

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

DONCASTER EXAM AND ASSESSMENT RESULTS SUMMARY 2016 (FINAL)

Relevant Cabinet Member(s)	Wards Affected	Key Decision
Councillor Nuala Fennelly Cabinet Member for Children, Young People and Schools	All	No

EXECUTIVE SUMMARY

1. This report informs the panel about the 2016 educational outcomes of children and young people aged 5, 7, 11 and 16 following the release of the final releases from the Department for Education.

EXEMPT INFORMATION

2. This is not an exempt report.

RECOMMENDATIONS

3. The Panel is asked to note:
 - More detail was provided to the panel on 27th September 2016 following the release of provisional data.
 - This report highlights where there have been shifts in the local authorities standing nationally and regionally
 - Challenges that are in place to the Department for Education, Governing Bodies and School Leaders to improve performance at all levels, including proposals for the growth of Multi-Academy Trusts
 - The transformational nature of school improvement support and services within Doncaster, across the region and nationally
 - That year one of the Key stage 2 Raising Achievement Initiative placed focus on writing and GPS as subjects identified as weak in 2015.
 - 2016 results have reaffirmed the need to place additional focus on reading through the Key stage 2 Raising Achievement Initiative.
 - Changes to the curriculum and assessment system.
 - That in line with the white paper 'Educational Excellence Everywhere' the next phase of current strategies and initiatives looks to build on educational performance by building character and resilience in every child.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

4. Performance across different age groups in 2016 has varied with younger children again laying strong foundations to build on.
5. Where focus has been placed on individual subjects through various initiatives performance has improved. However, there is still a need to ensure that Doncaster children build on the positive outcomes from a young age and translate them into better outcomes in the years of education that follow.
6. In 2015, 50% of pupils achieved at least five GCSEs grades A* to C including English and mathematics. In 2016 this figure increased with 55% of pupils achieving this measure, an increase of 5 percentage points. This improvement is the 5th highest in the country.

BACKGROUND AND CURRENT POSITION

7. This report covers any changes to the provisional performance data for children and young people across the borough for the 2015/2016 academic year following the release of final data and performance tables in December 2016 and January 2017.
8. Local authorities are held to account based on the performance of children undertaking the above assessments and tests with the 2015/16 outcomes published as follows:

Stage	Age
Early Years Foundation Stage Profile	5
Phonics	6
Keys stage 1	7
Keys stage 2	11
Keys stage 4 (GCSE)	16

9. In 2016 approximately 18,000 children in Doncaster were assessed at various stages of their school life. The 2015/16 academic year saw 3,887 five year olds undertake Early Years Foundation Stage assessments, 3,760 six year olds undertook Phonics screening checks, 3,733 seven year olds were teacher assessed at the end of key stage one, 3,409 11 year olds undertook key stage two tests and assessments while 3,026 16 year olds sat their GCSE exams.
10. Early Years Foundation Stage – Good Level of Development (GLD): The percent of Doncaster children making a ‘good level of development’ in 2016 increased almost 5% to 70%. This figure is in line with national performance and sees Doncaster rank 56 out 150 nationally, 4 out of 15 regionally and 3 out of 11 when compared to statistical neighbours.
11. Year 1 - Phonics Screening Check: After seeing the gap to national widen in 2015, it has narrowed significantly in 2016 to 3%. In 2015 the gap between Doncaster children and their peers nationally was 7%.

In 2016, 78% of year one children in Doncaster are 'working at' the expected standard, a figure that places Doncaster 119 out of 150 nationally (last year 146), 9 out of 15 regionally (improved 5 places) and 9 out of 11 in comparison to statistical neighbours (10 last year)

12. Key stage 1: In 2016, pupils in Doncaster perform below national average across all subjects (reading, writing, mathematics and science). The smallest difference to national average is seen in measures of writing (2% below) with a slight increase in national rankings identified. National rankings in science and mathematics have dropped significantly, with pupils in Doncaster falling 4% and 3% below national average respectively. There is a similar disparity to national average in the percentage of pupils achieving at least the expected standard in reading (a -4% difference), with a considerable fall in national ranking.
13. The gender gap is broadly in line with the national average, with no significant pattern. The gap between pupils eligible for free school meals and their peers is broadly in line with the national average in reading, writing and maths, although they fall slightly further behind in science than is typical. Pupils with SEN support fall significantly further behind their peers in all subjects than is the typical nationally.
14. Key Stage 2: In line with previous years, pupils in Doncaster have performed best in writing and science. Pupils achieving the expected standard in writing are broadly in line with the national average (a -1% difference), although considerably fewer are assessed as working at greater depth in Doncaster than national average (-4% difference). In both maths and reading pupils in Doncaster perform noticeably better in teacher assessment than in tests.
15. Pupils in Doncaster make less progress than their national peers across reading, writing and maths. This is considerable in reading progress measures with Doncaster ranked 150 out of 150 in the national rankings. The council and schools have worked in partnership to develop a raising achievement strategy with a focus on reading.
16. Key Stage 4: The percentage of pupils achieving five or more GCSEs grades A* to C including English and mathematics has improved significantly (+5%) since 2015, with Doncaster being the fifth most improved when ranked nationally. This is especially pertinent as the national average across these two years have dropped slightly (-0.3%).
17. Attainment 8 scores in Doncaster are lower than national average by 1.6pts, despite this Doncaster's improvement of 2.7pts ranks as 13th most improved nationally (the national figure improved by 1.5pts).
18. Pupils in Doncaster also do not make as much progress as their national peers. 60% of pupils in Doncaster achieve GCSEs English and maths grades A* to C, this is below the national average of 63%.

There is a considerably lower proportion of pupils in Doncaster being entered for the English Baccalaureate than national average (12% less) with 9% fewer pupils achieving this measure than national average.

The gender gap is broadly in line with the national average across all key measures, with girls performing slightly than boys better relative to their peers on some measures. On all measures except Progress 8, pupils eligible for free school meals perform relatively better against national and other benchmarks.

4 out of 17 secondary schools in Doncaster perform below the floor standard.

IMPACT ON COUNCIL'S KEY OBJECTIVES

Outcomes	Implications
All people in Doncaster benefit from a thriving and resilient economy.	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
All families thrive	As above, a good education supports families to thrive by preparing children and young people for future employment

RISKS AND ASSUMPTIONS

19. Assumptions:

- a) Doncaster schools are challenged by their governing body, the Local Authority, the DfE and Ofsted about their examination and test outcomes for all children at all stages.
- b) Governing bodies are responsible for ensuring the school development plans are in place to address low attainment and progress
- c) Schools are responsible for the purchase of high quality training and support from a range of sources to improve teaching and learning
- d) The Local Authority is not the provider of training and support, but acts to challenge providers when the results are too low.
- e) The Local Authority and partners monitor results and progress and exercises duties in accordance with a published Doncaster School Improvement Policy.
- f) Schools, academies and partners will respond appropriately to issues associated with changes to exam systems.

20. Risks

- g) New measures and tests could result in a lack of consistency when comparing performance to previous years.

LEGAL IMPLICATIONS

- 21. 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 areas.
- 22. 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 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.

FINANCIAL IMPLICATIONS

- 23. There are no financial implications directly arising from this report.

EQUALITY IMPLICATIONS

- 24. There are no equality implications directly arising from this report.

CONSULTATION

- 25. No further consultation was undertaken for this report

ATTACHMENTS

- 26. None

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