

21 March 2016**Agenda Item: 4****REPORT OF THE ACTING SERVICE DIRECTOR, EDUCATION STANDARDS
AND INCLUSION****PERFORMANCE FIGURES FOR NOTTINGHAMSHIRE SCHOOLS,
ACADEMIES AND COLLEGES – ACADEMIC YEAR 2014/15****Purpose of the Report**

1. To inform Members of the achievements of young people attending Nottinghamshire schools, academies and colleges in Key Stage assessments in 2014/15.
2. The report also provides Members with an analysis of the final outcomes at Key Stage 2 in 2015 and outlines the actions currently being undertaken by the Support to Schools Service as well as those planned for 2016-2017. Members are also asked to consider the recommendations in the light of both the Local Authority's Education Improvement Strategy and the Statutory Guidance to Local Authorities for Schools Causing Concern (January 2015). The report is particularly relevant to Members who are currently school governors as it recommends that they focus sharply on the impact of actions undertaken in school to raise attainment and progress for all pupils.

Information and Advice

3. At the end of each Key Stage, students are assessed by a combination of teacher assessment and/or testing. The expected level of attainment together with assessment age is summarised below:

Key Stage	Age	Expected level of attainment	Method of assessment
Early Years Foundation Stage Profile	3-5	A 'Good Level of Development' – reaching at least expected in all early learning goals in all prime areas and in the specific areas of literacy and mathematics	Teacher Assessed
Key Stage 1	5-7	Level 2+	Teacher Assessed
Key Stage 2	7-11	Level 4+	Test / Teacher Assessed

Key Stage 4 (GCSE and equivalent qualifications)	14-16	5+ A*-C grades including GCSE English and mathematics English Baccalaureate	Test
Key Stage 5 (GCE A level and equivalent qualifications)	16-18	Average point score per candidate and per exam entry together with threshold pass rates	Test

4. Early Years Foundation Stage together with Key Stage 1 results are reported directly to the Local Authority (LA). Key Stage 2 test results are reported to schools and the LA by the Standards and Testing Agency. The LA receives Key Stage 4 and Key Stage 5 results from the DfE / awarding bodies.
5. For each measure the performance of Nottinghamshire is benchmarked against the England average and that of the Council's children's services statistical neighbours, where available. Nottinghamshire's statistical neighbours changed in October 2014 and are:
 1. Derbyshire
 2. Staffordshire
 3. Lancashire
 4. Worcestershire
 5. Cumbria
 6. Northamptonshire
 7. Essex
 8. Kent
 9. Cheshire West and Chester
 10. Warwickshire
6. The statistical neighbour average is based on the same methodology as used in the local authority interactive tool (LAIT) in that outcomes for each LA are averaged to create a statistical neighbour figure (as opposed to a weighted average). This will have the effect of treating each LA as having an equal population as opposed to a weighted average which takes into account population size. The statistical neighbour average excludes Nottinghamshire results.

Early Years Foundation Stage Profile

7. In 2015, 65.3% of Nottinghamshire pupils achieved a good level of development (reaching at least expected in all early learning goals in all prime areas and in the specific areas of literacy and mathematics). This represents an increase of 3.6% points on the 61.7% reported in 2014.
8. Comparisons nationally over the same period show a 5.9% point increase (to 66.3% of pupils achieving this measure) and 6.2% point increase against statistical neighbours (to 67.6%).
9. The County's overall ranking against statistical neighbours has fallen from 4th (where 1st is best) to 9th (out of 11 positions) over the two years. A similar fall was witnessed

nationally with Nottinghamshire now placed 84th amongst all 151 LAs nationally (52nd in 2014).

10. All districts increased in this measure with Gedling district witnessing the greatest increase of 7.1% points (to 70.1%) between the years.
11. With regard to closing the gap of pupils who are eligible for free school meals (FSM) and their peers, 2015 results show a slight widening of the gap to 27.6 (from 27.1 in 2014). 2015 data shows that 41.0% of FSM pupils achieved a good level of development which is a 2.0% point increase on 2014. 68.6% of non-FSM pupils achieved this measure in 2015 which is a 2.5% point increase on 2014.
12. Nationally the FSM / non-FSM gap stands at 18 percentage points. This represents a narrowing of the gap compared to the 19 point gap reported in 2014.
13. Nationally in 2015, 51% of FSM pupils achieved a good level of development (a 6% point increase from 2014), compared with 69% of non-FSM pupils (a 5% point increase on 2014) achieving the measure.
14. 2015 headline figures for Nottinghamshire are:

	Nottinghamshire			National			Statistical Neighbours		
	2015	2014	Difference	2015	2014	Difference	2015	2014	Difference
Good Level of Development (GLD)	65.3%	61.7%	↑ 3.6%	66.3%	60.4%	↑ 5.9%	67.6%	61.4%	↑ 6.2%

Key Stage 1

15. Since 2005 (when reporting changed to teacher assessments), at Level 2 or above (the expected level for 7 year olds), Nottinghamshire has remained consistently around the national averages in all KS1 subjects.
16. Reported figures show that the LA has witnessed a slight increase in reading (1.0% point increase), writing (1.1% point) and mathematics (0.4% point) at Level 2+ from 2014.
17. Comparisons against national averages place Nottinghamshire slightly above in reading (when rounded). Outcomes in writing and mathematics are below the national average by 1% point in both subjects.
18. The County's overall ranking against statistical neighbours shows a fall in position in all subjects. Outcomes in reading are ranked joint 9th (out of 11 positions, where 1st is best) from 7th in 2014. In writing, the County is ranked 9th (from 6th in 2014) and 11th (from 7th in 2014) in mathematics.
19. Comparisons nationally out of all 151 LAs show the County's position has remained relatively static in reading, ranked 80th (79th in 2014), but witnessed a decline in writing (81st from 66th in 2014) and mathematics (95th from 63rd in 2014).

20. At the expected level (Level 2+), 2015 headline figures for Nottinghamshire are:

	Nottinghamshire			National			Statistical Neighbours		
	2015	2014	Difference	2015	2014	Difference	2015	2014	Difference
Reading	89.8%	88.8%	↑ 1.0%	90.0%	90.0%	▬ 0.0%	91.2%	90.6%	↑ 0.6%
Writing	86.8%	85.7%	↑ 1.1%	88.0%	86.0%	↑ 2.0%	88.3%	87.1%	↑ 1.2%
Mathematics	92.4%	92.0%	↑ 0.4%	93.0%	92.0%	↑ 1.0%	93.6%	92.9%	↑ 0.7%

Key Stage 2

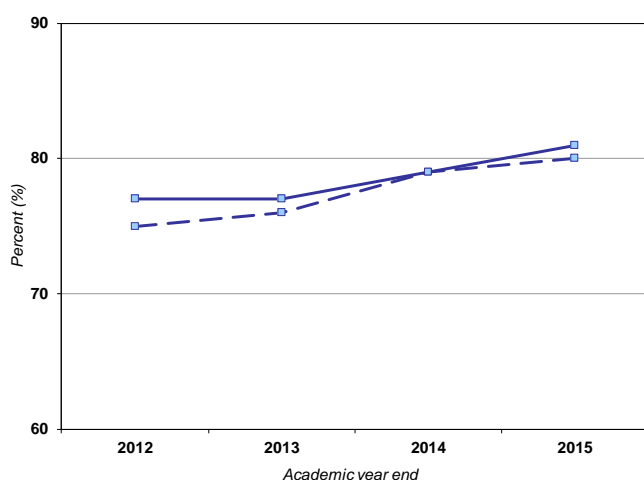
21. At the end of primary education, young people (typically aged 11 years) are assessed against the standards of the national curriculum through a combination of tests and teacher assessments. A new reporting arrangement was introduced in 2013. English was no longer reported and a new grammar, punctuation and spelling test was introduced. Pupils continue to sit reading and mathematics tests but writing tests were abolished in 2012 to be replaced by teacher assessments.
22. Pupils at the end of Key Stage 2 are expected to achieve level 4 and to have made at least two levels of progress between their prior attainment at Key Stage 1 (typically aged 7 years) and Key Stage 2 outcomes. Level 4b (sometimes referred to as a 'good level 4') refers to a test mark which is in the upper two-thirds of the level 4 mark range. Level 4b results are only reported for test subjects (reading, mathematics and grammar, punctuation and spelling). The information in this report is based on results which have been checked by schools as part of the Performance Tables checking exercise and are considered final published results.

Key Stage 2 Analysis

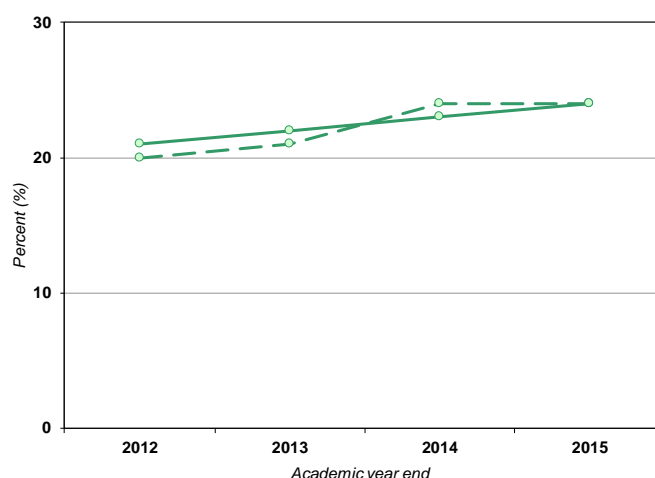
23. Since 2008, achievements at level 4 or above (the expected level for 11 year olds) have remained above or in line with national averages. Members will recall that the final published data for 2014 showed that the rate of improvement made across Nottinghamshire schools had slowed in comparison to national and statistical neighbours.
24. 2015 final data shows that in grammar, punctuation and spelling, writing and combined reading, writing and mathematics outcomes in Nottinghamshire schools between 2014 and 2015 increased at a faster rate than witnessed nationally. All other subjects (reading and mathematics) increased at the same rate.
25. At the expected level (level 4+) all subjects with the exception of grammar, punctuation and maths are now in-line or above the national average. While grammar, punctuation and spelling are below the national average, 2015 data shows the subject is one percentage point below national whereas in 2014 it was two points below.

26. The table attached as **Appendix 1** shows the rate of improvement across Nottinghamshire and national for the years 2014 and 2015. The 'Notts. vs National' columns show the gap narrowing in 2015. Where Nottinghamshire was in line or below the average in the majority of areas in 2014, it is now in line on most measures.
27. The charts below demonstrate the reduction in the gap between Nottinghamshire and national in the combined measure of reading (test), writing (teacher assessed) and mathematics (test). A pupil must have achieved the required standard in all three subjects to be counted as having met the performance measure.

Key Stage 2 Reading, Writing and Maths 4+
Time Series 2012 - 2015



Key Stage 2 Reading, Writing and Maths 5+
Time Series 2012 - 2015



		2012	2013	2014	2015
4+ R,W,M	—■— Nottinghamshire	77.0	77.0	79.0	81.0
	- -■- - National	75.0	76.0	79.0	80.0
5+ R,W,M	—●— Nottinghamshire	21.0	22.0	23.0	24.0
	- -●- - National	20.0	21.0	24.0	24.0

28. The County's overall rankings against statistical neighbours show an improvement in the majority of subject areas. At the expected level, the rank for grammar, punctuation and spelling, and reading has improved from 6th to 5th (out of 11 places when including Nottinghamshire; 1st is best), writing has improved from 6th to 4th and mathematics has remained static at 3rd place. The combined measure of reading, writing and mathematics has also improved to 4th (from 5th in 2014).
29. Comparisons to all local authorities (LAs) nationally place Nottinghamshire 83rd (out of 151 LAs nationally; 1st is best) for grammar, punctuation and spelling (91st in 2014), reading 64th (no change from 2014), writing 72nd (from 81st in 2014), mathematics 59th (from 53rd in 2014) and 65th in combined reading, writing and mathematics (from 69th in 2014).

Analysis by gender

30. Analysis by gender in all subjects at level 4 or above, shows that girls continue to outperform boys. In combined reading, writing and mathematics in 2015, 77% of boys achieved this outcome compared to 84% of girls, representing a 7 percentage point gap between the genders. This represents a narrowing of the gender gap from 10 percentage points reported in 2014.
31. Comparisons between 2014 and 2015 show that boys increased 3 percentage points in combined reading, writing and mathematics at level 4 or above, which is more than the increase witnessed nationally, while girls remain static on this measure but remain above the national average.
32. Comparisons nationally show that in all subjects at level 4 or above, boys are either in line with or below the national average where girls are in line or above. The tables below show analysis by gender against national averages for 2014 and 2015.

Boys

	<i>Nottinghamshire</i>			<i>National</i>			<i>Notts vs. National</i>	
	2015	2014	Difference	2015	2014	Difference	2015	2014
% Level 4 or above								
GPS	76	70	↑ 6	77	72	↑ 5	↓ -1	↓ -2
Reading	87	86	↑ 1	88	87	↑ 1	↓ -1	↓ -1
Writing TA	83	80	↑ 3	83	81	↑ 2	↔ 0	↓ -1
Maths	87	86	↑ 1	87	86	↑ 1	↔ 0	↔ 0
R,W,M	77	74	↑ 3	78	76	↑ 2	↓ -1	↓ -2
% making 2 or more levels progress								
Reading	90	91	↓ -1	90	90	↔ 0	↔ 0	↑ 1
Writing TA	93	91	↑ 2	93	92	↑ 1	↔ 0	↓ -1
Maths	90	89	↑ 1	90	90	↔ 0	↔ 0	↓ -1

Girls

	<i>Nottinghamshire</i>			<i>National</i>			<i>Notts vs. National</i>	
	2015	2014	Difference	2015	2014	Difference	2015	2014
% Level 4 or above								
GPS	85	81	↑ 4	85	81	↑ 4	↔ 0	↔ 0
Reading	92	91	↑ 1	92	91	↑ 1	↔ 0	↔ 0
Writing TA	92	91	↑ 1	91	90	↑ 1	↑ 1	↑ 1
Maths	88	87	↑ 1	87	86	↑ 1	↑ 1	↑ 1
R,W,M	84	84	↔ 0	83	82	↑ 1	↑ 1	↑ 2
% making 2 or more levels progress								
Reading	92	91	↑ 1	92	91	↑ 1	↔ 0	↔ 0
Writing TA	95	94	↑ 1	96	95	↑ 1	↓ -1	↓ -1
Maths	90	90	↔ 0	89	89	↔ 0	↑ 1	↑ 1

Analysis by ethnicity

33. Analysis by ethnic groups shows that 79% of pupils from a Black and minority ethnic group (BME) achieved level 4 or above in combined reading, writing and mathematics which is less than the outcomes of pupils from a white British background (81%).
34. All ethnic groups nationally (with the exception of Chinese pupils, which remained static) witnessed an increase between 2014 and 2015 although most minority groups in Nottinghamshire witnessed a decline.
35. The greatest improvement was made by pupils from an Irish background (although the number of pupils is small at 15) who, at combined reading, writing and mathematics at level 4 or above, increased 16 percentage points to 87% (13 pupils) meeting this measure. This is three percentage points above the national average for this group.
36. The widest positive gap in attainment between Nottinghamshire schools and the national average for the group was with Gypsy/Roma pupils (although again numbers are small – 9 pupils) where 67% (6 pupils) of pupils from this group achieved level 4 or above in combined reading, writing and mathematics. This is 37% points above the national average for this group (30%).
37. The widest negative gap was seen in pupils from any other Asian background. 72% of pupils in Nottinghamshire schools from this background achieved the combined measure which is 12% points below the national average for this group. This group was also below the national average in 2014.
38. The table overleaf shows outcomes in combined reading, writing and mathematics at level 4 or above by ethnic group and includes actual numbers of pupils in each ethnic group.

Nottinghamshire										
	Pupils		Outcome			National			Notts vs. National	
	2015	2014	2015	2014	Difference	2015	2014	Difference	2015	2014
% Level 4 or above R,W,M										
White	7,594	7,353	81	78	↑ 3	80	79	↑ 1	↑ 1	↓ -1
White British	7,328	7,084	81	79	↑ 2	81	79	↑ 2	↔ 0	↔ 0
Irish	15	14	87	71	↑ 16	84	83	↑ 1	↑ 3	↓ -12
Traveller of Irish Heritage	x	x	x	x	x	44	38	↑ 6	x	x
Gypsy/Romany	9	19	67	63	↑ 4	30	29	↑ 1	↑ 37	↑ 34
Any other White background	239	234	74	69	↑ 5	73	71	↑ 2	↑ 1	↓ -2
Mixed	352	304	83	85	↓ -2	81	80	↑ 1	↑ 2	↑ 5
White and Black Caribbean	126	111	84	84	↔ 0	77	75	↑ 2	↑ 7	↑ 9
White and Black African	30	22	77	86	↓ -9	81	80	↑ 1	↓ -4	↑ 6
White and Asian	61	62	92	90	↑ 2	85	83	↑ 2	↑ 7	↑ 7
Any other mixed background	135	109	79	82	↓ -3	82	81	↑ 1	↓ -3	↑ 1
Asian	199	218	81	83	↓ -2	81	80	↑ 1	↔ 0	↑ 3
Indian	62	78	81	88	↓ -7	87	86	↑ 1	↓ -6	↑ 2
Pakistani	80	81	85	78	↑ 7	77	75	↑ 2	↑ 8	↑ 3
Bangladeshi	11	15	91	100	↓ -9	83	81	↑ 2	↑ 8	↑ 19
Any other Asian background	46	44	72	75	↓ -3	84	83	↑ 1	↓ -12	↓ -8
Black	61	62	75	84	↓ -9	79	76	↑ 3	↓ -4	↑ 8
Black Caribbean	23	12	74	83	↓ -9	75	73	↑ 2	↓ -1	↑ 10
Black African	29	31	72	84	↓ -12	81	78	↑ 3	↓ -9	↑ 6
Any other Black background	9	19	89	84	↑ 5	76	74	↑ 2	↑ 13	↑ 10
Chinese	20	24	90	92	↓ -2	88	88	↔ 0	↑ 2	↑ 4
Any other ethnic group	37	32	65	66	↓ -1	76	73	↑ 3	↓ -11	↓ -7

X = figures suppressed as cohort is below 5

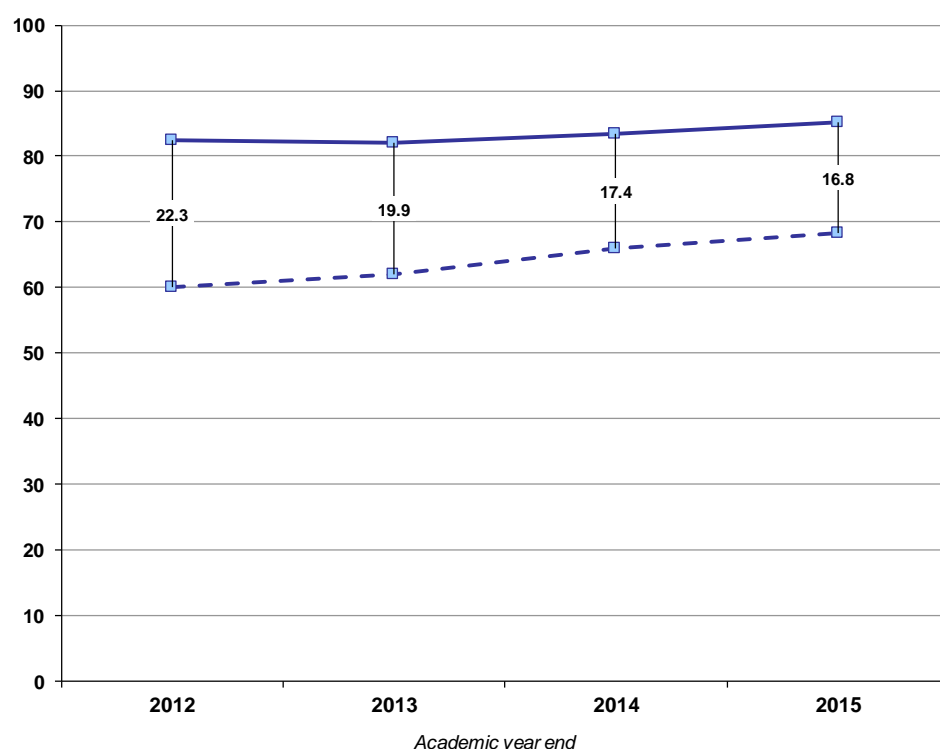
Pupils where the ethnicity is unknown, not obtained or refused are excluded from the above table

Analysis by free school meal

39. The free school meal (for pupils eligible at any point in the past 6 years – FSM6) gap has narrowed in 2015 for the fourth year running. Final figures show that, at level 4 or above in combined reading, writing and mathematics, 68.4% of FSM6 pupils achieved this measure compared to 85.2% who were not FSM6, representing a gap of 16.8 percentage points. This is a 0.6 percentage point decrease from the 17.4 gap reported in 2014.
40. 2015 final results show that FSM6 pupils witnessed the greatest increase in those achieving level 4 or above in reading, writing and mathematics (2.4 percentage points increase on 2014 to 68.4%) vs those who were not FSM6 (1.8 percentage point increase to 85.2%).
41. Comparisons against a provisional national figure place Nottinghamshire 2.8 percentage points above the national gap. Nationally the gap reduced 2 percentage points (to 14% points) between 2014 and 2015.
42. The chart overleaf shows the attainment in combined reading, writing and mathematics at level 4 or above for FSM6 / non-FSM6 pupils and the attainment gap between the two cohorts.

FSM6 / Non-FSM6 gap within Nottinghamshire

Percentage of pupils achieving Level 4 or above in combined reading, writing and maths



	2012	2013	2014	2015
Non-FSM6	82.5	82.0	83.4	85.2
FSM6	60.2	62.1	66.0	68.4
GAP	22.3	19.9	17.4	16.8

43. The final data in relation to the attainment of Looked After Children (LAC) at the end of statutory assessment points has not yet been released by the DfE. This data is expected in April and will be reported through the Corporate Parenting Sub-Committee.

Schools at risk of coasting and schools below minimum standards

44. Final data for Nottinghamshire schools show there are 14 schools below the government's minimum performance floor standards (two academies, 12 maintained). An additional school was below this measure but has since closed so is therefore excluded from these figures. This is where fewer than 65% of pupils achieve Level 4+ in combined reading, writing and mathematics and where these pupils have also made progress below the national medians in terms of expected levels of progress in reading, writing and mathematics.
45. 2014 data shows there were 16 schools below the floor standards. Of the 14 schools below floor in 2015, only one of these was below floor in 2014.
46. 2015 is the second of three years' worth of data which will be used to identify coasting schools. Coasting schools are those schools where fewer than 85% of

pupils fail to achieve Level 4+ in combined reading, writing and mathematics and are below the national medians for progress for three consecutive years. These schools are considered coasting as they are failing to push each pupil to reach their full potential.

47. Data from 2014 and 2015 suggests that 20 Nottinghamshire schools were below the coasting schools threshold (5 of these were below floor standard schools in 2015) in both years and are therefore at risk of being classed as coasting in 2016. These schools would then be required to produce a clear plan for improvement. The Regional Schools Commissioner, together with her local elected head teacher board, will assess whether the school has a credible plan and will be supported to improve. Those that cannot will be turned into sponsor led academies.
48. Of these 20 schools at risk of being classed as coasting in 2016:
 - Three are academy schools (two academy sponsor led and one academy convertor schools)
 - Four are church schools (three Church of England and one Catholic)
 - Four are junior schools
49. Analysis by district data shows that each district, with the exception of Rushcliffe, had schools below the coasting schools' threshold in both 2014 and 2015. Mansfield schools had the highest proportion of schools below this threshold (7 out of 30 schools, 23%) followed by Ashfield schools (4 out of 32, 13%).

Nottinghamshire's School Improvement Strategy

50. Nottinghamshire's School Improvement Strategy is in line with the Nottinghamshire Schools Policy which aims to ensure that every school in the County is at least a good school. The strategy is underpinned by partnership work with all schools, irrespective of governance, Teaching School Alliances (TSAs), National Leaders of Education (NLEs), Local Leaders of Education (LLEs), Partnership Leaders (PLs) and other education providers, around a shared vision and commitment to raise standards for all pupils and to close the gap in relation to disadvantaged groups. The detailed strategy is outlined in the 'School Improvement Strategy' March 2014, which was revised in January 2015 in response to the revised Statutory guidance to LAs for Schools Causing Concern (January 2015).
51. There are currently nine highly experienced school improvement advisers within the Support to Schools Service. These advisers are deployed to schools in adverse Ofsted categories, and schools judged to require improvement. Advisers also support schools at risk of being in an Ofsted category of concern and at risk of requiring improvement. In addition, the advisers quality assure good and outstanding schools on a rolling programme to ensure that these schools are maintaining their high quality provision.
52. The changes to the School Improvement Strategy have ensured that governing bodies are informed directly, by the Support to Schools Service, when performance data indicates that a school is at risk of requiring improvement or at risk of being in an Ofsted category of concern at the next inspection, if rapid action is not taken by

school leaders to improve attainment and progress. Governors also receive a letter, sent directly to the chair of governors, when a school improvement adviser has been allocated to support and challenge a school. This ensures that the full governing body is made aware that they will receive termly reports on the progress that the school is making. This enables the governors to ask focussed questions to hold senior leaders at the school to account for driving and securing improvement at the school

53. At the time of writing this report, the service and key partners are currently providing support to:
 - 20 schools at risk of an adverse Ofsted category at their next Ofsted inspection
 - 32 schools at risk of requiring improvement at their next Ofsted inspection
 - 22 schools that are not securely good, or are experiencing short term challenges
 - 2 academies which choose to buy back LA support (secondary)
 - health check (watching brief) visits following RAISEonline data review to schools with low value added: 21 schools in autumn term 2014; 2 schools in spring 2015
 - quality assurance visits to good and outstanding schools: 14 schools in autumn term 2015; 31 schools in spring 2015.
54. In addition, all advisers contribute to the planning, delivery and evaluation of the service's sold offer to schools. The impact of courses and training offered through the sold service is analysed through evaluation sheets for all training events. The 1,911 course evaluations submitted so far, since September 2015, show 96% of evaluations graded the training as very useful or useful and only 4% found the training to be of no use.
55. Support for schools causing concern is brokered by the team managers with the relevant Teaching School Alliance (TSA). In relation to schools not in membership of an alliance, their support is brokered directly with partners by team managers. At present, there are seven TSAs in the County, which provide support to schools to Nottinghamshire: Torch TSA (Toothill Academy), Redhill Teaching School Alliance, Trent Valley (Tuxford Academy), Minster; Cotgrave Candleby Lane; George Spencer Academy; and The Nottingham Catholic Teaching School Alliance.
56. The key role of the adviser in these high and medium risk schools is to monitor the impact of this support in improving the quality of leadership, teaching and learning as well as the outcomes for all pupils and to hold the school being supported to account. The advisers will also raise concerns about any support that is not appropriately impacting on improvement, although such concerns are rare.

Schools causing concern; statutory guidance for local authorities (DfE January 2015)

57. In January 2015, the DfE revised its statutory guidance for local authorities for Schools Causing Concern. This statutory guidance clarifies the circumstances which the DfE believes would qualify for intervention on the grounds of the "breakdown in

the way in which the school is managed or governed". In particular it states that evidence of such a breakdown could be:

- high governor turnover
- a significant, unexplained change to the constitution
- the governing body having an excessive involvement in the day to day running of the school.

58. This guidance advises the situations that could indicate a failure of governance that may prejudice standards. In relation to maintained schools, the Local Authority is advised to investigate and intervene if necessary, through the issuing of a warning notice where there are concerns. LAs are also advised that warning notices should be issued to governing bodies who do not implement an external review of the use and impact of the Pupil Premium if advised by Ofsted following an inspection.
59. In addition, the statutory guidance also includes a separate section entitled "non-statutory guidance relating to governance". This section outlines that local authorities should be actively attempting to prevent schools from becoming "eligible for intervention" by ensuring that governors are well trained, have the necessary skills and have in place "appropriate" systems for monitoring the quality of governance.
60. This statutory guidance confirms the responsibility for the outcome of academies with the Secretary of State for Education although LAs are advised to raise concerns about an academy's performance with the Regional Schools Commissioner.
61. A specific variation to the LA Education Improvement Strategy to raise standards in Key Stage 2, and particularly in 2015/16, is attached as **Appendix 2** and has been updated to indicate the actions taken, which have supported the improvements in outcomes reported above.

Key Stage 4 (GCSE and equivalent qualifications)

62. Information regarding the achievements of young people in GCSE and equivalent qualifications is based on final data collated for the 2015 Secondary School Performance Tables.
63. Governance within the secondary phase has continued to change in line with national policy as more schools have academised. In 2011, there were 15 secondary academies; in 2015 there were 41 secondary academies. It should be noted that academies are responsible for their own school improvement and raising standards.
64. There were significant and multiple changes to Key Stage 4 in 2014. Changes included the grade for the first entry in English Baccalaureate subjects (English, mathematics, science, history, geography, languages) being counted in performance measures as opposed to best grade used historically.
65. There were also changes to vocational qualifications in both the number of courses included in performance measures and their qualification weighting / value. Qualifications are now capped at a maximum size of one GCSE. BTEC qualifications for example, previously counting for the equivalent of two / four GCSEs, are now

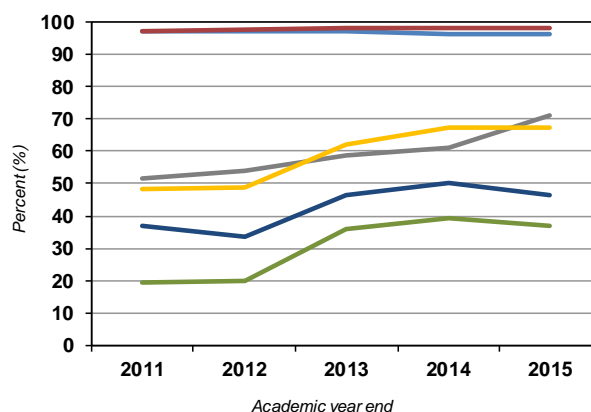
capped at one. Only two vocational qualifications can be counted in performance measures where previously this was not restricted.

66. Syllabus changes also occurred with exams now at the end of the course rather than a modular based assessment. Also subjects such as GCSE English / English Language have seen changes to the weighting of coursework with written exams now counting for 60% (previously this was 40%).
67. Changes in 2015 included the expansion of the first entry policy which now covers all qualifications.
68. After witnessing year on year improvements between 2005 and 2013 in the government's preferred indicator of 5 or more GCSEs (or equivalent) at grades A*-C including GCSE English and mathematics, results for 2014 witnessed a fall potentially as a result of these changes described above.
69. 2015 final results show a further decline of one percentage point (to 57% of pupils achieving 5 or more GCSEs (or equivalent) at grades A*-C including GCSE English and mathematics). This is an improvement on the provisional data reported in October 2015 which showed 55.4% of young people achieving this measure (a fall of 2.6% from 2014).
70. A decline was also witnessed in the percentage of pupils achieving the English Baccalaureate (A*-C grades in English, mathematics, two science subjects, a humanities and a language) which witnessed a 2.7% point fall to 22.6%.
71. Nationally there was a 0.4% point increase to 53.8% of pupils in all schools achieving 5+ A*-C including English and mathematics and outcomes remained static between the years at 22.9% for the English Baccalaureate.
72. Comparisons against statistical neighbours show an increase of one percentage point (to 57.6%) for 5+ A*-C including English and mathematics and a slight increase of 0.6% points (to 23.9%) for the English Baccalaureate.
73. The County's overall ranking against statistical neighbours shows a decline in both measures. The rank for 5+ A*-C including English and mathematics has fallen from 4th in 2014 to 7th in 2015 (although this represents an improvement of 1 place from provisional data) and for the English Baccalaureate from 4th to 7th.
74. The County's position nationally in both these measures has fallen. In 5+ A*-C including English and mathematics the ranking has dropped 19 places to 79th (from 60th in 2014) and the English Baccalaureate has fallen 27 places to 86th (from 59th).
75. Entries and outcomes in English Baccalaureate subjects are important for schools in 2016 when there will be greater challenge around the attainment 8 and progress 8 measures. The attainment 8 measure, set to replace 5+ A*-C including English and mathematics as the government's main measure of attainment together with progress 8, relies heavily on the entries in English Baccalaureate subjects (five out of the eight subjects will be English Baccalaureate based).

76. The percentage of pupils entering key subjects between 2014 and 2015 shows an increase in science subjects (61.1% to 70.9%) but a fall in languages (50.1% to 46.2%). Humanities subjects have remained relatively static (67.1% to 67.4%) between the years.

Percentage of pupils entering each component of the English Baccalaureate

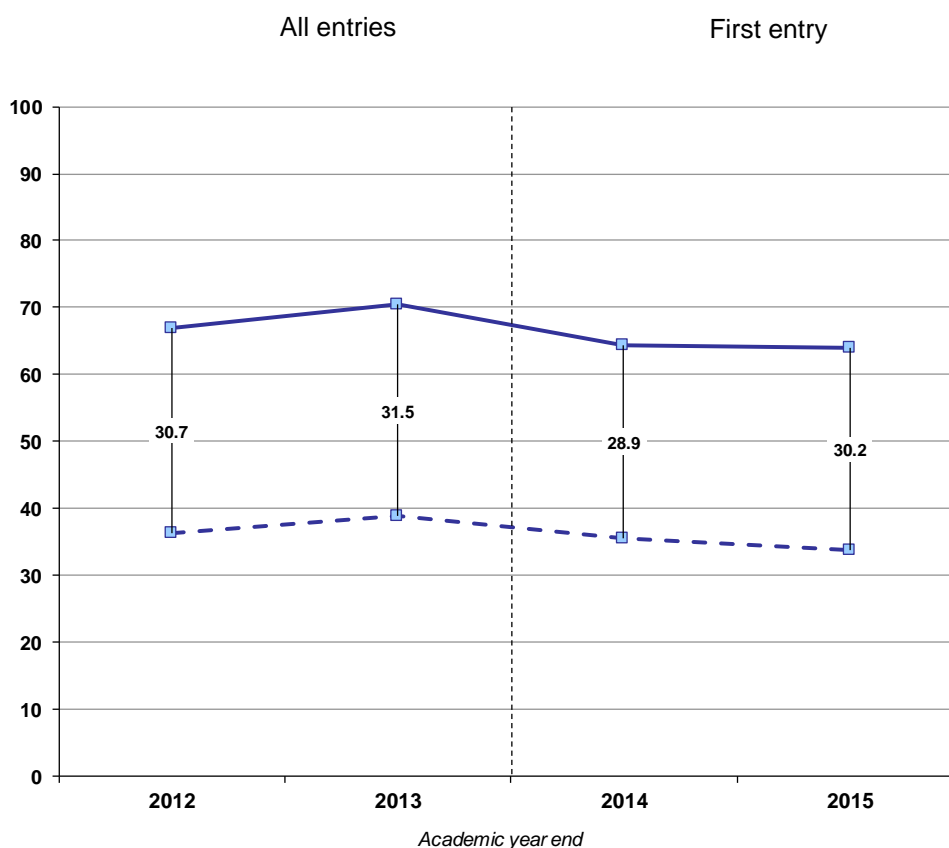
	2011	2012	2013	2014	2015
English	97.0	97.3	97.3	96.2	96.4
Maths	97.0	97.9	98.2	98.4	98.0
Science	51.6	54.1	58.9	61.1	70.9
Humanities	48.3	48.7	62.3	67.1	67.4
Language	37.1	33.5	46.4	50.1	46.2
All components	19.5	20.0	36.0	39.1	37.0



77. Final data for Nottinghamshire schools show there are 8 schools below the government's minimum performance floor standards (all academies). This is where fewer than 40% of pupils achieve 5+ A*-C including English and mathematics and below the national medians in terms of pupils making the expected levels of progress in English and mathematics.
78. 2014 data shows there were four schools below the floor standards although one school has since closed as a result of academy sponsorship. Of these three which are still open all three are below the floor standard in 2015.
79. 2015 is the second of three years' worth of data which will be used to identify coasting schools. Coasting schools are those schools where fewer than 60% of pupils achieve 5+ A*-C including English and mathematics and in addition, the proportion of pupils making expected progress in English and mathematics has been below the national medians for three consecutive years.
80. 2014 and 2015 data suggests that 15 schools are currently falling below the coasting schools threshold (all apart from one are academies). If these schools are below the threshold for a third year they will be 'coasting'.
81. Final figures show a widening of the gap for pupils who were eligible for free school meals at any point in the past 6 years (FSM6) against other pupils in Nottinghamshire schools. In 2015, 33.8% of FSM6 pupils achieved 5+ A*-C grades including GCSE English and mathematics compared to 64.0% who were not FSM6. The FSM6 gap for the LA is 30.2 percentage points which represents a widening of the gap (1.3 percentage points) from 28.9 percentage points reported in 2014.
82. Final national data from NCER (National Consortium for Examination Results) suggests that nationally the gap has widened more than seen in Nottinghamshire. 37.0% of FSM6 pupils nationally achieved the measure against 64.4% who were not FSM6. The FSM6 gap nationally is 27.4 percentage points which represents a

widening of the gap (1.4 percentage points) compared to 26.0 percentage points reported in 2014.

Percentage of pupils achieving 5+ A*-C including English and mathematics by FSM6 status together with the gap



83. 2015 headline figures for Nottinghamshire are:

	Nottinghamshire			National			Statistical Neighbours		
	2015	2014	Difference	2015	2014	Difference	2015	2014	Difference
5+ A*-C (inc. English & maths)	57.0%	58.0%	↓ 1.0%	53.8%	53.4%	↑ 0.4%	57.6%	56.6%	↑ 1.0%
English Baccalaureate	22.6%	25.3%	↓ 2.7%	22.9%	22.9%	0.0%	23.9%	23.3%	↑ 0.6%

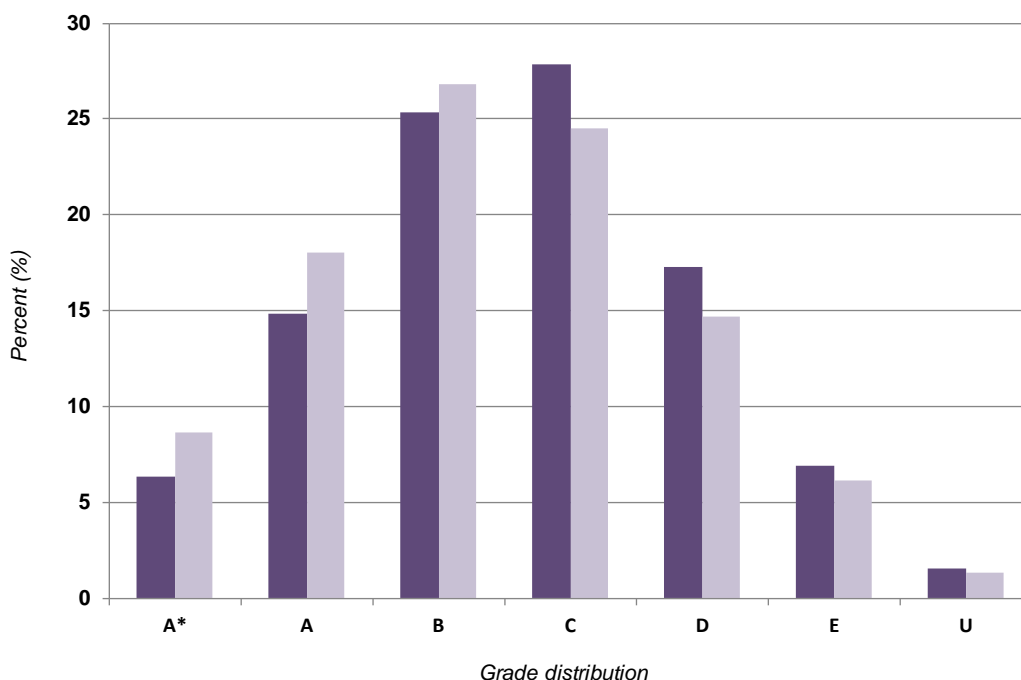
Key Stage 5 (GCE A / AS and equivalent qualifications)

84. Information regarding the achievements of young people in GCE A/AS and other Level 3 qualifications is based on final data collated for the 2015 Secondary School Performance Tables.

85. Final data shows the overall pass rate in Nottinghamshire sixth forms remains unchanged. In 2015 98.4% of full A-level entries were at grades E or above. This compares to 98.8% nationally, an increase of 0.2% points from 2014.

86. 46.5% of A-level qualification entries in sixth forms achieved a pass at grades A*-B. This represents a 2.0% point fall on 2014 final data. Nationally over the same period there was a slight increase (0.4% point to 53.4%) in this measure.
87. 6.3% of A-level entries were awarded an A* grade. This remains unchanged from 2014. Nationally 8.6% of entries were at this grade.

Percentage of A-level entries by grade awarded in Nottinghamshire sixth forms in 2015 (final)



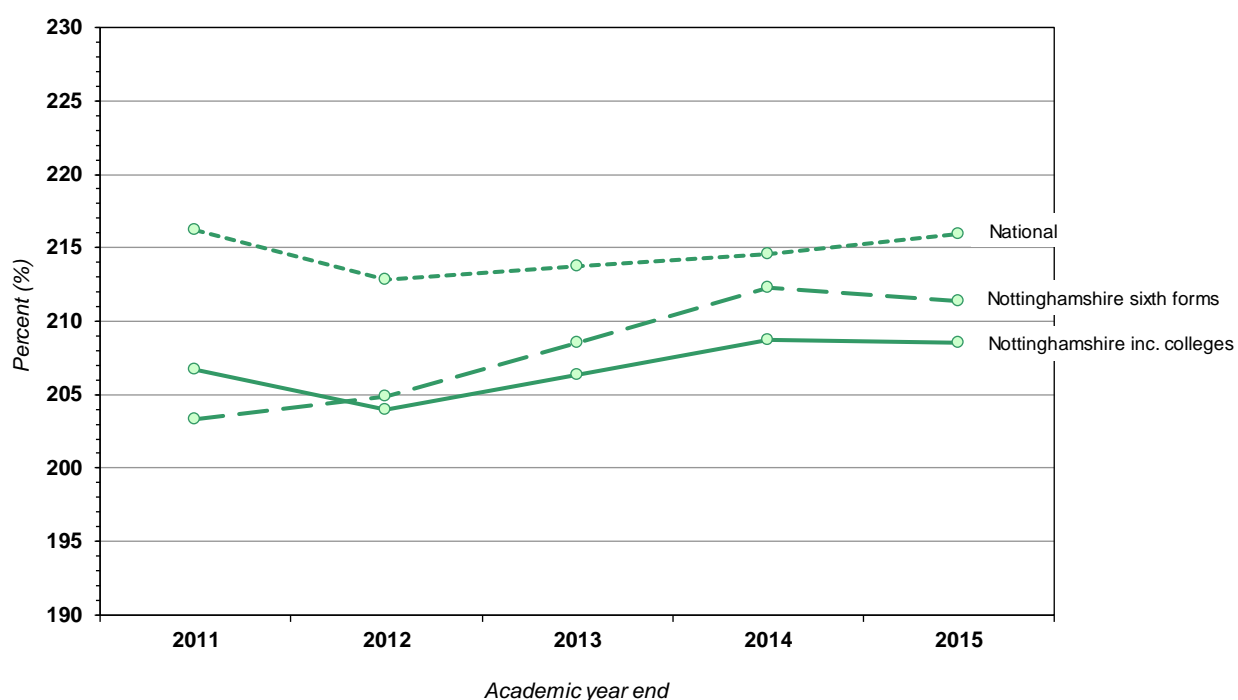
	A*	A	B	C	D	E	U
Nottinghamshire	6.3	14.8	25.4	27.8	17.2	6.9	1.6
National (inc. colleges)	8.6	18.0	26.8	24.5	14.7	6.1	1.3

88. Newark and Sherwood district witnessed the greatest increase in all these measures compared with other districts. 1 in 10 entries (10.9%) in Newark sixth forms achieved an A* grade (a 5.5% point increase on 2014) which is the highest outcome amongst all districts.
89. The average point score (APS) per entry which incorporates all Level 3 qualifications and represents the average grade per exam shows a slight fall on 2014. In 2015 the APS per entry was 208.5 (including colleges) which is just below an average grade C at full A-level (a 0.2 point fall from 2014). The APS per entry in sixth forms only shows a point score of 211.4 for 2015 (a 0.9 point fall from 2014) which is just above an average grade C at full A-level.
90. The APS per entry score for all centres (including colleges) nationally is 215.9 (an increase of 1.3 on 2014) and for statistical neighbours is 212.1 (a 1.5 point increase on 2014).
91. The County's overall ranking against statistical neighbours shows a fall of 1 place to 9th (from 8th in 2014). For sixth forms only the county's position is 6th which

represents no change on 2014. The County's position nationally against all 151 LAs has fallen to 111th (from 95th in 2014) when including colleges.

92. The chart below shows the improvement over time (2011 to 2015) comparing Nottinghamshire sixth forms to the Nottinghamshire and national average when data includes colleges.

Average point score per entry 2015 (final)



93. 2015 headline figures for Nottinghamshire are:

	Nottinghamshire			National			Statistical Neighbours		
	2015	2014	Difference	2015	2014	Difference	2015	2014	Difference
Entry pass rate (A*-E) (Sixth forms only)	98.4%	98.4%	0.0%	98.8%	98.6%	0.2%	-	-	
Entry pass rate (A*-B) (Sixth forms only)	46.5%	48.5%	2.0%	53.4%	53.0%	0.4%	-	-	
Entry pass rate (A*) (Sixth forms only)	6.3%	6.3%	0.0%	8.6%	8.6%	0.0%	-	-	
APS per entry (including colleges)	208.5	208.7	0.2	215.9	214.6	1.3	212.1	210.6	1.5
APS per entry (Sixth forms only)	211.4	212.3	0.9	215.7	214.8	0.9	212.5	212.7	0.2

Other Options Considered

94. This is a report outlining local outcomes against national and statistical neighbour benchmarks. No other option is appropriate.

95. Other options have not been considered as the advised actions reflect the LA's schools causing concern strategy which has been fully consulted on with all schools and other relevant stakeholders and has been reviewed in the light of the most recent 'Schools causing concern statutory guidance for LAs'.

Reason/s for Recommendation/s

96. Members will wish to note the report so that they are aware of the progress made in Nottinghamshire schools, academies and colleges.
97. Ensuring every child in Nottinghamshire achieves their potential within their primary education is essential to secure a firm foundation of essential skills that underpin the secondary curriculum and ensures that, on completing statutory education, each child has the necessary knowledge, skills and understanding to become a responsible citizen within society with the confidence and skills to ensure economic independence.

Statutory and Policy Implications

98. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, sustainability and the environment and ways of working and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Crime and Disorder Implications

99. Crime and disorder implications have been considered in the writing of this report. Pupils who become disenfranchised from education as a result of poor attainment and progress are at risk of involvement in criminal activity. Therefore ensuring that every child accesses high quality education and is able to succeed plays a significant role in reducing their likelihood to engage in crime and disorder.

Financial Implications

100. No additional funding is requested by this report. The service's budget and structure has been confirmed by Committee on 17 March 2014 and the further development of the sold service to schools will ensure that the Education Improvement Service continues to be able to support and challenge Nottinghamshire schools.

Human Rights Implications

101. Article 26 of the Universal Declaration of Human Rights identifies access to education as a right. In addition, this article incorporates the 'full development of the human personality and confirms that education should engender tolerance and friendship among all nations' racial or religious groups'.

102. The report also reflects the current focus on the role and responsibility of education to promote British values.

RECOMMENDATION/S

That:

- 1) the achievements of young people attending Nottinghamshire schools and academies in Key Stage assessments be noted.
- 2) the analysis of the final outcomes at Key Stage 2 be noted
- 3) the additional actions undertaken by the Support to Schools Service from January 2015 to address the issues raised by the relative decline in outcomes at Key Stage 2 as well as those planned for 2016-2017 be endorsed
- 4) the supporting documents entitled Education Improvement Strategy (**Appendix 2**) and the Statutory Guidance to Local Authorities for Schools Causing Concern (January 2015) be noted
- 5) the Committee endorses the approach of encouraging school governors to ensure a sharp focus on reviewing 'impact' rather than completion of actions when reviewing and evaluating the school's development plan.

Marion Clay

Acting Service Director, Education Standards and Inclusion

For any enquiries about this report please contact:

William Hurst
Senior Performance Business Partner
Performance, Intelligence and Policy
Resources Department
T: 0115 9774831
E: william.hurst@nottsc.gov.uk

Linda Foster
Acting Group Manager, Support to Schools Service
T: 0115 9773736
E: linda.foster@nottsc.gov.uk

Constitutional Comments (LM 19/02/16)

103. The recommendations in the report fall within the Terms of reference of the Children and Young People's Committee.

Financial Comments (SS 22/02/16)

104. The financial implications of the report are contained within paragraph 100 above.

Background Papers and Published Documents

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

Schools Causing Concern - Statutory Guidance for Local Authorities: January 2015

Support to Schools Service – proposed restructure of the Education Improvement Team - report to Children and Young People's Committee on 17 March 2014

[http://ws43-](http://ws43-0029.nottsgov.uk/dmsadmin/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/3079/Committee/482/Default.aspx)

[0029.nottsgov.uk/dmsadmin/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/3079/Committee/482/Default.aspx](http://ws43-0029.nottsgov.uk/dmsadmin/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/3079/Committee/482/Default.aspx)

Electoral Division(s) and Member(s) Affected

All.

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