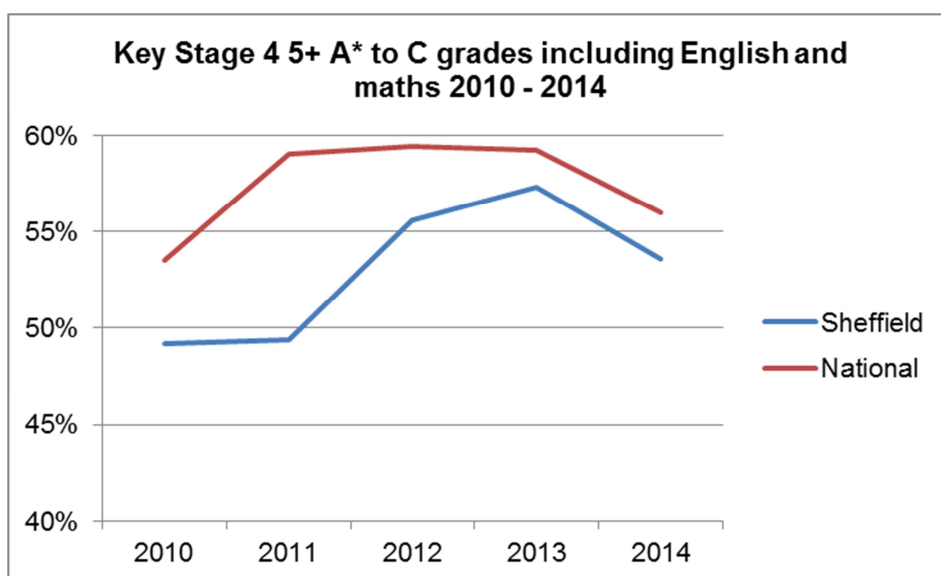


Figure 10: % of pupils achieving 5+ A*-C including English and maths at KS4 (LA ranks)

| | 2010 % (rank) | 2014 % (rank) | Change in result (2010-2014) | Change in rank (2010-2014) |
|-------------------------|------------------|------------------|------------------------------------|----------------------------------|
| Sheffield | 49 | 53 / 54 | 5 | |
| National | 53 (132) | 56 (110) | 3 | 22 |
| Core cities | 49 (5) | 52 (4) | 3 | 1 |
| Stat. neighbours | 51 (8) | 52 (3) | 1 | 5 |
| Met. Authorities | 52 (31) | 53 (21) | 1 | 10 |

- The percentage of pupils making expected progress in English has improved 4% points from 65% to 69% between 2010 and 2014 (see Figure 11). This is greater than the national improvement of 1% point. Sheffield's rank in relation to other local authorities has also improved on this measure by 22 places nationally.

Figure 11: % of pupils making 3+ levels progress in English between KS2 and KS4

| | 2010 % (rank) | 2014 % (rank) | Change in result (2010-2014) | Change in rank (2010-2014) |
|-------------------------|------------------|------------------|------------------------------------|----------------------------------|
| Sheffield | 65 | 69 | 4 | |
| National | 70 (126) | 71 (104) | 1 | 22 |
| Core cities | 65 (4) | 69 (5) | 4 | -1 |
| Stat. neighbours | 65 (6) | 69 (4) | 4 | 2 |
| Met. Authorities | 67 (24) | 68 (17) | 1 | 7 |

- The percentage of pupils making expected progress in maths has also improved and the improvement of 4 % points is above the national improvement over the same time period (see Figure 12). The national rank for progress in maths has improved slightly.

Figure 12: % of pupils making 3+ levels progress in maths between KS2 and KS4

| | 2010 % (rank) | 2014 % (rank) | Change in result (2010-2014) | Change in rank (2010-2014) |
|-------------------------|------------------|------------------|------------------------------------|----------------------------------|
| Sheffield | 59 | 63 | 4 | |
| National | 63 (107) | 65 (104) | 2 | 3 |
| Core cities | 60 (5) | 61 (4) | 1 | 1 |
| Stat. neighbours | 57 (5) | 61 (4) | 4 | 1 |
| Met. Authorities | 59 (21) | 61 (16) | 2 | 5 |

- Three secondary schools (all academies) are likely to be below the Government's floor standard. These are Chaucer, Fir Vale and Sheffield Springs.

8. Key Stage 5 attainment and Level 2 and Level 3 attainment at age 19

- Attainment of Level 2 equates to achievement of 5 or more GCSEs at grades A*-C or equivalent qualifications, and Level 3 equates to achievement of 2 or more A-levels or equivalent qualifications.
- Level 2 at 19 - 81.7% of the 2013 cohort achieved level 2 by age 19, a 2.3 % point improvement on 2012. Sheffield's rank improved from 122 to 119 (of 152 LAs). Level 2 at 19 with English and maths improved by 3 percentage points between 2012 and 2013, with Sheffield's ranking improving from 84 to 78. 2014 results will be published in April 2015.
- Level 3 at 19 - 53.6% of the 2013 cohort achieved Level 3 by age 19, with a 1.3 % point increase on 2012. Sheffield's ranking improved from 102 to 99.
- Provisional 2014 Key Stage 5 results (A level and equivalent Level 3 qualifications) put Sheffield above the national (state-funded) average for 5 of the main measures, with average points per student and points per entry both marginally below. Trend data is not available due to a change in methodology – final 2014 data is available January 2015.

9. ACHIEVEMENT OF IDENTIFIED GROUPS OF LEARNERS

9.1 Gap analysis for under-performing groups

- Figure 13 shows the headline figures at each Key Stage for pupil groups that generally have lower levels of attainment and progress. Two measures are important in relation to these under-performing groups: the size of the gap between the attainment of 'vulnerable' pupils and the attainment of other pupils and how the attainment gap is changing over time, i.e. whether the gap is closing or widening.
- The following pupil groups are included in Figure 13:
 - BME (pupils of Black or minority ethnic origin) compared to all pupils.
 - EAL (pupils with English as an additional language) compared to pupils whose first language is English.
 - FSM6 (pupils who have been eligible for free school meals at any point in the last 6 years, these pupils are eligible for the pupil premium) compared to pupils who have not been eligible for free school meals within the last 6 years.
 - SEN (pupils with special educational needs) compared to pupils with no special educational needs.
 - Boys – compared to all pupils.
- The results can be interpreted as follows:
 - The 'Gap' column shows the difference in attainment between the vulnerable group and the comparable group, for example, at Key Stage 1 for level 2b+ in reading the gap between the attainment of all pupils and the attainment of BME pupils is 7.4 % points.

- The 'Change' column indicates whether the gap is closing or widening and by how much. For example, the attainment gap between BME pupils and all pupils for KS1 level 2b+ in reading increased 0.1 % points between 2013 and 2014 i.e. the attainment gap for this group is getting larger.
- Colour-coding indicates the nature of the attainment gap and the direction of travel:
 - Red indicates that attainment of the vulnerable group is below that of the reference group or that the gap has increased by at least 1 % point.
 - Yellow indicates that the attainment of the vulnerable group is within 1 % point of the attainment of the reference group or that the gap has changed by less than 1 % point between 2013 and 2014.
 - Green indicates that the attainment of the vulnerable group is at least 1 % above the attainment of the reference group or that the gap has closed by at least 1 % point between 2013 and 2014.

Figure 13: Attainment and progress of vulnerable learners (2014) and change in attainment gaps (2013 to 2014)

| | BME / All pupils | | | EAL /Non EAL | | | FSM6 / non FSM6 | | | SEN / Non SEN | | Boys / Girls | | | |
|--|------------------|--------|---|--------------|--------|---|-----------------|--------|---|---------------|--------|--------------|------|------|---|
| | Gap | Change | | Gap | Change | | Gap | Change | | Gap | Change | | | | |
| Foundation Stage (good level of development) | -7.8 | -0.7 | ↓ | -15 | -0.2 | ↓ | -21.2 | 1.4 | ↑ | -43.3 | 8.1 | ↑ | -7.5 | 0.2 | ↑ |
| Key Stage 1 (2b+ reading) | -7.4 | 0.1 | ↑ | -15.6 | -1.6 | ↓ | -18.5 | 0.7 | ↑ | -41.3 | -3 | ↓ | -4 | -0.5 | ↓ |
| Key Stage 1 (2b+ writing) | -9.2 | 0.4 | ↑ | -18 | 0.8 | ↑ | -18.1 | 0.3 | ↑ | -40.3 | 0 | → | -1 | -0.5 | ↓ |
| Key Stage 1 (2b+ maths) | -7.3 | 0.1 | ↑ | -14.5 | -2.1 | ↓ | -20.9 | -0.4 | ↓ | -46.5 | -3.5 | ↓ | -7.5 | 0.6 | ↑ |
| Key Stage 2 (4+ reading, writing & maths) | -4.8 | -3.3 | ↓ | -9.2 | -4.2 | ↓ | -20.3 | -1.2 | ↓ | -48.5 | -3.3 | ↓ | -3.9 | 0.3 | ↑ |
| Key Stage 2 (2+ levels progress in reading) | -1.8 | -0.7 | ↓ | -2.8 | 0.4 | ↑ | -7.8 | 0.8 | ↑ | -15.3 | 1.2 | ↑ | -0.6 | 0.3 | ↑ |
| Key Stage 2 (2+ levels progress in writing) | -0.3 | -0.5 | ↓ | -0.7 | -0.2 | ↓ | -5 | 0.9 | ↑ | -13.9 | -0.7 | ↓ | -1.2 | -0.6 | ↓ |
| Key Stage 2 (2+ levels progress in maths) | -0.4 | -2.3 | ↓ | -0.5 | -1.1 | ↓ | -5.5 | -1.3 | ↓ | -17.9 | 0.5 | ↑ | -0.1 | -0.6 | ↓ |
| Key Stage 4 (5A*-C inc. English & maths) | -4.2 | 0.3 | ↑ | -8.8 | -1.6 | ↓ | -29 | -2.4 | ↓ | -44.7 | -4 | ↓ | -5.1 | -0.3 | ↓ |
| Key Stage 4 (3+ levels progress in English) | -3.7 | 0.2 | ↑ | -8.5 | 4.3 | ↑ | -21.5 | 1.1 | ↑ | -20.2 | -12.7 | ↓ | -6.1 | -1 | ↓ |
| Key Stage 4 (3+ levels progress in maths) | -0.6 | -0.8 | ↓ | -2.4 | 1.4 | ↑ | -25.9 | -0.6 | ↓ | -30.8 | -7.8 | ↓ | -2.3 | -0.6 | ↓ |

- Attainment and progress for all the vulnerable groups identified is below that of the reference group.
- For BME pupils the attainment gaps have remained fairly static with the exception of the KS2 combined measure and progress in maths between KS1 and KS2 where the attainment gaps have narrowed.
- For EAL pupils, the majority of the gaps in the primary phase have narrowed (although many of these gaps remain large) but the gaps for progress made between Key Stage 2 and Key Stage 4 have widened.
- For FSM6 pupils, the gaps in attainment are large at each Key Stage. The gaps for progress are smaller than the attainment gaps. There has been a small improvement in some of the gap measures for FSM6 pupils (KS2 combined, KS2 progress in maths and 5A*-C including English & maths) but the majority of gaps have widened slightly for this pupil group.
- The attainment gaps for SEN pupils have narrowed for most indicators but there has been a significant increase in the attainment gap between SEN and non-SEN pupils at the end of the Foundation Stage.
- The attainment gaps between boys and girls have remained fairly static across most measures.

10. Looked-after children

The statistics presented in this report are provisional; they are taken from the results reported to the local authority by the schools themselves, and are subjected to validation.







They are also based on low numbers of children. Although they may indicate differences compared to previous results, the low numbers mean that caution should be exercised when comparing data, or making generalisations about cohorts.

The 'reportable cohort' is the group of children that the Department for Education use when they produce statistics for LAC; it describes those LAC who were in the care of the local authority continuously for a period of twelve months between 1st April 2013 and 31st March 2014.

Key Stage 1 (7 year olds)

- In 2014 there were 18 LAC at the time of the Key Stage 1 tests.
- Of these 10 were in the reportable cohort.
- All 10 were in foster placements.
- 12 children achieved Level 2+ in reading including 6 (60%) in the reportable cohort.
- 10 children achieved Level 2+ in writing including 4 (40%) in the reportable cohort.
- 11 children achieved Level 2+ in maths including 6 (60%) in the reportable cohort.
- 2 children were on the Special Needs Register at School Action; 3 children at School Action Plus; 1 child has a statement.

Figure 14: LAC attainment trends at KS1 (2014)

| | 2011-12 | 2012-13 | 2013-14 | 1 yr trend | 2 yr trend |
|--------------|---------|---------|---------|---|---|
| %L2+ Reading | 52.6% | 88.9% | 60% |  |  |
| %L2+ Writing | 36.8% | 66.7% | 40% |  |  |
| %L2+ Maths | 57.9% | 77.8% | 60% |  |  |

Key Stage 2 (11 year olds)

- In 2014 there were 24 LAC in Y6 at the time of Key Stage 2 tests.
- Of these 20 were in the reportable cohort.
- At the time of the tests 17 LAC were in Foster placements, 2 Placed with parents and 1 placed with a relative or friend
- 17 children achieved level 4+ in Reading including 13(65%) in the reportable cohort.
- 10 children achieved level 4+ in Writing including 8(40%) in the reportable cohort.
- 11 children achieved level 4+ in the Maths including 8(40%) in the reportable cohort.

- 8 children achieved level 4+ in the English and Maths combined measure including 6 (30%) in the reportable cohort.
- 12 (60%) of the reportable cohort were in care at the end of KS1.
- All have English as their first language.
- 1 child is on the Special Needs Register as SA+ and 2 have statements

Figure 15: LAC attainment at KS2 (2014)

| | 2011-12 | 2012-13 | 2013-14 | 1 yr trend | 2 yr trend |
|---------------|---------|---------|---------|------------|------------|
| %L4+ Reading | 47.8% | 25% | 65% | ↑ | ↑ |
| %L4+ Writing | 43.5% | 25% | 40% | ↑ | ↓ |
| %L4+ Maths | 47.8% | 37.5% | 40% | ↑ | ↓ |
| %L4+ combined | 34.8% | 25% | 30% | ↑ | ↓ |

KS2 Expected Progress

- 19 (82.6%) of the children with matched data made 2 levels progress in reading including 14 out of the 20 in the reportable cohort (70%). This is below the national average of 77% for 2013: this year's national average is yet to be published.
- 18 (78.3%) of the children with matched data made 2 levels progress in writing including 14 out of the 20 in the reportable cohort (70%). This is below the national average of 81% for 2013: this year's national average is yet to be published.
- 15 (65.2%) of the children with matched data made 2 levels progress in mathematics including 10 out of the 20 in the reportable cohort (50%). This is below the national average of 74% for 2013: this year's national average is yet to be published.
- 5 children performed better than expected in the reading Test, 2 of these children gained a level 5. One child making 4 levels of progress, since KS1, the other making 3 levels progress.
- In 2013, the English measure was removed in favour of separate reading and writing levels. For this reason year on year comparisons have not been made for English.

Figure 16: LAC progress trends at KS2 (2014)

| Subject | 2011/12 | | | 2012/13 | | | 2013/14 | | | 1 year trend | 2 year trend |
|-------------------|---------|------|------------|---------|------|------------|---------|------|------------|--------------|--------------|
| | Number | % | National % | Number | % | National % | Number | % | National % | | |
| Reading | 18 | 81.8 | 77 | 10 | 62.5 | 77 | 15 | 78.9 | | ↑ | ↓ |
| Writing | 19 | 86.4 | 77 | 12 | 75.0 | 81 | 14 | 73.7 | | ↓ | ↓ |
| English | 17 | 77.3 | | | | | | | | | |
| Maths | 19 | 86.4 | 71 | 8 | 50.0 | 74 | 10 | 52.6 | | ↑ | ↓ |
| Discounted pupils | 1 | | | 0 | | | 1 | | | | |

Key Stage 4 (16 year olds)

- In 2014 there were 49 LAC in Y11 at the time of GCSE and other public examinations.
- Of these 29 were in the reportable cohort. (30 including the child educated in Wales)
- At the time of the examinations 15 were in placements with 'other foster carers'; 12 were in 'homes and hostels'; 2 were 'placed with parents'.
- 2 (6.7%) young people in the reportable cohort achieved 5+ GCSE grades A*-C including English and maths

Figure 17: LAC attainment trends at KS4 (2014)

| Year | No. LAC | 5 A*-C | % 5 A*-C | National | 5 A*-C (EM) | % 5 A*-C (EM) | National | 5 A*-G | % 5 A*-G | National | 1 A*-G | % 1 A*-G | National |
|------|---------|--------|----------|----------|-------------|---------------|----------|--------|----------|----------|--------|----------|----------|
| 2012 | 46 | 10 | 27.9 | 36.8 | 4 | 8.7 | 14.6 | 24 | 52.2 | - | 31 | 67.4 | - |
| 2013 | 42 | 11 | 26.2 | | 8 | 19.0 | | 18 | 42.9 | | 25 | 59.5 | |
| 2014 | 30 | 4 | 13.3 | | 2 | 6.7 | | 15 | 50 | | 22 | 73.3 | |

KS4 Expected Progress

- Although attainment is lower this year, the proportion of looked after children making expected progress in English and maths is higher than in the previous year.

SEN Context

- 24 of the 30 in the reportable cohort were on the SEN register.

- 12 had statements, 10 were at School Action Plus, 2 at School Action
- From the 12 who had statements:
 - 2 had Specific Learning Difficulties (SLD)
 - 1 had a physical disability (PD)
 - 5 had Behaviour, Emotional and Social Difficulties (BESD)
 - 1 had a statement for ASD
 - 3 had a statement for Moderate Learning Difficulties (MLD)
 - 8 attended specialist schools.

Figure 18: LAC progress trends at KS4 (2014)

| Subject | 2011/12 | | | 2012/13 | | | 2013/14 | | | 2013-14 difference | 2012-14 difference |
|---------|--------------|---------------|-------------|--------------|---------------|-------------|--------------|---------------|-------------|--------------------|--------------------|
| | No. included | No. 3 lvl prg | % 3 lvl prg | No. included | No. 3 lvl prg | % 3 lvl prg | No. included | No. 3 lvl prg | % 3 lvl prg | | |
| English | 44 | 11 | 25.0 | 39 | 10 | 25.6 | 27 | 7 | 25.9 | 0.3 | 0.9 |
| Maths | 45 | 12 | 26.7 | 41 | 9 | 22.0 | 29 | 7 | 24.1 | 2.2 | -2.5 |

| Subject | 2010/11 | | | 2011/12 | | | 2012/13* | | | 2012-13 difference | 2011-13 difference |
|---------|--------------|----------------|--------------|--------------|----------------|--------------|--------------|----------------|--------------|--------------------|--------------------|
| | No. included | No. 3+ lvl prg | % 3+ lvl prg | No. included | No. 3+ lvl prg | % 3+ lvl prg | No. included | No. 3+ lvl prg | % 3+ lvl prg | | |
| English | 44 | 6 | 13.6 | 44 | 11 | 25.0 | 39 | 10 | 25.6 | 0.6 | 12.0 |
| Maths | 43 | 5 | 11.6 | 45 | 12 | 26.7 | 41 | 9 | 22.0 | -4.7 | 10.3 |

10. WHAT DOES THIS MEAN FOR SHEFFIELD?

Our approach towards early years has been well received and outcomes in the Foundation Stage have improved. There remains more for schools to do to maintain this level of improvement and Key Stage 1 outcomes also need to improve.

The aim is to ensure that each and every child fulfils their own potential and is supported to grow into confident young people able to enjoy their life experiences and contribute positively to the economy and their community.

11. RECOMMENDATIONS

- To note that improvements have been made in the progress of children and young people at all key stages.
- Agree the scope of any further analysis or how this report can contribute to any further work Scrutiny may wish to undertake with regards to educational outcomes.

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