

Meeting: Children, Education and Skills Sub-committee

Date: 21 November 2016

Title: Education Attainment and Progress Report

Author: Angela James
Chief Adviser - Early Years and School Improvement Service
Tel: (0191) 643 8511

Service: Health, Education, Care and Safeguarding

Wards affected: All

a) Purpose of Report

The purpose of the paper is to enable the committee to monitor the educational attainment of pupils, including those eligible for pupil premium funding.

b) Recommendations

To note the information in the report and make recommendations as appropriate.

c) Information

3.1 North Tyneside schools have produced their best ever results in 2016 with all key measures anticipated to be in line or above the national average. The data is provisional as this report has been produced before test remarking and checking exercise outcomes are available.

3.2 Evaluation of Achievement in 2016

3.2.1 Early Years

- a) At the end of the reception year 69.7% of children reached a good level of development. This is 6% higher than in 2015 and just above the national figure of 69.3%. This is the first time North Tyneside has been above the national value for this measure.
- b) 51% of disadvantaged pupils and 74% of non-disadvantaged pupils reached a good level of development; a gap of 23%.

3.2.2 Key Stage 1

- a) 81% of pupils in year 1 achieved the expected level in the phonics test. This is in line with the national figure.
- b) At key stage 1 across reading, writing, mathematics and the combined measure North Tyneside have performed better than the national figure at both the expected level and greater depth. This result is statistically significant.
- c) 45% of disadvantaged pupils and 68% of non-disadvantaged pupils reached the expected

level in reading, writing and mathematics combined. This gap of 23% is wider than the gap nationally which is 18%. This is mainly as a result of the higher attainment of non-disadvantaged pupils in North Tyneside.

3.2.3 Key Stage 2

- a) Key Stage 2 measures are new and can not be compared to previous years.
- b) 56.1% of pupils at the end of key stage 2 reached the expected level in the combined reading, writing and mathematics measure. This is above the national figure of 53.2%.
- c) 42% of disadvantaged pupils and 63% of non-disadvantaged pupils reached the expected level in reading, writing and mathematics. This gap of 21% is the same as the gap nationally, however both groups of pupils, in North Tyneside, performed better than the equivalent cohort nationally.
- d) In 2016 progress from key stage 1 to key stage 2 is calculated as a value added score for each school. These can also be calculated for the local authority. In all three subjects North Tyneside has a value added score above the national average (zero); being significantly above national in reading and writing. Non-disadvantaged pupils in North Tyneside have a higher value added score than disadvantaged pupils. The value added score in all three subjects for non-disadvantaged pupils is above zero. For disadvantaged pupils this score is just below zero in reading and mathematics.
- e) Nationally and locally there has been a wide variation in the performance between schools both in individual subjects and in the combined reading, writing and mathematics measure. Despite the high performance of the local authority 19 schools are below the current attainment element of the floor standard which expects that 65% of pupils reach the expected level in reading, writing and mathematics. Only one school has exceeded the current attainment element of the coasting measure. These measures have not been revised to take account of the higher challenge of the assessments.
- f) When the progress measure is included there are 3 schools in North Tyneside that have been identified as being below the floor standard and 2 schools that are deemed as coasting. 1 of these schools is below floor and coasting. This has implications for potential action by the Regional Schools Commissioner who could move towards converting these schools into an academy. The School Improvement Service has identified all schools whose data is a cause for concern and has provided additional support.

3.2.4 Key Stage 4

- a) At key stage 4, attainment in 2016 is higher than in 2015.
- b) 63% of students achieved 5 A*-C with English and mathematics. This level of attainment should place North Tyneside in our best ever performance position, 25th in the country and top quartile compared to all local authorities nationally. This accountability measure is to be discontinued. The disadvantaged gap is less than the national disadvantaged gap because our disadvantaged pupils outperform national disadvantaged pupils. The North Tyneside gap is 23%, compared to a national gap of 28%.
- c) Attainment 8 (the attainment of students across 8 qualifications) is 51.2 points, this is above the 2016 national figure of 49.9 points.

- d) 67.9% of students achieved the new accountability measure Basics (A*-C in English and mathematics). The methodology for this measure has changed this year but local authority performance is much better than the national average of 62.8% and places us in the top quartile of local authorities nationally.
- e) 77% pupils attained an A*-C in English. The large increase in performance from 2015 is, at least in part, likely to reflect the changing methodology rather than be wholly due to improved outcomes.
- f) 72% of pupils attained an A*-C in mathematics. Performance is in line with the previous year.

3.2.5 Key Stage 5

At key stage 5, North Tyneside has achieved its best ever results. The average point score per academic entry is 32 which is significantly above the national value for state funded schools and in line with national for all schools and colleges, including independent. When expressed as a grade this is C+ and is higher than in 2015 when it was a C. The average point score per vocational entry is 40 (Distinction+). This is above 2015 (Distinction-) and well-above the provisional national average of 33 points. Vocational attainment is now above the national average.

3.2.6 Disadvantaged Students

- a) The measurement that is used to evaluate the performance of disadvantaged pupils is school disadvantaged pupils compared to non-disadvantaged pupils nationally. The in-school gap is no longer used as a measure.
- b) The local authority performance of both non-disadvantaged and disadvantaged students across all phases is better than national. However there is a gap and closing gaps remains a key priority for improvement.

3.2.7 Priorities for Improvement

- a) Through training, bespoke support and the sharing of best practice, support schools to increase the number of pupils achieving the expected level in the KS2 tests.
- b) Share successful strategies across the authority for addressing the progress of disadvantaged pupils whilst supporting all schools to minimise difference.
- c) Promote effective transition between phases of education.
- d) Support schools with the introduction of the new GCSE grading system for English and mathematics in 2017 and most other subjects in 2018.
- e) Support the introduction of new specifications at key stage 4 and 5.

4. Appendices

None.