

**To the Chair and Members of the
SCHOOLS CHILDREN AND YOUNG PEOPLE'S OVERVIEW & SCRUTINY
PANEL**

LOCAL AUTHORITY Doncaster Education Attainment Summary 2014

Relevant Member(s)	Cabinet	Wards Affected	Key Decision
Cllr Fennelly		All	Information only

EXECUTIVE SUMMARY

1. The report informs the panel about the 2014 Doncaster Attainment Summary.

EXEMPT REPORT

2. This is not an exempt report.

RECOMMENDATIONS

3. That the panel notes that where appropriate information in the report for children aged 11 is based on LA analysis that excludes three schools that were nulled from the DfE performance tables due to maladministration.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER

4. There have been improvements in a number of key performance indicators in 2014, in particular, the outcomes for identified groups have shown notable improvement compared to national figures. There is though, still a need to ensure that Doncaster children achieve the best possible results in relation to their peers nationally and ensure their preparedness for further education and/or employment.

BACKGROUND

5. Every year approximately 14,000 children in Doncaster are assessed at various points in their school life. This year saw approximately 3,725 five year olds undertake Early Years Foundation Stage assessments, approximately 3,558 seven year olds were teacher assessed at key stage 1, approximately 3,137 eleven year olds sat national tests at key stage 2 and approximately 3,367 sixteen year olds undertook GCSE and equivalent exams.
6. Local authorities are judged on the performance of children taking national tests at the ages of eleven and sixteen with 2013/14 outcomes published provisionally

on 28th August 2014 and 23rd October 2014 respectively. Final Publications are set to be released in December 2014 for eleven year olds and January 2015 for sixteen year olds.

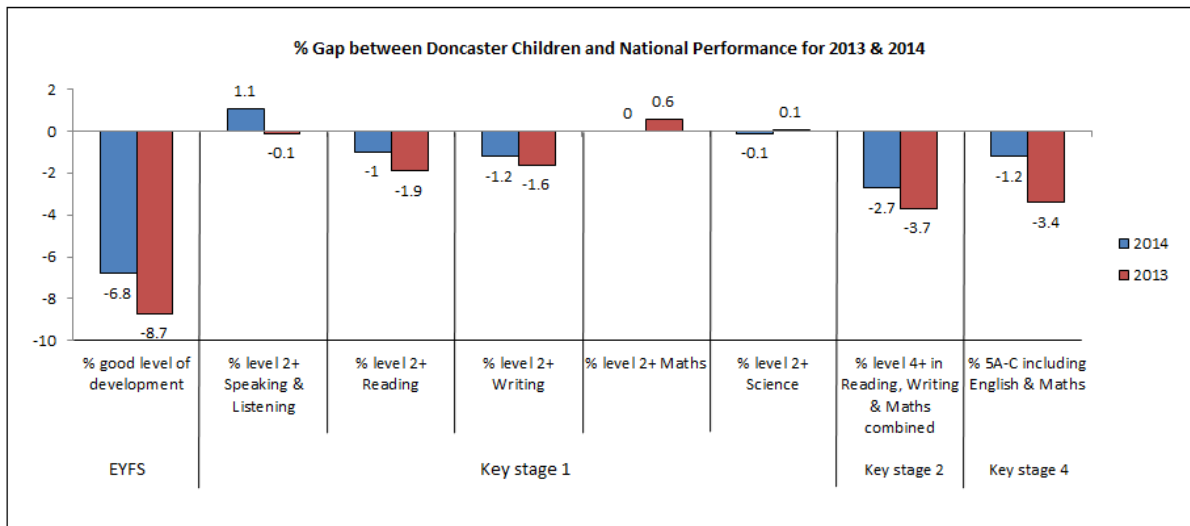
7. This report covers performance of children across the borough over time and compared to their peers nationally to highlight where gaps in performance exist, if those gaps are reducing and, in brief, areas that are targeted by Education Standards and Effectiveness.
8. The provisional data released for sixteen year old children has been affected nationally by two major reforms and the Department for Education guidance states "These should be taken into consideration when looking at the latest results alongside previous years" therefore information in this report, for these children is based on a child's best entry results without any of the reform rules applied, providing a more accurate picture when compared to last year.

Outcomes for Doncaster 2014

9. In 2013, the government introduced a new measure that is used to determine if five year old children have made a 'good level of development' throughout the Early Years Foundation Stage, performance of these children in Doncaster remains below that of their national peers but has improved on the previous year, reducing the gap in the process.
10. For children aged seven, teachers assess performance in Reading, Writing, Maths, Speaking and Listening and Science and these assessments are collected by the government and then released to local authorities on the 25th September 2014. The number of children reaching the expected level of performance has improved across all five areas when compared to 2013.
11. Teacher assessments in Doncaster show the gap between our seven year old children and their peers nationally is widening slightly for Science, while the gap has been narrowed in Reading and Writing. The same cohort have performed at the same level as their peers nationally in Maths and outperformed in Speaking and Listening.
12. Last year saw approximately 6,500 children in Doncaster took national assessments at either the age of six or eleven, of these children approximately 4,220 achieved the key Department for Education benchmark relevant to their age.
13. Doncaster's six year olds have improved their outcomes when compared to last year and despite performing below the national average, have narrowed the gap when compared to their national peers.
14. It has been difficult to judge performance for our sixteen year olds due to the reforms mentioned in this report but despite performing below their national peers and declining performance, they have narrowed the gap when compared to peers in all schools nationally.

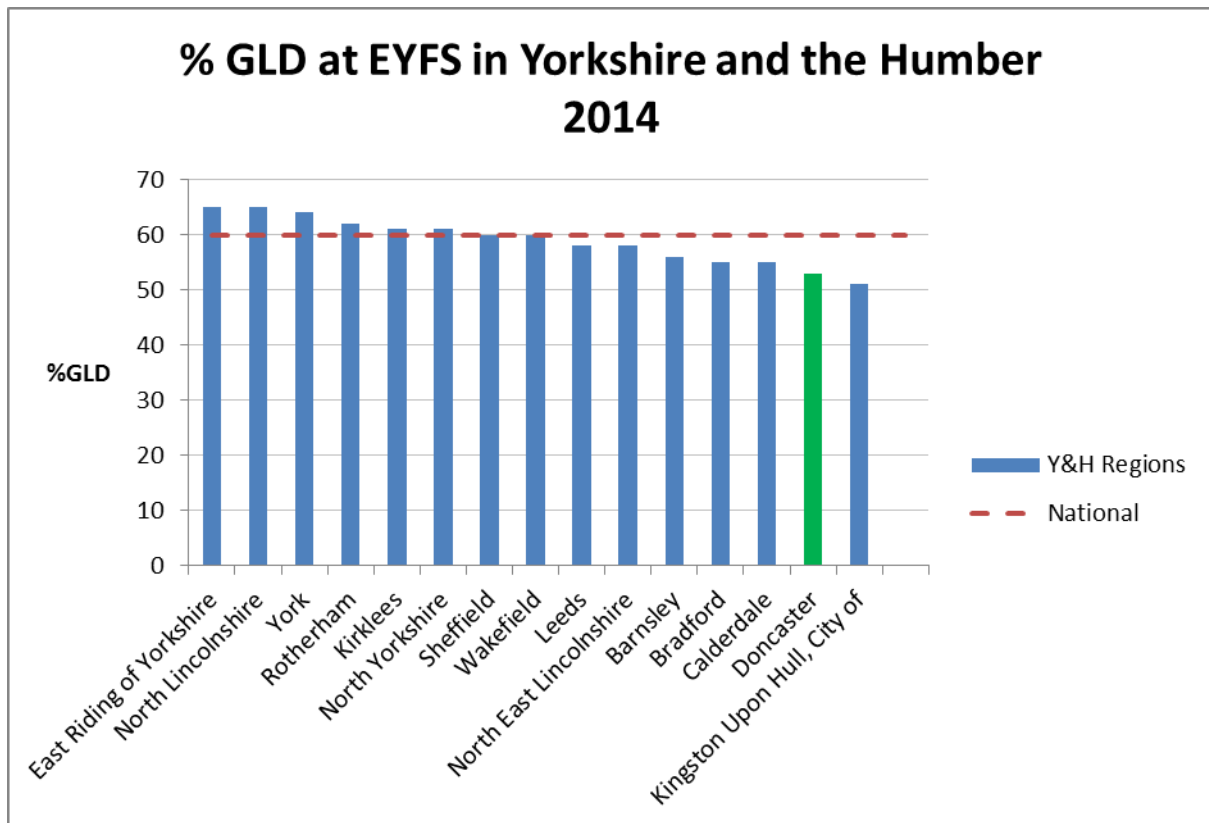
Summary

- The gap between Doncaster children and their peers nationally has narrowed across most age groups and subjects
- However, across most measures Doncaster performances remains below the national level and improving attainment continues to be a priority
- The gap between Early Years Foundation Stage children (aged five) and their peers nationally remains too wide and focus is being placed on the quality of early years provision.



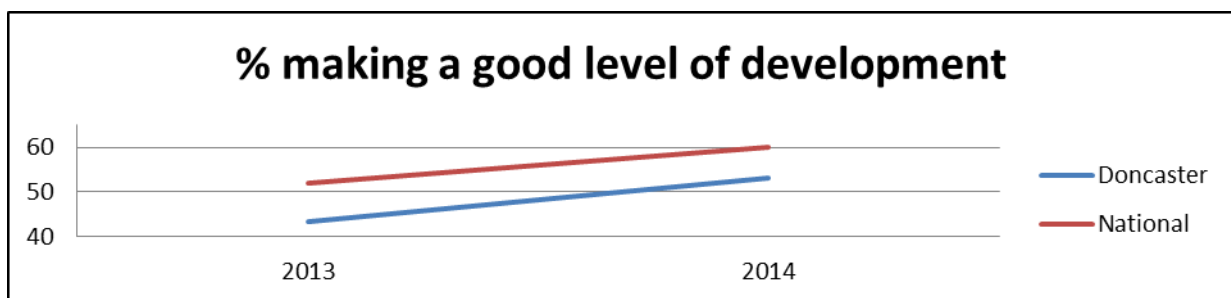
Early Years Attainment (children aged 5)

15. Performance of Doncaster's five year old children is currently lower than the national average by 6.8% and shows that 1,981 (53.2%) of the total 3,725 children assessed are making a good level of development.
16. This performance demonstrates a 9.9% increase in the number of children making a good level of development and also means that the gap in performance between children at this age in Doncaster and their national peers has narrowed by 1.9% since 2013.
17. Approximately 300 more Doncaster children aged five made a good level of development in 2014 than the same age children in 2013.
18. Phonics screening tests are carried out on children aged six and in Doncaster the number working at the expected level has increased year on year since 2012 with performance showing a 15.7% increase in the number of children over that period of time this means that since 2012 approximately 550 extra children aged 6 have been assessed at working at the right level.
19. Doncaster's performance for this age group ranks 14/15 when compared to the Yorkshire and Humber region



Summary

- The gap between Doncaster children assessed as making a good level of development and their peers nationally has narrowed since 2013
- The percentage of children aged five judged as making a good level of development has increased by nearly 10% since 2013
- The percentage of children aged six judged as working at the right level has increased for three years in succession
- The gap between Early Years Foundation Stage children (aged five) and their peers nationally remains two wide and focus is being place on the quality of early years provision



Key Stage 1 Attainment (children aged 7)

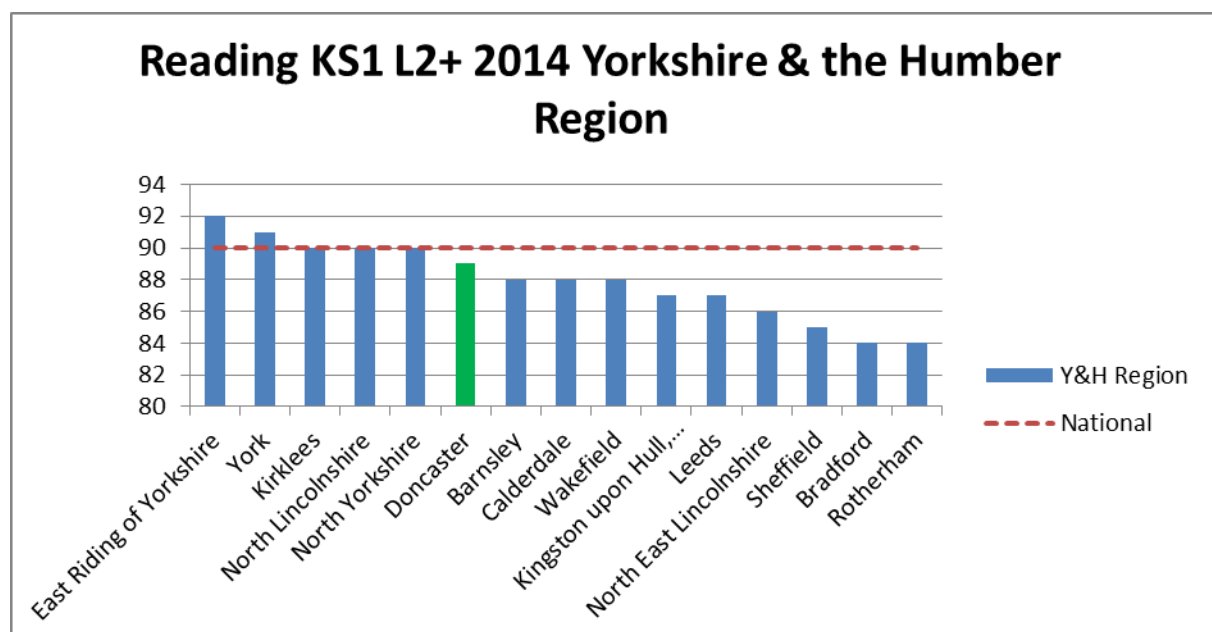
20. Seven year old children are assessed by teachers in the school they attend, these assessments are carried out in Reading, Writing, Maths, Speaking and Listening and Science.

21. Assessments show that Doncaster children have improved outcomes across all subjects when compared to 2013 and although the gap between Doncaster and national performance in writing and science has widened by 0.4% and 0.1% respectively, we have closed the gap on national in reading and writing, out-performed the national average for speaking and listening and matched national performance in maths.

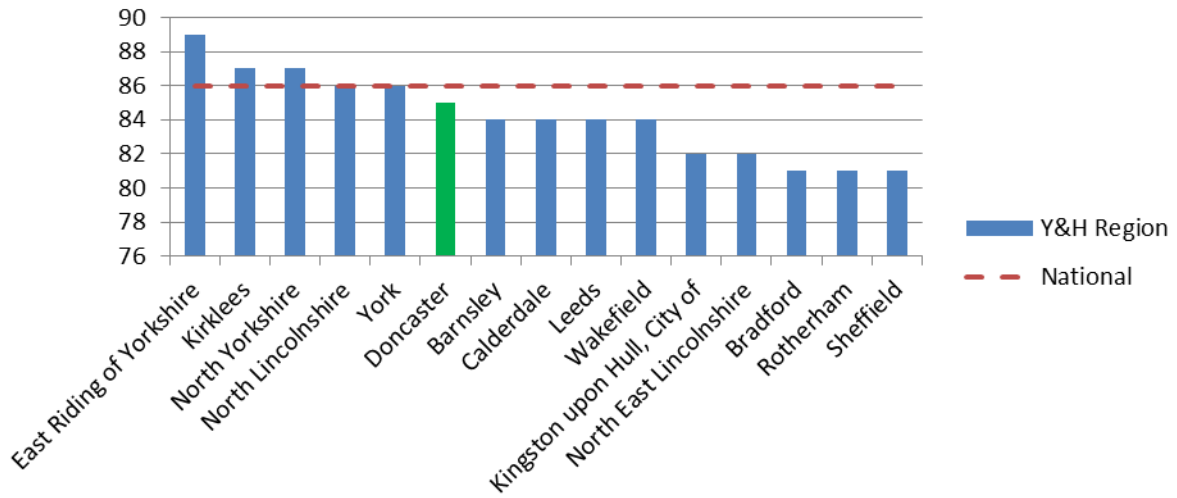
22. In Doncaster 3,558 children were assessed with 3,206 (90.1%) being judged as reaching the expected level in Speaking and Listening, 3,167 (89%) in Reading, 3,017 (84.8%) in Writing, 3,273 (92%) in Maths and 3,234 (90.9%) were judged to be at the expected level in Science.

23. Performance of Doncaster children aged seven has improved for four consecutive years in Reading, Writing and Science while performance in Maths and Speaking and Listening has improved for three consecutive years. When compared to the Yorkshire and Humber region, Doncaster performance ranks as follows:

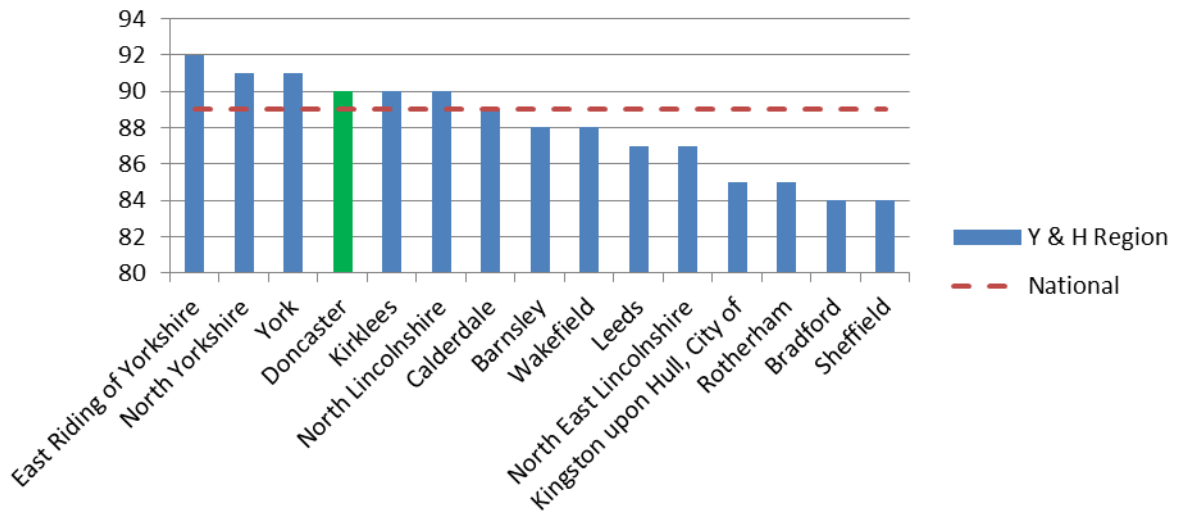
- 6th out of 15 for Reading
- 6th out of 15 for Writing
- 4th out of 15 for Speaking and Listening
- 4th out of 15 for Maths
- 4th out of 15 for Science



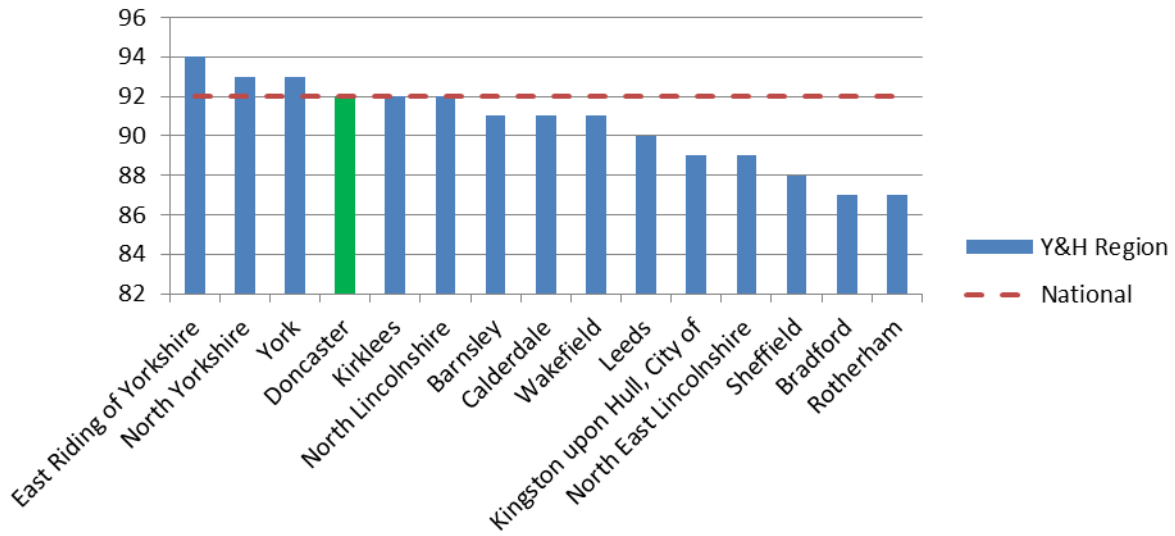
Writing KS1 L2+ 2014 Yorkshire & the Humber Region



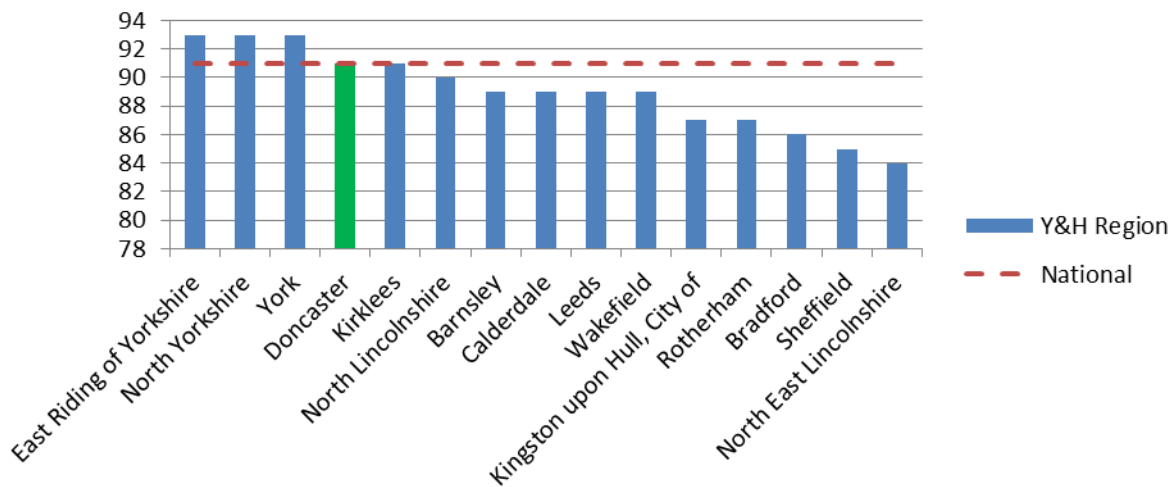
S&L KS1 L2+ 2014 Yorkshire & the Humber Region



Maths KS1 L2+ 2014 Yorkshire & the Humber Region



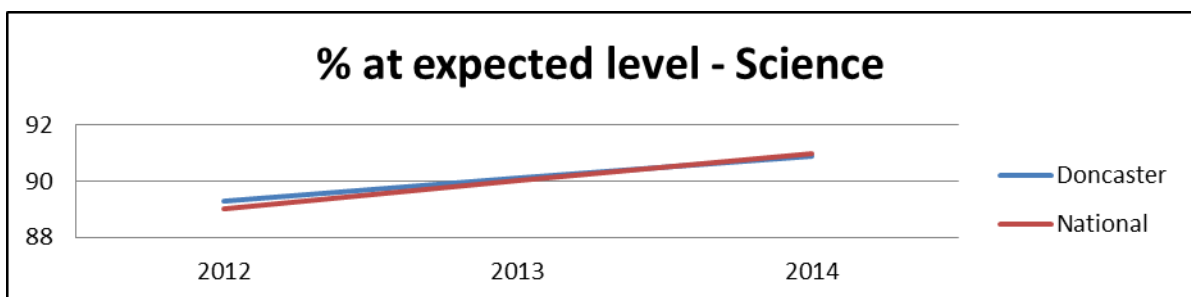
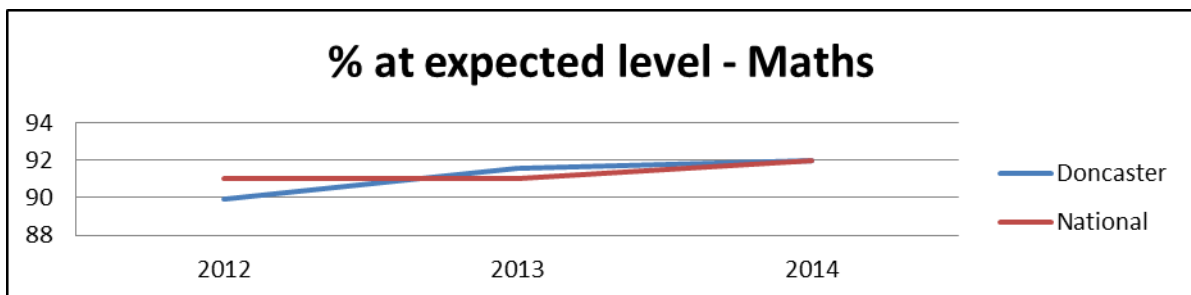
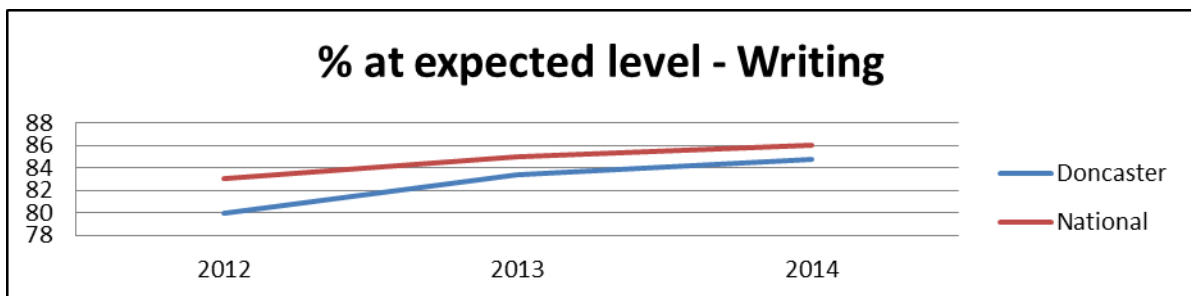
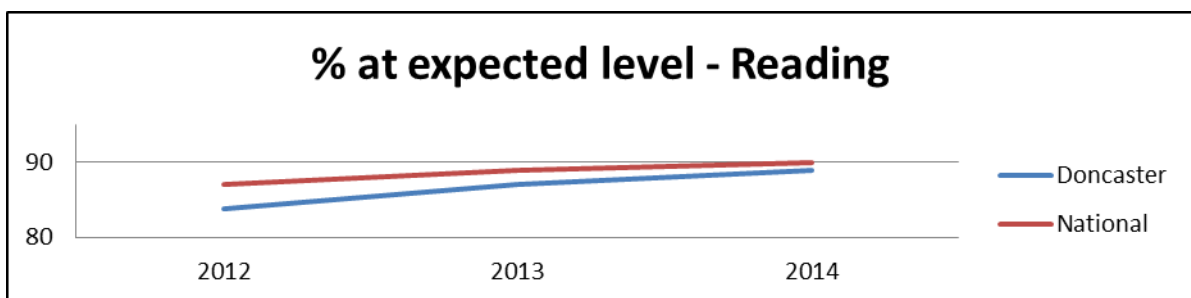
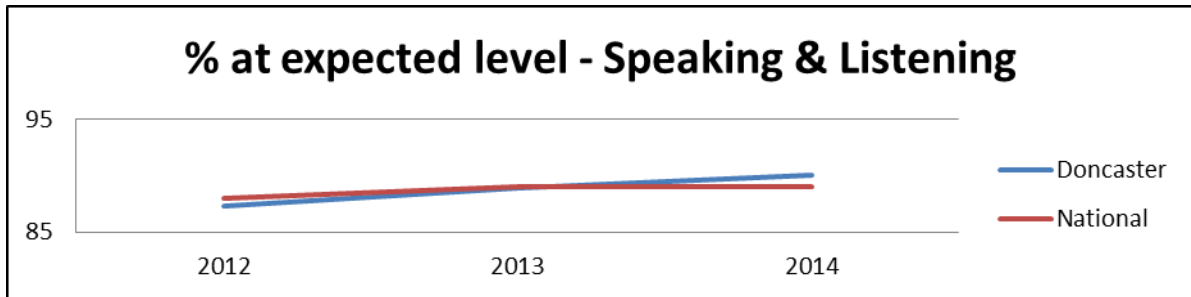
Science KS1 L2+ 2014 Yorkshire & the Humber Region



Summary

- The gap between Doncaster children assessed at the expected level in Reading & Writing and their peers nationally has narrowed since 2013
- The percentage of children aged seven assessed at the expected level in Speaking and Listening is higher than the national figure
- The percentage of children aged seven assessed at the expected level in Maths is in line with the national figure
- The percentage of children aged seven judged as working at the expected level has increased for three years in succession in Maths and Speaking and Listening

- The percentage of children aged seven judged as working at the expected level has increased for four years in succession in Reading, Writing and Science
- Performance in Reading, Science and Writing is below the national average



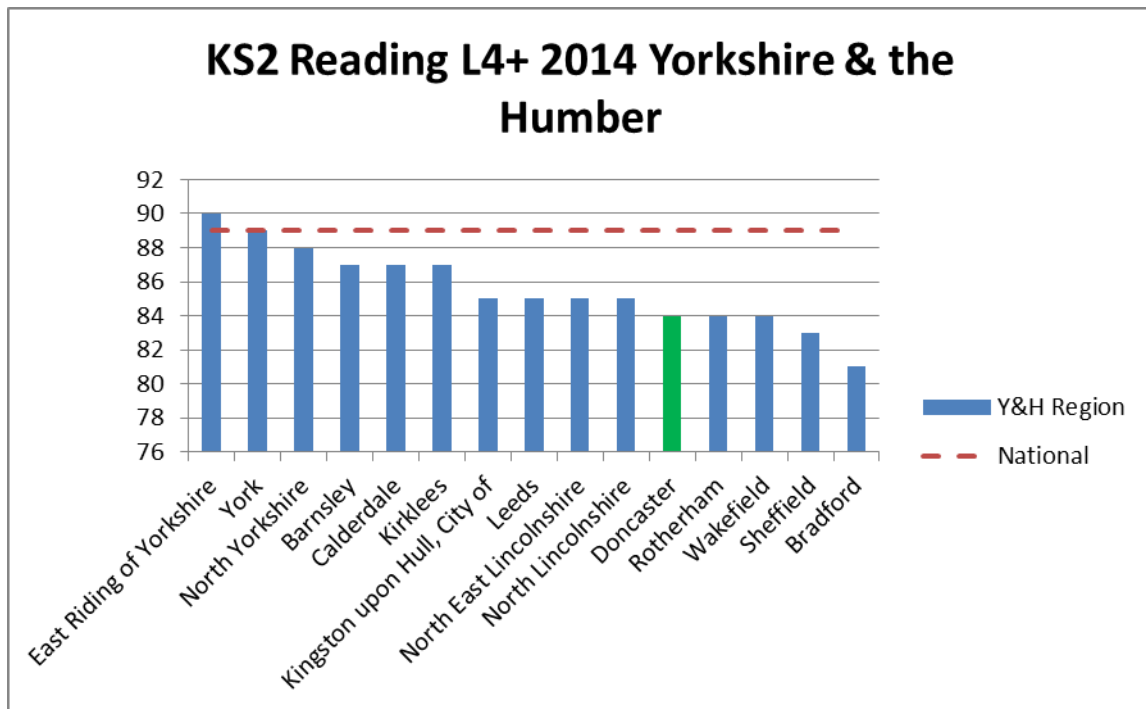
Key Stage 2 Attainment (children aged 11)

24. Eleven year old children are assessed nationally through DfE standard tests, these tests are carried out in Reading, Grammar, Punctuation and Spelling and Maths with Writing being teacher assessed.
25. Doncaster performance is below the national average in all measures. However, Doncaster children have improved outcomes across all subject measures when compared to 2013 and although the gap between Doncaster children and their peers nationally has widened slightly in Maths (0.1%), they have narrowed the gap in all other subject measures.
26. In Doncaster 3,137 children were tested with 2,394 (76.3%) of those achieving the Department for Education (DfE) Benchmark of level 4+ in Reading, Writing & Maths combined, 2,729 (87%) achieved level 4+ in reading, 2,638 (84.1%) in Writing and the same in Maths, while 2,234 (71.2%) children aged eleven achieved level 4+ in Grammar, Punctuation and Spelling.
27. Approximately 125 more Doncaster children aged eleven achieved the DfE benchmark of level 4+ in Reading, Writing & Maths in 2014 than the same age children in 2013.
28. Analysis of pupil groups show that in Doncaster performance of pupils eligible for free school meals (FSM) this year has improved significantly with 64% achieving the DfE benchmark, a 9% increase on the previous year, compared to a national increase of 4%. This figure is now in line with the national average for FSM pupils, with Doncaster pupils narrowing the gap between FSM and non-FSM pupils to 13% compared to 18% nationally, having narrowed by 10% in comparison to 1% nationally.
29. Those pupils that are considered Disadvantaged by the DfE have also made accelerated improvements with 66% achieving the DfE benchmark which is a 5% increase, compared to a 4% increase nationally. This figure is now only 1% below the national figure for Disadvantaged pupils with the gap between Disadvantaged and non-Disadvantaged pupils in Doncaster reducing by 5% (19% down to 14%) in comparison to a national narrowing of only 2% (19% down to 17%).
30. The performance of both FSM and disadvantaged pupils has been a focus of LA support and challenge to schools through Senior Officers and Standards and Effectiveness Partners (StEPs) with emphasis being placed on schools use of Pupil Premium funding to improve outcomes for these children.
31. For the benchmark measure, the performance of EAL pupils remained unchanged at 63% compared to a national outcome of 77% for similar pupils. With this cohort increasing year on year additional focus and challenge on this group of pupils is part of the revised StEP process for 2014/15.
32. Doncaster pupils with a Statement of Special Educational Needs continue to out-perform their peers nationally with 24% achieving the DfE benchmark outcome compared to a national figure of 15%. All Doncaster Special Schools are rated as good or better by Ofsted and mainstream schools are challenged on the

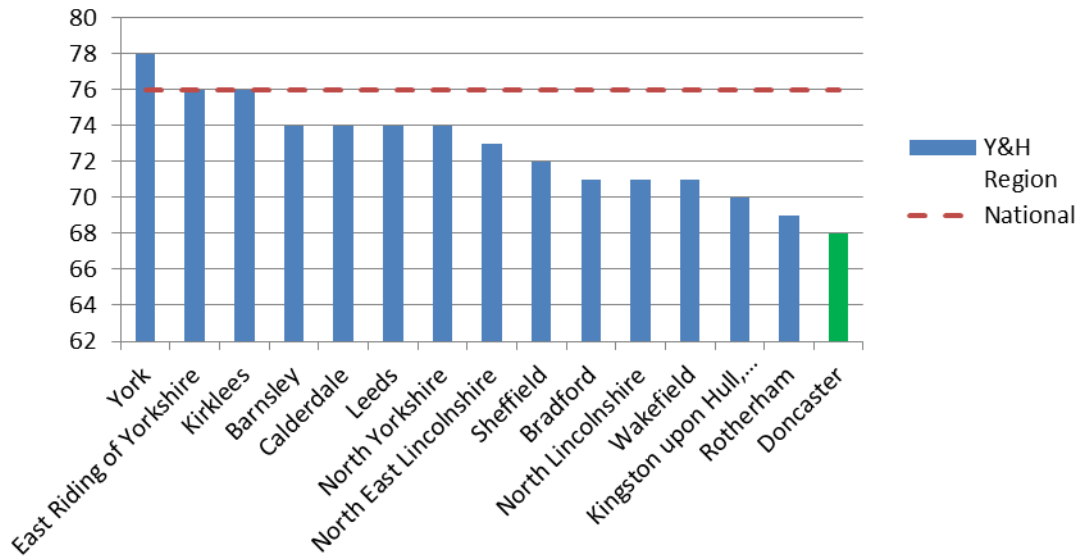
performance of SEND pupils through the termly risk assessment process, while academies are engaged in an annual challenge conversation related to the performance of SEND pupils.

33. When compared to the Yorkshire & Humber region Doncaster performance ranks as follows:

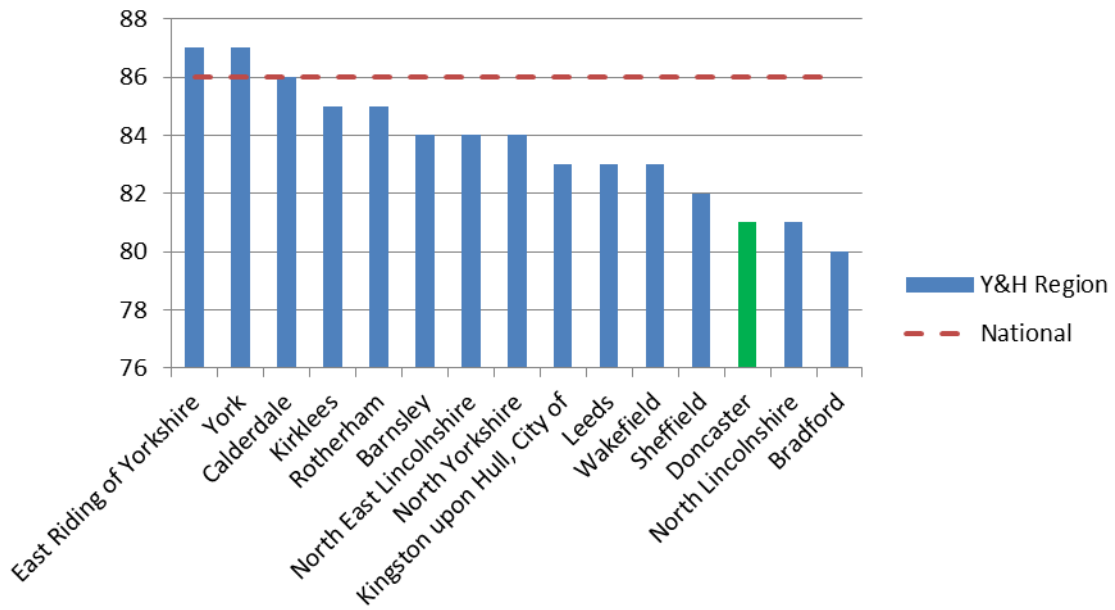
- 11th out of 15 for Reading
- 13th out of 15 for Maths
- 15th out of 15 for Grammar, Punctuation & Spelling (GPS)
- 5th out of 15 for Writing



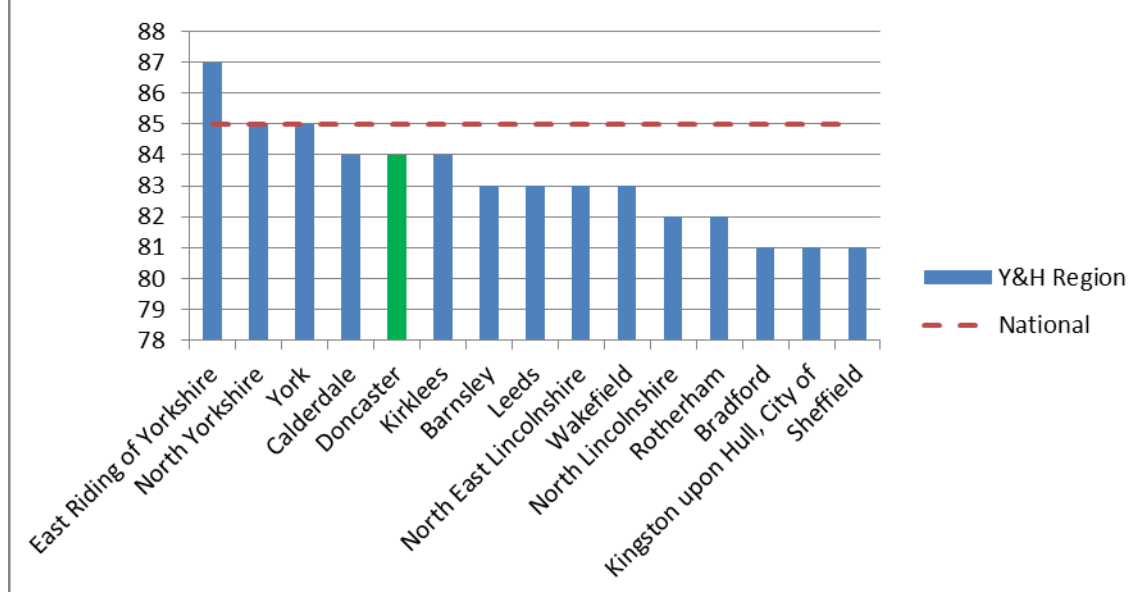
KS2 GPS L4+ 2014 Yorkshire & the Humber



KS2 Maths L4+ 2014 Yorkshire & the Humber

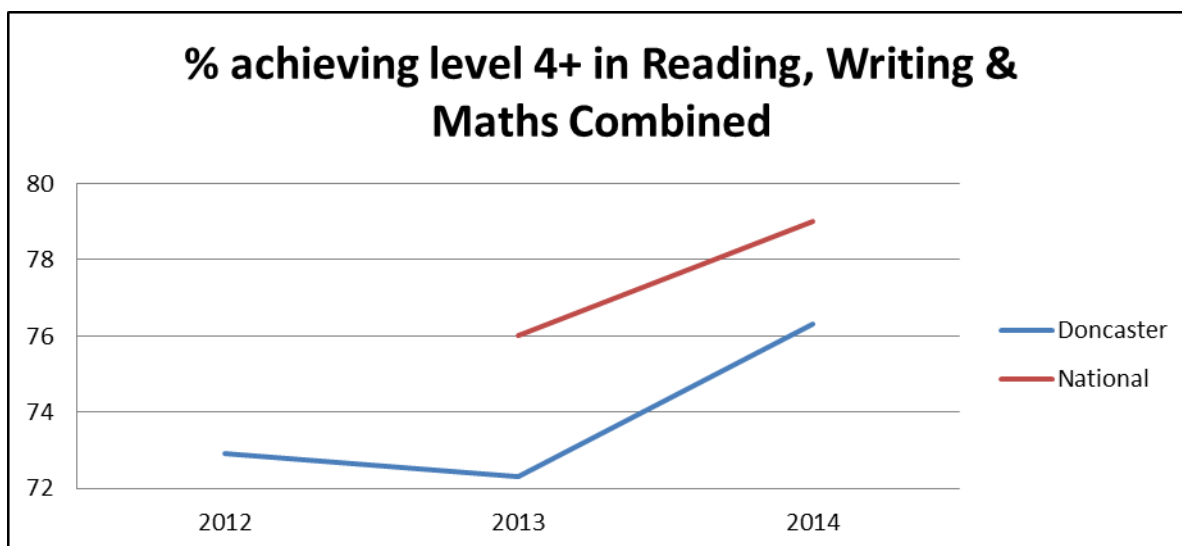


KS2 Writing L4+ 2014 Yorkshire & the Humber



Summary

- The gap between Doncaster children achieving level 4+ in Reading, Writing & Maths combined and their peers nationally has narrowed by 1% since 2013
- However, Doncaster performance remains below the national average for the same measure by 2.7%
- Reading is 1% below the national average with the gap between Doncaster and national narrowing by 2.2%
- Writing performance is 0.9% below national performance but again the gap has narrowed by 0.2%
- Performance in grammar, punctuation and spelling is 4.8% below national but the gap has been narrowed by 1.9%
- The gap between Doncaster children achieving level 4+ in Maths and the national figure has widened slightly (0.1%)
- FSM pupils have improved their performance significantly with the gap between FSM and non-FSM narrowing at a rate faster than national
- Disadvantaged pupils have made accelerated improvements compared to their peers and narrowed the gap between non-disadvantaged pupils
- Performance of EAL pupils remains static when compared to the previous year
- SEND pupils continue to outperform their peers nationally



Key Stage 4 Attainment Summary (children aged 16)

34. As mentioned earlier in this report, 2013/14 saw the introduction of two government reforms that affect the performance figures for children aged 16 national as follows:

- The number of qualifications that can be counted has been restricted
- No qualification can count as more than one GCSE
- The number of non-GCSEs (BTEC etc.) counted has been capped at two
- Only a child's first attempt at a qualification can be counted.

35. The above reforms have had a significant impact on the 2013/14 GCSE and equivalent results data (further information in the technical annex at the end of this paper).

36. Approximately 3,367 Doncaster children aged sixteen sat the national tests that lead to the award of GCSE grades.

37. The provisional figures published show that Doncaster performance in the Department for Education's key measure (the percentage of children achieving 5 A*-C including English & Maths) has declined for the first time in nine years, a pattern that is repeated Nationally.

38. The provisional release shows that 1,633 (48.5%) children achieved the benchmark. This figure represents an 8.1% decline since 2013, sees the gap between Doncaster children and their national peers widen and ranks the local authority 14th out of 16 local authorities across Yorkshire & Humber.

39. In order to carry out a more stable comparison on previous year's performance we have re-run the performance figures using the same criteria as last year.

40. These figures show that 1,845 (54.8%) Doncaster children achieved the Department for Education benchmark. That means that in 2014 and under the

new calculation 212 fewer Doncaster sixteen year olds reached the key performance benchmark when compared to 2013.

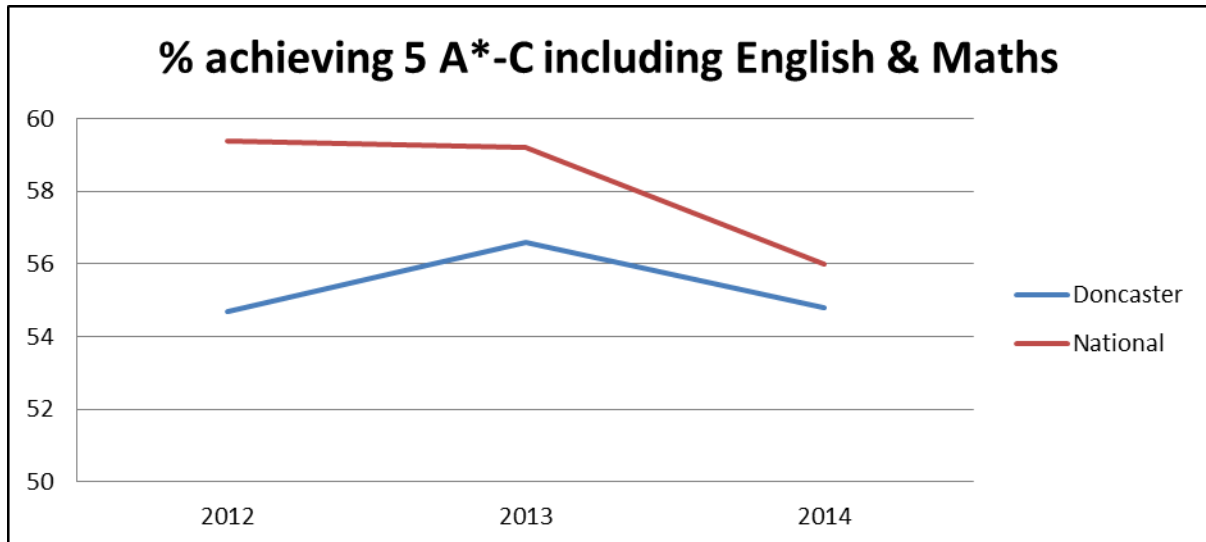
41. It also means that Doncaster performance will have declined by 1.8% but the gap between Doncaster children and their national peers will have narrowed by 1.4%
42. Analysis of pupil groups show that for the DfE benchmark 5+ A*-C including English and mathematics Doncaster performance for pupils eligible for FSM has declined by 2% to 32% this year, however the performance of the same pupils nationally has declined by 5% to 36%. The gap between FSM and non-FSM pupils nationally has narrowed by 1% to 26%, Doncaster however has narrowed this gap by 5% to 23%
31% of those pupils determined as Disadvantaged have achieved the DfE benchmark, a 3% decrease on the previous year. However performance of the same group nationally declined by 4% to 36%. This means that the gap between Disadvantaged and non-Disadvantaged pupils in Doncaster has narrowed to 25%, compared to a national gap of 27%.
43. For the benchmark measure, the performance of EAL pupils has declined by 10% to 36% with the gap between them and non-EAL pupils widening by 2% (11% to 13%). Nationally, performance for this group of pupils declined by 4% to 54% and the gap has remained constant at 2%.
44. Doncaster pupils aged 16 with a Statement of Special Educational Needs follow the pattern of those aged 11 and continue to outperform their peers nationally with 9% achieving the DfE benchmark compared to a national figure of 8%. The gap between SEND children and those with no SEND in Doncaster is 46% and has narrowed by 9% when compared to 2013 (55%). Nationally the gap has narrowed by 4% (from 60% to 56%).

Summary

- Government reforms have heavily affected Doncaster schools performance
- Doncaster performance has declined for the first time in nine years and remains below the national average
- However, using the calculations from last year Doncaster children have reduced the gap compared with their peers nationally by 1.4%
- The performance of FSM children has declined on the previous year, however the gap between FSM children and non-FSM children has narrowed
- Performance of Disadvantaged pupils has also declined but the gap between them and non-Disadvantaged pupils has narrowed
- EAL children have declining performance the gap between them and their non-EAL peers has widened
- SEND children continue to outperform their national peers and the gap between them and non-SEND children has narrowed

Year	Data set	Doncaster	National	Comment
2013/14	2013 methodology (best entry result with	54.8%	56.0%	The difference between 2013 and 2014 is affected by the combined impact of:

	no Wolf rules applied			<ul style="list-style-type: none"> • the cohort effect • the changes in exam structure • adjusted calculations • impact of unregulated iGCSE entries
2012/13	2013 final result	56.6%	59.2%	
Difference		-1.8%	-3.2%	



Conclusion

Direction of travel in schools

45. Doncaster schools increased the percentage of their children aged eleven achieving the Department for Education benchmark Level 4+ in Reading, Writing and Maths combined when comparing performance to 2013 while only 20 were below the national average and experienced declining performance.

46. Using the 2013 method for calculating performance at age eleven, six Doncaster schools improved the percentage of children achieving 5 A*-C including English and Maths while only seven schools were below the national average and experienced declining performance.

2014 comes for Children in Care

47. When looking at the educational performance of children in care it is worth remembering that cohort numbers are small. Outcomes are as follows:

Key Stage 1 (7 year olds)

48. Only four children in care aged seven achieved the expected level in Writing which is lower than the previous year while eight (73%) achieved the expected level in Reading and in Maths both of which were improvements on the previous year.

Key Stage Two (11 year olds)

49. Performance of eleven year old children in care has declined across all 3 subjects this (Reading, Writing and Maths) with 14 (67%) children reaching the expected level in Reading, 12 (57%) in Writing and 11 (52%) in Maths.

50. The gap between eleven year old children in care and all children in Doncaster has widened this year. However, the proportion of children in care making expected progress is higher than the previous year in Reading and Writing.

Key Stage 4 headlines (16 year olds)

51. The proportion of sixteen year old children in care achieving the Department for Education benchmark of 5 A*-C including English and Maths is the highest it has been for three years with 3 children (15%) reaching the benchmark.

What will improve results in the future?

52. This data along with further school level performance data is being used by Standards and Effectiveness Partners to ensure appropriate LA categorisation and robust plans for improvement are in place.

OPTIONS CONSIDERED AND REASONS FOR RECOMMENDED OPTION

53. There are no options as the report is for information.

IMPACT ON THE COUNCIL'S KEY PRIORITIES

	Priority Outcome	Implications of this initiative
1.	Support a strong economy where businesses can locate, grow and employ local people	Good education enables us to prepare our children and young people for employment in the future. In turn helping the economy to grow and flourish
2.	Support all families to thrive	As above a good education supports families to thrive by preparing children and young people for employment.

RISKS AND ASSUMPTIONS

54. Assumptions:

- Doncaster's schools are challenged by their Governing Bodies, the Local Authority, the DFE and Ofsted about their examination and test outcomes at all stages.
- Governing Bodies are responsible for ensuring the school development plans are in place to address low attainment and progress.

- Schools are responsible for the purchase of high quality training and support from a range of sources to improve teaching and learning.
- The Local Authority is not the provider of training and support, but acts to challenge providers when the results are too low.
- The Local Authority monitors results and progress and exercises its duties in accordance with a published Doncaster School Improvement Policy.
- Schools will respond appropriately to issues associated with changes to exam systems.

55. Risks:

- New measures could result in a lack of consistency for the next group of children's analysis
- The above measures mean more schools are likely to be judged as having insufficient progress.
- In terms of KS4, the volatility in outcomes could have a significant affect both regionally and nationally.
- New calculations mean schools may opt to enter children for courses determined by performance tables rather than the best interests for students.
- Failure to improve outcomes in line with the post Ofsted action plan, this will be closely monitored through regular performance meetings.

LEGAL IMPLICATIONS

56. Section 13 of the Education Act 1996 states that a local authority shall (so far as their powers enable them to do so) contribute towards the spiritual, moral, mental and physical development of the community by securing that efficient primary, secondary and further education are available to meet the needs of the population in their area.

57. This duty is extended by Section 13A which requires a local authority in England to ensure that their relevant education functions and the relevant training functions are (so far as they are capable of being so exercised) exercised by the authority with a view to promoting high standards, ensuring fair access to opportunity for education and training, and promoting the fulfilment of learning potential by every person under the age of 20 and aged 20 or over but under 25 who are subject to a learning difficulty assessment.

58. The Education (Independent School Standards) (England) Regulations 2002 prescribe the independent school standards for the purposes of Part X of the Education Act 2002 and include the quality of education provided and the spiritual, moral, social and cultural development of pupils.

FINANCIAL IMPLICATIONS

59. There are no specific financial implications relating to the recommendations in this report.

HUMAN RESOURCES IMPLICATIONS

60. There are no Human Resource implications relating to the recommendations in this report.

TECHNOLOGY IMPLICATIONS

61. Not applicable.

EQUALITY IMPLICATIONS

62. The equality of expectation for all children is a core value within all aspects of the work undertaken in education settings and underpins the support and challenge provided by officers.

CONSULTATION

63. No further consultation was undertaken for this report.

BACKGROUND PAPERS

None

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TECHNICAL INFORMATION ON GCSE REFORM

1. **Professor Alison Wolf's Review of Vocational Education recommendations** which:

- a. Restrict the qualifications counted - Only include qualifications in performance measures which meet the new quality criteria. This has led to the removal of around 300 unique qualifications from the performance measures between 2012/13 and 2013/14.
- b. Prevent any qualification from counting as larger than one GCSE – Adjust the associated point score for non-GCSEs so that no one qualification will count as larger than one GCSE in size. For example, where a BTEC may have previously counted as four GCSEs it will now be reduced to the equivalence of a single GCSE in its contribution to performance measures.
- c. Cap the number of non-GCSEs included in performance measures at two per pupil

2. **An early entry policy** to only count a pupil's first attempt at a qualification – In the past, school performance measures have been calculated using the best result that a pupil achieved in a subject, regardless of the number of times they may have been entered for it.

In September 2013 the Department for Education announced that only the first result a pupil achieved would count in performance measures for 2013/14. This new rule came into effect immediately with regard to some subjects and will be expanded to apply to all subjects in 2014/15. This new rule only affects a school's performance figures; pupils will still be accredited with every grade achieved, regardless of the number of entries.