

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

DONCASTER EDUCATION ATTAINMENT SUMMARY 2017

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

EXECUTIVE SUMMARY

1. This report informs the panel about performance across a range of educational indicators that either form part of or contribute to the performance tables published by the DfE. The report covers the headline information for the areas below:
 - Attainment and achievement
 - Exclusions
 - Attendance
 - Ofsted judgements
2. In some cases the data is provisional and awaiting final release from the DfE and where possible includes breakdowns for vulnerable groups and those with protected characteristics either in the body of the report or the appendix.

EXEMPT REPORT

3. This is not an exempt report.

RECOMMENDATIONS

That the panel note:

4. Challenges that are in place to the DfE, Governing Bodies and School Leaders to improve performance at all levels, including proposals for the growth of Multi-Academy Trusts
5. The transformational nature of school improvement support and services within Doncaster, across the region and nationally.
6. That year one of the Key stage 2 Raising Achievement Initiative placed focus on reading as the subject identified as requiring most intervention in 2016.
7. Children are making a better start than ever in Doncaster with over 70% of children reaching a good level of development. This figure is in line with the national average and has risen in each of the last three years. This outcome is

above the regional average and places Doncaster seventh out of sixteen LAs in the region.

8. At KS1 62% of children reach the expected standard in reading, writing and maths combined with writing outcomes being the limiting factor which echoes the picture seen in other LAs in the region. The RWM outcomes are an improvement on those reached in 2016. The improvement rate is in line with the region and the national average. Doncaster pupils perform better than their regional peers but outcomes are 2 percentage points below the national average. Doncaster is ranked ninth out of the sixteen LAs in this region. The picture is better for the percentage of pupils achieving the higher standard. 11% of pupils secured this outcome which is an increase of 3pp from 2016 and is in line with the national average. For this measure Doncaster is ranked sixth in the region. However Doncaster drops to 13th for the percentage of pupils working at the required level in phonics.
9. At KS2 53% of pupils met the expected standard in reading, writing and mathematics combined. Although this is an improvement in line with the national average it still places Doncaster 16th out of sixteen LAs in the region. Although the rate of improvement has been strongest in reading this is still the factor that limits combined outcomes most. The percentage of pupils achieving the higher standard in the combined subjects doubled to 6% this year, placing Doncaster at the bottom of regional league table for this measure. At the higher standard writing is the limiting factor.
10. Progress scores have improved in the individual areas of reading, writing and maths in 2017. Against other regional LAs Doncaster ranks 15th for progress in reading, 11th for progress in writing and 11th for progress in maths.
11. 2017 results have reaffirmed the need to place additional focus on areas requiring intervention
12. Changes to the curriculum and assessment system.
13. GCSE exams in English and Maths will be graded using a numerical system for the first time this year – with grades from the highest 9 to the lowest 1, a 4 will be a standard pass
14. 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.

15. The Children and Young People's Plan (CYPP) 2017-2020 sets out how the overall ambition for children and young people translates into action and how we can assess the impact we are having. It sets out who is doing what and the priorities for the next 3 years and acts as the overarching document that directs strategic commissioning across the partnership.
16. The Plan sets out 12 priorities for improving the lives of children and young people in the borough. The priorities are set out under four key themes: safety, health, achievement and equality. These are drawn from the intelligence gathered from the JSNA, and using insight from the direct participation of children and young people.
17. The Independent Commission on Education and Skills in Doncaster in their 'One Doncaster' report identified the need for the education and skills system in the borough to thrive. The Local Authority will work with strategic partners, school leaders and governors, national agencies and other partners and stakeholders to ensure that the system delivers what is expected and required. There are three key tenets of the reform programme: improving childhood, strengthening schools, and strengthening routes to work. In the first year, the programme will focus on the delivery of four reforms: 100 things to do before you're 11, improving teacher recruitment and retention, the extension of the Doncaster Skills Academy, and the development of Doncaster as a 'University City'.
18. Doncaster has been nominated to receive a share £6m from the DfE to improve social mobility. Doncaster is one of 12 'opportunity areas' - areas which are ranked as 'cold spots' in the government's social mobility index. The objectives of the social mobility funding closely reflect the ambitions set out in the Doncaster Education and Skills Commission, focussing on a series of barriers to social mobility that include the home learning environment, KS4 attainment, exclusions and absenteeism, and young people's aspiration and achievement.
19. Doncaster is largely unique in that all of its secondary schools are Academies or part of Multi Academy trusts. This shift in the locus of control for education has perhaps best been characterised by the introduction of a regional schools commissioner. Alongside this, the renewed focus on the creation of grammar schools, Free Schools, University Technical Colleges and Studio Schools, is leading to a large increase in the range of providers that are responsible for the education and training of children and young people.
20. There have also been changes to the ways schools are supported, with an increased focus on the development of school to school support, including Teaching Schools, National/Local and Specialist Leaders of Education and National Leaders of Governance. These changes have seen the role of the LA change from being a direct provider of support to maintained schools to becoming a broker of support with a focus on evaluating the impact that the support has had on a school. The local authority is working closely to develop a strategic partnership with Partners in Learning, (PiL) the Teaching School Alliance that centres on Doncaster. PiL already operate the school to school support system and have developed highly valued professional development programme and are now commissioned by the local authority to manage the Standards and Effectiveness Partner (StEP) programme that is available to all maintained schools and can be purchased by academies.

21. This year has seen the LA revise our school improvement strategy in full consultation with partners including schools, academies, Partners in Learning and governors. This ensures a tighter focus on and identification of schools causing concern. Part of the strategy has been introduction of a school on a page document that provides a summary of key strengths, issues and areas for development.
22. Aligned to this strategy is our ambition around education for all, including those with additional needs, SEND and behaviour issues. The key drivers for change include Doncaster's current and predicted exclusion rates at secondary and primary, with the proportion of exclusions attributed to persistent disruption being a key factor and particular performance around SEND support. A number of reviews will inform our Inclusion strategy.
23. Behaviour and Attendance: This work will take place in 3 phases:

Phase 1 has involved the review of current provisions and pathways, with on-going work regarding the setting of outcomes for children and young people and the establishment of a 'fit for purpose' governance structure accountable to the Children and Young People and Families Board. This included baselining of data, consultation and data assessment. It consolidated the findings from a comprehensive needs analysis (current needs of the population, finance, provision and gap analysis) and set out the plan for systems transformation in 2018.

Phase 2 involves remediating and optimising the current system for 2017/18 that will align the future strategic direction for Phase 3 to provide a firm foundation from where long term commissioning (including de-commissioning) can take place.

Phase 3 (Autumn 2017) linking with the One Doncaster programme to create a sustainable fit for purpose system that meets the needs of all young people in the borough. On-going changes to the system will embed with continued long term commissioning against need with appropriate resources.
24. In line with the recommendations of the 'One Doncaster Report' it is anticipated that a review of the Special Educational Needs & Disabilities (SEND) system will commence during the autumn term.
25. The findings of the behaviour, Special Educational Needs & Disabilities and attendance reviews will contribute to our inclusion strategy.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

26. Performance across different age groups in 2017 has varied with younger children again laying strong foundations to build on.
27. Where focus has been placed on individual subjects through various initiatives, performance has improved. A good example of this is provided by the Reading Strategy. Schools that participated in this initiative had a 12 pp increase in KS2 reading test outcomes against 7pp for Doncaster overall. However, there is still a need to ensure that Doncaster children continue to build on these positive outcomes to ensure that they continue to progress throughout their school life. The Raising Aspiration and Achievement Strategy along with the School

Improvement Strategy have a clear focus on improving outcomes for all children and young people across all age groups.

28. Where analysis of performance across the borough indicates an area for development or need for intervention and support the council and its partners develop action plans. This covers subjects, geographical groupings, groups of children and those with protected characteristics

BACKGROUND

29. In 2017 approximately 20500 children and young people in Doncaster were assessed at various stages of their school life. The 2016/17 academic year saw 3722 five year olds undertake Early Years Foundation Stage (EYFS) assessments, 3873 six year olds undertook Phonics screening checks, 3772 seven year olds were teacher assessed at the end of Key Stage 1 and 3532 eleven year olds took tests and were teacher assessed at the end of Key Stage 2. At Key Stage 4, 3111 sixteen year olds sat GCSE assessments and 2475 eighteen year olds sat A-levels in school sixth forms.
30. Local authorities are held to account based on the performance of children undertaking the above assessments and tests with the 2016/17 outcomes published as follows:

Stage	Age	Date	Final/Provisional
EYFSP	5	October 2017	Final
Phonics	6	September 2017	Final
Key stage 1	7	September 2017	Final
Key stage 2	11	November 2017	Provisional
Key stage 4 (GCSE)	16	October 2017	Provisional
Key stage 5 (A Level)	18	October 2017	Provisional

31. This report covers performance of children and young people across the borough for the 2017 academic year. Where comparisons are made to previous years they are to be treated with caution due to changing calculations, curriculum and the change in reporting outcomes.
32. In partnership with schools, academies and Partners in Learning the Local Authority act swiftly

Outcomes for Doncaster Children and Young People

33. Early Years Foundation Stage – Good Level of Development

The percent of Doncaster children making a ‘Good Level of Development (GLD)’ in 2017 increased by 0.6% to 70.3% which is comparable to the national average of 70.7%.

The table below show performance over the last three years:

	% of cohort	GLD	All ELGs	Total points	LA (GLD)	England	GLD 2016	GLD 2015
All pupils (3722)	100%	70%	69%	34.0	71%	71%	69%	65%
Female (1836)	49%	76%	75%	35.4	76%		77%	74%
Male (1886)	51%	64%	62%	32.6	64%		62%	57%
FSM (643)	17%	53%	51%	30.4	53%		56%	51%
Not FSM (3074)	83%	74%	72%	34.8	74%		72%	68%
EHCP (58)	2%	2%	2%	17.0	2%		9%	0%
SEN support (288)	8%	21%	20%	24.7	21%		20%	13%
No SEN (3371)	91%	75%	74%	35.1	75%		74%	70%
English (3309)	89%	71%	70%	34.3	71%		71%	67%
EAL (408)	11%	59%	57%	31.3	59%		56%	53%

The highest performing group of children is those with no special educational need with 75% reaching a GLD.

Girls outperform boys by 12% (76% of girls make a GLD compared to 64% of boys).

A lower number of children eligible for Free School Meals (FSM) make a GLD (53%) compared to 74% of those not eligible.

Children whose first language is English outperform those whose first language is other by 12% with 71% of those whose first language is English achieving a GLD in comparison to 59%.

Performance across school pyramids varies from 65% in the Outwood Adwick and Balby Carr pyramid to 75% in the Hayfield pyramid. Three pyramids (Armthorpe, Hayfield and Hungerhill) outperformed the national average.

34. Phonics Screening Check

	% of cohort	Wa	Mark	LA	England	Wa 2016	Wa 2015	GLD 2016
All pupils (3873)	100%	78%	32.5	78%	81%	77%	70%	69%
Female (1904)	49%	82%	33.5	82%		81%	74%	77%
Male (1969)	51%	74%	31.5	74%		75%	67%	62%
FSM (614)	16%	62%	28.2	62%		64%	57%	56%
Not FSM (3251)	84%	81%	33.3	81%		80%	74%	72%
EHCP (48)	1%	23%	10.8	23%		10%	20%	9%
SEN support (395)	10%	36%	21.3	36%		32%	24%	20%
No SEN (3422)	88%	84%	34.1	84%		83%	77%	74%
English (3434)	89%	79%	32.7	79%		78%	71%	71%
EAL (431)	11%	72%	31.1	72%		72%	63%	56%

The percentage of year 1 achieving the expected standard has increased 7 percentage point since 2016, while the national results have remained unchanged. Girls continue to outperform boys, and the gap has widened since last year. Similarly, pupils eligible for free school meals perform less well than their peers, and that gap has also widened. Pupils with an EHCP or statement have performed significantly better than last year, although this is only a small number of children.

See Charts 16a, 16b and 16c in the Appendix

The results show a similar pattern geographically to last year, with Balby pyramid again the weakest by a significant margin, and Edlington pyramid achieving the highest results.

35. KEY STAGE 1

Key Stage 1 codes:	
GDS	Working at greater depth at the expected standard
EXS+	Working at the expected standard or above (EXS and GDS)
EXS	Working at the expected standard
WTS	Working towards expected standard
PKF	Pre-key stage foundation
BLW	Below the standard of the pre-key stage

Key Stage 1 Reading, Writing and Maths combined

	% of cohort	TA		LA	England
		EXS+	GDS	EXS+	EXS+
All pupils (3772)	100%	62%	11%	62%	64%
Female (1829)	48%	67%	14%	67%	69%
Male (1943)	52%	56%	8%	56%	59%
FSM (561)	15%	45%	5%	45%	
Not FSM (3200)	85%	65%	12%	65%	
EHCP (60)	2%	7%	2%	7%	
SEN support (480)	13%	15%	1%	15%	
No SEN (3221)	85%	70%	13%	70%	
English (3317)	88%	63%	11%	63%	
EAL (444)	12%	55%	7%	55%	

In Doncaster 60% of pupils achieved at least the expected standard in reading, writing and mathematics, two percentage points lower than national, with the gap remaining the same as in 2016. The gender gap is slightly wider than it was last year, and very slightly wider than nationally, although this difference is not significant. Pupils with EAL have slightly narrowed the gap to their peers from last year.

Performance was weakest in the Balby pyramid, and strongest in the Ridgewood pyramid, in both cases 3pp clear of the next closest.

See Chart 17a in the Appendix

Key Stage 1 Reading

	% of cohort	Teacher assessment						LA	England
		EXS+	GDS	EXS	WTS	PKF	BLW	EXS+	EXS+
All pupils (3772)	100%	72%	23%	49%	19%	6%	2%	72%	76%
Female (1829)	48%	76%	26%	50%	17%	4%	1%	76%	80%
Male (1943)	52%	68%	20%	49%	20%	8%	2%	68%	72%
FSM (561)	15%	58%	13%	45%	24%	12%	4%	58%	
Not FSM (3200)	85%	75%	25%	50%	18%	5%	1%	75%	
EHCP (60)	2%	10%	3%	7%	17%	10%	37%	10%	
SEN support (480)	13%	26%	5%	21%	34%	31%	9%	26%	
No SEN (3221)	85%	80%	26%	55%	17%	2%	0%	80%	
English (3317)	88%	74%	24%	50%	18%	6%	2%	74%	
EAL (444)	12%	63%	15%	48%	23%	9%	4%	63%	
EYFS 1 (995)	26%	31%	1%	31%	43%	19%	5%	31%	-
EYFS 2 (1951)	52%	87%	20%	67%	12%	1%	0%	87%	-
EYFS 3 (598)	16%	100%	73%	26%	0%	0%	0%	100%	-
Wt (342)	9%	2%	0%	2%	35%	49%	13%	2%	-
Wa Y2 (511)	14%	35%	2%	33%	54%	10%	0%	35%	-
Wa Y1 (2830)	75%	88%	30%	59%	11%	1%	0%	88%	-

In Doncaster 72% of pupils achieve at least the expected standard in reading, compared to 76% nationally. Pupils who achieved the expected standard of phonic decoding in year 1 were much more likely to achieve the expected standard in reading than those who passed phonics in year 2 or were working toward achieving it.

See Chart 17b in the Appendix

Key Stage 1 Writing

	% of cohort	Teacher assessment						LA	England
		EXS+	GDS	EXS	WTS	PKF	BLW	EXS+	EXS+
All pupils (3772)	100%	66%	14%	52%	25%	6%	2%	66%	68%
Female (1829)	48%	73%	19%	54%	21%	4%	1%	73%	75%
Male (1943)	52%	60%	9%	51%	28%	8%	3%	60%	62%
FSM (561)	15%	50%	7%	44%	34%	10%	5%	50%	
Not FSM (3200)	85%	69%	15%	54%	23%	5%	2%	69%	
EHCP (60)	2%	10%	2%	8%	18%	7%	38%	10%	
SEN support (480)	13%	17%	1%	16%	44%	29%	10%	17%	
No SEN (3221)	85%	75%	16%	59%	22%	3%	0%	75%	
English (3317)	88%	67%	15%	53%	25%	6%	2%	67%	
EAL (444)	12%	60%	10%	50%	26%	9%	4%	60%	
EYFS 1 (1123)	30%	27%	0%	26%	51%	16%	5%	27%	-
EYFS 2 (1969)	52%	84%	12%	72%	15%	1%	0%	84%	-
EYFS 3 (452)	12%	99%	63%	36%	1%	0%	0%	99%	-
Wt (342)	9%	1%	0%	1%	39%	44%	15%	1%	-
Wa Y2 (511)	14%	23%	1%	23%	66%	10%	1%	23%	-
Wa Y1 (2830)	75%	83%	19%	65%	16%	1%	0%	83%	-

In Doncaster 66% of pupils achieve at least the expected standard in writing, two percentage points below national. The gap between boys and girls, at 13pp, is in line with the national average and with the figures from last year.

See Chart 17c in the Appendix

Key stage 1 Mathematics

	% of cohort	Teacher assessment						LA	England
		EXS+	GDS	EXS	WTS	PKF	BLW	EXS+	EXS+
All pupils (3772)	100%	74%	21%	53%	19%	5%	2%	74%	75%
Female (1829)	48%	77%	21%	56%	18%	4%	1%	77%	76%
Male (1943)	52%	72%	21%	51%	19%	6%	2%	72%	74%
FSM (561)	15%	60%	12%	48%	26%	9%	4%	60%	
Not FSM (3200)	85%	77%	22%	54%	18%	4%	1%	77%	
EHCP (60)	2%	12%	3%	8%	12%	12%	38%	12%	
SEN support (480)	13%	30%	4%	26%	38%	24%	7%	30%	
No SEN (3221)	85%	82%	24%	58%	16%	1%	0%	82%	
English (3317)	88%	75%	21%	53%	19%	4%	1%	75%	
EAL (444)	12%	71%	17%	54%	18%	6%	3%	71%	
Num 1 (895)	24%	34%	1%	32%	44%	15%	6%	34%	-
Num 2 (2141)	57%	87%	18%	69%	13%	0%	0%	87%	-
Num 3 (508)	13%	99%	71%	29%	1%	0%	0%	99%	-
SSM 1 (746)	20%	33%	1%	31%	43%	16%	6%	33%	-
SSM 2 (2354)	62%	84%	19%	65%	15%	1%	0%	84%	-
SSM 3 (444)	12%	99%	70%	30%	1%	0%	0%	99%	-

In Doncaster, 74% achieved the expected standard in maths, with 75% achieving it nationally. This gap is 2pp narrower than it was last year. The gender gap has widened from 1pp to 5pp; girls in Doncaster now outperform girls nationally, and boys have narrowed the gap to the performance of boys nationally.

See Chart 17d in the Appendix

Key Stage 1 Science

	% of cohort	Teacher assessment		LA	England
		EXS	HNM	EXS	EXS
All pupils (3772)	100%	80%	19%	80%	83%
Female (1829)	48%	82%	17%	82%	85%
Male (1943)	52%	79%	21%	79%	80%
FSM (561)	15%	66%	32%	66%	
Not FSM (3200)	85%	83%	17%	83%	
EHCP (60)	2%	20%	45%	20%	
SEN support (480)	13%	36%	64%	36%	
No SEN (3221)	85%	88%	12%	88%	
English (3317)	88%	82%	18%	82%	
EAL (444)	12%	72%	27%	72%	

In Doncaster, 80% of children achieved the expected standard in science, compared with 83% nationally; this gap has reduced by 1pp from last year. The gap between boys and girls has narrowed slightly, and is narrower than the gap nationally.

See Chart 17e in the Appendix

Key Stage 1 Children in Care Results

Results below are the percentage of pupils achieving at least the expected standard in each measure. 'ALL' refers to all pupils in care, whereas OC2 children are those who have been in care for 12 months as at 1 April. These figures only include children who are looked after by Doncaster and attend school within the borough.

Group	Cohort	RWM	Reading	Writing	Maths	Science
Doncaster		62%	72%	66%	74%	80%
ALL	21	57%	62%	62%	67%	71%
ALL Boys	13	54%	62%	54%	62%	62%
ALL Girls	8	63%	63%	75%	75%	88%
ALL No SEN	16	75%	81%	81%	88%	94%
ALL Support	4	0%	0%	0%	0%	0%
ALL EHCP/St	1	0%	0%	0%	0%	0%
OC2	15	60%	67%	67%	73%	80%
OC2 Boys	9	56%	67%	56%	67%	67%
OC2 Girls	6	67%	67%	83%	83%	100%
OC2 No SEN	12	75%	83%	83%	92%	100%
OC2 Support	2	0%	0%	0%	0%	0%
OC2 EHCP/St	1	0%	0%	0%	0%	0%

It is difficult to compare the scores of such small cohorts to Doncaster figures and analysis will therefore lack statistical significance. OC2 Children in Care perform broadly in line with other children in Doncaster, although are slightly further behind in reading. Children who have entered care more recently do not typically perform as well as those who are OC2.

36. KEY STAGE 2

Key Stage 2 codes:	
GDS/High	Working at greater depth at the expected standard
EXS/Exp+	Working at the expected standard
WTS	Working towards expected standard
PKF/PKE/PKG	Pre-key stage foundation/early development/growing
BLW	Below the standard of the pre-key stage

Key Stage 2 Reading, Writing and Maths combined

	% of cohort	Test		LA	England
		Exp+	High	Exp+	Exp+
All pupils (3532)	100%	53%	6%	53%	61%
Female (1749)	50%	56%	6%	56%	65%
Male (1783)	50%	50%	5%	50%	57%
FSM (608)	17%	34%	3%	34%	
Not FSM (2910)	82%	58%	7%	58%	
EHCP (93)	3%	9%	1%	9%	
SEN support (489)	14%	14%	0%	14%	
No SEN (2936)	83%	61%	7%	61%	
English (3203)	91%	55%	6%	55%	
EAL (315)	9%	36%	3%	36%	
W+ (86)	2%	2%	0%	2%	
1+ (477)	14%	13%	0%	13%	
2C+ (691)	20%	33%	0%	33%	
2B+ (1057)	30%	62%	2%	62%	
2A+ (634)	18%	89%	12%	89%	
3 (286)	8%	95%	36%	95%	

53% of children achieved the expected standard in reading, writing and maths, compared to 61% nationally. This is up from 45% of pupils in 2016, with the gap to national remaining the same. The biggest gains have been from more children with prior attainment of level 2c and 2b now achieving the expected standard. Although twice as many children achieved a high standard across all subjects, this increase was slower than the increase nationally.

The gap between boys and girls, although marginally wider than last year, remains narrower than the gap nationally. The gap between pupils with EAL and their peers is dramatically wider than it typically is nationally, and it has widened since 2016.

The weakest area of the borough at key stage 2 attainment was Adwick pyramid, although this was largely down to the performance of one particular school. The strongest area was Edlington, where six of the seven schools were above the national average.

The areas where progress at key stage 2 were strongest were Don Valley and Edlington pyramids, where pupils made better progress than average across all three subjects. The areas where progress was weakest were Campsmount, Rossington

and Thorne pyramids, where pupils made substantially less progress than average across all three subjects.

See Chart 18a in the Appendix

Key Stage 2 Reading

	% of cohort	Test				Teacher assessment						LA	England
		Score	Exp+	High	Progress	EXS	HNM	PKG	PKE	PKF	BLW	Exp+	Exp+
All pupils (3532)	100%	102	63%	17%	-1.4	75%	21%	2%	0%	1%	0%	63%	71%
Female (1749)	50%	102	66%	19%	-1.3	79%	19%	2%	0%	0%	0%	66%	75%
Male (1783)	50%	101	59%	15%	-1.5	71%	24%	3%	1%	1%	1%	59%	68%
FSM (608)	17%	98	45%	11%	-2.2	56%	36%	4%	1%	1%	1%	45%	
Not FSM (2910)	82%	103	66%	18%	-1.2	79%	18%	2%	0%	0%	0%	66%	
EHCP (93)	3%	96	24%	2%	-1.9	29%	31%	7%	4%	2%	14%	24%	
SEN support (489)	14%	94	24%	3%	-3.0	28%	59%	9%	2%	1%	0%	24%	
No SEN (2936)	83%	103	71%	20%	-1.1	84%	15%	1%	0%	0%	0%	71%	
English (3203)	91%	102	65%	18%	-1.4	76%	21%	2%	0%	0%	0%	65%	
EAL (315)	9%	98	43%	10%	-0.7	64%	27%	3%	2%	1%	2%	43%	
W (63)	2%	89	5%	2%	3.1	9%	40%	19%	2%	5%	14%	5%	-
1 (327)	9%	92	20%	1%	-1.8	22%	66%	7%	2%	2%	0%	20%	-
2C (340)	10%	96	33%	3%	-2.3	45%	51%	2%	0%	1%	0%	33%	-
2B (889)	25%	100	54%	6%	-1.8	76%	22%	1%	0%	0%	0%	54%	-
2A (874)	25%	105	83%	17%	-1.1	95%	4%	1%	0%	0%	0%	83%	-
3 (732)	21%	110	97%	48%	-0.7	100%	0%	0%	0%	0%	0%	97%	-

The proportion of pupils achieving the expected standard in the reading test increased 7pp to 63%, which was a faster rise than nationally. At the same time, the proportion of children assessed by the teacher as meeting the expected standard fell 3pp to 75%, which reduces the significant disparity between test results and teacher assessments that we saw in 2016.

The gap between boys and girls is in line with the national average. Significantly more children achieved a high standard in the test, including some with very low prior attainment. Pupils have made more progress this year, with an average score of -1.4, compared to -1.9 last year. Pupils with EAL remain very significantly below their peers; their progress results, while still below average, are considerably better than their peers, and this may indicate that Doncaster has a higher proportion of recent arrivals into the country than is typically the case elsewhere.

See Chart 18b in the Appendix

Key stage 2 Writing

	% of cohort	Teacher assessment									LA	England
		EXS+	GDS	EXS	WTS	PKG	PKE	PKF	BLW	Progress	EXS+	EXS+
All pupils (3538)	100%	73%	13%	60%	20%	3%	1%	1%	0%	-0.2	73%	76%
Female (1749)	49%	80%	16%	64%	16%	2%	0%	0%	0%	0.5	80%	83%
Male (1789)	51%	66%	11%	55%	24%	5%	2%	1%	1%	-0.9	66%	70%
FSM (608)	17%	55%	7%	48%	32%	6%	2%	1%	1%	-1.0	55%	
Not FSM (2916)	82%	77%	15%	62%	18%	3%	1%	0%	0%	-0.1	77%	
EHCP (94)	3%	18%	2%	16%	30%	9%	7%	5%	12%	-2.9	18%	
SEN support (491)	14%	23%	1%	22%	54%	15%	5%	2%	0%	-3.0	23%	
No SEN (2939)	83%	83%	16%	67%	14%	1%	0%	0%	0%	0.3	83%	
English (3206)	91%	75%	14%	61%	19%	3%	1%	0%	0%	-0.3	75%	
EAL (318)	9%	56%	10%	46%	31%	5%	2%	1%	2%	1.5	56%	
W (78)	2%	4%	0%	4%	31%	21%	12%	12%	9%	0.8	4%	
1 (428)	12%	24%	0%	24%	57%	12%	4%	3%	0%	-0.9	24%	
2C (613)	17%	62%	1%	62%	34%	3%	1%	0%	0%	-0.2	62%	
2B (1041)	29%	86%	5%	81%	13%	1%	0%	0%	0%	-0.3	86%	
2A (684)	19%	98%	25%	73%	2%	0%	0%	0%	0%	0.2	98%	
3 (383)	11%	99%	56%	43%	1%	0%	0%	0%	0%	-0.2	99%	

Writing remains the strongest subject, with 73% of pupils in Doncaster achieved the expected standard in writing, which is in line with the results in 2016, although nationally the proportion has increased to 76%. The gender gap remains broadly in line with the gap nationally. Slightly more children were assessed as working at greater depth than last year, but nationally this increased by a similar amount.

Progress is very close to the national average at -0.2, an improvement on last year's -0.5, although boys do significantly well on this measure than girls. Pupils with EAL achieve results significantly lower than their peers, but make accelerated progress; again, care needs to be taken in interpreting these results as only about two-thirds of EAL pupils are eligible for a progress score.

See Chart 18c in the Appendix

Key Stage 2 Mathematics

	% of cohort	Test				Teacher assessment						LA	England
		Score	Exp+	High	Progress	EXS	HNM	PKG	PKE	PKF	BLW	Exp+	Exp+
All pupils (3535)	100%	103	69%	17%	-0.6	74%	23%	2%	0%	0%	0%	69%	75%
Female (1749)	49%	102	69%	16%	-1.3	75%	22%	2%	0%	0%	0%	69%	75%
Male (1786)	51%	103	70%	19%	0.0	73%	23%	2%	1%	1%	1%	70%	74%
FSM (608)	17%	99	50%	9%	-2.1	58%	35%	4%	1%	0%	1%	50%	
Not FSM (2913)	82%	103	74%	19%	-0.3	78%	20%	1%	0%	0%	0%	74%	
EHCP (94)	3%	97	22%	2%	-1.6	25%	38%	6%	4%	4%	14%	22%	
SEN support (489)	14%	95	33%	3%	-2.1	33%	58%	6%	2%	1%	0%	33%	
No SEN (2938)	83%	104	77%	20%	-0.3	83%	16%	1%	0%	0%	0%	77%	
English (3204)	91%	103	71%	18%	-0.7	75%	22%	2%	0%	0%	0%	71%	
EAL (317)	9%	101	59%	15%	1.5	64%	29%	3%	0%	0%	1%	59%	
W (43)	1%	90	2%	0%	5.1	3%	39%	13%	3%	8%	21%	2%	
1 (202)	6%	91	15%	0%	-1.4	13%	73%	6%	2%	5%	0%	15%	
2C (500)	14%	96	34%	1%	-1.6	40%	57%	2%	1%	0%	0%	34%	
2B (946)	27%	102	70%	5%	-0.5	78%	21%	1%	0%	0%	0%	70%	
2A (918)	26%	105	89%	20%	-0.4	94%	5%	1%	0%	0%	0%	89%	
3 (615)	17%	110	99%	54%	-0.5	99%	1%	0%	0%	0%	0%	99%	

In Doncaster 69% of pupils reached at least the expected standard in mathematics whereas nationally 75% of pupils achieved this measure. The gap between boys and girls remains narrow and in line with the gap nationally at 1pp, although girls do not make as much progress as boys. The gap between pupils with EAL and their peers has widened significantly, although it is not as wide as in other subjects.

See Chart 18d in the Appendix

Key Stage 2 Science

	% of cohort	Teacher assessment		LA	England
		EXS	HNM	EXS	EXS
All pupils (3512)	100%	78%	22%	78%	82%
Female (1741)	50%	80%	19%	80%	84%
Male (1771)	50%	75%	24%	75%	80%
FSM (601)	17%	59%	40%	59%	
Not FSM (2902)	83%	81%	18%	81%	
EHCP (85)	2%	21%	65%	21%	
SEN support (486)	14%	36%	64%	36%	
No SEN (2932)	83%	86%	13%	86%	
English (3190)	91%	79%	21%	79%	
EAL (313)	9%	66%	31%	66%	
W (25)	1%	0%	72%	0%	
1 (267)	8%	27%	73%	27%	
2 (2286)	65%	81%	19%	81%	
3 (637)	18%	98%	2%	98%	

The proportion of children meeting the expected standard in science has dropped 1pp to 78%, while the figure nationally has increased 1pp to 82%. The gap between boys and girls is marginally wider than the gap nationally.

See Chart 18e in the Appendix

Key Stage 2 Grammar, Punctuation and Spelling

	% of cohort	Test			LA	England
		Score	Exp+	High	Exp+	Exp+
All pupils (3532)	100%	104	71%	25%	71%	77%
Female (1749)	50%	105	75%	29%	75%	81%
Male (1783)	50%	103	67%	21%	67%	73%
FSM (608)	17%	100	52%	12%	52%	
Not FSM (2910)	82%	105	75%	28%	75%	
EHCP (93)	3%	97	20%	6%	20%	
SEN support (489)	14%	96	29%	4%	29%	
No SEN (2936)	83%	106	80%	29%	80%	
English (3203)	91%	104	72%	25%	72%	
EAL (315)	9%	103	61%	24%	61%	

The proportion of children passing the test in grammar, punctuation and spelling increased 5pp to 71%, while nationally it increased 5pp to 77%. The gender gap is in line with the national gap at 8pp. Pupils with EAL perform better in relation to their peers than in other subjects.

See Chart 18f in the Appendix

Comparison between test and teacher assessment at key stage 2

See Charts 18g and 18h in the Appendix commentary/analysis

Key Stage 2 Children in Care Results

Results below are the percentage of pupils achieving at least the expected standard in each measure. 'ALL' refers to all pupils in care, whereas OC2 children are those who have been in care for 12 months as at 1 April. These figures only include children who are looked after by Doncaster and attend school within the borough.

Group	Cohort	RWM	Reading	Writing	Maths	GPS	Science
Doncaster		53%	63%	73%	68%	71%	78%
ALL	32	19%	25%	44%	53%	47%	59%
ALL Boys	18	22%	33%	50%	56%	50%	72%
ALL Girls	14	14%	14%	36%	43%	43%	43%
ALL No SEN	16	25%	38%	69%	75%	75%	88%
ALL Support	11	18%	18%	27%	36%	27%	45%
ALL EHCP/St	5	0%	0%	0%	0%	0%	0%
OC2	25	24%	32%	48%	48%	52%	60%
OC2 Boys	16	25%	38%	50%	50%	56%	69%
OC2 Girls	9	22%	22%	44%	44%	44%	44%
OC2 No SEN	12	33%	50%	75%	75%	83%	92%
OC2 Support	8	25%	25%	38%	38%	38%	50%
OC2 EHCP/St	5	0%	0%	0%	0%	0%	0%

It is difficult to compare the scores of such small cohorts to Doncaster figures and analysis will therefore lack statistical significance. Children in Care perform significantly less well than other pupils; those who are OC2 achieved slightly better than those who entered care recently but their results are still well below average. Reading was by far the weakest subject across all groups of looked after children.

37. KEY STAGE 4

Key Stage 4 GCSE Results (Provisional)

Key Stage 4 GCSE Results (Provisional) 2017	
% achieving 4+ in English and mathematics	59.1%
% achieving 4+ in English	70.5%
% achieving 4+ in mathematics	64.5%
Progress 8	-
Attainment 8	43.7
Achieving E-Bacc based on 4+	18.0%

Due to the change in grading systems, results are not comparable with last year's figures, particularly for Attainment 8, which is the principal measure. This is because grades B to F are worth 0.5 or 1 grade less than they were last year, which means that we would expect Attainment 8 results to be lower than they were last year – a rough estimate is that, with the same results, schools would see their Attainment 8 results drop by 2–3 points. This year's national figures for Attainment 8 have not yet been published.

- This year saw the introduction of new harder exams in English and mathematics both of which are graded using a numerical system for the first time – with grades from the highest 9 to the lowest 1 – a 4 is a ‘standard’ pass, equivalent to a C grade in the old exams.
- Nationally, 70% achieved a 4 or above in English and 71% in Maths (both figures in line with last year).
- This means that we have remained in line with national in English, but the gap in maths has widened as our results have fallen slightly.

Key Stage 4 Children in Care GCSE Results (Provisional)

Following Ofqual’s advice that a Grade 4+ in EnLang, EnLit and Ma has an equivalence to last year’s C+, and looking for C+ in the other subjects that are still using the letter grades, this year’s early indication is that the performance of Children in Care has improved at key stage 4.

38. KEY STAGE 5 (A Levels)

Key Stage 5 A Level Results (Provisional)*	
% achieving at least 1 A level pass	97.0%
% grades A or above	19.0%

*Does not include all schools data

While the pass rate has marginally declined in Doncaster, it has also done so nationally. The percentage of A to A* grades in Doncaster has dropped slightly since year by 0.6 percentage points. Nationally this figure has increased by 0.5 percentage points.

One of the key recommendations from the Education & Skills Commission was to conduct a Post-16 review of the education landscape in Doncaster. The Commission found widespread evidence of confusion and dissatisfaction with the current arrangements. Young people, employers and the business community all spoke of the urgent need to put in place a simplified, more focused, more unified and more collaborative post-16 system that works in the interests of students and employers as well as providers. As such, we will commission an independent expert to conduct an in-depth assessment of the current leadership within the system in Doncaster, how the different options available meet the needs of the children and young people in the borough, and what impact the choices available has on their subsequent destination, such as university, employment or an apprenticeship.

39. ABSENCE

Absence rates

		Absence (autumn term)		
		2016/17	2015/16	2014/15
Overall absence (primary)	Average score	4.2%	3.9%	4.1%
	National	3.9%	3.6%	3.9%
	National rank (151)	128	127	111
	Regional rank (15)	13	12	9
	Stat neighbours (11)	10	9	8
Overall absence (secondary)	Average score	6.4%	5.6%	5.7%
	National	5.0%	4.6%	5.1%
	National rank (151)	150	146	135
	Regional rank (15)	15	14	11
	Stat neighbours (11)	11	10	8
Persistent absence (primary)	Average score	13.0%	10.6%	11.5%
	National	10.0%	9.0%	10.1%
	National rank (151)	149	134	123
	Regional rank (15)	14	12	9
	Stat neighbours (11)	10	10	8
Persistent absence (secondary)	Average score	18.3%	15.6%	16.1%
	National	13.4%	12.1%	14.0%
	National rank (151)	149	145	128
	Regional rank (15)	15	14	9
	Stat neighbours (11)	11	10	6

Absence in primary schools remains slightly above the national average, and Doncaster remains in the bottom quartile against local, regional and statistical neighbour benchmarks. Persistent absence has risen sharply, much faster than nationally, and we are now in the bottom 3 LAs in the country. Absence in secondary schools is significantly above average and has worsened this year at a much faster rate than nationally. Doncaster Local Authority now fall in the bottom 5 LAs for overall absence, unauthorised absence and persistent absence.

However, we are aware of this issue and are currently working with partners to develop a comprehensive borough wide strategy to encourage good attendance and address high levels of persistent absence.

As part of the Education Inclusion programme, we are undertaking a review of attendance in Doncaster. This review is due to report in early September, and will provide an assessment of the current levels of absenteeism, alongside recommendations as to how this can be addressed. This review will be implemented alongside the Behaviour Review during the course of the 2017/18 school year.

40. EXCLUSIONS

Both nationally and locally permanent exclusion rates are very low and therefore no analysis is shown.

		Primary	Secondary	Special	All
Fixed period exclusion rate	Doncaster	1.9↑	30.7↑↑	3.8↓	12.9↑
	Statistical Neighbours	1.5	20.5	11.9	8.7
	Regional	1.3	13.6	5.8	6.2
	National	1.2	8.5	12.5	4.3
	Stat neighbour rank	8/11↓	9/11↓	5/10↓	10/11↓
	Regional rank	13/15↓	14/15↓	9/14↓	14/15↓
	National rank	140/152↓	149/152↓	41/144↑	150/152↓
Average number of exclusions per excluded pupil	Doncaster	2.3↑	3.5↑	2.1↑	3.4↑
	Statistical Neighbours	2.3	2.8	2.1	2.8
	Regional	2.3	2.6	2.1	2.5
	National	2.2	2.0	2.5	2.0
	Stat neighbour rank	6/11=	9/11↑	8/11↓	8/11↑
	Regional rank	7/15↑	14/15=	12/15↓	14/15=
	National rank	103/152=	149/152↓	84/151↓	147/152↑
Average number of days lost per excluded pupil	Doncaster	4.8=	5.6↑	5.0↓	5.5↑
	Statistical Neighbours	4.5	5.1	3.9	5.0
	Regional	4.3	5.1	4.4	5.0
	National	4.1	4.5	4.8	4.4
	Stat neighbour rank	8/11↑	9/11↓	8/11↓	9/11↓
	Regional rank	11/15↑	13/15↓	11/15↓	13/15↓
	National rank	125/152=	138/152↓	99/151↑	137/152↓
One or more fixed period exclusion rate	Doncaster	0.79↑	8.7↑	1.8↓	3.8↑
	Statistical Neighbours	0.66	6.9	5.0	3.0
	Regional	0.59	5.3	2.7	2.5
	National	0.56	4.3	5.1	2.1
	Stat neighbour rank	8/11↓	10/11↓	3/9↑	10/11↓
	Regional rank	13/15↓	14/15↓	5/13↓	14/15↓
	National rank	137/151↓	149/152↓	26/140↑	149/151↓

The fixed period exclusion rate in Doncaster is very high, with Doncaster ranking 150th out of 152 local authorities nationally, with Barnsley and Middlesbrough ranking below. The fixed term exclusion rate is significantly higher in secondary schools in Doncaster who have an exclusion rate of 30.7 compared to the national figure of 8.5. This has increased significantly on last year where the fixed period exclusion rate was 17.3.

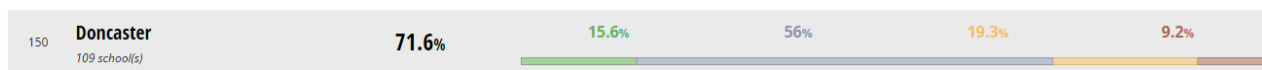
There is a higher average number of exclusions per pupil in Doncaster, considerably more so than national average. Pupils in Doncaster are more likely to be excluded for a longer length of time than their national peers. Over half (51.1%) of all fixed term exclusions in Doncaster are due to persistent disruptive behaviour which is significantly higher than the national average of 27.7%.

There is considerably higher percentage of pupils receiving one or more fixed term exclusion in Doncaster than national average in mainstream schools. This rate is substantially higher in Doncaster than national average in secondary schools.

A comprehensive review of the behaviour system has concluded with a number of recommendations being taken forward. This include recommendations relating to how the LA will support schools in quality teaching and behaviour management; applying a graduated approach to supporting children with behaviour issues and a number of strategic commissioning options that will improve the alternative provision offer in line with the needs of children and young people in Doncaster. The inclusion board will oversee implementation of this far reaching program and has buy-in and representation from strategic partners including schools.

41. OFSTED OUTCOMES

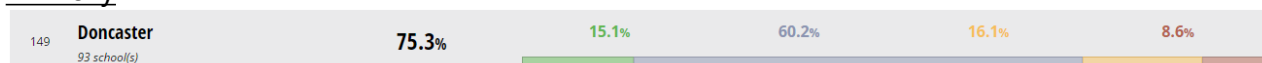
- The percentage of pupils who attend a good or better school in Doncaster is 68.7%. (147/152)
- The percentage who attend a good or better primary school is 76.7% (145/151)
- The percentage of pupils who attend a good or better secondary school is 56% (141/151)
- The percentage of primary and secondary schools judged good or better is 71.6% (151/152)



- The percentage of Primary schools judged good or better is 75.3% (150/151).
- 50.0% of secondary schools are rated as good or better. (141/151).
- 60% of the 5 special schools in Doncaster are rated as good or better with these schools not included in the overall figures.

The breakdown of grades are as follows:

Primary



Secondary



It is also worth noting that the above figures don't take into account recent inspections still waiting for published reports. These figures also need to be treated with caution as they fluctuate on a weekly basis.

Since the last meeting of the Education Improvement Board 17 inspection reports published which have resulted in; 7 declining, 7 remained the same and 3 improving. There have also been 4 Section 8 monitoring visits of RI/Inadequate primary schools where all 4 schools were judged to be taking effective action against the key areas for improvement identified in the original report. The following Inspections have taken place: Full inspection is a 2 day Section 5. Short inspection is a Section 8 inspection of a school previously judged to be good.

Date of Inspection	Inspection type	School	Outcome	Previous Grade	Diff
07/12/2016	Full	Heatherwood	Outstanding	Outstanding	→
17/01/2017	Full	Hooton Pagnell	Requires improvement	Good	↓
17/01/2017	Short	Richmond Hill	Good	Good	→
24/01/2017	Full	Thorne Brooke	Requires improvement	Good	↓
01/02/2017	Short	Windhill	Good	Good	→
02/02/2017	Short	Arksey	Good	Good	→
28/02/2017	Full	Pheasant Bank	Serious weaknesses	Requires improvement	↓

28/02/2017	Short	Norton Junior	Good	Good	→
17/03/2017	Full	Highwoods	Requires improvement	Good	↓
25/04/2017	Full	Balby Carr	Special measures	Requires improvement	↓
25/04/2017	Full	Intake	Good	Requires improvement	↑
25/04/2017	Full	Montagu	Requires improvement	Special measures	↑
03/05/2017	Full	Marshland	Requires improvement	Good	↓
09/05/2017	Full	Stirling	Special measures	Requires improvement	↓
18/05/2017	Short	Holy Family	Good	Good	→
24/05/2017	Short	Our Lady of Mount Carmel	Good	Good	→
07/06/2017	Full	Sunnyfields	Good	Requires improvement	↑

The impact of the above is:

- The net effect of these inspections is that we now have two less schools judged to be good or better. The two schools that moved up from RI to Good have benefitted from significant LA support through the 'School of Concern' and 'Standards and Effectiveness Partner' (StEP) process.
- The four schools where the judgement has dropped from Good to Requires Improvement had all been previously identified as schools of concern. There are a number of schools that were judged good but have not sustained improvement and have therefore not been able to maintain their previous judgement.
- Five of the schools in the table above are academies and are not part of our 'Standards and Effectiveness Partner' (StEP) process neither do they engage with LA support from Senior Education Standards and Effectiveness Officers.
- The percentage of good or better schools in Doncaster is too low and needs to rise to narrow the gap to national average. This will be done through:
 - The new revised School Improvement Strategy that focuses school improvement resources into Schools of Concern.
 - The Raising Aspiration and Achievement Strategy
 - Further developing the Reading Strategy that has shown significant impact on this year's KS2 outcomes.
 - Developing Continued Professional Development (CPD) opportunities for headteachers and senior leaders to become better prepared for OFSTED. This includes an OFSTED network led by a practising lead OFSTED inspector and a training session delivered by Senior HMI on the new OFSTED handbook.
 - Increasing the capacity of the Standards and Effectiveness Team by deploying a Maths and English specialist into schools of concern.
 - Better liaison with Partners in Learning to ensure more focused school to school support.
 - Continued focus on improving the quality of leadership and management in all our schools.
 - A greater focus on safeguarding to ensure that schools are compliant with safeguarding requirements at point of inspection.

OPTIONS CONSIDERED

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

REASONS FOR RECOMMENDED OPTION

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

IMPACT ON THE COUNCIL'S KEY OUTCOMES

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

44. Assumptions:
- 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.
 - 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 and partners monitor results and progress and exercises duties in accordance with a published Doncaster School Improvement Policy.
 - Schools, academies and partners will respond appropriately to issues associated with changes to exam systems.
45. Risks:
- New measures and tests could result in a lack of consistency when comparing performance year on year.
 - New measures mean we won't have an accurate picture of progress or schools below floor standard until December.

LEGAL IMPLICATIONS

46. 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.

47. 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

48. None

HUMAN RESOURCES IMPLICATIONS

49. None

TECHNOLOGY IMPLICATIONS

50. None

EQUALITY IMPLICATIONS

51. There are no significant equality implications associated with this report. Within its programme of work Overview and Scrutiny gives due consideration to the extent to which the Council has complied with its Public Equality Duty and given due regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between different communities.
52. 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

53. No further consultation was undertaken for this report.

BACKGROUND PAPERS

- Education Excellence Everywhere
<https://www.gov.uk/government/publications/educational-excellence-everywhere>
- [One Doncaster report](#)
- [Children & Young People's Plan 2017-2020](#)

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APPENDIX
Early Years Foundation Stage

Chart 15a - Good Level of Development (GLD over the past three years)

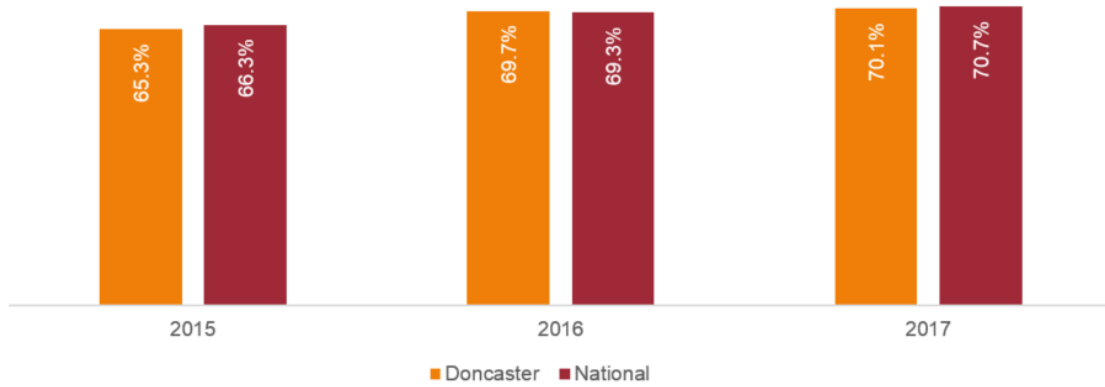


Chart 15b – Percentage of pupils achieving GLD in 2017 by demographic groups

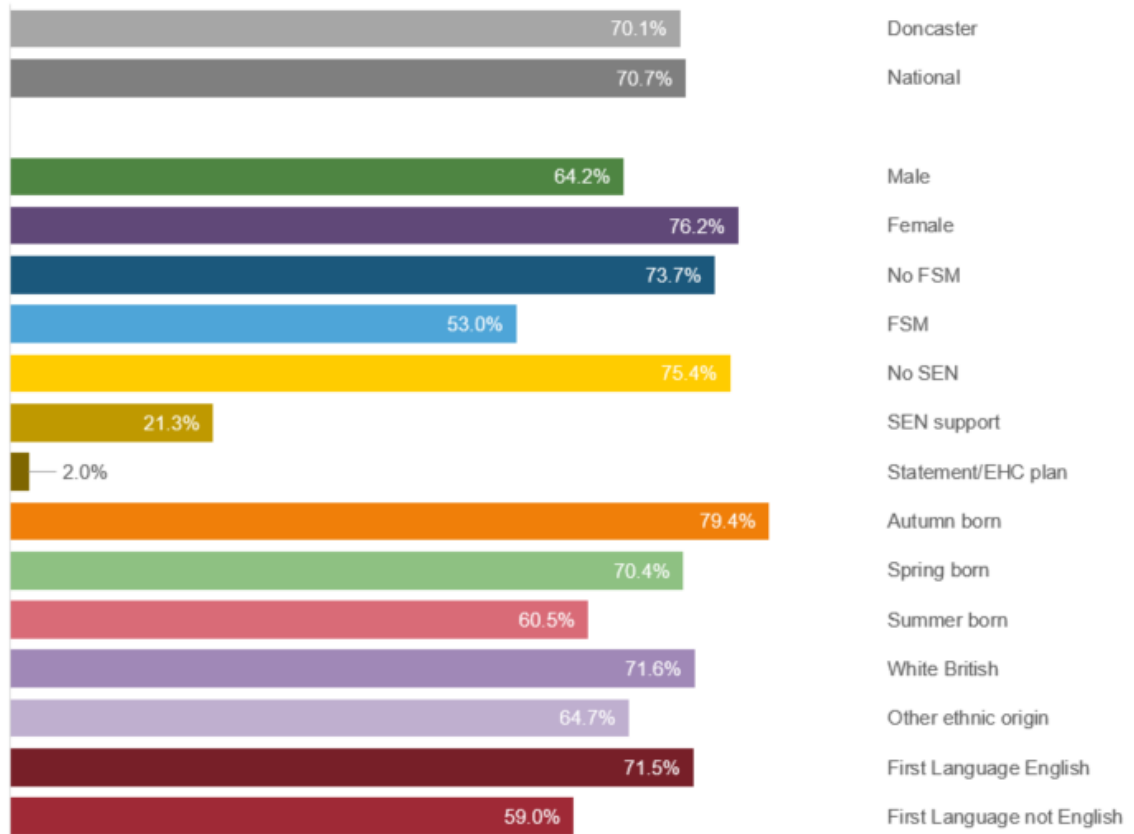
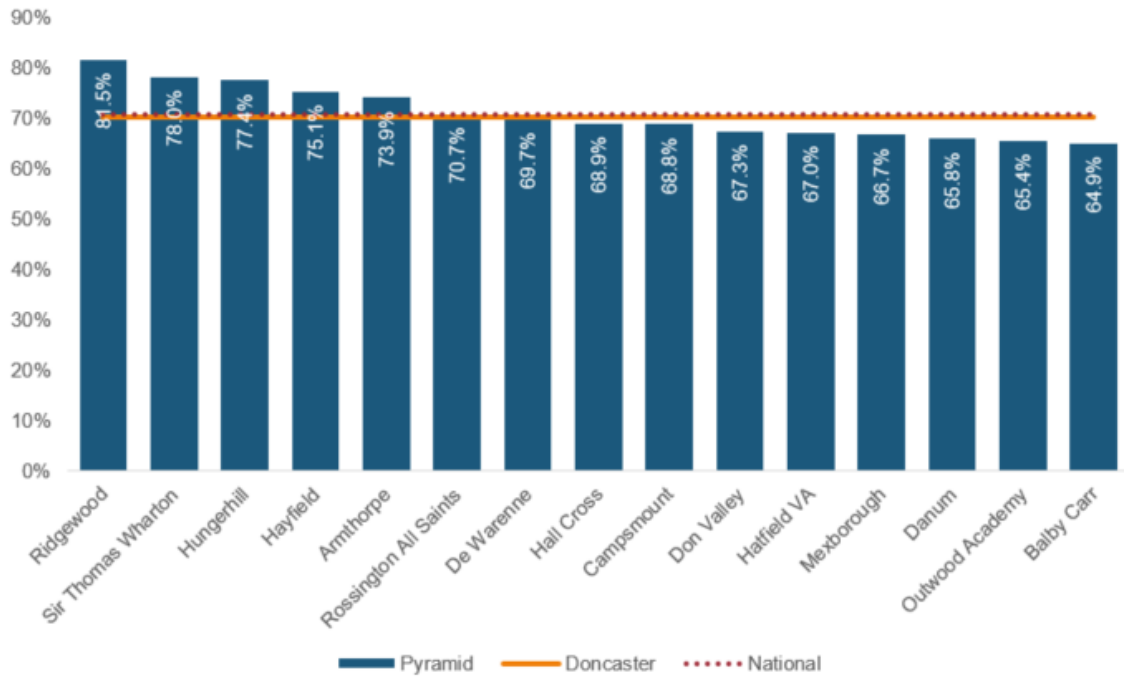


Chart 15c – Percentage of pupils achieving a GLD by school pyramid

Percentage reaching a good level of development 2017 by pyramid



Phonics

Chart 16a – percentage of pupils working at the expected level in Y1 Phonics

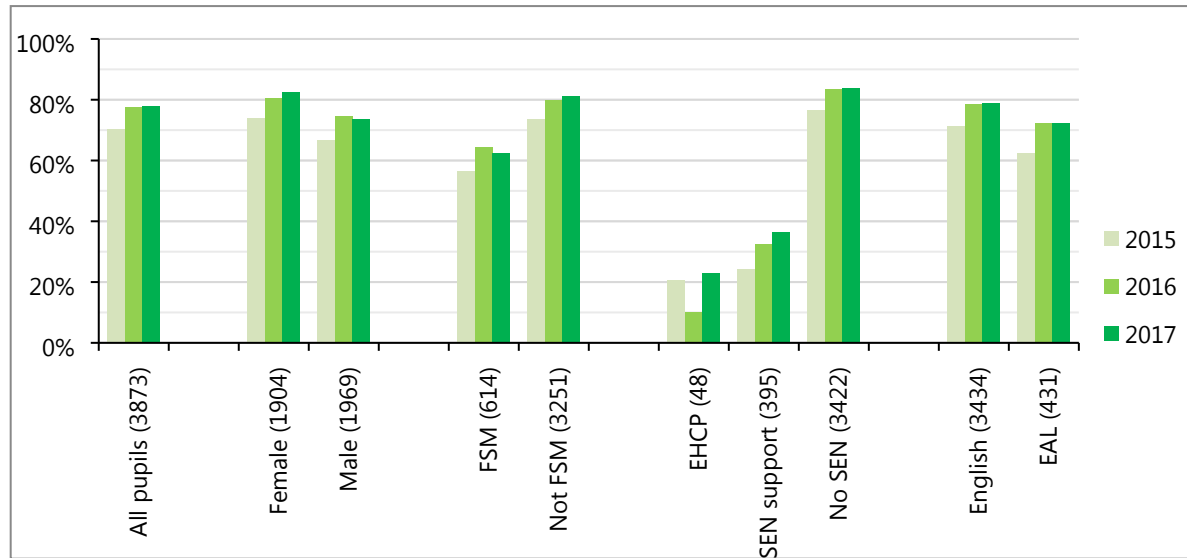


Chart 16b – The average mark in the Phonics Screening check by pupil demographics (NB: Pupils were required to reach a mark of 32 to work at the expected standard)

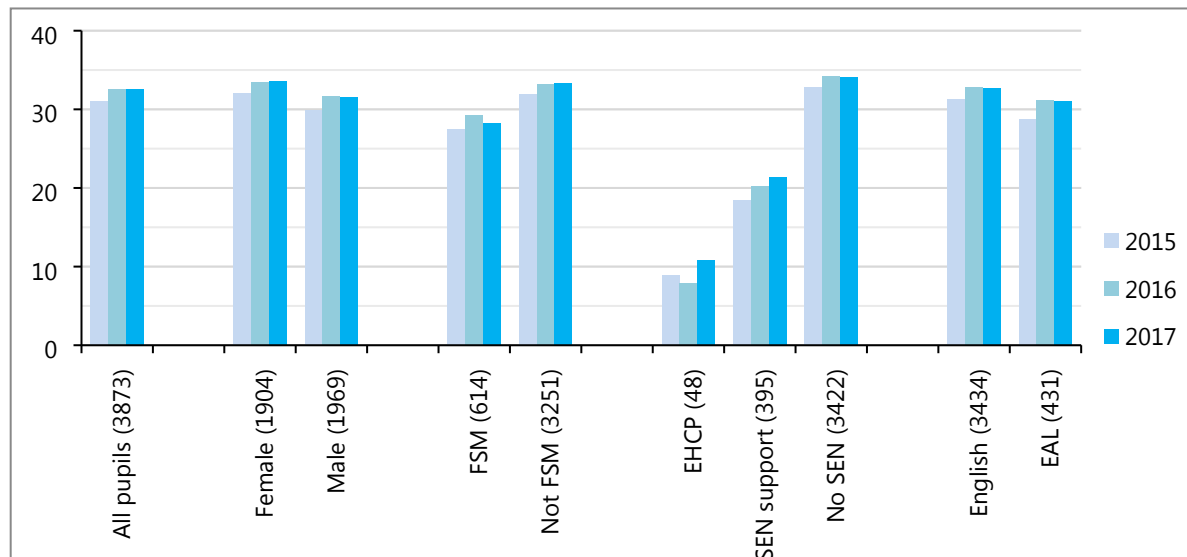
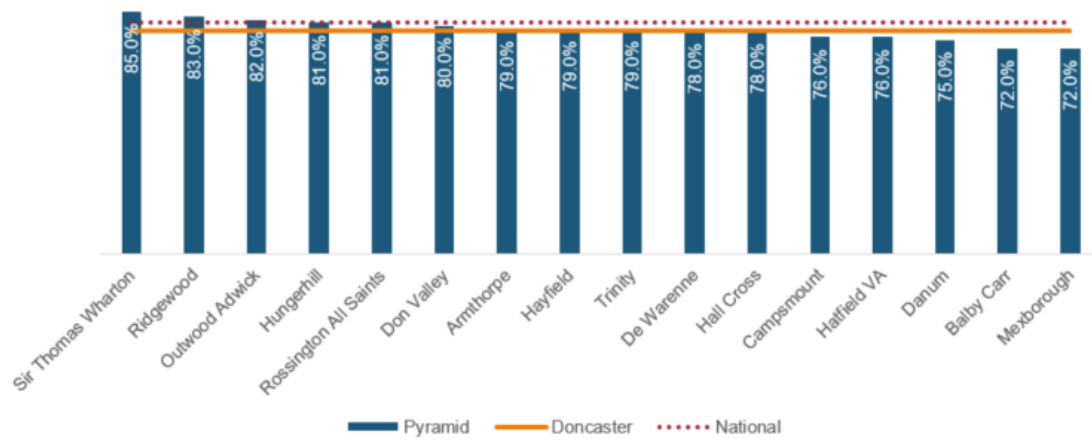


Chart 16c – Percentage of pupils working at the expected standard in Phonics by school pyramid

Percentage meeting the expected standard of phonic decoding 2017



Key Stage 1

Chart 17a – Percentage of pupils at Key Stage 1 achieving at least the expected standard in reading, writing and maths combined by pupil demographic groups. (The grey diamonds are the relative national average)

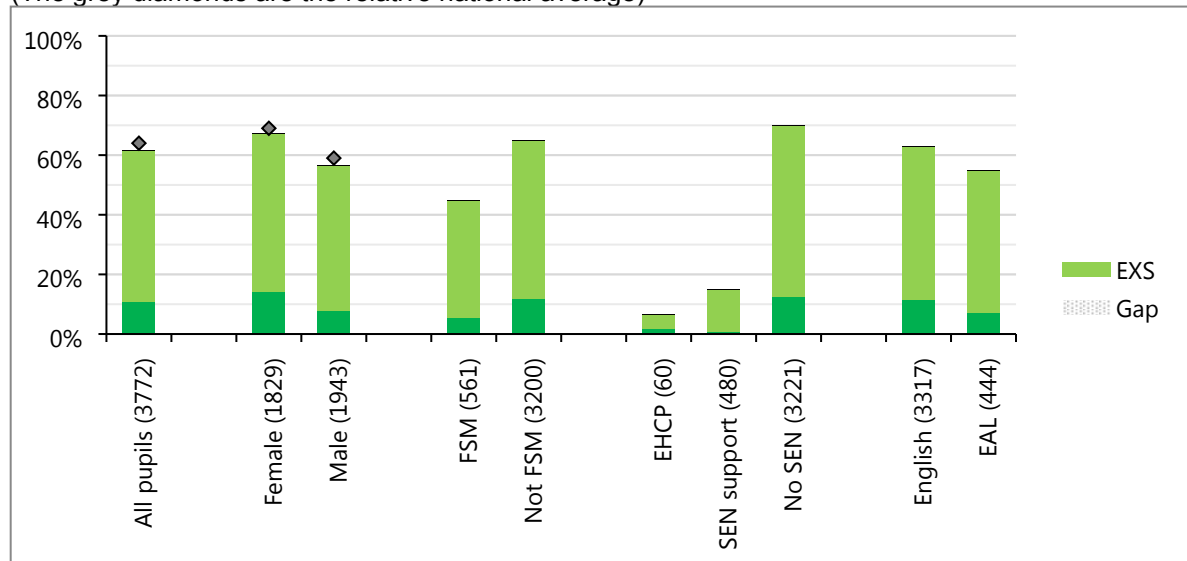


Chart 17b – Grade distribution of Key Stage 1 reading by demographic groups

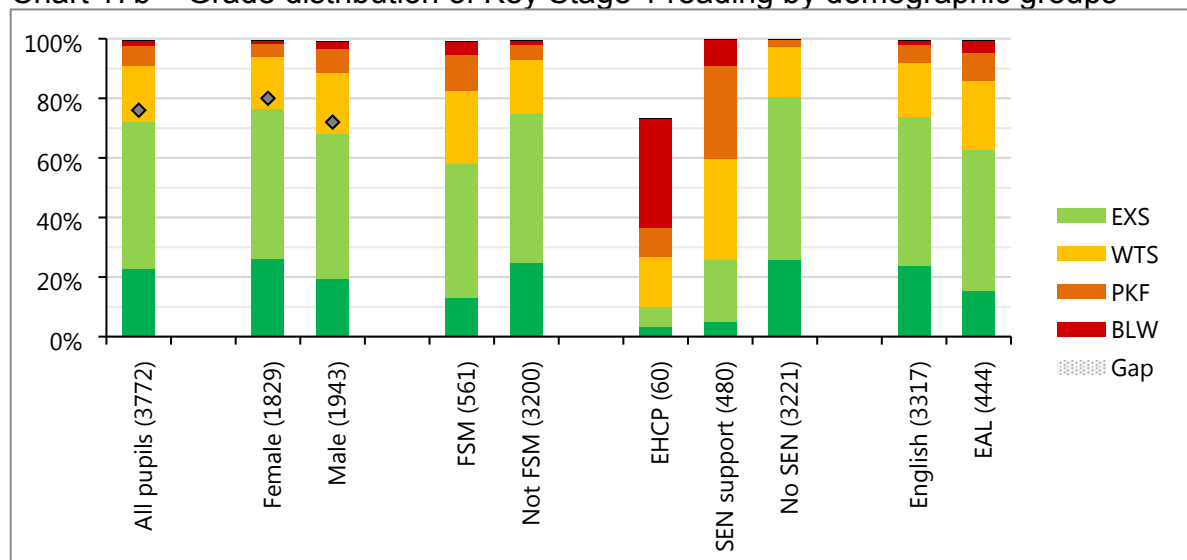


Chart 17c – Grade distribution of Key Stage 1 writing by demographic groups

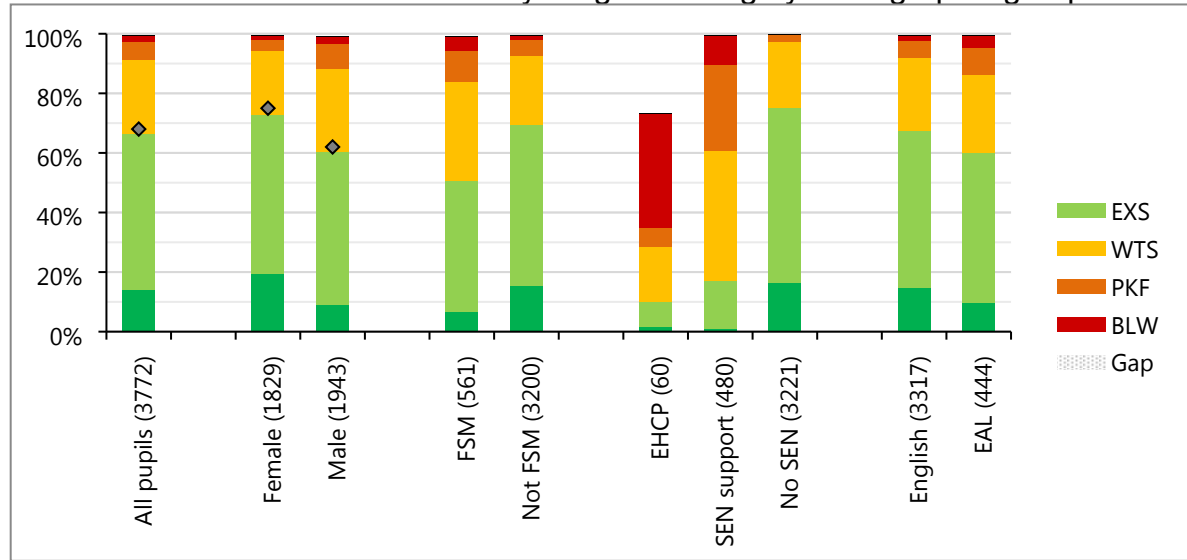


Chart 17d – Grade distribution of Key Stage 1 mathematics by demographic groups

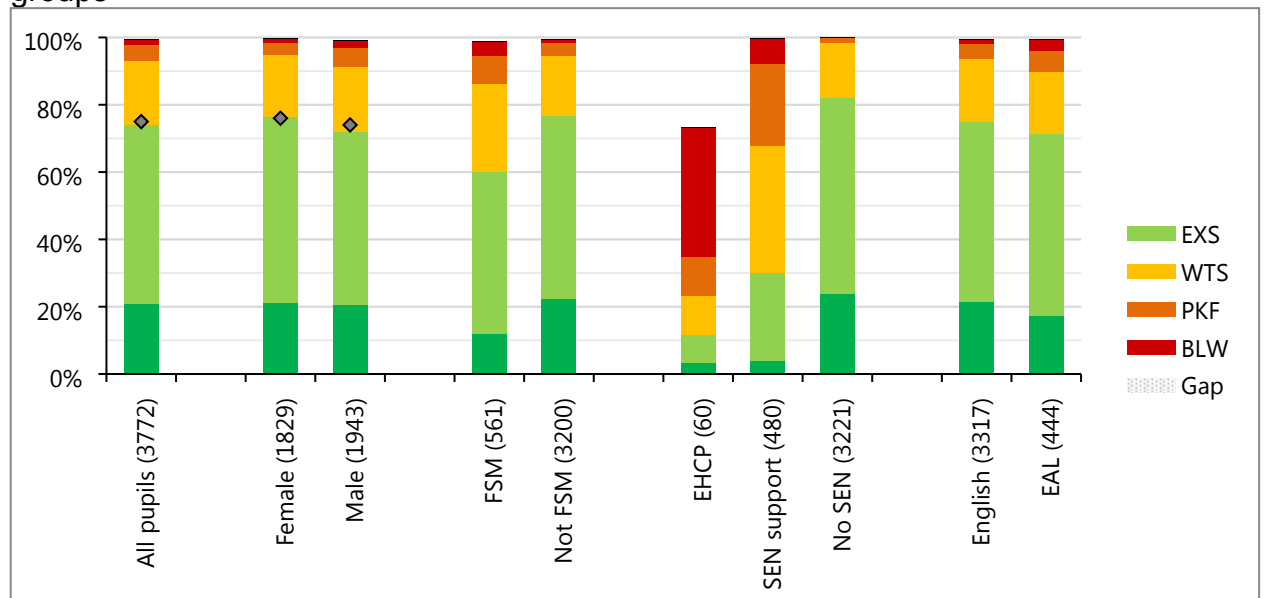
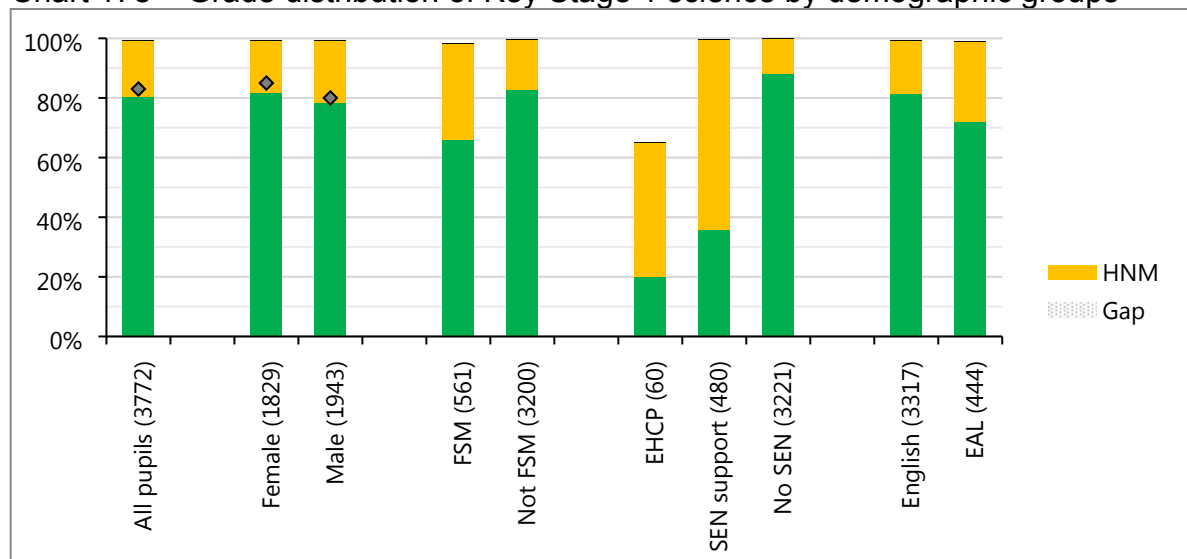


Chart 17e – Grade distribution of Key Stage 1 science by demographic groups



Key Stage 2

Chart 18a – Percentage of pupils achieving at least the expected standard in Key Stage 2 reading, writing and maths combined by demographic groups

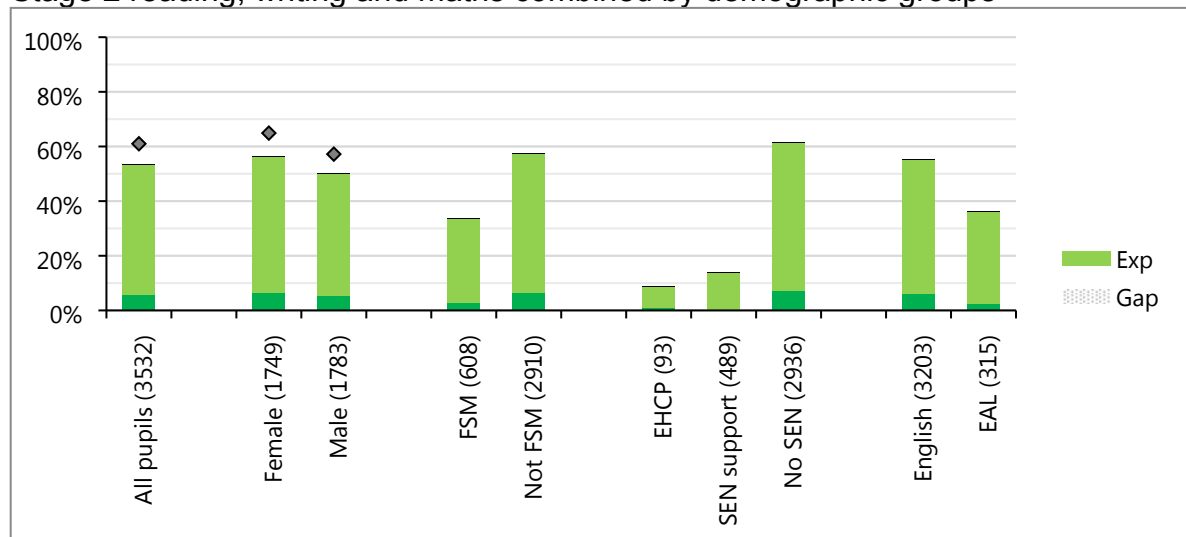


Chart 18b – Percentage of pupils achieving the expected standard in Key Stage 2 reading test by demographic groups

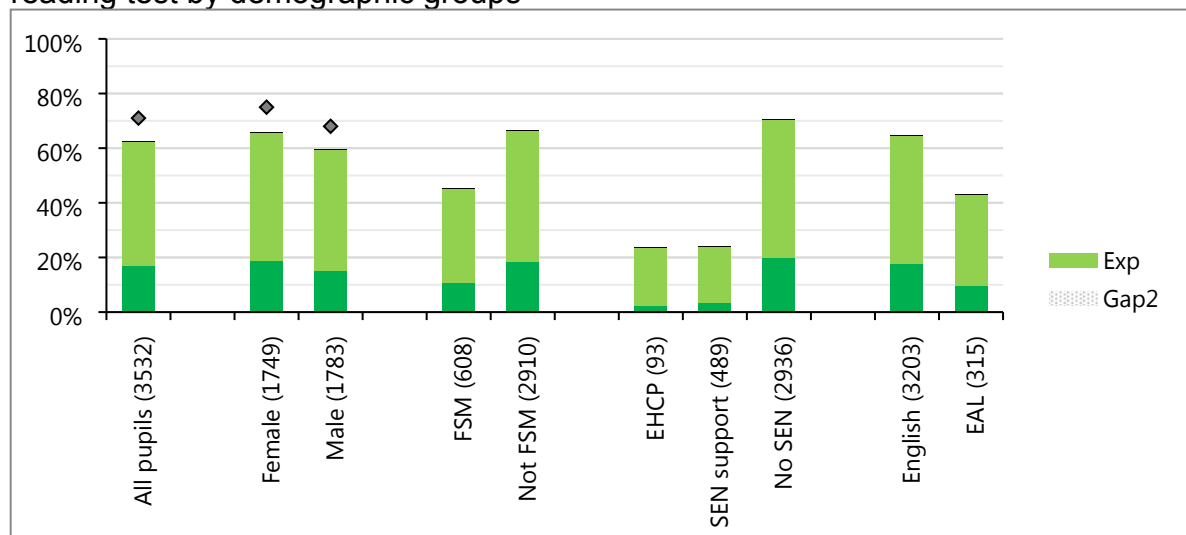


Chart 18c – Percentage of pupils achieving the expected standard in Key Stage 2 writing teacher assessment by demographic groups

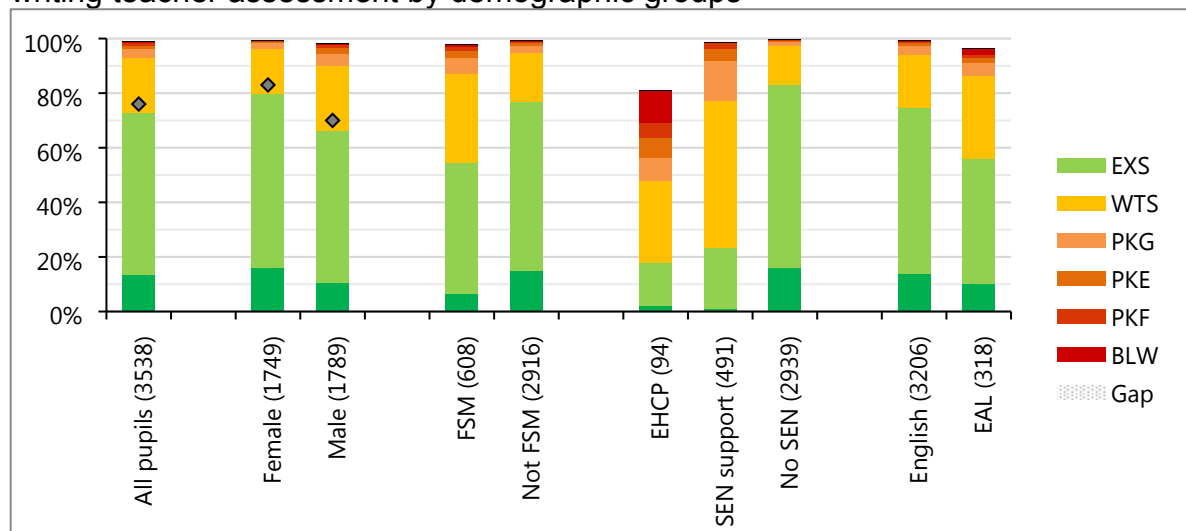


Chart 18d – Percentage of pupils achieving the expected standard in Key Stage 2 mathematics test by demographic groups

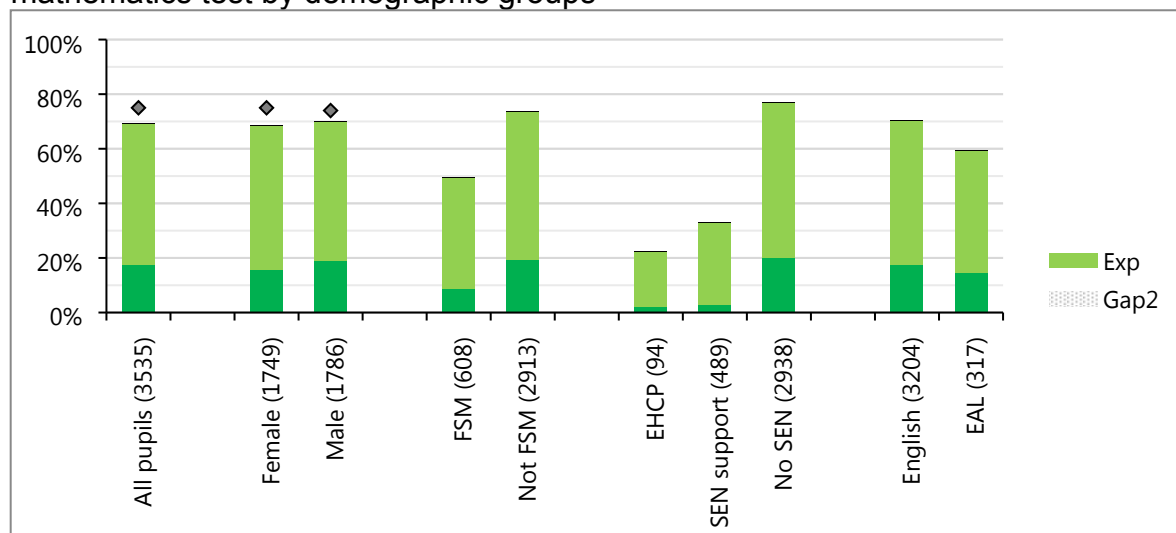


Chart 18d – Percentage of pupils achieving the expected standard in Key Stage 2 science teacher assessment by demographic groups

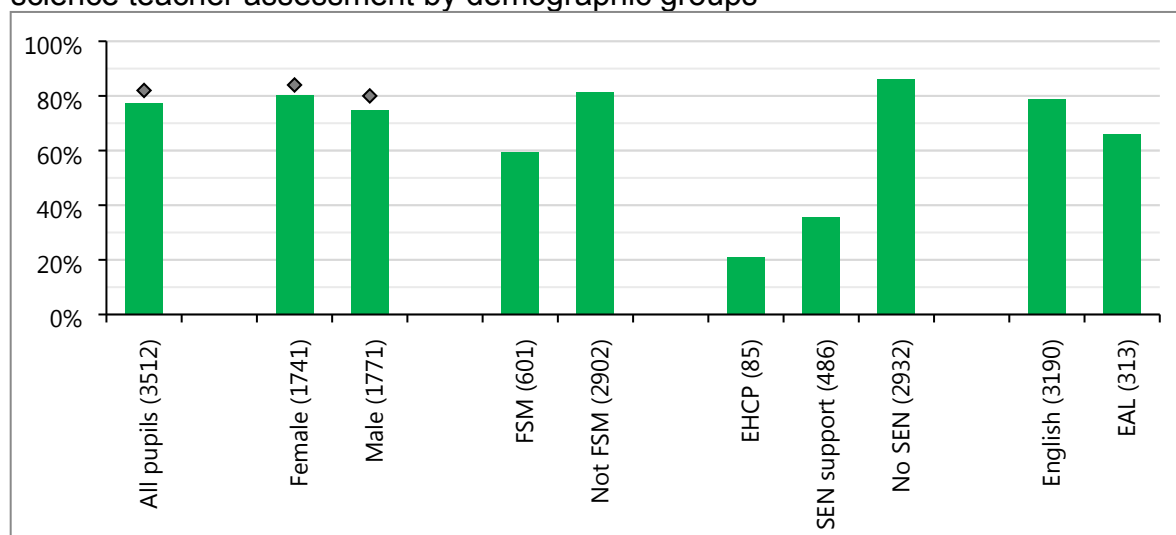
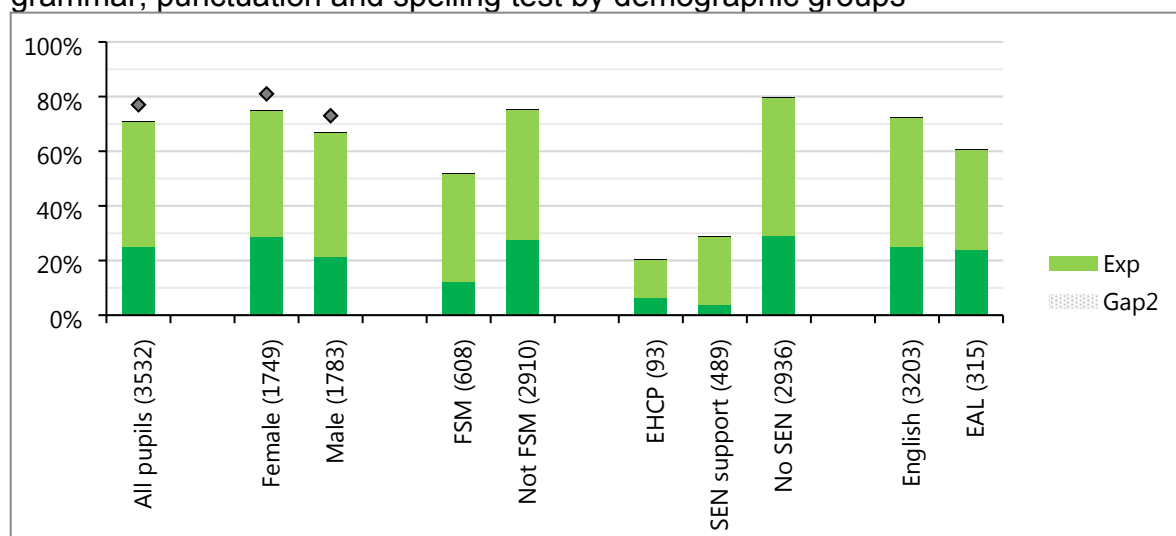


Chart 18f - Percentage of pupils achieving the expected standard in Key Stage 2 grammar, punctuation and spelling test by demographic groups



Comparison between test and teacher assessment at key stage 2

Chart 18g – Comparison between reading test outcomes and TA

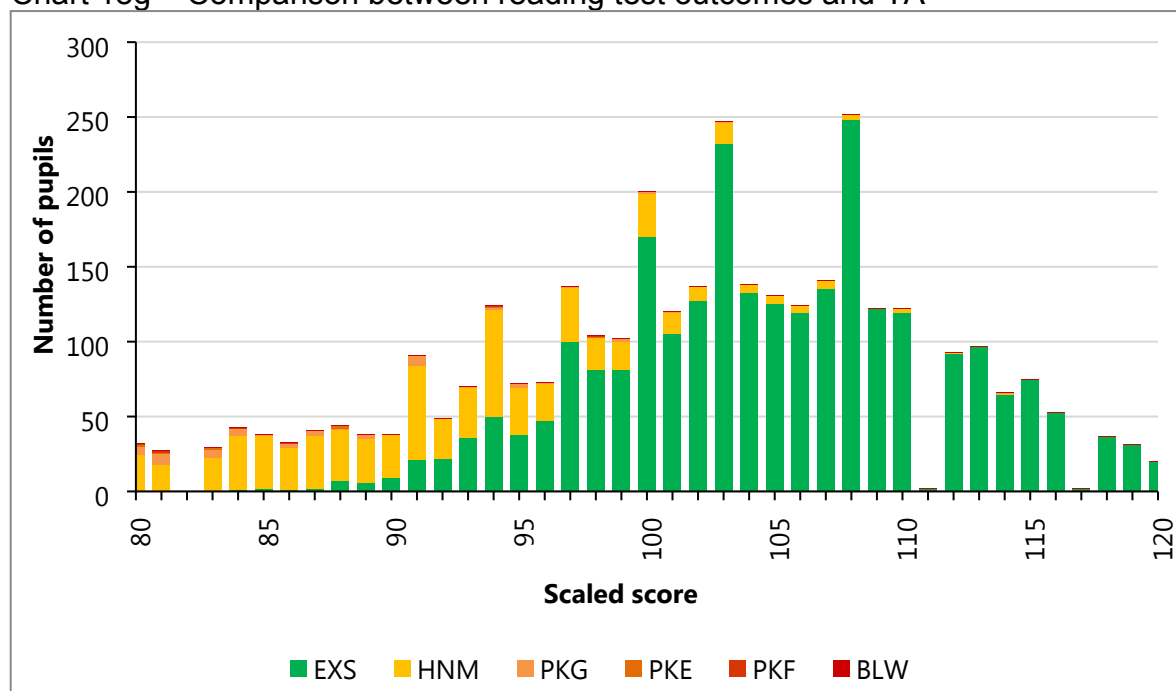
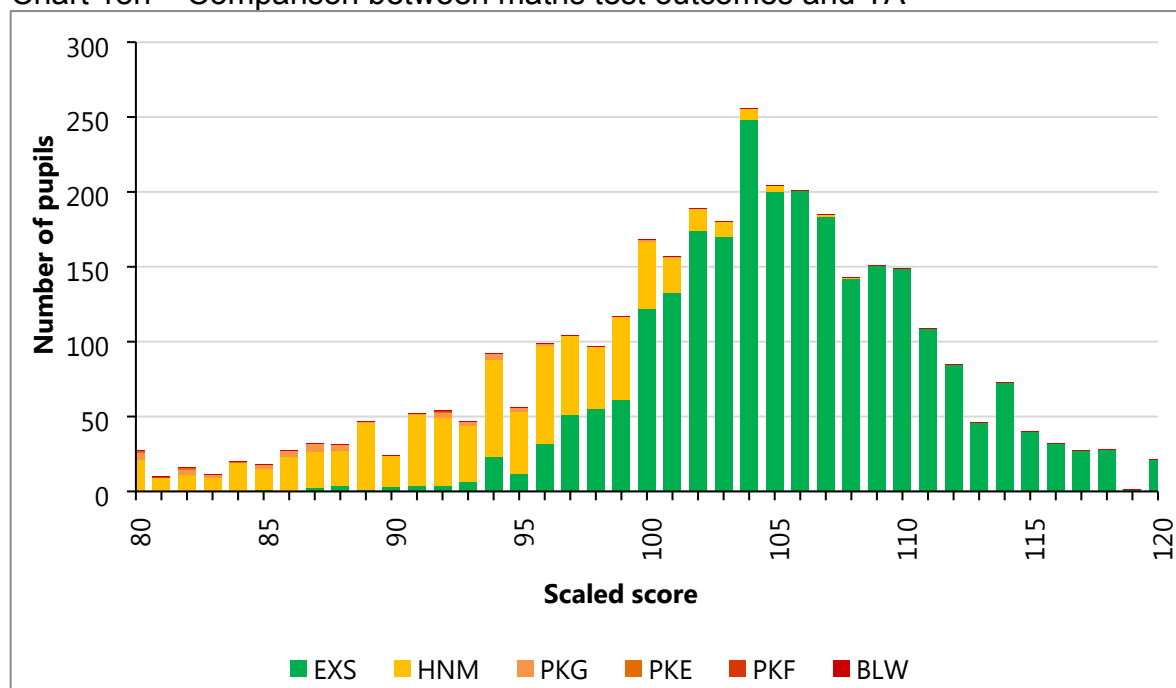


Chart 18h – Comparison between maths test outcomes and TA



There is a much better correlation between a teacher assessment of EXS and passing the test (achieving a score of 100) in maths than in reading. In maths, only a small proportion of children scoring below 100 were assessed as working at the expected standard and this tails off very quickly for scores of 95 or below. In reading, by contrast, there are significantly more pupils assessed as working at the expected standard who have scored as little as 90 on the test, and more than half of those who have scored between 95 and 100 were assessed as having met the expected standard. However, there is also a small but significant number of pupils who passed the reading test, in a few cases with a high score, but who were assessed as still working towards the expected standard. While these

discrepancies are not as dramatic as they were in 2016, there is still some considerable work to do on understanding why children's performance in the reading test and their teacher's assessment are so poorly aligned.