



Title: Provisional Closing the Gap Assessment Data

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Description of insight requested	Analysis of the main headline indicators for each of the curriculum areas; Early Years Foundation Stage Profile (EYFSP), Phonics, Key Stage 1, Key Stage 2 and Key Stage 4. Data compares Warwickshire's results against our statistical neighbours and national performance for all pupils, by gender (for Warwickshire) and disadvantaged and non-disadvantaged pupils. District and borough data is also provided.				

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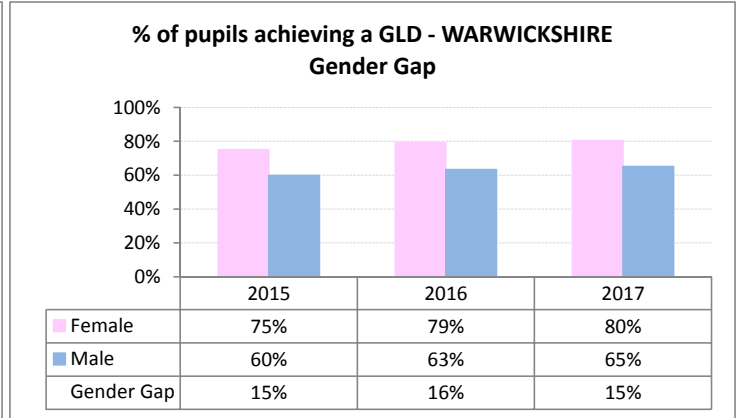
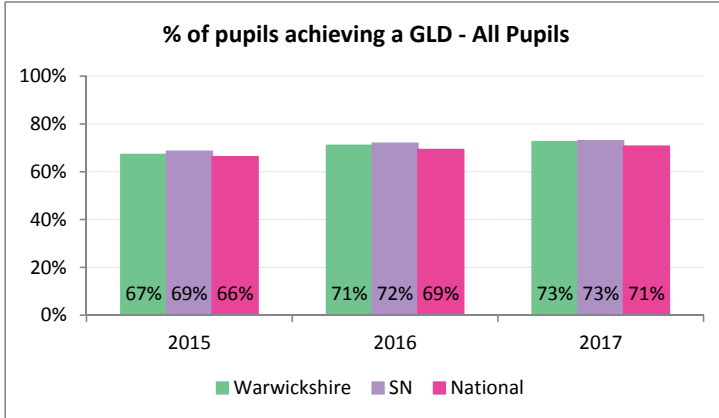


**** Please Note: 2017 National pupil characteristics data has not yet been released, thus some tables are incomplete at this point.**

Working for Warwickshire

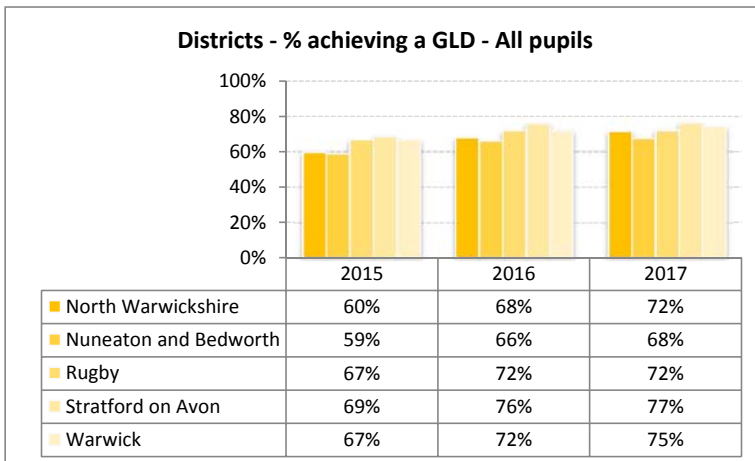
Warwickshire's Statistical Neighbours (**SN**) are: Cheshire West and Chester, Worcestershire, Central Bedfordshire, Leicestershire, Staffordshire, Warrington, Cheshire East, Essex, Hampshire, North Somerset. These are Local Authorities that have similar characteristics, for example population sizes, deprivation levels and economic conditions.

Early Years Foundation Stage Profile (EYFSP)



The percentage of pupils achieving a good level of development increased again in 2017 with **73%** of Warwickshire's pupils achieving this measure. This is up 2 percentage points (ppts) on last years result for Warwickshire and 2ppts up on the National 2017 average of 71%.

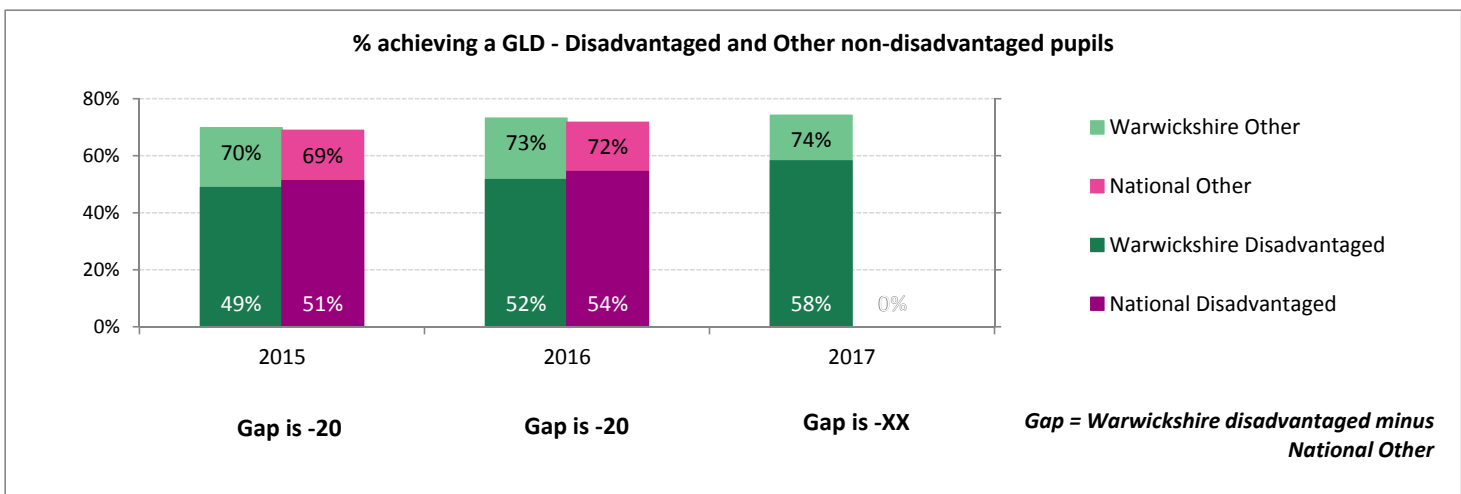
Across Warwickshire, girls continue to outperform boys with the gap remaining relatively consistent over the past 3 years, now at -15ppts. This is almost in line with the 2017 National picture where the gap between girls and boys is -14ppts.



Performance of this measure has improved in 4 out of 5 districts, with Rugby Borough remaining at the same percentage in 2017 as 2016.

North Warwickshire has had the largest increase up 4ppts. The only district currently below the national average of 71% is Nuneaton and Bedworth (68%).

The difference between the highest performing area (Stratford on Avon) and the lowest (Nuneaton and Bedworth) has narrowed by 1ppt on last year to 9 ppts in 2017.

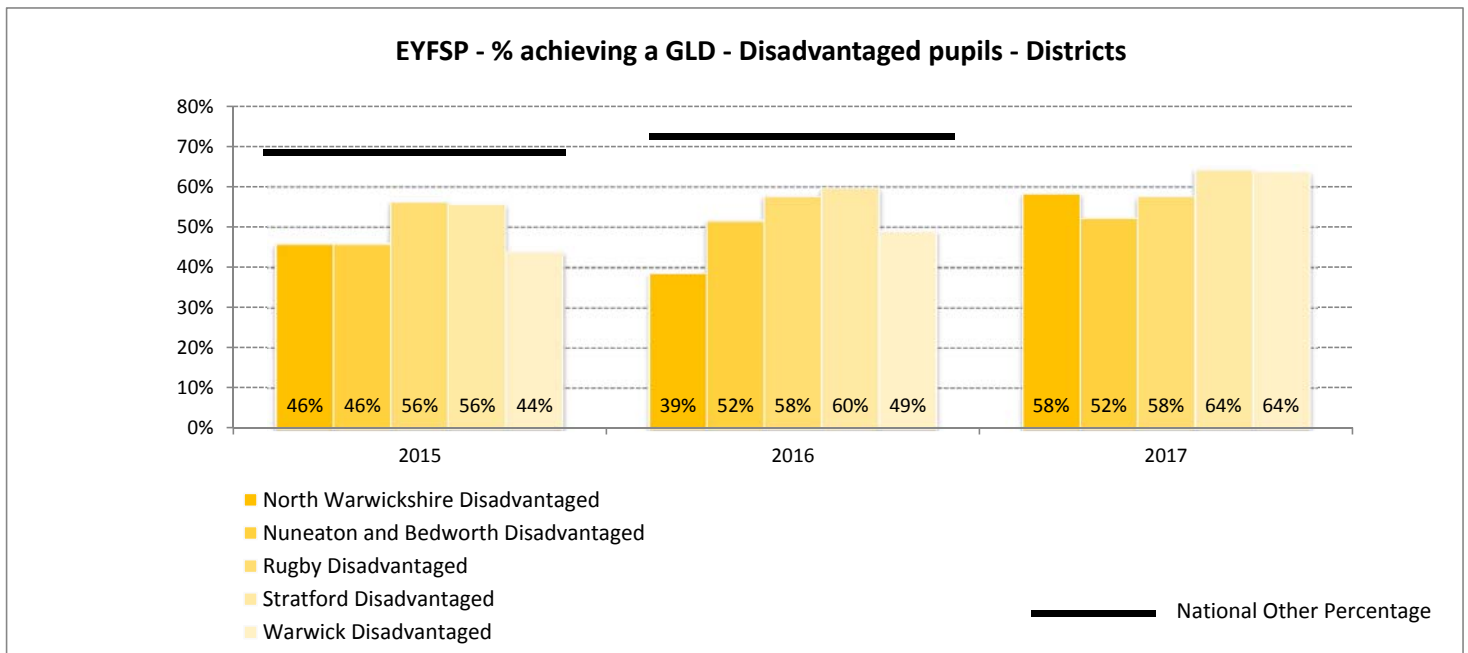


The percentage of disadvantaged pupils in Warwickshire achieving a good level of development continues to increase with **58%** achieving this measure, up 6ppts on last year.

The gap between Warwickshire's disadvantaged pupils and National other pupils has remained the same, -20ppts, over the past 2 years.

EYFSP - Districts - Percentage achieving a Good Level of Development

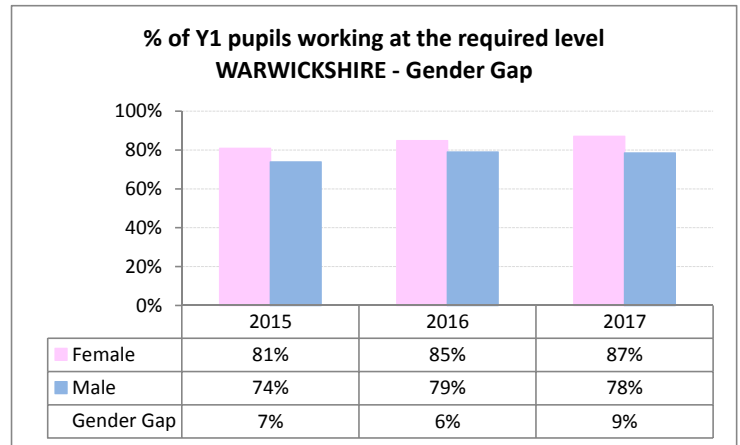
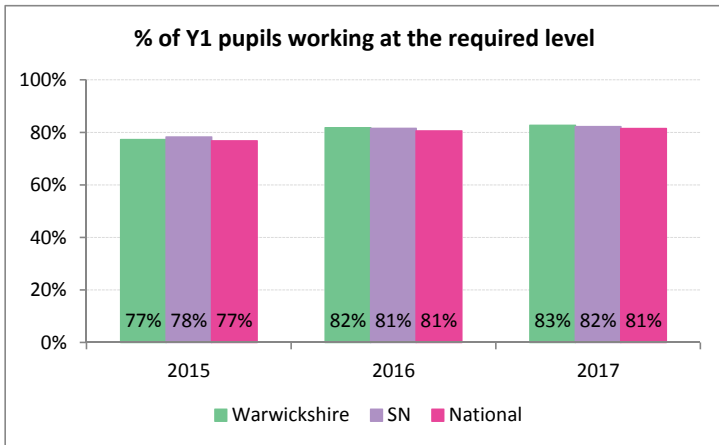
	2015					2016					2017					Gap trend: 2016 to 2017				
	Eligible		Achieving			Eligible		Achieving			Eligible		Achieving							
	D	O	Dis	Oth	Gap	D	O	Dis	Oth	Gap	D	O	Dis	Oth	Gap					
		No.	%	No.	%			No.	%	No.	%			No.	%	No.	%			
NW	72	648	33	46%	436	67%	-23%	83	703	32	39%	504	72%	-33%	77	721	45	58%	527	73%
NB	287	1299	132	46%	859	66%	-23%	267	1350	138	52%	933	69%	-20%	193	1332	101	52%	936	70%
R	133	1127	75	56%	792	70%	-13%	116	1248	67	58%	916	73%	-14%	149	1189	86	58%	882	74%
S	97	1099	54	56%	790	72%	-13%	77	1216	46	60%	934	77%	-12%	73	1222	47	64%	946	77%
W	132	1353	58	44%	977	72%	-25%	114	1390	56	49%	1035	74%	-23%	127	1446	81	64%	1094	76%
Warks	721	5526	352	49%	3854	70%	-20%	657	5907	339	52%	4322	73%	-20%	619	5910	360	58%	4385	74%
National				51%		69%	-18%				54%		72%	-18%				-		-



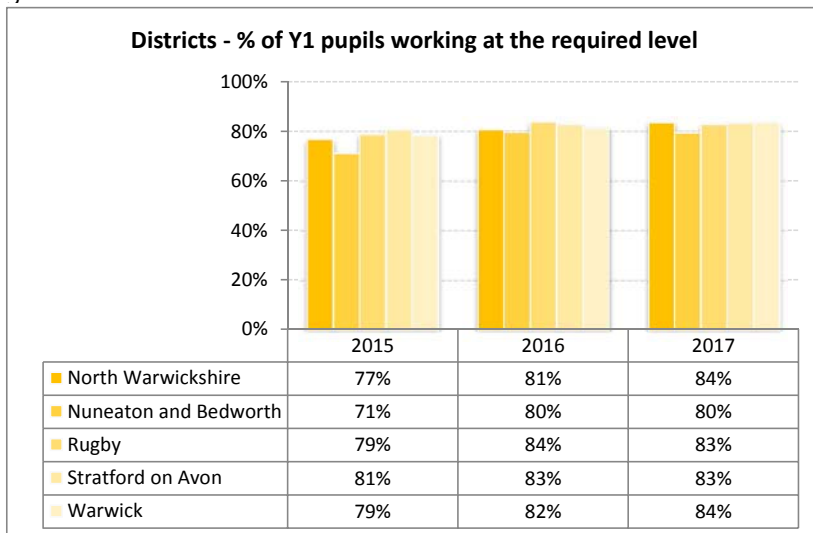
Between 2015 and 2016, the gap for Warwickshire remained consistent at -18ppts. This in part was due to the declining results of disadvantaged pupils in North Warwickshire falling from 46% to 39%. However, significant improvements have been made and disadvantaged pupils in the North of the county have worked hard so that in 2017, 58% of this cohort achieved a Good Level of Development.

In 2017, three out of five districts saw an increase again in the performance of their disadvantaged pupils. The other two maintained their 2016 position. Both North Warwickshire and Warwick districts experienced the largest increases.

Further commentary will be added once the 2017 national disadvantaged pupil data is released.

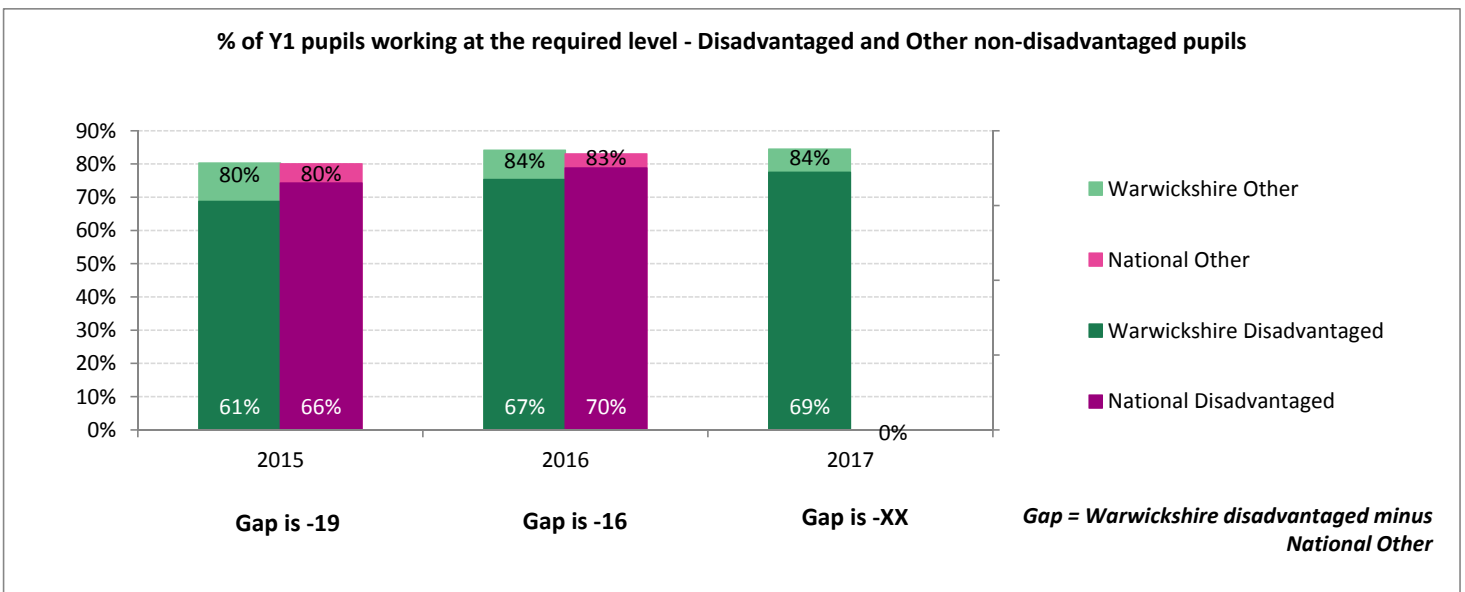


An upwards trend has been seen in the percentage of Year 1 pupils in Warwickshire working at or above the required standard in the phonics decoding test. In 2017, at **83%**, it is up 2ppts on the National result and 1ppt up on our statistical neighbour result. Girls continue to outperform boys and in 2017, the gap widened by 3ppts. There is currently a 9ppt difference between the genders.



Performance in the phonics decoding test has increased in 2 of the districts, remained the same in 2 and decreased by 1ppt in 1 (Rugby). As with EYFSP, the most improved district is **North Warwickshire**.

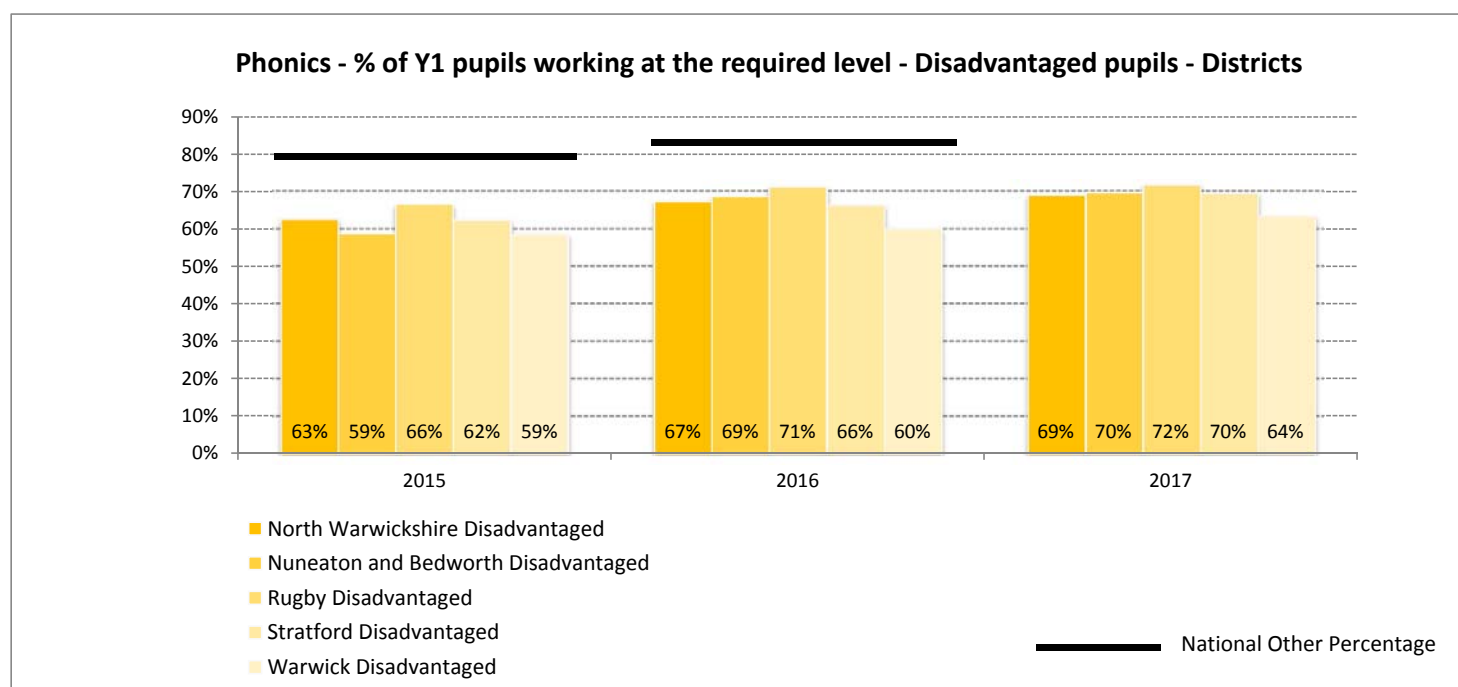
Performance is higher than the national average in 4 out of 5 districts. Overall, performance in Nuneaton and Bedworth remains below the national average but only by 1ppt.



The percentage of disadvantaged pupils in Warwickshire working at the required phonics decoding level increased again in 2017 with 69% achieving this measure, up 2ppts on last year. This compares to 84% of 'non disadvantaged' pupils achieving this level. The gap between Warwickshire's disadvantaged pupils and other/non disadvantaged pupils nationally **reduced** between 2015 and 2016. Further commentary will be added once the 2017 national disadvantaged data is released.

Phonics - Districts - Percentage of Year 1 pupils working at the required phonics decoding level

	2015					2016					2017					Gap trend: 2016 to 2017					
	Eligible		Achieving		Gap	Eligible		Achieving		Gap	Eligible		Achieving		Gap						
	D	O	Dis	Oth		D	O	Dis	Oth		D	O	Dis	Oth							
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%								
NW	126	582	79	63%	465	80%	-17%	98	633	66	67%	525	83%	-16%	113	684	78	69%	590	86%	
NB	322	1125	189	59%	847	75%	-21%	335	1180	230	69%	973	82%	-14%	308	1249	215	70%	1024	82%	
R	194	1080	129	66%	880	81%	-14%	160	1090	114	71%	936	86%	-12%	160	1225	115	72%	1033	84%	
S	133	1145	83	62%	950	83%	-18%	107	1086	71	66%	924	85%	-17%	102	1205	71	70%	1020	85%	
W	181	1245	106	59%	1017	82%	-21%	153	1331	92	60%	1119	84%	-23%	148	1365	94	64%	1171	86%	
Warks	956	5177	586	61%	4159	80%	-19%	853	5320	573	67%	4477	84%	-16%	835	5793	573	69%	4838	84%	
National				66%		80%	-14%				70%		83%	-13%				-		-	



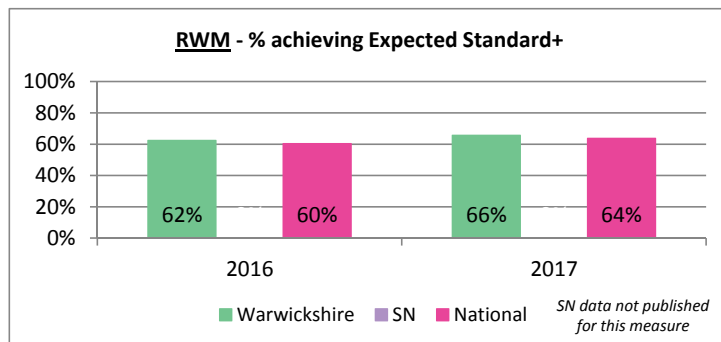
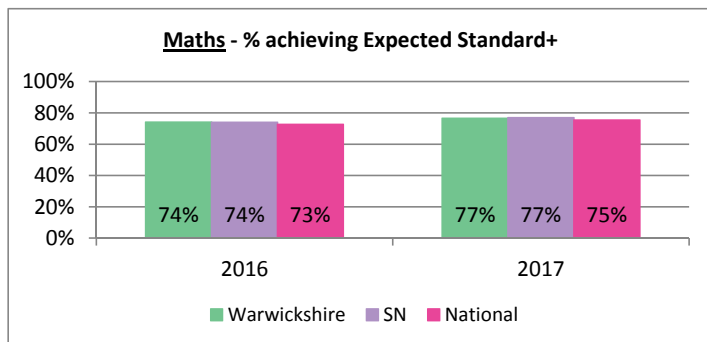
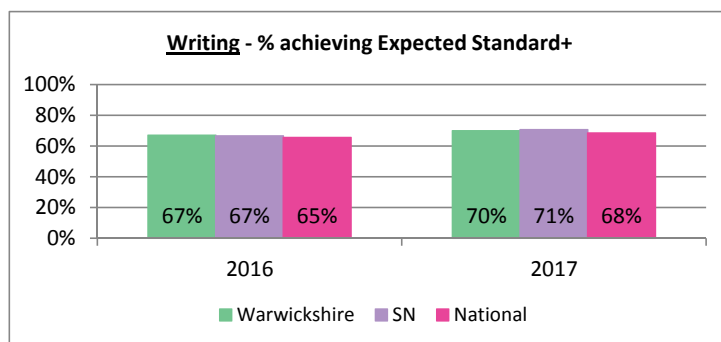
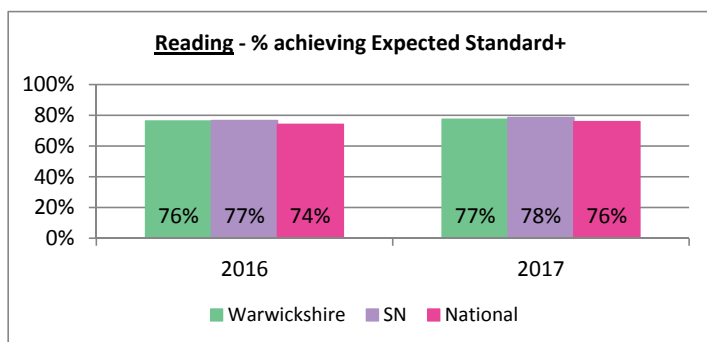
Between 2015 and 2016, the gap for Warwickshire as a whole, closed by 3ppts. This in part was due to the gap closing in Nuneaton & Bedworth by 7ppts.

In 2017, the performance of disadvantaged pupils increased in all five districts with Stratford and Warwick districts seeing the most improved percentages, up 4ppts on last years results.

Further commentary will be added once the 2017 national disadvantaged data is released.



2016 saw the first set of results based on the new KS1 and KS2 curriculums so there is no historical data for comparison purposes. Results show that Warwickshire pupils have achieved well compared to those nationally.



Gender Differences

	2016					2017				
	Reading	Writing	Maths	Science	RWM	Reading	Writing	Maths	Science	RWM
Female	81%	75%	75%	88%	68%	81%	76%	77%	87%	70%
Male	72%	60%	73%	84%	57%	74%	64%	76%	83%	61%
Gender Gap	-9%	-15%	-2%	-4%	-11%	-8%	-12%	-2%	-4%	-9%

Overall, in 2017, Warwickshire saw an increase of 4ppts in the combined Reading, Writing and Maths measure, from 62% up to 66%. This maintains our +2ppt gap over the national result.

Continuing the trend as seen in the Early Years and Phonics assessments, girls outperform boys in all Key Stage 1 subjects. The most noticeable difference continues to be in Writing where the gap, whilst closing, still stands at -12ppts in 2017. This is followed by Reading, however attainment in Maths is very similar with only a -2ppt difference in performance.

District Differences

	2016					2017				
	Reading	Writing	Maths	Science	RWM	Reading	Writing	Maths	Science	RWM
NW	76%	68%	74%	79%	63%	76%	69%	75%	81%	65%
NB	72%	59%	67%	79%	54%	72%	63%	72%	83%	57%
R	75%	70%	76%	87%	64%	78%	72%	76%	85%	67%
SoA	79%	69%	78%	85%	65%	80%	72%	79%	86%	69%
W	80%	70%	78%	86%	66%	81%	74%	80%	86%	70%
Warwickshire	76%	67%	74%	84%	62%	77%	70%	77%	85%	66%
National	74%	65%	73%	82%	60%	76%	68%	75%	83%	64%

Performance across the districts show that Stratford and Warwick areas achieved the highest percentages in 2017 with 69% and 70% respectively of pupils achieving the new Expected Standard in the combined Reading, Writing and Maths measure. This compares to Nuneaton and Bedworth with 57% of their pupils achieving this measure. As a result, performance is higher than the national average in four of the five districts with Nuneaton and Bedworth almost 7ppts behind.

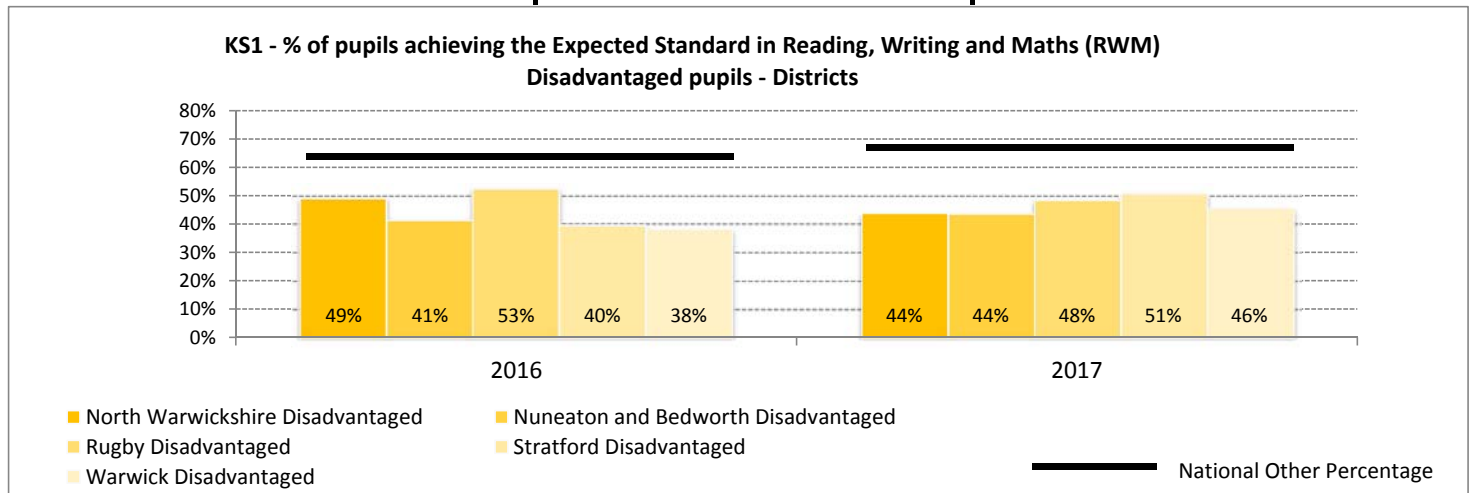
Disadvantaged v Non-Disadvantaged Pupil Gaps

	2016					2017				
	% of pupils achieving the Expected Standard					% of pupils achieving the Expected Standard				
	Reading	Writing	Maths	Science	RWM	Reading	Writing	Maths	Science	RWM
Warwickshire Disadvantaged	61%	48%	58%	69%	44%	59%	50%	58%	70%	46%
Warwickshire Other	79%	71%	77%	86%	66%	80%	73%	80%	87%	69%
National Disadvantaged	62%	53%	60%	71%	46%	63%	54%	62%	71%	49%
National Other	78%	70%	77%	85%	64%	79%	72%	79%	86%	68%
Gap	-17%	-22%	-19%	-16%	-20%	-20%	-22%	-20%	-15%	-22%

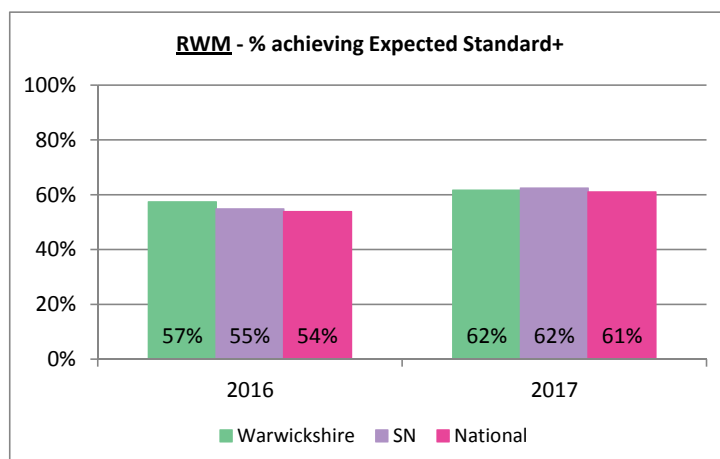
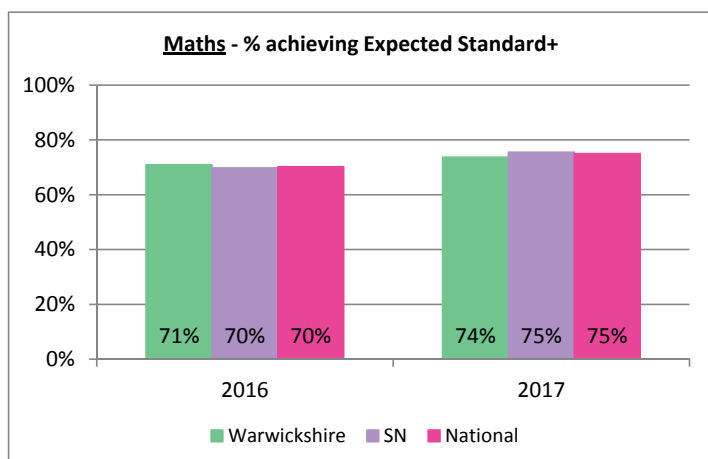
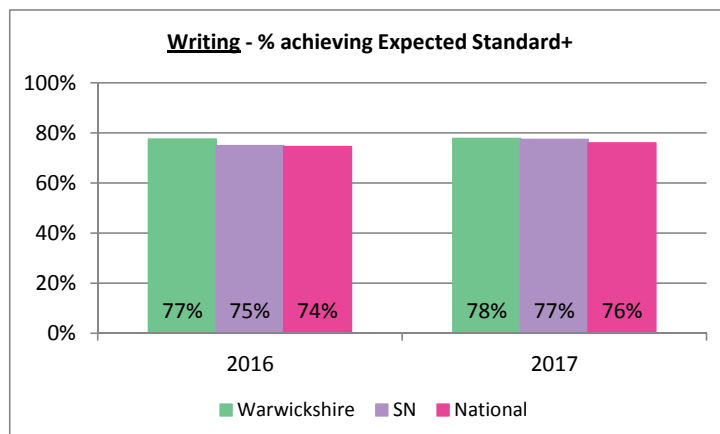
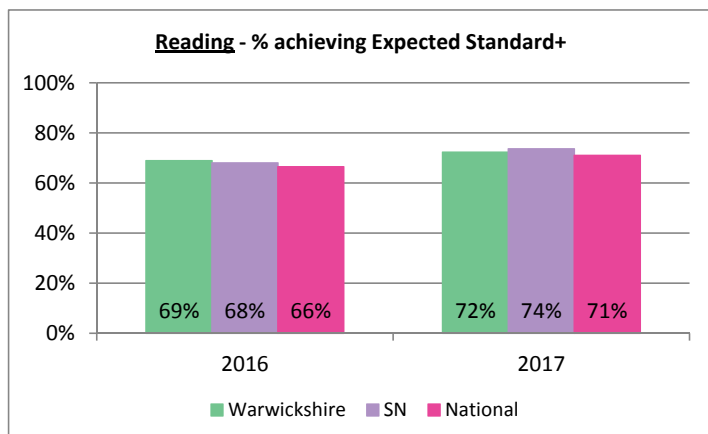
Between 2016 and 2017, the gap for the combined RWM measure has widened by 2ppts. Whilst the performance of Warwickshire's disadvantaged pupils has increased by 2ppts, the performance of the 'other' non-disadvantaged national cohort has increased by 4ppts. So, whilst the percentage of all groups of children (both Warwickshire and national disadvantaged and non-disadvantaged pupils) has increased, this has not occurred at the same rate thus the gap in Warwickshire has widened.

Key Stage 1 - Districts - Percentage of pupils achieving the Expected Standard in Reading, Writing and Maths (RWM)

	2016					2017					Gap trend: 2016 to 2017				
	Eligible		Achieving		Gap	Eligible		Achieving		Gap					
	D	O	No.	%		D	O	No.	%						
NW	132	572	65	49%	381	67%	-15%	123	607	54	44%	422	70%	-24%	↑ -9
NB	347	1061	144	41%	615	58%	-23%	368	1230	161	44%	756	61%	-24%	↑ -1
R	211	1085	111	53%	713	66%	-11%	196	196	95	48%	138	70%	-19%	↑ -8
S	151	1147	60	40%	790	69%	-24%	134	1115	68	51%	795	71%	-17%	↓ +7
W	186	1234	71	38%	870	71%	-26%	162	1331	74	46%	974	73%	-22%	↓ +4
Warks	1036	5159	455	44%	3403	66%	-20%	983	5350	452	46%	3698	69%	-22%	↑ -2
National				46%		64%	-18%				49%		68%	-19%	



The performance of disadvantaged pupils has improved in three out of five districts. These pupils in Stratford on Avon in particular have performed well with an increase of 11ppts contributing to a closing of the gap in this district of 7ppts. A similar picture has emerged in Warwick district, closing the gap by 4ppts. However the results from the other three areas, particularly North Warwickshire and Rugby, have contributed to the overall Warwickshire gap widening by 2ppts.



62% of Warwickshire pupils achieved the new Expected Standard in the combined Reading, Writing and Maths measure in 2017, 5ppts above the 2016 results and just above the current provisional National result of 61% for state-funded schools. Following the national trend, fewer pupils in Warwickshire reached the Expected Standard in reading than in other subjects. Of some concern is the 2017 Maths result for Warwickshire which, whilst increasing from 2016, is currently 1ppt below both our statistical neighbours and national result.

In 2017, compared to our Local Authority statistical neighbours (Councils that are similar to Warwickshire):

RWM Expected Standard - Warwickshire Ranked **6th** out of 11 (**65th** Nationally out of 152 LA's)

RWM Greater Depth/High Standard - Warwickshire Ranked **3rd** out of 11 (**42nd** Nationally out of 152 LA's)

Gender Differences

	2016					2017				
	% of pupils achieving the Expected Standard					% of pupils achieving the Expected Standard				
	Reading	Writing	Maths	Science	RWM	Reading	Writing	Maths	Science	RWM
Female	73%	84%	71%	86%	61%	75%	84%	74%	85%	65%
Male	64%	71%	71%	81%	54%	69%	72%	74%	81%	58%
Gender Gap	-9%	-13%	0%	-4%	-7%	-6%	-12%	0%	-4%	-8%

Continuing almost the same trend across the board as Key Stage 1, girls outperform boys in all subjects at Key Stage 2 apart from Maths where attainment of the new Expected Standard is the same. In contrast to KS1, at KS2 (apart from Science), Writing is the strongest subject, although this is where the gender gap is most visible standing at -12ppts in 2017, a slight narrowing on the 2016 difference.

District Differences

	2016					2017				
	% of pupils achieving the Expected Standard					% of pupils achieving the Expected Standard				
	Reading	Writing	Maths	Science	RWM	Reading	Writing	Maths	Science	RWM
NW	64%	77%	64%	82%	50%	68%	74%	68%	80%	55%
NB	61%	76%	69%	82%	52%	68%	77%	74%	81%	59%
R	69%	77%	72%	83%	58%	70%	79%	74%	82%	62%
SoA	76%	76%	74%	83%	62%	77%	79%	74%	86%	64%
W	74%	81%	74%	87%	63%	77%	79%	76%	84%	65%
Warwickshire	69%	77%	71%	84%	57%	72%	78%	74%	83%	62%
National	66%	74%	70%	81%	54%	71%	76%	75%	81%	61%

Performance across the district and boroughs does vary. On the whole, Stratford and Warwick areas achieved the highest percentages with 64% and 65% respectively of pupils achieving the new expected standard in the combined Reading, Writing and Maths measure in 2017. This compares to North Warwickshire with 55% of their pupils achieving this measure, a difference of 10ppts.

As a result, performance is higher than the national average in three of the five districts for those achieving the Expected Standard. Performance ranges from 1 to 4 percentage points higher than national across these areas. However North Warwickshire's achievement is -6ppts below the national average.

Disadvantaged v Non-Disadvantaged Pupil Gaps

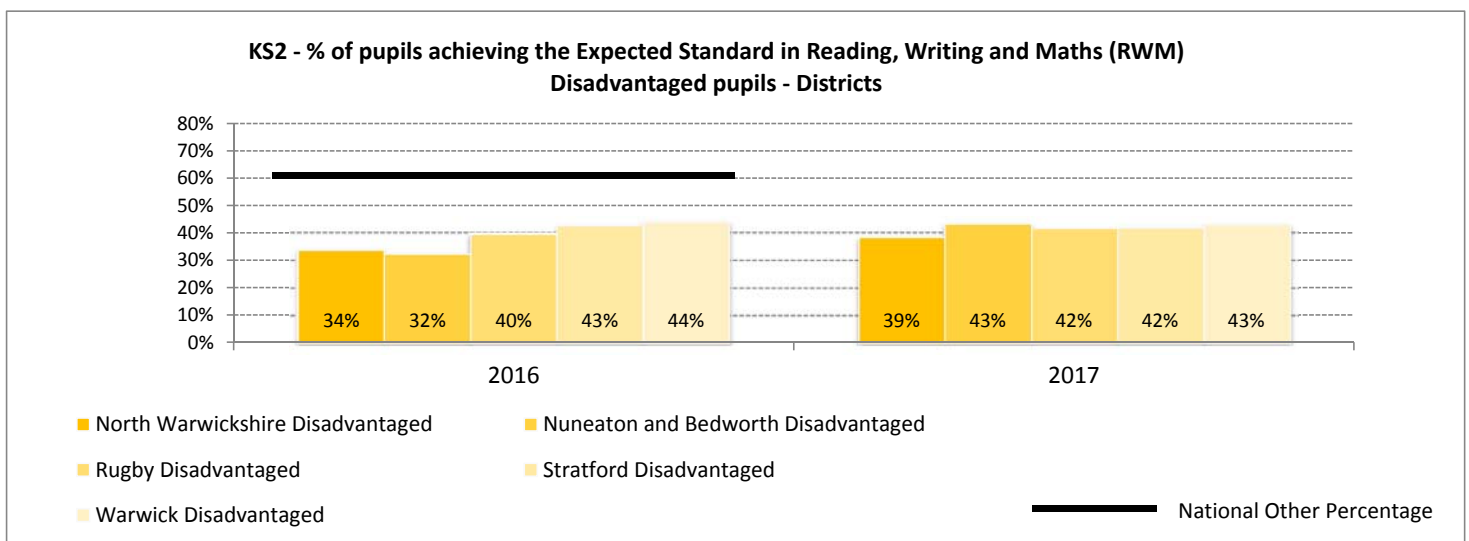
	2016					2017				
	% of pupils achieving the Expected Standard					% of pupils achieving the Expected Standard				
	Reading	Writing	Maths	Science	RWM	Reading	Writing	Maths	Science	RWM
Warwickshire Disadvantaged	51%	62%	52%	70%	38%	54%	62%	56%	68%	42%
Warwickshire Other	74%	82%	77%	88%	63%	78%	82%	79%	88%	68%
National Disadvantaged	53%	64%	58%		39%					
National Other	73%	79%	76%		61%					
Gap	-21%	-17%	-24%		-23%					

Disadvantaged pupils in Warwickshire perform well in Writing and Science, with results in Reading and Maths lagging behind some what. Across the board, whilst only a percentage point or two, disadvantaged pupils nationally perform slightly better than their disadvantaged counterparts in Warwickshire. This is in contrast to the performance of non-disadvantaged pupils, who achieve better than their peers nationally. In 2016, non-disadvantaged pupils performed well in the subjects of Writing and Science accounting for the largest gaps in the subjects of Reading (-21ppts) and Maths (-24ppts). The overall gap for the combined Reading, Writing and Maths measure was -23ppts.

Further commentary will be added once the 2017 national disadvantaged data is released.

Key Stage 2 - Districts - Percentage of pupils achieving the Expected Standard in Reading, Writing and Maths (RWM)

	2016					2017					Gap trend: 2016 to 2017			
	Eligible		Achieving		Achieving Gap	Eligible		Achieving		Achieving Gap				
	D	O	Dis No.	Oth %		D	O	Dis No.	Oth %					
NW	194	582	66	34%	319	55%	-27%	192	553	74	39%	336	61%	
NB	425	871	138	32%	534	61%	-28%	438	944	190	43%	627	66%	
R	291	872	116	40%	553	63%	-21%	275	918	115	42%	623	68%	
S	216	1021	92	43%	677	66%	-18%	235	1064	99	42%	734	69%	
W	231	1103	102	44%	742	67%	-16%	241	1053	104	43%	743	71%	
Warks	1357	4450	510	38%	2820	63%	-23%	1381	4532	582	42%	3063	68%	
National				39%		61%	-21%				-		-	



KS1 - 2 PROGRESS 2017

- a) A score of 0 means pupils in Warwickshire, on average, do as well at key stage 2 as those with similar prior attainment nationally.
- b) A positive score means pupils in Warwickshire on average do better at key stage 2 than those with similar prior attainment nationally.
- c) A negative score means pupils in Warwickshire on average do worse at key stage 2 than those with similar prior attainment nationally.

Warwickshire's scores are: **Reading -0.6 (2016 = -0.2)** **Writing -0.5 (2016 = +0.4)** **Maths -1.0 (2016 = -0.6)**

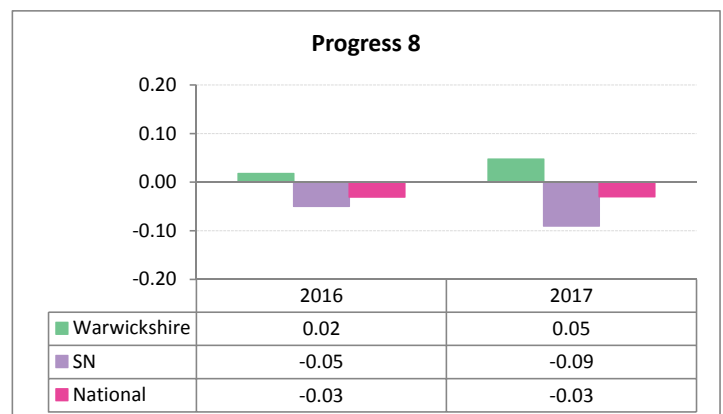
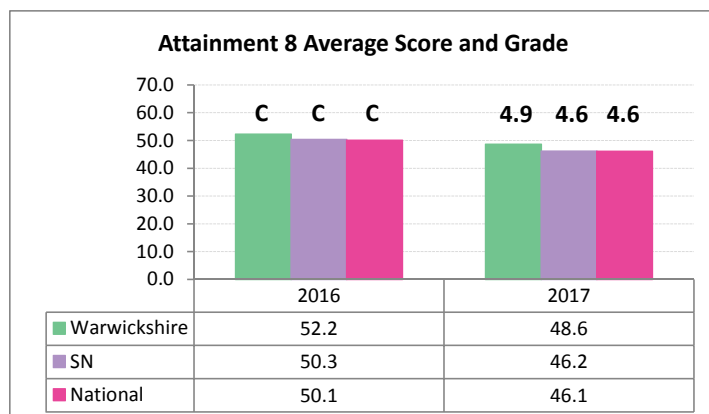
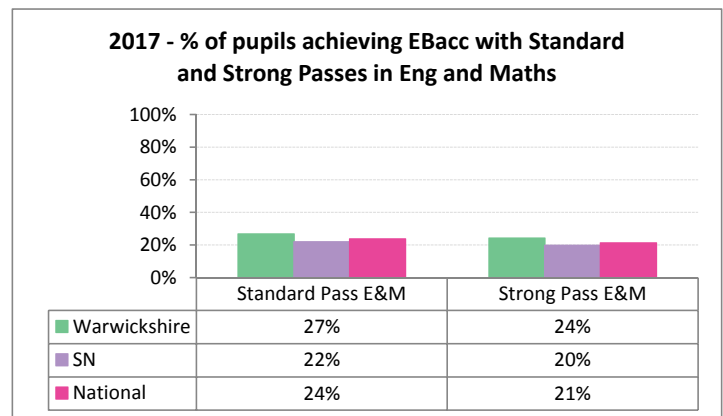
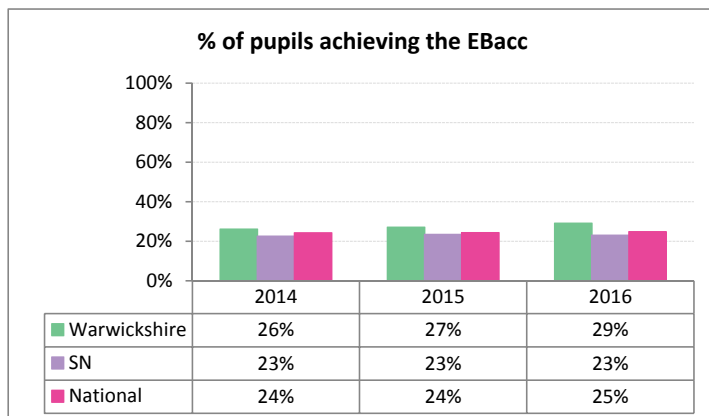
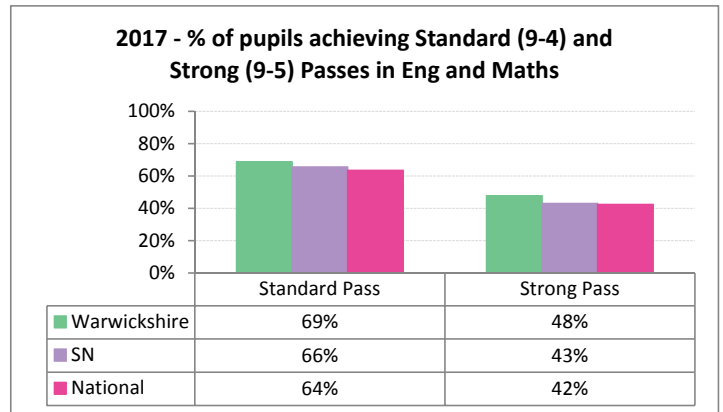
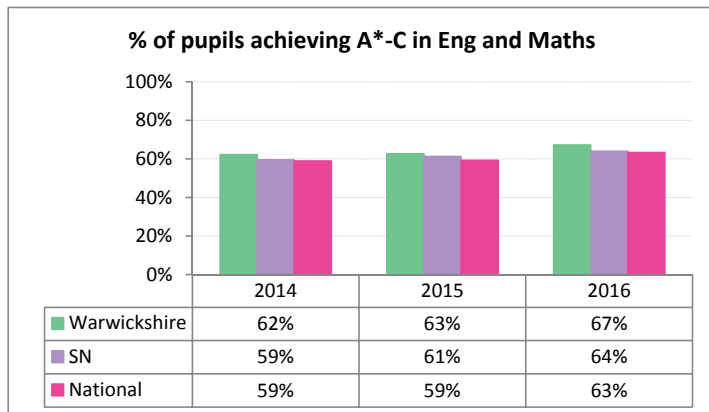
	Reading					Writing					Maths				
	Eligible		Achieving		Achieving Gap	Eligible		Achieving		Achieving Gap	Eligible		Achieving		Achieving Gap
	D	O	Dis Score	Oth Score		D	O	Dis Score	Oth Score		D	O	Dis Score	Oth Score	
NW	181	532	-2.8	-1.4	-2.8	182	532	-1.6	-0.5	-1.6	181	532	-3.2	-1.5	-3.2
NB	412	896	-2.2	-0.8	-2.2	414	896	-0.8	0.0	-0.8	412	896	-1.4	-0.6	-1.4
R	247	845	-2.9	-0.4	-2.9	251	846	-2.1	0.1	-2.1	247	845	-2.6	-0.3	-2.6
S	219	1010	-0.7	0.4	-0.7	222	1015	-2.1	-0.4	-2.1	219	1011	-3.6	-0.5	-3.6
W	225	978	-1.5	0.9	-1.5	229	985	-1.1	-0.2	-1.1	228	979	-2.7	-0.3	-2.7
Warks	1284	4261	-2.0	-0.1	-2.0	1298	4274	-1.4	-0.2	-1.4	1287	4263	-2.5	-0.6	-2.5
National			0.0	0.0	0.0			0.0	0.0	0.0			0.0	0.0	0.0

Key Stage 4

A new secondary school accountability system was implemented in 2016. The headline accountability measures for schools from 2016 are; Attainment in English and Maths (2016 = A*-C, 2017 = Strong Pass Grade 5+), English Baccalaureate (EBacc) entry and achievement, Attainment 8 and Progress 8. Attainment in the previous headline measure of 5+ A*-C including English and maths is no longer used as a key performance measure.

2017 saw further changes to GCSE qualifications in England, many being revised to make them more rigorous, with more demanding content. The first of these new GCSEs (English and Maths) were awarded this August.

The new qualifications are graded 9-1 instead of A*-G, with 9 the highest grade. Under the new system, a **Grade 4** and above (**Standard Pass**) will be equivalent to an old C and above. **Grade 5** and above will be deemed a '**Strong Pass**' and is equivalent to an old high C and above.



Due to the major changes made to the Key Stage 4 curriculum and change in grading system this year for reporting GCSE qualifications, historical comparisons of results are not advised by the DfE.

In 2017, based on provisional data, Warwickshire pupils have performed well compared to their statistical neighbour peers:

% achieving a **Strong Pass** in English and Maths: Warwickshire Ranked **1st** out of 11 (31st Nationally out of 152 LA's)

% achieving a **Standard Pass** in English and Maths: Warwickshire Ranked **2nd** out of 11 (27th Nationally out of 152 LA's)

Average **Attainment 8** Score: Warwickshire Ranked **2nd** out of 11 (**31st** Nationally out of 152 LA's)

Progress 8 Score: Warwickshire Ranked **1st** out of 11 (**47th** Nationally out of 152 LA's)

Gender Differences

Warwickshire

	A*-C in Eng&Maths		Standard Pass in E&M	Strong Pass in E&M	Achieving EBacc			Attainment 8 Average Score		Progress 8	
	2015	2016	2017	2017	2015	2016	2017 (Strong Pass in E&M)	2016	2017	2016	2017
	Female	67%	71%	73%	50%	31%	35%	28%	54.3	51.1	0.13
Male	59%	64%	65%	46%	23%	24%	20%	50.3	46.2	-0.09	-0.14
Gap	-8%	-7%	-8%	-4%	-7%	-11%	-8%	-4.1	-4.9	-0.22	-0.38

Statistical Neighbours

	A*-C in Eng&Maths		Standard Pass in E&M	Strong Pass in E&M	Achieving EBacc			Attainment 8 Average Score		Progress 8	
	2015	2016	2017	2017	2015	2016	2017 (Strong Pass in E&M)	2016	2017	2016	2017
	Female	66%	68%	70%	47%	28%	29%	24%	52.7	49.0	0.10
Male	57%	61%	62%	40%	19%	18%	15%	48.0	43.5	-0.19	-0.30
Gap	-9%	-8%	-8%	-7%	-9%	-10%	-9%	-4.6	-5.5	-0.29	-0.44

National

	A*-C in Eng&Maths		Standard Pass in E&M	Strong Pass in E&M	Achieving EBacc			Attainment 8 Average Score		Progress 8	
	2015	2016	2017	2017	2015	2016	2017 (Strong Pass in E&M)	2016	2017	2016	2017
	Female	63%	67%	67%	46%	29%	30%	26%	52.4	48.8	0.11
Male	55%	59%	60%	39%	19%	20%	17%	47.8	43.5	-0.17	-0.24
Gap	-8%	-8%	-7%	-6%	-10%	-10%	-9%	-4.5	-5.3	-0.28	-0.42

The trend continues as girls outperform boys across all Key Stage 4 measures. Across Warwickshire, our statistical neighbours and nationally, girls make above average progress compared to boys and leave Year 11 with higher attainment 8 scores. In Warwickshire in 2017, girls left with an average GCSE grade of 5.1 (in old grades, a high C) compared to boys leaving with an average grade of 4.6 (in old grades a C).

Progress 8 notes:

The national average Progress 8 score for mainstream schools is 0. A positive score indicates that pupils have made above average progress compared to pupils with a similar prior attainment nationally. A negative score indicates that below average progress has been made.

District Differences

	A*-C in Eng&Maths		Standard Pass in E&M	Strong Pass in E&M	Achieving EBacc			Attainment 8 Average Score		Progress 8	
	2015	2016	2017	2017	2015	2016	2017 (Standard in E&M)	2016	2017	2016	2017
NW	58%	55%	59%	31%	22%	21%	16%	48.2	43.4	-0.11	-0.11
NB	54%	61%	60%	37%	20%	20%	18%	49.7	43.7	-0.02	-0.23
R	60%	66%	71%	53%	31%	35%	35%	52.5	50.4	-0.10	0.09
SoA	71%	76%	77%	59%	31%	38%	33%	55.8	53.6	0.14	0.24
W	68%	71%	72%	50%	31%	28%	27%	52.9	49.5	0.10	0.19
Warks	63%	67%	69%	48%	27%	29%	27%	52.2	48.6	0.02	0.05
National	59%	63%	64%	42%	24%	25%	24%	50.1	46.1	-0.03	-0.03
SN Rank ¹	2	2	2	1	4	2	2	1	2	3	1
Nat Rank ²	36	33	27	31	49	38	45	26	31	57	47

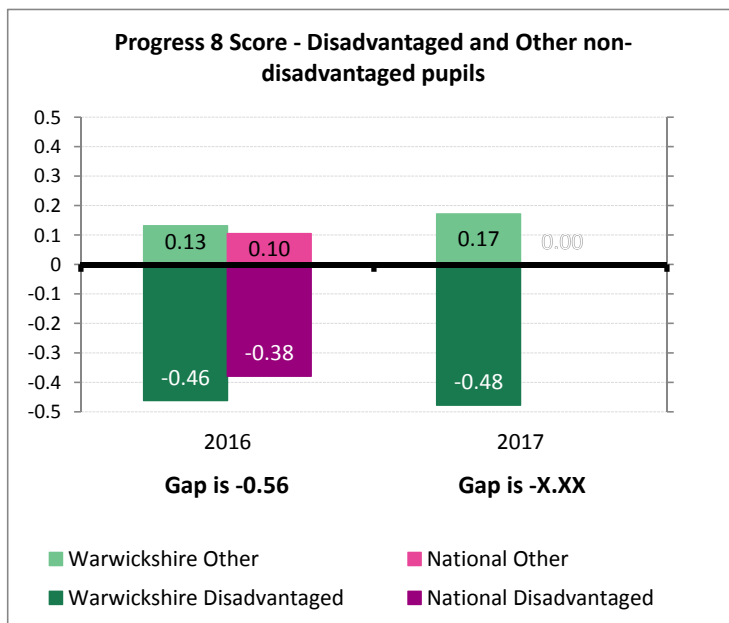
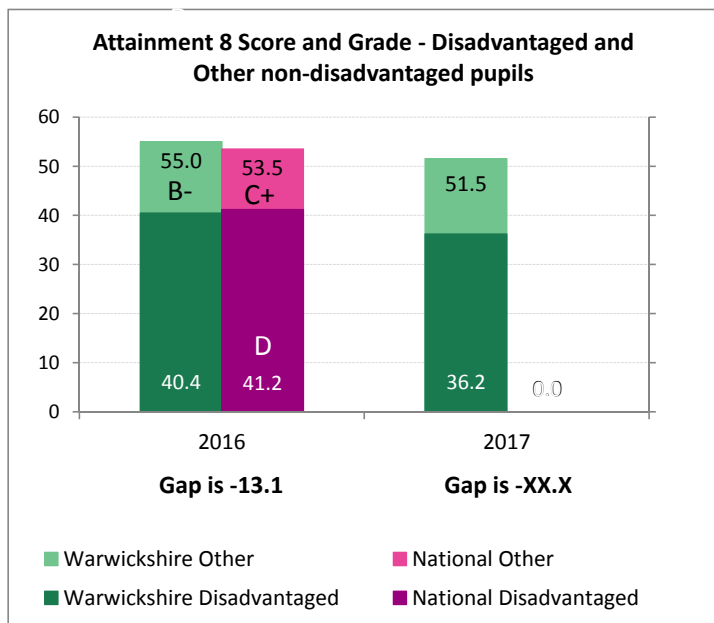
1 - Statistical Neighbour Rank (out of 11)

2 - National Rank (out of 152)

The highest performing districts for Strong and Standard passes in English and maths in 2017 were Stratford, Rugby and Warwick, all performing above the national averages. North Warwickshire and Nuneaton and Bedworth were below national in both the Strong and Standard pass rates. Pupils attending schools in these areas do not make average levels of progress compared to pupils achieving similar prior attainment levels nationally.

Disadvantaged v Non-Disadvantaged Pupil Gaps

	A*-C in Eng&Maths		Standard Pass in E&M	Strong Pass in E&M	Achieving EBacc			Attainment 8 Average Score		Progress 8	
	2015	2016	2017	2017	2015	2016	2017 (Standard in E&M)	2016	2017	2016	2017
Warks Disadv	38%	41%	44%	23%	10%	9%	9%	40.4	36.2	-0.46	-0.48
Warks Other	69%	73%	75%	53%	31%	34%	31%	55.0	51.5	0.13	0.17
Nat Disadv	39%	43%	-	-	11%	12%	-	41.2	-	-0.38	-
Nat Other	67%	71%	-	-	29%	30%	-	53.5	-	0.10	-
Gap	-29%	-30%			-19%	-21%		-13.1		-0.57	



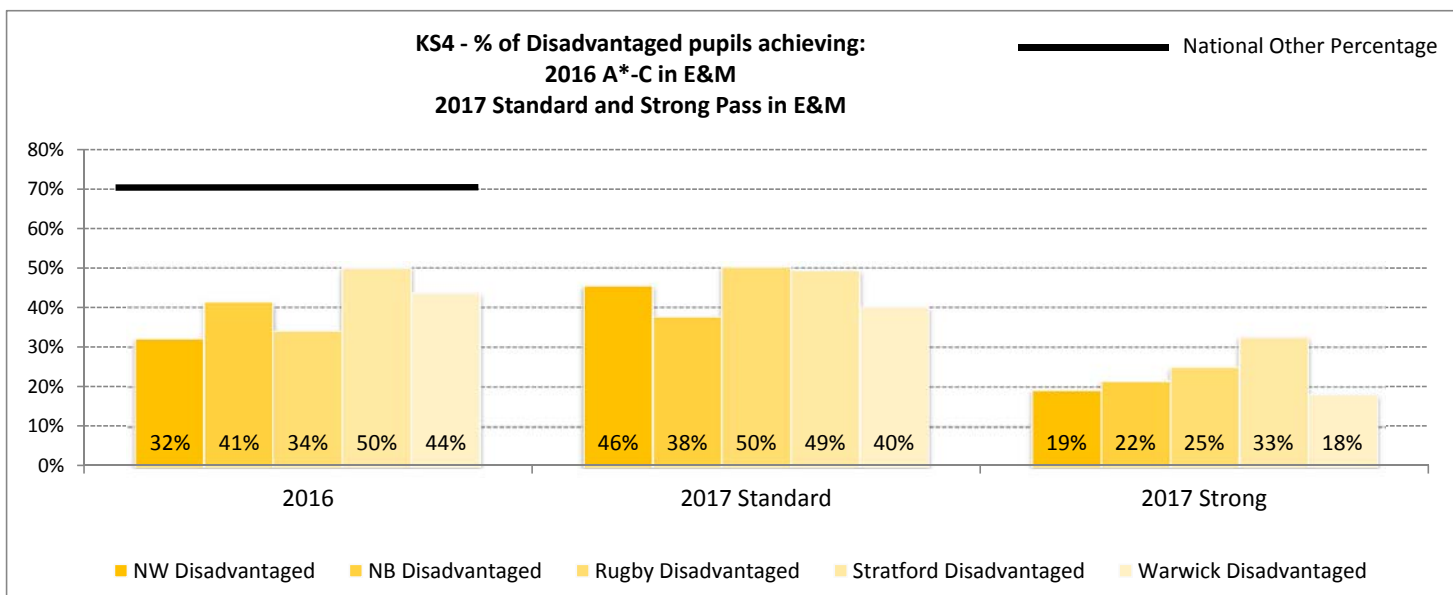
The trend continues at Key Stage 4 where disadvantaged students in Warwickshire do not perform as well as young people in the same cohort nationally. This results in the gap between these students and the non-disadvantaged national cohort remaining relatively wide.

Further commentary will be added once the 2017 national disadvantaged data is released.

Key Stage 4 - Districts - 2016 % achieving A*-C in English and Maths

Key Stage 4 - Districts - 2017 % achieving Standard or Strong Pass in English and Maths

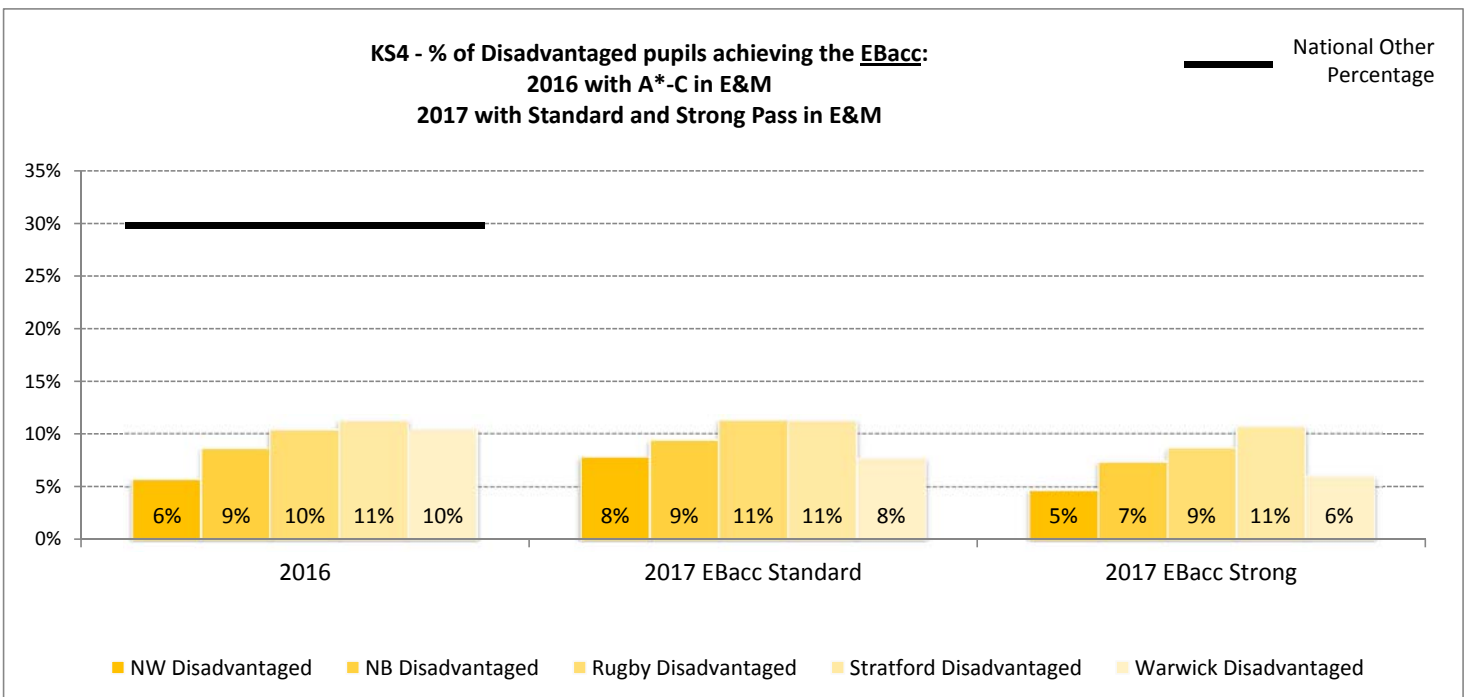
	2016 (A*-C E&M)					2017 (Standard Pass E&M)					2017 (Strong Pass E&M)					Gap Trend			
	Eligible		Achieving		Gap	Eligible		Achieving		Gap	Eligible		Achieving		Gap				
	D	O	Dis	Oth		D	O	Dis	Oth		D	O	Dis	Oth					
			No.	%	No.	%			No.	%	No.	%			No.	%			
NW	174	580	56	32%	361	62%	-39%	191	581	87	46%	365	63%	191	581	37	19%	201	35%
NB	290	905	120	41%	611	68%	-30%	297	911	112	38%	616	68%	297	911	64	22%	388	43%
R	173	841	59	34%	613	73%	-37%	195	833	98	50%	637	76%	195	833	49	25%	499	60%
S	204	1295	102	50%	1037	80%	-21%	178	1284	88	49%	1040	81%	178	1284	58	33%	807	63%
W	211	901	92	44%	703	78%	-27%	182	855	73	40%	669	78%	182	855	33	18%	490	57%
Warks	1052	4533	429	41%	3325	73%	-30%	1043	4464	458	44%	3327	75%	1043	4464	241	23%	2385	53%
National				43%		71%	-28%				-	-				-			



Key Stage 4 - Districts - 2016 % achieving EBacc

Key Stage 4 - Districts - 2017 % achieving EBacc (with Standard or Strong Pass in English and Maths)

	2016					2017 (EBacc Standard Pass E&M)					2017 (EBacc Strong Pass E&M)					Gap Trend			
	Eligible		Achieving		Achieving Gap	Eligible		Achieving		Achieving Gap	Eligible		Achieving		Achieving Gap				
	D	O	Dis	Oth		D	O	Dis	Oth		D	O	Dis	Oth					
			No.	%	No.	%			No.	%	No.	%			No.	%			
NW	174	580	10	6%	145	25%	-24%	191	581	15	8%	112	19%	191	581	9	5%	81	14%
NB	290	905	25	9%	210	23%	-21%	297	911	28	9%	191	21%	297	911	22	7%	164	18%
R	173	841	18	10%	336	40%	-19%	195	833	22	11%	338	41%	195	833	17	9%	328	39%
S	204	1295	23	11%	549	42%	-19%	178	1284	20	11%	468	36%	178	1284	19	11%	444	35%
W	211	901	22	10%	286	32%	-19%	182	855	14	8%	261	31%	182	855	11	6%	235	27%
Warks	1052	4533	98	9%	1526	34%	-21%	1043	4464	99	9%	1370	31%	1043	4464	78	7%	1252	28%
National				12%		30%	-18%				-	-				-		-	



Key Stage 4 - Districts - Attainment 8

	2016					2017					Gap Trend		
	Eligible		Achieving		Achieving Gap	Eligible		Achieving		Achieving Gap			
	D	O	Dis	Oth		D	O	Dis	Oth				
			Score	Grade	Score	Grade			Score	Grade			
NW	174	580	38.6	D	51.0	C	-14.9	191	581	36.0	3.6	45.8	4.6
NB	290	905	40.7	D	52.6	C+	-12.8	297	911	34.7	3.5	46.6	4.7
R	173	841	39.0	D	55.2	B-	-14.4	195	833	37.8	3.8	53.4	5.3
S	204	1295	42.0	D+	58.0	B-	-11.5	178	1284	38.6	3.9	55.6	5.6
W	211	901	41.3	D	55.6	B-	-12.2	182	855	34.7	3.5	52.6	5.3
Warks	1052	4533	40.4	D	55.0	C+	-13.1	1043	4464	36.2	3.6	51.5	5.2
National			41.2	D	53.5	C+	-12.3			-	-	-	-

Key Stage 4 - Districts - Progress 8

	2016					2017					Gap Trend
	Eligible		Achieving	Achieving		Eligible		Achieving	Achieving		
	D	O	Dis Score	Oth Score	Gap	D	O	Dis Score	Oth Score	Gap	
NW	172	574	-0.47	0.00	-0.57	188	575	-0.47	0.00		
NB	284	886	-0.40	0.10	-0.51	289	881	-0.59	-0.11		
R	168	791	-0.67	0.02	-0.77	191	790	-0.34	0.19		
S	199	1250	-0.44	0.23	-0.54	173	1229	-0.42	0.33		
W	209	852	-0.39	0.23	-0.49	177	817	-0.51	0.34		
Warks	1032	4363	-0.46	0.13	-0.57	1018	4292	-0.48	0.17		
National			-0.38	0.10	-0.48			-	-		

Definitions and Notes about the data

Disadvantaged Pupils

For School Performance Table and national curriculum assessment Statistical First Release purposes, the DfE define 'Disadvantaged' pupils as those who have been a) eligible for Free School Meals at any point in the last 6 years, b) children who are looked after or c) children who have been adopted from care or via a Special Guardianship or Child Arrangements Order

Early Years Foundation Stage Profile (EYFSP)



The EYFSP is a teacher assessment of children's development at the end of the Reception year (pupils aged 4 or 5). It covers three prime areas of a child's development: communication and language; physical; and personal, social and emotional development. There are 7 areas of learning covering 17 early learning goals. The EYFSP framework has been in place since September 2012 with the first set of results reported in July 2013.

The main indicator for this assessment is: **Good Level of Development (GLD)** Children achieving a GLD are those achieving at least the expected level in the areas of learning: communication and language; physical development; and personal, social and emotional development; literacy; and mathematics.

Phonics



Phonics is recommended as the first strategy that children should be taught in helping them learn to read. The Phonics screening check is a statutory assessment for all pupils in year 1 (aged 5 or 6) to check whether they have reached the expected standard in phonic decoding. All state-funded schools with a year 1 cohort must administer the check. Pupils who do not meet the standard in year 1 or who were not tested, must be re-checked at the end of year 2 (aged 6 or 7).

Teachers administer the screening check one-on-one with each pupil and record whether their response to each of the 40 words is correct. This results in each pupil being awarded a mark between 0 and 40. Since the tests introduction in 2012, the pass rate (expected standard) is 32.

Key Stage 1



National curriculum assessments at the end of KS1 (pupils aged 6 or 7) are made through teacher assessments in Reading, Writing, Maths and Science. Pupils were assessed against the **new** more challenging curriculum, which was introduced in 2014, for the first time in 2016. Results are no longer reported as levels. The interim frameworks for teacher assessment have been used to assess if a pupil has met the new, **expected standards**.

This means results from 2016 onwards are **not** comparable to those for earlier years. The expectations for pupils at the end of key stage 1 have been raised.

Key Stage 2



Pupils at the end of Key Stage 2 in 2016 were assessed against the new more challenging national curriculum. Results are no longer reported as levels and each pupil receives their test results as a scaled score and teacher assessments are based on specific standards. Due to these changes, figures from 2016 onwards **are not** comparable to those for earlier years. The expectations for pupils at the end of Key Stage 2 have been raised and the national tests reflect this.

KS1 to KS2 Progress - The previous 'expected progress' measure, based on pupils making at least two levels of progress is no longer produced. There is no 'target' for the amount of progress an individual pupil is expected to make. Any amount of progress a pupil makes contributes towards a school's progress score. They are a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with **similar prior attainment**. Progress scores are presented as positive and negative numbers either side of zero.

Key Stage 4

A new secondary school accountability system was implemented in 2016 with GCSE qualifications being revised to make them more rigorous, with more demanding content. The first of these new GCSEs (English and Maths) were awarded in August 2017.

The new qualifications are graded **9-1** instead of A*-G, with 9 the highest grade. Under the new system, a **Grade 4 and above (Standard Pass)** is equivalent to an old C and above, **Grade 5 and above (Strong Pass)** is equivalent to an old high C and above.

The headline accountability measures for schools from 2017 onwards are:

- 1) Attainment 8 and 2) Progress 8
- 3) Strong Pass in English and Maths (E&M)
- 4) English Baccalaureate (EBacc) entry and achievement results (with Strong Pass in E&M)
- 5) Percentage of pupils staying in education/employment for at least two terms after KS4

Old grades	New grades
A*	9
A	8
B	7
C	6
	5 STRONG PASS
D	4 STANDARD PASS
	3
E	2
F	1
G	1
U	U

DfE 2017 Statement of Intent -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/631973/School_and_college_performance_tables_2017_Statement_of_intent.pdf

Further information about the new 9-1 grades is available here: <https://www.gov.uk/government/news/new-gcse-9-to-1-grades-coming-soon>

Produced by the Insight Service (insightservice@warwickshire.gov.uk)

Attainment 8 - measures the average achievement of pupils in up to 8 GCSE (or equivalent) qualifications including English, maths, three further qualifications that count in the English Baccalaureate (EBacc) and three other qualifications that can be GCSE or any other DfE approved non-GCSE qualifications.

Progress 8 - aims to capture the progress pupils make from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. The national average Progress 8 score for mainstream schools is **0**.

The English Baccalaureate (EBacc) - The EBacc was first introduced into the performance tables in 2009/10. It allows people to see how many pupils get A* to C or above in core academic subjects. The EBacc is made up of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the English Baccalaureate list of qualifications.