

APPENDIX 2

PERFORMANCE FIGURES FOR NOTTINGHAMSHIRE SCHOOLS AND ACADEMIES – ACADEMIC YEAR 2014/15

1. This appendix details the achievements of young people attending Nottinghamshire schools and academies in Key Stage assessments in 2014/15.
2. 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

3. 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.
4. 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

5. 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

6. 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.
7. 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%).
8. 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).
9. All districts increased in this measure with Gedling district witnessing the greatest increase of 7.1% points (to 70.1%) between the years.
10. With regard to closing the gap of pupils who are eligible for free school meals (FSM) and their peers, 2015 results shows 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.
11. Although national data is not yet available on the FSM / non-FSM gap, data from 2014 shows nationally the gap was 18.9 (44.8% of FSM pupils vs 63.7% non-FSM pupils achieving the measure nationally in 2014).
12. 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

13. 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.
14. 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.
15. 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.
16. The County's overall ranking against statistical neighbours show a fall in position in all subjects. Outcomes in reading is 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.
17. Comparisons nationally out of all 151 LAs show the County's position has remained relatively static in reading and it ranked 80th (79th in 2014) but witnessed a decline in writing (81st from 66th in 2014) and mathematics (95th from 63rd in 2014).
18. 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

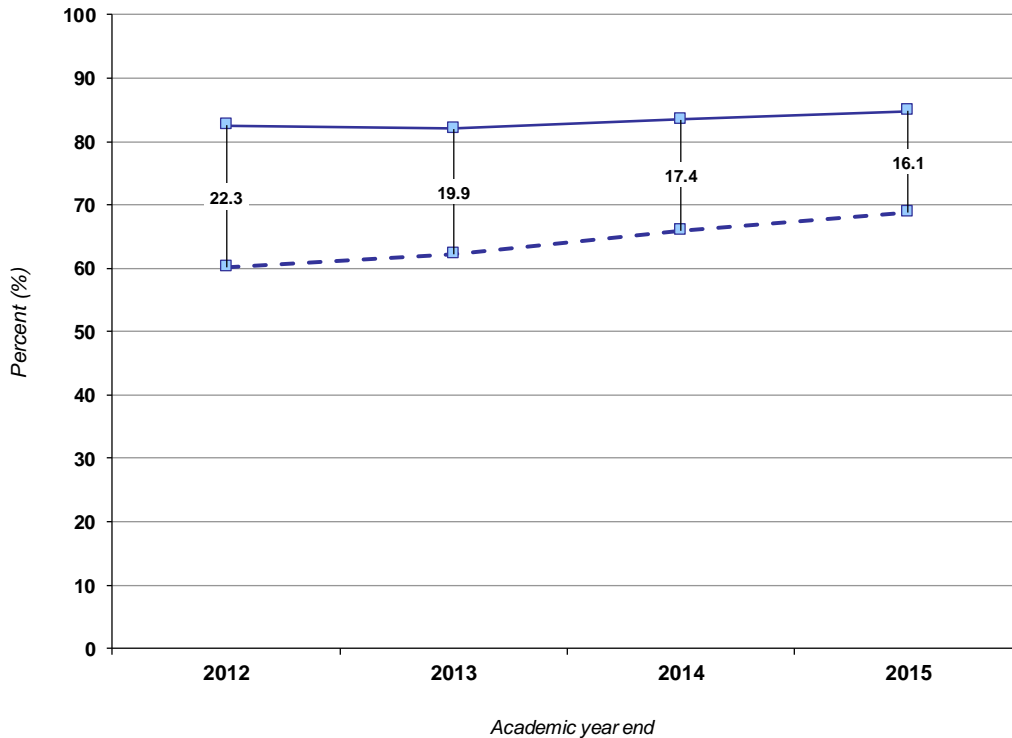
19. A new reporting arrangement was introduced in 2013 and there is no longer a test result calculated for English. A new grammar, punctuation and spelling test was introduced for 2013 and pupils continue to undertake a reading and mathematics test. Writing tests were abolished in 2012 and replaced by writing teacher assessments.
20. Since 2008, achievements at Level 4 or above (the expected level for 11 year olds) have remained above or in line with national averages.
21. 2015 figures in reading, writing, mathematics and grammar, punctuation and spelling are in line with the national average (when rounded).

22. Comparisons to 2014 show grammar, punctuation and spelling have witnessed the largest increase of 5% points to 80.1% of pupils achieving Level 4+. Reading has seen the smallest increase of 0.3% points to 89.1%.
23. At the expected level in reading, writing and mathematics, 2015 provisional figures put Nottinghamshire above the national average by 0.6% points. Nationally this measure has witnessed a 1% point increase from 2014 (to 80%) where Nottinghamshire has increased 1.8 points over the same period (to 80.6%).
24. The County's overall ranking against statistical neighbours show an improvement in the majority of subject areas. The rank for grammar, punctuation and spelling has improved from 6th to 4th, writing has improved to where the County is placed joint 1st (from 6th in 2014) and combined reading, writing and mathematics outcomes have moved up a position (5th to 4th). Reading has remained static at joint 6th position and there has been a drop in mathematics from a ranking of 3rd in 2014 to 6th in 2015.
25. A similar position is seen nationally when looking at all 151 LAs. Grammar, punctuation and spelling (91st in 2014 to 70th in 2015), writing (81st to 53rd) and combined reading, writing and mathematics (71st to 68th) have all improved in 2015. Reading has witnessed a drop of 9 places (64th to 73rd) with mathematics witnessing the largest fall from 53rd in 2014 to 74th in 2015.
26. Provisional data for Nottinghamshire schools show there are 16 schools below the government's minimum performance floor standards (four academies and 12 maintained). This is where fewer than 65% of pupils achieve Level 4+ in combined reading, writing and mathematics and below the national medians in pupils making the expected levels of progress in reading, writing and mathematics. Please note 2014 medians have been applied to 2015 data in order to get a provisional below floor figure. Data will be recalculated when 2015 national progress medians are released.
27. 2014 data shows there were also 16 schools below the floor standards which represents no change to 2015. Of the 16 schools provisionally below floor in 2015, only one of these was below floor in 2014.
28. 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 three consecutive years. These schools are considered coasting as they are failing to push each pupil to reach their full potential.
29. 2015 data (using 2014 national medians) suggest 20 schools are below the coasting schools threshold (three of these are academies) for two consecutive years. If these schools are below the threshold for a third year they will be 'coasting'. These schools will be required to produce a clear plan for improvement. The regional 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.
30. The gap between pupils eligible for free school meals at any point in the past 6 years (FSM6) and the rest continues to close at the end of primary education. The gap

now stands at 16.1% for the percentage achieving Level 4 or above in combined reading, writing and mathematics.

31. Attainment of FSM6 pupils in combined reading, writing and mathematics increased at a faster rate from 2014 to 2015 than non-FSM6 pupils. Provisional data shows 68.7% of FSM6 pupils achieved Level 4+ (a 2.7% point increase from 2014) compared with 84.8% of non-FSM6 pupils (1.4% point increase). Since 2012, the gap has narrowed 6.2%.

Percentage of pupils achieving Level 4+ in combined reading, writing and mathematics by FSM6 status together with the gap



2012 data has been re-calculated based on combined reading, writing and mathematics as in 2012 the performance measure was English and mathematics.

32. At the expected level (Level 4+), 2015 headline figures for Nottinghamshire are:

	Nottinghamshire				National				Statistical Neighbours			
	2015	2014	2013	Difference (2014-15)	2015	2014	2013	Difference (2014-15)	2015	2014	2013	Difference (2014-15)
Grammar, punctuation and spelling (Test)	80.1%	75.1%	74.3%	↑ 5.0%	80.0%	77.0%	74.0%	↑ 3.0%	79.8%	76.0%	73.0%	↑ 3.8%
Reading (Test)	89.1%	88.8%	87.3%	↑ 0.3%	89.0%	89.0%	86.0%	- 0.0%	89.6%	89.5%	86.2%	↑ 0.1%
Writing (Teacher Assessed)	87.2%	85.3%	84.4%	↑ 1.9%	87.0%	86.0%	84.0%	↑ 1.0%	86.6%	85.6%	83.8%	↑ 1.0%
Mathematics (Test)	87.4%	86.5%	86.0%	↑ 0.9%	87.0%	86.0%	85.0%	↑ 1.0%	86.7%	86.2%	84.4%	↑ 0.5%
Reading, Writing & Mathematics	80.6%	78.8%	76.8%	↑ 1.8%	80.0%	79.0%	75.0%	↑ 1.0%	79.5%	79.1%	75.4%	↑ 0.4%

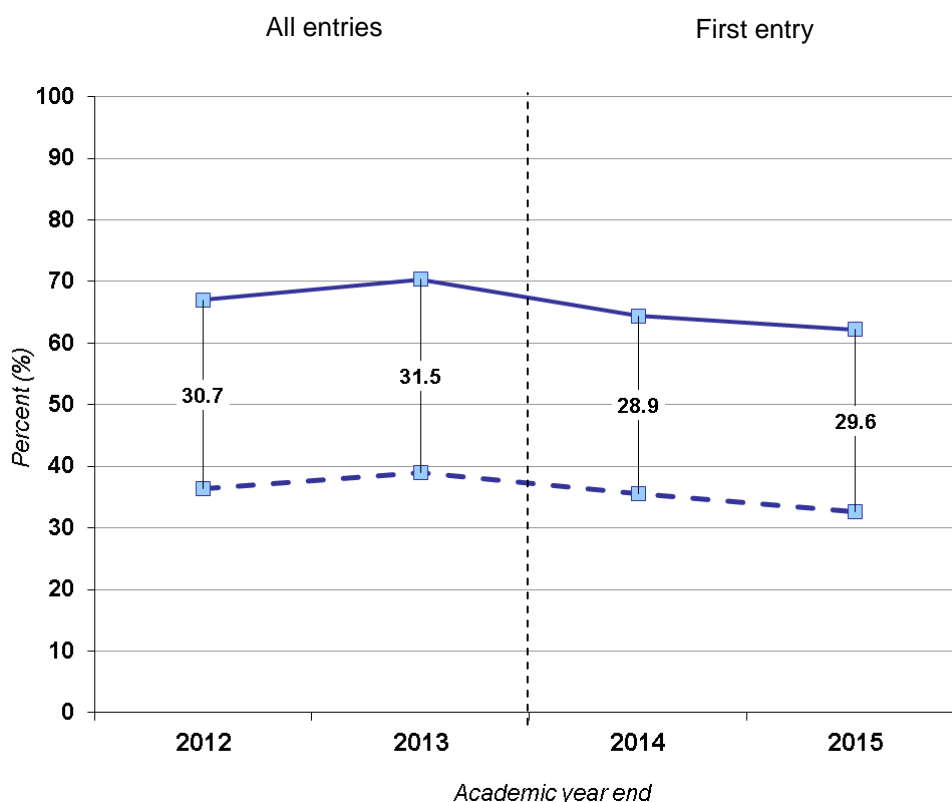
Key Stage 4 (GCSE and equivalent qualifications)

33. Information regarding the achievements of young people in GCSE and equivalent qualifications is based on provisional data which is currently in the process of being checked by secondary schools in preparation for 2015 Secondary School Performance Tables.
34. 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.
35. 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 GCSE, are now capped at one. Only two vocational qualifications can be counted in performance measures where previously this was not restricted.
36. 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%).
37. Changes in 2015 included the expansion of the first entry policy which now covers all qualifications.
38. 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.
39. 2015 provisional results show a further decline of 2.6% points to 55.4% achieving 5+ A*-C including GCSE English and mathematics. 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 3.0% point fall to 22.3%. Although nationally outcomes have also fallen they have not dropped to the same extent as seen in the County.
40. Nationally there was a 0.6% point fall to 52.8% of pupils in all schools achieving 5+ A*-C including English and mathematics and a 0.4% point fall to 22.5% for the English Baccalaureate. Comparisons against statistical neighbours shows no change from 2014's figure of 56.6% for 5+ A*-C including English and mathematics and a slight increase of 0.3% points for the English Baccalaureate.
41. The County's overall ranking against statistical neighbours show a decline in both measures. The rank for 5+ A*-C including English and mathematics has fallen from 4th in 2014 to 8th in 2015 and for the English Baccalaureate 4th to 7th.
42. The County's position nationally in both these measures has fallen. In 5+ A*-C including English and mathematics the ranking has dropped 23 places to 83rd (from

60th in 2014) and the English Baccalaureate has fallen 24 places to 83rd also (from 59th).

43. 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).
44. The percentage of pupils entering key subjects between 2014 and 2015 shows an increase in science subjects (61.1% to 70.8%) but a slight fall in languages (50.1% to 46.2%). Humanities subjects has remained static at 67% (when rounded) between the years.
45. Provisional data for Nottinghamshire schools show there are 8 schools below the government's minimum performance floor standards (all academies) however, one school is now a closed school. This is where fewer than 40% of pupils achieve 5+ A*-C including English and mathematics and below the national medians in pupils making the expected levels of progress in English and mathematics. As with Key Stage 2, 2014 medians have been used in the calculations as 2015 national progress medians are yet to be.
46. 2014 data shows there were four schools below the floor standards although one school has since closed as a result of academy sponsorship. Of the three which are still open all three are provisionally below floor in 2015.
47. 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 fail to achieve 5+ A*-C including English and mathematics and are below the national medians for three consecutive years.
48. 2015 data (using 2014 national medians) suggest 16 schools are below the coasting schools threshold (all apart from one are academies) for two consecutive years. If these schools are below the threshold for a third year they will be 'coasting'.
49. Early provisional figures suggest 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, 32.6% of FSM6 pupils achieved 5+ A*-C grades including GCSE English and mathematics compared to 62.2% who were not FSM6. The FSM6 gap for the LA is 29.6 percentage points which represents a widening of the gap (0.7 percentage points) from 28.9 percentage points reported in 2014.
50. Provisional national data from NCER (National Consortium for Examination Results) suggests nationally the gap has widened more than seen in Nottinghamshire. 36.1% of FSM6 pupils nationally achieved the measure against 63.6% who were not FSM6. The FSM6 gap nationally is 27.5 percentage points which represents a widening of the gap (1.5 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



51. 2015 headline figures for Nottinghamshire are:

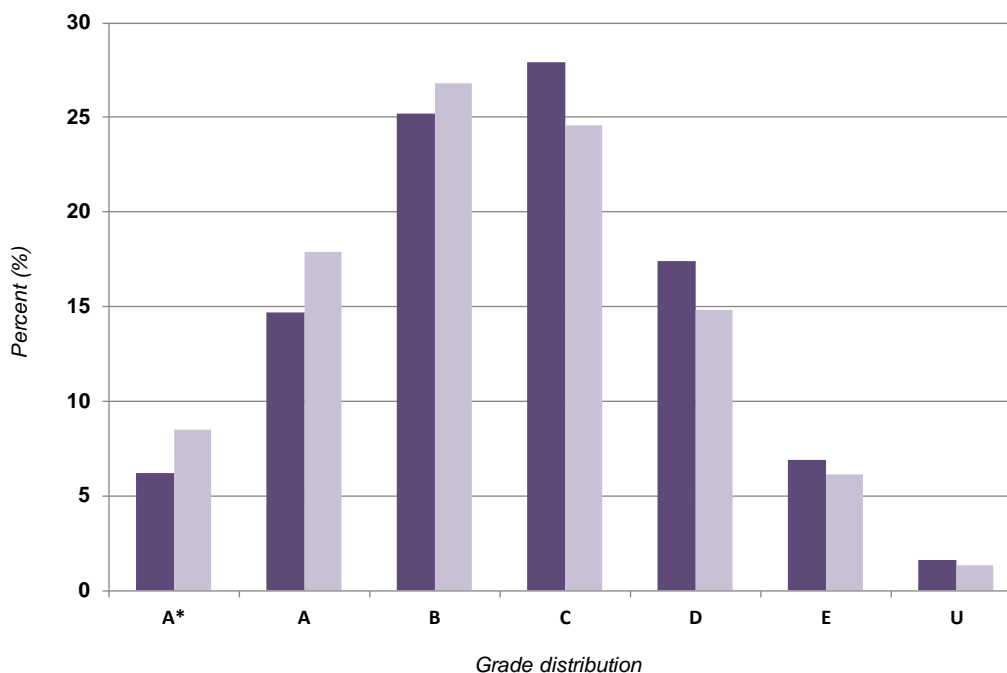
	Nottinghamshire			National			Statistical Neighbours		
	2015	2014	Difference	2015	2014	Difference	2015	2014	Difference
5+ A*-C (inc. English & maths)	55.4%	58.0%	↓ 2.6%	52.8%	53.4%	↓ 0.6%	56.6%	56.6%	0.0%
English Baccalaureate	22.3%	25.3%	↓ 3.0%	22.5%	22.9%	↓ 0.4%	23.6%	23.3%	↑ 0.3%

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

52. Information regarding the achievements of young people in GCE A/AS and other Level 3 qualifications is based on provisional data which is currently in the process of being checked by schools in preparation for 2015 Performance Tables.
53. Provisional 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 98.7% nationally which witnessed a slight increase of 0.1% points from 2014.

54. 46.2% of A-level qualification entries in sixth-forms achieved a pass at grades A*-B. This represents a 2.3% point fall on 2014 final data. Nationally over the same period there was a slight increase (0.2% point to 53.2%) in this measure.
55. 6.2% of A-level entries were awarded an A* grade. This is a slight decrease of 0.1% points from last year which was also witnessed nationally. Nationally 8.5% of entries were at this grade.

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

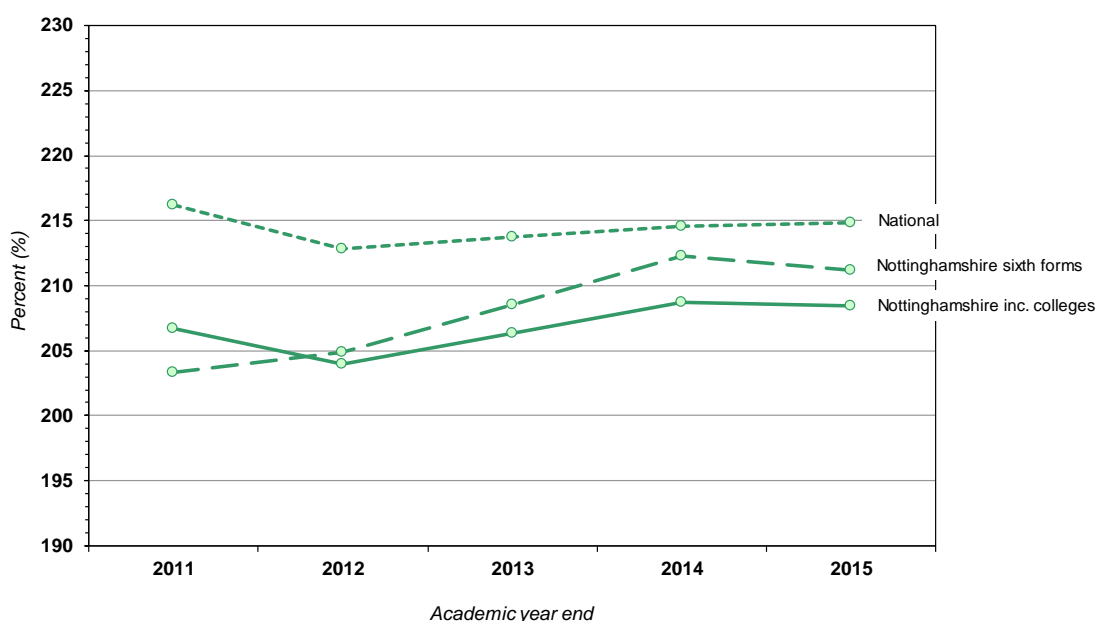


	A*	A	B	C	D	E	U
Nottinghamshire	6.2	14.7	25.2	27.9	17.4	6.9	1.6
National (inc. colleges)	8.5	17.9	26.8	24.6	14.8	6.1	1.3

56. Newark and Sherwood district witnessed the greatest increase in all these measures compared with other districts. 1 in 10 entries (10.7%) in Newark sixth forms achieved an A* grade (a 5.3% point increase on 2014) which is the highest outcome amongst all districts.
57. 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 208.4 (including colleges) which is just below an average grade C at full A-level (a 0.3 point fall from 2014). The APS per entry in sixth forms only shows a point score of 211.2 for 2015 (a 1.1 point fall from 2014) which is just above an average grade C at full A-level.

58. The APS per entry score for all centres (including colleges) nationally is 214.8 (an increase of 0.2 on 2014) and for statistical neighbours is 211.0 (a 0.4 point increase on 2014).
59. The County's overall ranking against statistical neighbours show an improvement of 1 place to 7th (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 100th (from 95th in 2014) when including colleges.
60. 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 (provisional)



61. 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%	98.7%	98.6%	0.1%	-	-	
Entry pass rate (A*-B) (Sixth forms only)	46.2%	48.5%	2.3%	53.2%	53.0%	0.2%	-	-	
Entry pass rate (A*) (Sixth forms only)	6.2%	6.3%	0.1%	8.5%	8.6%	0.1%	-	-	
APS per entry (including colleges)	208.4	208.7	0.3	214.8	214.6	0.2	211.0	210.6	0.4
APS per entry (Sixth forms only)	211.2	212.3	1.1	215.4	214.8	0.6	212.2	212.7	0.5