



<u>Committee and Date</u>	<u>Item</u>
People Overview Committee 19 th December 2018	<u>Public</u>

Education Achievement

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1. Summary

In 2018 the proportion of children in the Early Years Foundation Stage who reached a Good Level of Development (GLD) fell below the national average and the gap between the achievements of children eligible for Free School Meals (FSM) increased.

In Key stage 1 (pupils aged 5 – 7 years) pupils' attainment across 5 of the 6 attainment measures for reading, writing and mathematics confirm improvement over the period 2016 – 2018. However pupils' attainment remains just below the national averages in all but 2 of these performance indicators. The proportions of children attaining the Greater Depth Standard (GDS) for reading and writing are in line with the national averages same as the national averages. The gaps between the achievements of pupils eligible for FSM have increased.

The percentage of pupils reaching the expected standard in phonics at the end of year 1 is in line with the national average and the gaps between the proportion of pupils eligible for FSM who reached the expected standard and their peers has narrowed.

The percentages of pupils who reached the expected standard and the higher standard in reading at the end of key stage 2 are above the national averages. In contrast the proportions of pupils the higher standard in mathematics and grammar, spelling and punctuation are below the national averages.

The gaps between the percentage of disadvantaged pupils and their peers who reached the expected standards in all subjects except mathematics have narrowed. In contrast the gaps between the percentage of disadvantaged pupils and their peers who reached the higher standards these subjects have increased. In mathematics the gaps have increased between the percentage of disadvantaged pupils and their peers who reached the expected standard and the higher standard.

Overall pupils' progress in reading and mathematics from the end of key stage 1 to the end of key stage 2 has declined. Pupils' progress in writing has remained the same and is just below national expectation. The gaps between the progress of disadvantaged pupils and their peers have narrowed in reading, writing and mathematics.

Pupils' attainment at the end of key stage 4 when they are aged 16 is very close to the national average. Their overall progress (across 8 subject areas) has increased marginally from 2017 and is just below the national figure. The percentage of pupils attaining higher grades (9 – 4) at GCSE in English is just above the national average. In contrast the percentage of pupils attaining grades 9 -5 in English and the percentages of pupils attaining grades 9 – 4- and 9 – 5 in mathematics are just below the national averages. Pupils' progress in English and mathematics is also just below the national averages.

The gaps between the attainment and progress of disadvantaged pupils and their peers at the end of key stage 4 have increased.

2. Recommendations

Members of the People Overview Committee are asked to consider the strengths and priorities for improvement in the education performance of Shropshire children and young people and make any further recommendations to improve outcomes from early years to the end of key stage 4.

REPORT

3. Risk Assessment and Opportunities Appraisal

Not applicable

4. Financial Implications

There are no financial implications

5. Background

Early Years Foundation Stage (EYFS): 2018 performance data confirms that the percentage of Shropshire children achieving the Good Level of Development (GLD) decreased by 1.4 percent from 2017 and is just below the national average. 6 of the 7 individual areas of learning are above the national average but literature is just (1 percent) below the national average.

Similarly outcomes for the Early Learning Goals (ELGs) are above national averages in each area except writing although outcomes have decreased since 2017 in each area except mathematics. The Average Point Score remains above the national figure and the percentages of children achieving the Prime ELGs, specific ELGs and therefore all ELGs increased.

The percentage of Shropshire children eligible for free school meals (FSM) who achieved a GLD decreased from 2017 and is below the national average. The gap between the achievement of Shropshire children eligible for FSM and other children increased from 20 percent in 2017 to 27 percent in 2018.

Phonics: the proportions of the cohort who met the required standard at the end of Year 1 has risen over the period 2016- 2018 and it remains in line with the national average which has also risen. The gap between the proportion of Shropshire children eligible for FSM and other children who met the required standard in 2018 has narrowed by 4 percent to 19 percent but it remains 2 percent wider than it was in 2016.

Key stage 1 (pupils aged 5 – 7 years)

2018 performance data confirms that the percentage of pupils achieving the expected standard in **reading** is broadly in line with (1 percent below) the national average. The Shropshire and national averages have increased over the period 2016 – 2018. The percentage of pupils who achieved the greater depth standard (GDS) in reading is also in line with the national average.

The framework for teachers' assessment of **writing** changed in 2017/2018 and therefore direct comparison with previous years is not possible. 2018 performance data confirms that the percentage of pupils achieving the expected standard in **writing** improved by 2 percent from 2017 but remains just (2 percent) below the national average. The proportion of pupils who achieved the greater depth standard in writing is in line with the national average.

2018 performance data confirms that the percentages of pupils who have achieved the expected standard and the greater depth standard in **mathematics** has increased year on year since 2016. However the proportion of pupils who achieved the expected standard in 2018 in **mathematics** is just (2 percent) below the national average and the proportion of pupils who achieved the greater depth standard in broadly in line with (1 percent below) the national average.

Key stage 2 Attainment (pupils aged 7 – 11 years)

In 2018 the proportion of pupils who achieved at least the expected standard in **reading, writing and mathematics (RWM) combined** is broadly in line with (1 percent below) the national average. Outcomes for Shropshire pupils against this measure have improved in each of the last 3 years. The proportion of Shropshire pupils attaining the higher standard for this combined measure continues to be in

line with the national average and has increased by 5 percent over the last 3 years from 2016.

The proportions of pupils who achieved the expected standard and the higher standard in **Reading** in 2018 have increased from previous years. Both are above the national averages.

2018 performance data confirms that the percentage of pupils who achieved the expected standard in **grammar, spelling and punctuation (GPS)** has continued to improve and is above the national average for the first time since 2015. The proportion of pupils who attained the higher standard in GPS has also increased but is (5 percent) below the national average.

The proportion of pupils who attained the expected standard in **mathematics** in 2018 continues to be in line with the national average. However, the percentage of pupils who attained the higher standard in mathematics decreased by 1 percent from 2017 and is (3 percent) below the national average.

Changes made to The Teacher Assessment Framework for **writing** in 2017/18 prevent direct comparison with outcomes in 2016 and 2017 when interim frameworks were applied. The proportion of pupils who achieved the expected standard increased and is in line with the 2018 national average for the first time since 2015. The proportion of pupils who attained the greater depth standard also increased from 2017 and is just (1 percent) below the national average.

The 2018 **average scaled scores** for Shropshire pupils in **reading and mathematics** are each in line with the national average but the **average scaled score for grammar, spelling and punctuation** is just (1 scaled score) below the national average as it has been in the previous two years.

Pupils' attainment at the end of key stage 2 compares favourably to the group of 10 **statistical neighbours**: Shropshire is ranked in the top 3 for 11 of 13 indicators and is not ranked in the lower ½ for the remaining 2 indicators

Key Stage 2 gaps between the attainment of disadvantaged pupils and their peers

2018 performance data confirms that the gap between the proportion of disadvantaged pupils and their peers who attained the expected standard in **reading, writing and Grammar, spelling and punctuation** have narrowed over the period from 2016. However, the gaps between the proportion of disadvantaged pupils and their peers who reached the greater depth standard have widened over the same period.

2018 data also confirms that in **mathematics** the gaps between the proportions of disadvantaged pupils and their peers who reached the expected and higher standards have widened. Similarly the gap between the proportion of disadvantaged pupils and their peers who attained the expected and higher standards in **reading, writing and mathematics** combined has also increased.

Progress between the end of Key stages 1 and Key Stage 2 (pupils aged 7- 11 years)

A progress score of 0 is in line with national expectation, a minus score is below national expectation and a positive score is above national expectation.

2018 data confirms that pupils' progress in **reading** is in line with national expectation. Over the period 2016 – 2018 pupils' progress has been consistently in line with or above national expectation.

Pupils' progress in **writing** remains (-0.6) below national expectation. Pupils' progress in **mathematics** has decreased over the period 2016 to 2018 (-0.6) below national expectation. Just over half of Shropshire's pupils have made positive progress in **reading** in each of the last three years.

Gaps between the achievement of disadvantaged pupils and their peers at the end of key stage 2

The **gaps** between the progress of disadvantaged pupils and their peers have narrowed in **reading**, **writing** and **mathematics** respectively over the period 2016-2018.

Key stage 4 Attainment (pupils aged 11 – 16 years)

Changes made to GCSE grading framework for 2018 prevent direct comparison previous years.

The key performance measure for pupils' attainment at the end of key stage 4 is Attainment 8: Attainment 8 is the average score obtained by a pupil for their best 8 GCSE results: these must include mathematics (which has a double weighting) and English (which has double weighting only if a pupil takes Language and Literature); three English Baccalaureate qualifications (Sciences, Computer Science, History, Geography, Languages), and three other groups (sometimes known as buckets) of any remaining English Baccalaureate qualifications or other approved academic arts or vocational qualifications.

The overall Attainment 8 score for Shropshire has been broadly in line with the national figure over the period 2016-18. Pupils' average score in English (Language and / or literature) in 2018 is also in line with the national score but pupils' average attainment score in mathematics just less than ½ a grade below the national score.

2018 data confirms that the percentage of pupils who attained top grades (9 – 4) in English exceeded the national average but the percentage of pupils who attained grades 9 – 5 for English is below the national average. The proportion of pupils who achieved top grades in mathematics (9 – 4 and 9 – 5) are just below the respective national averages. The percentage of pupils who attained top

grades (9-4 and 9-5) in English and mathematics GCSEs) is also below the national average.

Progress between the end of Key stage 2 and Key Stage 4 (pupils aged 11 - 16 years)

2018 performance data confirms that pupils' progress measured against progress 8 indicator has improved from 2017 and is just below the national score. The data also confirms that progress has declined from 2017 in the English and English Baccalaureate measures where it is just below the national scores. Pupils' progress has also declined in mathematics where it is below the national score.

Gaps between the achievement of disadvantaged pupils and their peers at the end of key stage 4

Changes made to examinations limit direct comparison with outcomes in 2016 and 2017. The **gaps** between the achievement of disadvantaged pupils and their peers in Shropshire at the end of key stage 4 are wider than those nationally:

- The gap between the progress of disadvantaged pupils and their peers in Shropshire (measured through progress 8) has remained the same over the period 2016 – 2018.
- The gap between the attainment of disadvantaged pupils and their peers in Shropshire (measured by Attainment 8) has widened.
- The gaps between proportions of disadvantaged pupils and their peers in Shropshire who attain top grades (9 – 5 and 9 – 4) in English and mathematics has remained broadly the same as they were in 2017.

6. Additional Information

Priorities for improvement:

- Increase the proportion of children in the Early Years Foundation Stage who achieve a Good Level of Development so that it is above the national average.
- Reduce the gap between the percentage of children who are eligible for Free School Meals and their peers who achieve a Good Level of Development so that it is smaller than the national gap.
- Raise attainment at the end of key stage 1 in writing and mathematics so that it is above the national averages.
- Increase the percentage of pupils who achieve the higher standard in mathematics at the end of key stage 2 in mathematics and writing, and

raise pupils' attainment in grammar, spelling and punctuation so that it is above the national averages.

- Narrow the gaps at the end of key stage 2 between the attainment of disadvantaged pupils and their peers in mathematics and in reading, writing and mathematics combined
- Increase pupils' overall attainment at the end of key stage 4 and especially in mathematics. Narrow the gaps at the end of key stage 4 between the achievement of disadvantaged pupils and their peers.

List of Background Papers (This MUST be completed for all reports, but does not include items containing exempt or confidential information)

None

Cabinet Member (Portfolio Holder)

Nick Bardsley

Local Member

Appendices

Appendix 1: 2018 Education Performance Tables

Appendix 1 2018 Education Performance Data

Early Years Foundation Stage

Table 1

	2016		2017		2018	
	GLD	Average Total Points Score	GLD	Average Total Points Score	GLD	Average Total Points Score
NCER Emerging National	69.3	34.5	70.7%	34.5	71.50%	34.6
Shropshire	69.7	35.9	71.3%	35.7	69.90%	35.6

Early Years Foundation Stage Gaps

Table 2

2016-18 % LA FSM Gap with National non- FSM									
Measure	2016			2017			2018		
	LA FSM	National-non FSM	Gap	LA FSM	National-non FSM	Gap	LA FSM	National-non FSM	Gap
% GLD	50	72	-22	53	73	-20	47.9	74.5	-26.6

Key Stage 1

Table 3

2016-18 Attainment in key stage 1 teacher assessment							
Subject	Measure	2016		2017		2018	
		National	Shropshire	National	Shropshire	National	Shropshire
Reading	% EXS+	74	73	76	74	75	74
	% GDS	24	27	25	26	26	26
English Writing	% EXS+	65	62	68	66	70	68
	% GDS	13	14	16	16	16	16
Mathematics	% EXS+	73	69	75	72	76	74
	% GDS	18	18	21	19	22	21

Key Stage 1 Gaps between pupils eligible for Free School Meals (FSM) and their peers

Table 4

Measure	2016			2017			2018		
	LA FSM	National non-FSM	Gap	LA FSM	National non-FSM	Gap	LA FSM	National non-FSM	Gap
% EXS in reading	60	77	-17	54	78	-24	53	78	-25
% EXS in writing	52	68	-16	47	71	-24	46	73	-27
% EXS in maths	56	75	-19	53	78	-25	49	79	-30

Phonics at the End of Year 1

Table 5

Percentage of year 1 pupils meeting the required standard of phonic decoding from 2016-18						
	2016		2017		2018	
	National	Shropshire	National	Shropshire	National	Shropshire
All pupils	81	81	81	82	82	82
Boys	77	78	78	78	79	78
Girls	84	84	85	86	86	85

End of Y1 Gaps between pupils eligible for Free School Meals (FSM) and their peers

Table 6

2016			2017			2018		
LA FSM	National non-FSM	Gap	LA FSM	National non-FSM	Gap	LA FSM	National non-FSM	Gap
66	83	-17	61	84	-23	65	84	-19

Key stage 2 Attainment**Table 6**

2016-18 KS2 test outcomes and teacher assessment in writing							
Measure	Subject	2016		2017		2018	
		National	Shropshire	National	Shropshire	National	Shropshire
% EXS+	RWM combined	54	51	62	62	64	63
	Reading	66	68	72	75	75	77
	GPS	73	69	78	75	77	78
	Maths	70	69	75	75	75	75
	Writing TA	74	68	77	76	78	78
% High Score (HS)	RWM combined	5	5	9	9	10	10
	Reading	19	20	25	27	28	29
	GPS	23	19	31	27	34	29
	Maths	17	15	23	22	24	21
	Writing TA	15	14	18	18	20	19
Average scaled score	Reading	103	103	104	105	105	105
	GPS	104	103	106	105	106	105
	Maths	103	103	104	104	104	104

Key Stage 2 Gaps between disadvantageded pupils and their peers

Table 7

2016-18 % LA disadvantaged gap with National non-disadvantaged									
Measure	2016			2017			2018		
	LA Dis	National Non- Dis	Gap	LA Dis	National Non- Dis	Gap	LA Dis	National Non- Dis	Gap
% EXS in reading	53.1	72.1	-19	58.5	77.5	-19	65.4	80.1	-14.7
% HS in reading	11	22.3	-11.3	15.6	29.4	-13.8	17.2	32.6	-15.4
% EXS in writing	51.4	80.9	-29.5	61	81.4	-20.4	65.3	83	-17.7
% GDS in writing	6.6	16	-9.4	9.6	21	-11.4	10	23.6	-13.6
% EXS in maths	54.7	75.5	-20.8	61.4	80.3	-18.9	60.5	80.7	-20.2
% HS in maths	6.8	19.8	-13	11.8	26.7	-14.9	11.2	27.9	-16.7
% EXS in GPS	54.6	78.1	-23.5	61.4	82.2	-20.8	65.4	82.3	-16.9
% HS in GPS	9.8	26.5	-16.7	17.7	35.1	-17.4	16.7	39.2	-22.5
% EXS in RWM	33.5	59.7	-26.2	45.2	67.6	-22.4	46.2	70.4	-24.2
% HS in RWM	1.1	6.7	-5.6	4.5	10.8	-6.3	4.1	12.2	-8.1

Progress from End of Key stage 1 to End of Key stage 2 (pupils aged 7 – 11 years)

Table 8

Shropshire's KS1-2 progress for 2016-18																	
2016						2017						2018					
Reading	Writing		Mathematics			Reading	Writing		Mathematics			Reading	Writing		Mathematics		
% Prog. Score ≥0	Avg. Prog. Score	% Prog. Score ≥0	Avg. Prog. Score.	% Prog. Score ≥0	Avg. Prog. Score.	% Prog. Score ≥0	Avg. Prog. Score	% Prog. Score ≥0	Avg. Prog. Score.	% Prog. Score ≥0	Avg. Prog. Score.	% Prog. Score ≥0	Avg. Prog. Score	% Prog. Score ≥0	Avg. Prog. Score.	% Prog. Score ≥0	Avg. Prog. Score.
50.50%	0	48.10%	-1.3	47.80%	-0.4	53.50%	0.2	47.50%	-0.6	46.30%	-0.5	51.00%	0	49.90%	-0.6	45.70%	-0.6

End of Key stage 1 to End of Key stage 2 (pupils aged 7 – 11 years) Gaps between the progress of disadvantaged pupils and their peers

Table 9

2016-18 KS1-2 progress LA disadvantaged gaps with National									
Measure	2016			2017			2018		
	LA Dis	National Non-Dis	Gap	LA Dis	National Non-Dis	Gap	LA Dis	National Non-Dis	Gap
Average Progress Score in reading	-1	0.3	-1.3	-0.9	0.3	-1.2	-0.6	0.3	-0.9
Average Progress Score in writing	-2.6	0.1	-2.7	-1.4	0.1	-1.5	-1	0.2	-1.2
Average Progress Score in mathematics	-1.4	0.2	-1.6	-1.3	0.2	-1.5	-1	0.3	-1.3

Key stage 4 Attainment**Table 10**

2016-18 KS4 Attainment measures <i>(please note 2018 figures are from NEXUS)</i>						
Attainment measures	2016		2017		2018	
	Shrops	National	Shrops	National	Shrops	National
Attainment 8 overall average score (per pupil)	50.6	50.1	46.4	46.4	45.7	46.5
% Achieved a 9-4 pass (English and Maths GCSEs)	N/A	N/A	66.8	64.2	63.4	64.2
% Achieved a 9-5 pass (English and Maths GCSEs)	N/A	N/A	42.3	42.9	40.3	43.2
% 9-5 in English	N/A	N/A	62.9	60.8	59.4	60.4
% 9-4 in English	N/A	N/A	78.5	75.8	77.1	75.7
% A*-C in English	74.7	75.1	N/A	N/A	N/A	N/A
% 9-5 in Maths	N/A	N/A	48.3	48.8	46.4	49.4
% 9-4 in Maths	N/A	N/A	72.4	69.5	68.4	69.8
% A*-C in Mathematics	70.6	68.8	N/A	N/A	N/A	N/A
GCSE %5+ A* - C including English and Maths	56.9	57.7	N/A	N/A	N/A	N/A
% A*-C in English and Mathematics (Basics)	63.2	63.3	N/A	N/A	N/A	N/A
Attainment English average score per pupil	10.6	10.6	10.1	9.9	9.9	9.9
Attainment Mathematics average score per pupil	9.9	9.8	9.0	9	8.8	9.1
EBacc % entered	38.3	39.8	36.7	38.4	37.1	38.5
EBacc % achieved (including a 9-5 pass in English and Maths)	24.4	24.8	20.1	21.4	15.0	16.5
EBacc APS for total cohort (new measure in 2018)	N/A	N/A	N/A	N/A	4.0	4.0
EBacc APS for the cohort entered for EBacc (new measure in 2018)	N/A	N/A	N/A	N/A	5.5	5.6
Attainment EBacc average score per pupil	14.3	13.8	12.8	12.6	13.3	13.4
Attainment Open qualifications average score per pupil	15.8	15.9	14.4	14.9	13.7	14.1

Progress from End of Key stage 2 to End of Key stage 4 (pupils aged 11 – 16 years)**Table 11**

Progress 8 measures	2016		2017		2018 <i>(figures are from NEXUS)</i>	
	Shropshire	National	Shropshire	National	Shropshire	National
Progress 8 overall average score	-0.05	-0.03	-0.10	-0.03	-0.07	-0.02
Progress English average score	-0.11	-0.04	-0.02	-0.04	-0.03	-0.04
Progress Mathematics average score	-0.07	-0.02	-0.06	-0.02	-0.10	-0.02
Progress 8 score in EBacc slots	0.09	-0.02	-0.01	-0.03	-0.02	-0.03
Progress 8 score in Open slots	-0.13	-0.04	-0.28	-0.04	-0.15	-0.04

End of Key stage 2 to End of Key stage 4 (pupils aged 11 – 16 years) Gaps between the progress of disadvantaged pupils and their peers

Table 12

KS4 2016- 2018 % LA disadvantaged gap with National non-disadvantaged									
Measure	2016			2017			2018		
	LA Dis	National Non-Dis	Gap	LA Dis	National Non-Dis	Gap	LA Dis	National Non- Dis	Gap
Attainment 8	41.5	53.5	-12	36.4	49.9	-13.5	35.7	50.4	-14.7
Progress 8	-0.5	0.1	- 0.6	-0.5	0.1	- 0.6	-0.52	0.14	- 0.66
% achieving A*-C in English & mathematics	39.4	71	- 31.6	-	-	-	-	-	-
% achieving 9-5 in English & mathematics	-	-	-	22.1	49.7	- 27.6	21.1	50.5	- 29.4
% achieving 9-4 in English & mathematics	-	-	-	40.8	71.5	- 30.7	42.4	71.9	- 29.5