

**Report of: Performance Programme Manager, Children's Services**

**Report to: Inner West Community Committee**

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**To note**

## **Key Stage 4 Results**

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### **1. Purpose of this report**

- 1.1 To update members of the Committee on provisional attainment and progress results for Key Stage 4 for 2016.

### **2. Main issues**

- 2.1 To look at provisional attainment results for GCSE and equivalent qualifications from the 2015/16 academic year across the city, but in particular at Inner West schools.
- 2.2 There are three secondary schools that fall within the boundary of the Inner West Area Committee: Swallow Hill, Leeds West and Abbey Grange. All three settings are academies. This means that their formal accountability is to the DfE's Regional Schools Commissioner rather than the local authority. Although academies can choose to buy school improvement support from the local authority and highly-performing academies can act as improvement partners to both academy and LA schools, the local authority has no automatic "right of entry" into an academy where there are concerns about standards. The co-ordination of school improvement support is the responsibility of the multi-academy trust.

### **3. Background information**

- 3.1 There have been major reforms to accountability arrangements for secondary schools that relate to 2016 Key Stage 4 results. New measures include Attainment 8, Progress 8 and Attainment in English and in maths (also known as "The Basics"). The 5 A\*-C GCSEs including English and maths indicator is no longer a headline measure for accountability purposes, and is no longer reported at school level.
- 3.2 Alongside reforms to accountability measures, GCSE qualifications are being reformed. 2016 was the last year when pupils leaving the end of Key Stage 4 received all of their grades as letters. In summer 2017 the first round of reformed GCSEs will be assessed for the first time

and pupils will receive their results in English Language, English Literature and Mathematics GCSEs using a numerical scale of 9 to 1, where 9 is the highest grade. A grade 5 will be considered to be a good pass for reformed GCSEs. Legacy GCSEs (assessed with letters) are being phased out over a three year period, so in 2019 pupils will receive all of their results as numbers.

#### **4. Provisional outcomes for Inner West schools**

- 4.1 **Abbey Grange:** this school has a provisional Attainment 8 score of 55.2. This means that on average young people at this school achieved a grade C across subjects that counted in the Attainment 8 measure. Their Progress 8 score of +0.04 means that pupils at this school made slightly more progress from Key Stage 2 to Key Stage 4 when compared to other pupils nationally who had the same prior attainment.
- 4.2 91 per cent of pupils at Abbey Grange were entered for EBacc subjects, this is the highest entry rate of all Leeds state-funded secondary schools. 42 per cent of pupils achieved the EBacc, this result is well above the national provisional EBacc achievement rate of 24.6 per cent.
- 4.3 78 per cent of pupils achieved A\*-C GCSEs in English and in maths, again well above the provisional national result of 62.8 per cent.
- 4.4 **Leeds West:** this school has a provisional Attainment 8 score of 43.5. This means that on average young people at this school achieved a grade D across subjects that counted in the Attainment 8 measure. Their Progress 8 score of -0.36 means that pupils at this school made about a third of a grade less progress from Key Stage 2 to Key Stage 4 when compared to other pupils nationally who had the same prior attainment.
- 4.5 40 per cent of Leeds West pupils achieved A\*-C GCSEs in English and in maths; this is below the national average and the average for Leeds schools overall.
- 4.6 37 per cent of pupils were entered for EBacc subjects and 14 per cent of all pupils achieved the EBacc; this is below the national and local results and below results for comparator groups of local authorities.
- 4.7 **Swallow Hill:** this school has a provisional Attainment 8 score of 38.2. This means that on average young people at this school achieved a grade E across subjects that counted in the Attainment 8 measure. Their Progress 8 score of -0.71 means that pupils at this school made about two-thirds of a grade less progress from Key Stage 2 to Key Stage 4 when compared to other pupils nationally who had the same prior attainment. Swallow Hill provisionally falls below the DfE's floor standard of a Progress 8 measure of -0.5.
- 4.8 37 per cent of Swallow Hill pupils achieved A\*-C GCSEs in English and in maths; this is below the national average and the average for Leeds schools overall.
- 4.9 Five per cent of pupils were entered for EBacc subjects and three per cent of all pupils achieved the EBacc; this is below the national and local results and below results for comparator groups of local authorities.

#### **5. Corporate considerations**

##### **5.1 Consultation and engagement**

There are no consultation or engagement requirements arising from this report.

##### **5.2 Equality and diversity / cohesion and integration**

Final data on outcomes by pupil group is not yet available. This will be published when the DfE publish the confirmed secondary school performance tables at the end of January 2017.

### **5.3 Council policies and city priorities**

Outcomes at the end of Key Stage 4 are a priority within the Children and Young People's Plan.

### **5.4 Resources and value for money**

There are no financial decisions arising from this report.

### **5.5 Legal implications, access to information and call in**

There are no legal implications arising from this report.

### **5.6 Risk management**

There are no risk management implications in this report.

## **6. Conclusion**

- 6.1 On the new Progress 8 measure Leeds is in the third quartile nationally. Although our Attainment 8 score is below national, the rate of improvement compared to 2015 has been slightly higher in Leeds than nationally. EBacc entry rates in Leeds remain higher than national, although attainment against this measure has dipped slightly in 2016. The percentage of young people achieving a good pass in English and maths GCSEs has increased, although this should be understood in the context of the change in methodology for this measure.

## **7. Recommendations**

- 7.1 The Community Committee is requested to note the contents of this report and note that confirmed Key Stage 4 data will be published by the DfE in late January 2017.

## **Background information**

- Useful links are included in the briefing paper.

## Provisional GCSE and equivalent results in England, 2015/16

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On 13 October 2016, the DfE published a Statistical First Release (SFR) relating to provisional GCSE and equivalent results in England, 2015/16. This paper provides information on Leeds' outcomes in relation to the national position and comparator local authorities.

The full statistical first release can be accessed here:

<https://www.gov.uk/government/statistics/gcse-and-equivalent-results-2015-to-2016-provisional>

The update Learning Outcome Dashboards for Key Stage 4 can be accessed [from Sharepoint here](#).

### **Changes to secondary school accountability in 2016**

A number of performance indicators that had previously been used to measure secondary school performance are now obsolete, following the introduction of the DfE's Attainment 8 and Progress 8 measures:

- 5A\*-C including English and maths
- 5A\*-C
- Expected progress in English
- Expected progress in maths

The new indicators are:

- Attainment 8
- Progress 8
- Attainment in English and in maths (also known as "The Basics")

Attainment 8 measures the achievement of a pupil across eight subjects including maths (double weighted), English (double weighted if the combined English qualification, or both language and literature are taken), three further qualifications that count in the English Baccalaureate and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

Progress 8 captures the progress a pupil makes from the end of key stage 2 to the end of key stage 4. This is done by comparing a pupil's Attainment 8 score to the average for all other pupils nationally who had the same key stage 2 prior attainment. As Progress 8 is a relative measure, the average Progress 8 score for all pupils nationally is zero.

Progress 8 is a measure for local authorities and for schools, young people do not leave school with a Progress 8 result. Attainment 8 is a summary of their achievements at the end of statutory school age.

More information on Attainment 8 and Progress 8 can be found here:

<https://www.gov.uk/government/publications/progress-8-school-performance-measure>

The DfE has also published a You Tube video called 'Progress 8 explained in 3 minutes' that is available here: <https://www.youtube.com/watch?v=4IAEgFMSGDY>

### **Changes in methodology**

The DfE made changes to how English counts in two of the headline measures: Attainment in English and maths, and achievement of the English Baccalaureate in 2016, to align more closely with Attainment 8 and Progress 8. These changes in methodology are responsible for some, but not all, of the increase in these measures nationally.

The SFR provides figures for all schools nationally (including independent sector) and state-funded schools. This paper compares Leeds results against the national state-funded schools' figures. The **national headlines** for state-funded schools are:

- Average Attainment 8 score per pupil, one of the new headline measures, has increased. The biggest increase is in the EBacc element, with an increase of 1.0 and 1.1 points respectively. This suggests the increase in this measure is driven largely by behaviour change, with pupils entering more qualifications which count in the EBacc. (The DfE has been measuring Attainment 8 since before it became an official accountability measure. This briefing only includes data for 2016, because schools will not have fully aligned their curriculum to the new indicator in earlier years.)
- The proportion of pupils entering and achieving the EBacc continues to increase. Part of the increase in EBacc achievement is due to a change in methodology, described above.
- Pupils are entering more qualifications, and, for pupils with low prior attainment, more of them are GCSEs.

### Headline results for Leeds

- On the new Progress 8 measure Leeds is in the third quartile nationally.
- Although our Attainment 8 score is below national, the rate of improvement compared to 2015 has been slightly higher in Leeds than nationally.
- EBacc entry rates in Leeds remain higher than national, although attainment against this measure has dipped slightly in 2016.
- The percentage of young people achieving a good pass in English and maths GCSEs has increased, although this should be understood in the context of the change in methodology for this measure.

**Table 1: Attainment 8**

	2016 provisional
Leeds	48.0
National	49.9
Statistical neighbours	49.3
Core cities	47.6

Source: DfE SFR48/2016

Attainment 8, the new headline measure, is made up of eight slots, which can be filled with English, maths, three qualifications which count towards the English Baccalaureate (EBacc), and three other qualifications from the DfE approved list, which can include additional EBacc qualifications. If a pupil has not taken the maximum number of qualifications that count in each group then they will receive a point score of zero where a slot is empty.

The result of 48.0 means Leeds is placed towards the top of the fourth quartile, with a rank of =115. The performance of Leeds schools on this measure is above that for schools in core cities, but below statistical neighbours.

As stated above, although Attainment 8 was not officially reported in 2014/15, results were calculated against this indicator and the rate of increase in Leeds has been 1.5 points, compared to a rate of increase of 1.3 nationally for the state-funded sector.

Attainment 8 is calculated by converting GCSE grades to numbers, using the values below. It should be noted that this grade to points look-up for legacy GCSEs will change in 2017, as reformed GCSEs start to be assessed.

Grade	2016 points	Grade	2016 points
A*	8	D	4
A	7	E	3
B	6	F	2
C	5	G	1

**Table 2: Progress 8**

	2016 provisional
Leeds	-0.07
National	-0.03
Statistical neighbours	-0.08
Core cities	-0.13

Source: SFR48/2016

Progress 8 is a relative measure, which means that the overall national score remains the same between years. 2016 is the first year in which Progress 8 scores have been published for all state-funded schools. A Progress 8 score of 1.0 means pupils in the group make on average a grade more progress than the national average; a score of -0.5 means they make on average half a grade less progress than average.

Performance in Leeds is better than for core cities and statistical neighbours, but remains below the national result. Leeds is ranked =90 out of 151 local authorities and is in the third quartile nationally against this measure.

**Table 3: The percentage of students achieving the English Baccalaureate (EBacc)**

	2011	2012	2013	2014	2015 prov.	2015 final	2016 prov.
Leeds	13	14	19	22	24	24	22.6
National	15	16	23	24	24	24	24.6
Statistical neighbours	12	13	20	23	23	23	23.4
Core cities	12	13	19	22	22	22	21.3

Source: SFR48/2016 and performance tables. 2014 results not comparable with previous years.

In 2016, pupils on the English language/literature pathway must take exams in both English language and English literature, and achieve an A\*-C in at least one of these qualifications. In 2015 pupils had to achieve an A\*-C in English language, and take an exam in English literature in order to meet the English Baccalaureate. The change means a higher proportion of pupils achieve the measure nationally.

Nationally the percentage of pupils entered for all components of the EBacc has increased slightly (from 38.6 per cent based on provisional 2015 data compared to 39.6 per cent based on provisional 2016 data), but entry rates have remained stable in Leeds, at 40.5 per cent. The rate of entry to EBacc enabling subjects is therefore higher in Leeds schools than nationally, and Leeds is in the second quartile for entry rates with a rank of =67.

Leeds is in the third quartile nationally for EBacc attainment, with a rank of =85.

It is important to note that attaining the EBacc is not the same as filling the EBacc slots in Attainment 8. This is because the EBacc itself must be made up of: one science, plus one of either history or geography, plus one modern foreign language (and English and maths). Whereas the

EBacc slots in Attainment 8 can be filled by any combination of the above non-English and maths subjects.

It can legitimately be the case that a school opts to offer a subject mix that enables students to fill EBacc slots in Attainment 8, but does not enable them to obtain the EBacc. For example, by offering multiple sciences, or double science, and history or geography, but not offering modern foreign languages at Key Stage 4. As Progress 8 is now the measure on which schools are judged to be above or below the floor standard, schools will understandably be making decisions about subject entries based on this measure, as well as taking account of what is the best pathway for each young person.

**Table 4: The percentage of students achieving a good pass in English and in maths**

	2015	2016 provisional
Leeds	57.7	59.0
National	59.5	62.8
Statistical neighbours	58.5	61.6
Core cities	53.9	57.7

Source: SFR48/2016

The new methodology requires pupils on the English language and English literature pathway to achieve an A\*-C in either language or literature, with no requirement to take both. Previously pupils on this pathway had to take exams in both English language and literature, and achieve an A\*-C or above in English language. This means that data for this indicator is not directly comparable to the previous year. This is only the second year that this measure has been included in this SFR.

Leeds is in the fourth quartile on this measure, with a rank of =116. Leeds is above core cities but below statistical neighbours.

#### **School level data.**

For the first time in 2015 the DfE published school-level provisional data. This only covers the headline indicators only and is available at:

<https://www.compare-school-performance.service.gov.uk/>

A school is below floor standard if its Progress 8 score is less than -0.5. Schools provisionally below floor standard are shaded grey in the following table.

In the provisional performance tables the DfE have included a comment against each school to show how a school's Progress 8 score compares to the national average. The comment is derived from how much the school differs from the national score based on the upper and lower limits of each school's confidence interval.



**Table 7: Provisional school-level 2016 attainment data**

School	Progress 8 score	Progress 8 description	Attainment 8 score	%A*-C in English and maths	% achieving EBacc	% entering EBacc
Abbey Grange	0.04	Close to national average	55.2	78	42	91
Allerton Grange	-0.36	Below average	43.5	52	15	23
Allerton High	0.39	Above average	56.0	78	44	60
Benton Park	-0.07	Close to national average	51.9	63	22	34
Boston Spa	-0.13	Close to national average	52.1	67	19	22
Brigshaw	0.02	Close to national average	47.4	58	24	48
Bruntcliffe	0.03	Close to national average	45.5	51	5	14
Cardinal Heenan	-0.15	Close to national average	51.3	62	48	70
Carr Manor	0.11	Close to national average	46.2	51	28	68
Co-operative Academy	-0.14	Close to national average	37.2	36	13	26
Cockburn	0.39	Above average	49.4	57	6	11
Corpus Christi	-0.21	Below average	45.1	59	23	39
Crawshaw	-0.01	Close to national average	49.0	58	15	20
David Young	-0.75	Well below average	38.3	57	3	9
Farnley Academy	0.55	Well above average	53.8	72	25	44
Garforth Academy	0.26	Above average	52.1	72	29	48
Guiseley	0.06	Close to national average	54.8	73	48	63
Horsforth	0.07	Close to national average	55.2	79	27	36
John Smeaton Academy	-0.12	Close to national average	44.5	42	10	13
Lawnswood	-0.49	Below average	43.2	47	17	56
Leeds City Academy <sup>1</sup>	N/A	N/A	39.1	25	7	44
Leeds East Academy	-0.76	Well below average	34.8	35	9	41
Leeds West Academy	-0.36	Below average	43.6	40	14	37
Morley Academy	0.41	Above average	53.7	72	27	70
Mount St Mary's	-0.26	Below average	45.3	48	4	8
Otley Prince Henry's	0.22	Above average	56.8	70	50	87
Priesthorpe	-0.28	Below average	45.4	47	20	39
Pudsey Grangefield	-0.29	Below average	50.5	60	23	43
Ralph Thoresby	0.13	Close to national average	47.6	62	18	33
Rodillian	0.54	Well above average	54.9	75	5	7

<sup>1</sup> Progress 8 is not published for this school in the performance tables as fewer than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculations of Progress 8.

School	Progress 8 score	Progress 8 description	Attainment 8 score	%A*-C in English and maths	% achieving EBacc	% entering EBacc
Roundhay	0.09	Close to national average	51.9	75	39	70
Royds	-0.20	Below average	44.8	54	18	51
South Leeds Academy	-0.69	Well below national average	38.2	26	7	19
St Mary's Menston	0.12	Close to national average	57.0	78	41	62
Swallow Hill	-0.71	Well below average	38.2	37	3	5
Temple Moor	-0.08	Close to national average	48.3	50	20	42
Wetherby	-0.39	Below average	50.3	66	6	15
Woodkirk	0.38	Above average	56.5	83	51	60

Source: DfE performance tables