

Cabinet Committee on Performance Improvement

Meeting to be held on 27th February 2017

Report of the Head of Service (School Improvement)

Electoral Division affected: All

Summary of Standards at KS4 across Lancashire

(Appendix 'A' refers)

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Executive Summary

A summary of standards at KS4 is provided for Committee Members.

Recommendation

The Cabinet Committee on Performance Improvement is asked to note and comment on the information within the report.

Background and Advice

Pupil achievement comprises of two key measures combined: attainment and progress. Members will be aware that further changes to statutory assessments at KS4 in secondary schools were implemented in summer 2017. This involved the replacement of A*-G grades in English and Mathematics, with the new grades 1 (low) to 9 (high), with grade 4 (standard pass) being the equivalent to a grade C, and grade 7 equivalent to grade A. In a move to raise standards, the new grade 5 has been named a "strong pass" (with no equivalent in the A*-G system). Attainment in Lancashire and districts within the national Performance Tables is therefore measured by the proportion of pupils achieving English and Mathematics grades of 4 and above, and grade 5 and above (the Basics Measure).

The second measure of attainment at KS4, Attainment 8, calculates a pupil's **total** grade across eight subjects (using the new 1-9 scale, with a maximum of 90 points):

- English (double-weighted);
- Mathematics (double-weighted);
- Any three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history or languages);

- A further three subjects, which can be from the range of EBacc subjects, or can be any other GCSE or approved, high-value arts, academic, or vocational qualification.

The final attainment measure is the proportion of pupils achieving a specific grade in all five of the English Baccalaureate subject areas (English, Mathematics, Science, Humanities, Languages). In 2017, this is published at two levels: the proportion achieving A*-C in Science, Humanities and Languages, with a standard pass in English and Mathematics (Grade 4+); and the proportion achieving a strong pass in English and Mathematics (Grade 5+), and A*-C in the other subjects.

The other component of pupil achievement is the progress pupils make from KS2 to KS4. Progress 8 is based on students' **progress** measured across eight subjects as outlined above (comparing each pupil's Attainment 8 score with those of pupils with the same ability nationally, using the KS2 score as the starting point).

Because the English Baccalaureate, Attainment 8 and Progress 8 measures all require a specific combination of subjects, the results in these subjects will vary depending upon the specific curriculum which individual schools offer to their pupils (for example, schools who prioritise technology, arts or religious studies may see lower whole-school scores than others).

Details of the 2016/17 GCSE and equivalent entries and achievements of pupils at the end of key stage 4 are set out at Appendix 'A'.

Attainment 8

Across the whole of Lancashire, the average Attainment 8 score was 45.7, below the national average (46.4), whilst slightly above the North-West average.

The highest attaining districts were the Ribble Valley, followed by Lancaster and Preston. The lowest attaining districts were Burnley, Pendle and Hyndburn. However, rates of improvement in these three districts were greater than the rate across Lancashire. These rates of improvement are mirrored at KS2.

Basics Measures

The proportion of pupils attaining **Grade 4+** in English and Mathematics in Lancashire was just below the national average and above the North-West average. Attainment was lowest in Hyndburn, Burnley and Pendle; highest in the Ribble Valley, Rossendale and South Ribble.

At **Grade 5+**, the proportion in Lancashire was above national and North-West averages. The lowest-attaining districts were Burnley, Pendle and Hyndburn; the highest-attaining were Ribble Valley, Rossendale and South Ribble.

English Baccalaureate Measures

The proportion of pupils in Lancashire attaining the required combination of A*-C and **Grade 4+** passes was below the national average and above the North-West

average (reflecting lower levels of entry to these specific subjects in Lancashire). The highest-attaining districts were Rossendale, Ribble Valley and Chorley; the lowest-attaining districts were Hyndburn, Pendle and the Fylde.

The proportion of Lancashire pupils attaining the EBac measure including **Grade 5+** in English and Maths was below both the national average and that for the North-West. The highest-attaining districts were Rossendale, Ribble Valley and West Lancashire.

Progress 8

The Progress 8 score in Lancashire was in line with that in the North-West, but significantly below the national average, predominately because of low entry across the full range of English Baccalaureate subjects and comparison against the score for London, where positive progress for the significant proportion of ethnic minority pupils can be seen to skew the national data. The lowest scores in Lancashire were to be found amongst boys, disadvantaged pupils, those with SEN and White British pupils (with girls and pupils from ethnic minorities having positive scores). In addition, those who have moved schools during their GCSE course (often reflecting behavioural issues or unstable home lives) also have low Progress 8 scores.

The Progress 8 score was highest in the Ribble Valley (the only district with a positive overall score), Chorley and South Ribble. Progress 8 scores were lowest in Burnley, Rossendale and West Lancashire. Whilst Pendle was highlighted above amongst the lowest attaining districts at KS4, the Progress score was better than the Lancashire average.

Consultations

N/A

Implications:

This item has the following implications, as indicated:

Risk management

Lancashire, alongside many other Local Authorities, has a number of schools which are judged to be coasting. These schools are eligible for intervention by the Regional School Commissioner.

List of Background Papers

Paper

Date

Contact/Tel

None

Reason for inclusion in Part II, if appropriate

N/A