

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

DONCASTER EDUCATION ATTAINMENT SUMMARY 2016

Relevant Cabinet Member(s)	Wards Affected	Key Decision
Cllr Fennelly Lead Member Children and Young People	All	No – Information only

EXECUTIVE SUMMARY

1. This report informs the panel about the 2016 educational outcomes of children and young people aged 5, 7, 11 and 16.

EXEMPT REPORT

2. This is not an exempt report.

RECOMMENDATIONS

That the panel note;

- 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
- 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?

3. Performance across different age groups in 2016 has varied with younger children again laying strong foundations to build on.

- 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.

BACKGROUND

- In 2016 approximately 15,000 children in Doncaster were assessed at various stages of their school life. The 2015/16 academic year saw 3887 five year olds undertake Early Years Foundation Stage (EYFS) assessments, 3760 six year olds undertook Phonics screening checks, 3735 seven year olds were teacher assessed at the end of Key Stage 1, 3439
- 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	Date	Final/Provisional
EYFSP	5	October 2016	Final
Phonics	6	29/09/2016	Final
Key stage 1	7	29/09/2016	Final
Key stage 2	11	November	Provisional
Key stage 4 (GCSE)	16	October	Provisional

- This report covers performance of children and young people across the borough for the 2016 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.
- In partnership with schools and academies the Local Authority act swiftly

Outcomes for Doncaster Children and Young People

- Early Years Foundation Stage – Good Level of Development

The percent of Doncaster children making a 'Good Level of Development (GLD)' in 2016 increased by 4.3% to 69.7% which is above the national average of 69.3%.

The table below show performance over the last three years:

	Percentage reaching a good level of development			Percentage achieving at least expected in all ELGs			Average Total Point Score		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Doncaster	53.2%	65.4%	69.7%	50.7%	63.4%	67.6%	32.0	33.6	34.4
National	60.0%	66.3%	69.3%	58.0%	64.1%	-	33.8	34.3	34.4
Diff to national	-6.8%	-0.9%	0.4%	-7.3%	-0.7%	-	-1.8	-0.7	0.0

(See appendix - Chart 15a)

The highest performing group of children is those born in the autumn of which 80.1% reach a GLD.

Girls outperform boys by 15.1% (77.4% of girls make a GLD compared to 62.3% of boys).

A lower number of children eligible for Free School Meals (FSM) make a GLD (56.2%) compared to 72.4% of those not eligible.

Children whose first language is English outperform those whose first language is other by 15.6% with 71.7% of those whose first language is English making a GLD in comparison to 56.1%.

Chart 15b in the Appendix gives a breakdown of performance against each of the pupil groups.

Performance across school pyramids varies from 63.5% in the Danum pyramid to 78.6% in the Hayfield. Seven pyramids (De Warenne, Hall Cross, Hayfield, Hungerhill, Ridgewood, Rossington All Saints and Sir Thomas Wharton) outperformed the national average.

Chart 15c in the Appendix shows the performance of pyramids against both the national and Doncaster average.

10. Phonics Screening Check

	% of cohort	Wa	Mark	LA	England	Wa 2015	Wa 2014	GLD 2015
All pupils (3747)	100%	78%	32.7	77%	81%	71%	71%	66%
Female (1836)	49%	81%	33.6	81%	-	74%	75%	74%
Male (1911)	51%	75%	31.8	75%	-	67%	68%	57%
FSM (566)	15%	64%	29.3	64%	-	58%	58%	51%
Not FSM (3181)	85%	80%	33.3	80%	-	74%	75%	69%
EHCP (16)	0%	19%	14.9	10%	-	38%	21%	18%
SEN support (367)	10%	32%	20.3	32%	-	24%	35%	14%
No SEN (3333)	89%	83%	34.2	83%	-	77%	78%	70%
English (3294)	88%	79%	33.0	78%	-	72%	72%	67%
EAL (453)	12%	71%	30.8	71%	-	63%	64%	53%

The percentage of year 1 achieving the expected standard has increased 7 percentage points since 2015, with girls being the highest performing cohort. Pupils in receipt of SEN support have the lowest percentage of pupils achieving the measure however this is a vast improvement from previous years and is in line with national.

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

Pupils in the Balby Carr pyramid are the least likely in Doncaster to achieve the expected standard of phonic decoding, falling considerably below national and Doncaster averages. There are 6 pyramids where the national average is met with Sir Thomas Wharton having the highest proportion of pupils meet this measure.

11. 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

Figures in the teacher assessment (TA) sections of the tables include pupils from special schools, whereas figures in the LA column do not include these pupils and this is often reflected in a difference in the score breakdown of special educational need pupils.

Key Stage 1 Reading, Writing and Maths combined

	% of cohort	TA	LA	England
		EXS+	EXS+	EXS+
All pupils (3711)	100%	58%	58%	60%
Female (1833)	49%	63%	63%	66%
Male (1878)	51%	54%	53%	55%
Pupil prem. (1147)	31%	44%	44%	46%
Not PP (2564)	69%	65%	65%	63%
EHCP (31)	1%	16%	10%	8%
SEN support (465)	13%	11%	11%	17%
No SEN (3183)	86%	66%	66%	68%
English (3293)	89%	60%	59%	61%
EAL (386)	10%	50%	50%	59%

In Doncaster 58% of pupils achieved at least the expected standard in reading, writing and mathematics, two percentage points lower than national. There is a higher percentage of pupils achieving this combined measure with no special educational needs than any other cohort. There is a large gender gap seen in this measure nationally, of which is also seen in Doncaster. Pupil premium students in Doncaster perform better than their peers nationally.

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 (3711)	100%	70%	20%	50%	20%	7%	2%	70%	74%
Female (1833)	49%	75%	23%	51%	18%	5%	2%	75%	79%
Male (1878)	51%	66%	17%	49%	22%	10%	3%	65%	70%
Pupil prem. (1147)	31%	58%	10%	47%	27%	11%	4%	57%	62%
Not PP (2564)	69%	76%	24%	51%	17%	6%	2%	75%	77%
EHCP (31)	1%	23%	10%	13%	23%	26%	26%	13%	14%
SEN support (465)	13%	22%	3%	19%	36%	32%	9%	22%	32%
No SEN (3183)	86%	78%	23%	55%	17%	3%	1%	78%	82%
English (3293)	89%	72%	21%	50%	19%	6%	2%	71%	75%
EAL (386)	10%	61%	11%	49%	23%	14%	3%	61%	70%
EYFS 1 (35)	1%	66%	11%	54%	17%	11%	6%	66%	-
EYFS 2 (36)	1%	72%	25%	47%	19%	6%	3%	70%	-
EYFS 3 (37)	1%	65%	30%	35%	22%	14%	0%	63%	-
Wt (393)	11%	7%	0%	6%	32%	46%	14%	7%	-
Wa Y2 (707)	19%	40%	1%	39%	49%	10%	2%	40%	-
Wa Y1 (2546)	69%	89%	29%	60%	10%	1%	1%	89%	-

In Doncaster 70% of pupils achieve at least the expected standard in reading, compared to 74% 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. The highest performing cohort are those with no special educational need, yet is below national. There is a large disparity between Doncaster and national pupils who receive SEN support – a 10 percentage point difference.

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 (3711)	100%	64%	12%	53%	26%	7%	2%	64%	66%
Female (1833)	49%	71%	15%	56%	22%	5%	2%	71%	73%
Male (1878)	51%	58%	8%	50%	30%	9%	3%	57%	59%
Pupil prem. (1147)	31%	50%	6%	44%	35%	10%	5%	50%	52%
Not PP (2564)	69%	71%	14%	57%	22%	6%	1%	70%	69%
EHCP (31)	1%	19%	3%	16%	32%	19%	26%	12%	10%
SEN support (465)	13%	14%	1%	13%	44%	31%	10%	14%	21%
No SEN (3183)	86%	72%	13%	59%	23%	3%	1%	72%	74%
English (3293)	89%	66%	12%	54%	26%	6%	2%	65%	66%
EAL (386)	10%	56%	8%	48%	28%	14%	2%	56%	64%
EYFS 1 (35)	1%	60%	17%	43%	29%	6%	6%	60%	-
EYFS 2 (36)	1%	75%	17%	58%	17%	6%	3%	73%	-
EYFS 3 (37)	1%	65%	11%	54%	19%	16%	0%	63%	-
Wt (393)	11%	4%	0%	4%	38%	43%	14%	4%	-
Wa Y2 (707)	19%	30%	0%	30%	58%	9%	2%	30%	-
Wa Y1 (2546)	69%	83%	16%	67%	15%	1%	1%	83%	-

In Doncaster 64% of pupils achieve at least the expected standard in writing, two percentage points below national. There is a 14 percentage point difference between the genders which is evident in both Doncaster and national scores. The biggest difference to national is seen in the the SEN support cohort in Doncaster.

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 (3711)	100%	71%	17%	54%	22%	6%	2%	70%	73%
Female (1833)	49%	71%	16%	55%	22%	5%	2%	71%	74%
Male (1878)	51%	70%	18%	52%	21%	7%	2%	69%	72%
Pupil prem. (1147)	31%	58%	9%	49%	29%	9%	3%	57%	59%
Not PP (2564)	69%	76%	20%	56%	18%	5%	1%	76%	76%
EHCP (31)	1%	26%	6%	19%	32%	10%	29%	15%	14%
SEN support (465)	13%	25%	4%	21%	41%	26%	7%	25%	33%
No SEN (3183)	86%	78%	19%	59%	19%	3%	1%	78%	80%
English (3293)	89%	71%	17%	54%	21%	5%	2%	71%	73%
EAL (386)	10%	65%	13%	52%	24%	9%	2%	65%	71%
Num 1 (1404)	38%	43%	2%	41%	41%	13%	3%	42%	-
Num 2 (1795)	48%	90%	22%	68%	9%	0%	1%	90%	-
Num 3 (295)	8%	98%	61%	37%	1%	0%	1%	98%	-
SSM 1 (1123)	30%	35%	1%	34%	45%	16%	4%	34%	-
SSM 2 (2019)	54%	87%	19%	69%	12%	1%	1%	87%	-
SSM 3 (352)	9%	100%	64%	36%	0%	0%	0%	100%	-

Nationally, 73% of pupils achieved at least the expected standard in maths with 3 percentage point fewer pupils achieving this measure in Doncaster. There is a slightly higher percentage of pupils with a statement or EHC plan in Doncaster achieving above the expected standard than there is nationally. There is a smaller gender gap in this measure compared to reading and writing with boys scoring slightly below girls.

See Chart 17d in the Appendix

Key Stage 1 Science

	% of cohort	Teacher assessment		LA	England
		EXS	HNM	EXS	EXS
All pupils (3711)	100%	79%	21%	78%	82%
Female (1833)	49%	81%	19%	81%	84%
Male (1878)	51%	77%	23%	76%	79%
Pupil prem. (1147)	31%	67%	33%	66%	71%
Not PP (2564)	69%	84%	16%	84%	84%
EHCP (31)	1%	32%	65%	19%	17%
SEN support (465)	13%	33%	67%	33%	46%
No SEN (3183)	86%	86%	14%	86%	89%
English (3293)	89%	80%	19%	80%	84%
EAL (386)	10%	68%	31%	68%	76%

Nationally, 82% of pupils achieve the expected standard in science whereas 78% of Doncaster pupils achieve this measure. The largest difference to national is seen in the SEN support cohort, with a 13 percentage point difference. Although pupils with a statement/EHC plan have the lowest percentage achieving this measure across the cohort, they perform above their national peers.

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 1st April. Figures do not include children who are looked after by Doncaster local authority but live and attend as school outside the borough.

Group	Cohort	RWM	Reading	Writing	Maths	Science
Doncaster		58%	70%	64%	70%	78%
ALL	17	35%	47%	35%	59%	65%
ALL Boys	9	22%	44%	22%	67%	67%
ALL Girls	8	50%	50%	50%	50%	63%
ALL No SEN	12	42%	50%	42%	67%	75%
ALL Support	2	50%	100%	50%	100%	100%
ALL EHCP/St	3	0%	0%	0%	0%	0%
OC2	13	31%	46%	31%	62%	69%
OC2 Boys	9	22%	44%	22%	67%	67%
OC2 Girls	4	50%	50%	50%	50%	75%
OC2 No SEN	8	38%	50%	38%	75%	88%
OC2 Support	2	50%	100%	50%	100%	100%
OC2 EHCP/St	3	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 most poorly in measures of writing with this affecting their combined reading, writing and mathematics scores. There is a tendency for girls to perform better than boys in most subjects.

12. KEY STAGE 2

Key Stage 2 codes:	
GDS/High	Working at greater depth at the expected standard
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

Figures in the test and teacher assessment (TA) sections of the tables include pupils from special schools, whereas figures in the LA column do not include these pupils and this is often reflected in a difference in the score breakdown of special educational need pupils.

Key Stage 2 Reading, Writing and Maths combined

	% of cohort	Test		LA	England
		Exp+	High	Exp+	Exp+
All pupils (3368)	100%	46%	3%	46%	53%
Female (1673)	50%	49%	4%	49%	57%
Male (1695)	50%	44%	3%	43%	50%
Pupil prem. (1352)	40%	34%	1%	33%	39%
Not PP (2016)	60%	55%	5%	54%	60%
EHCP (65)	2%	15%	0%	9%	7%
SEN support (504)	15%	10%	0%	10%	16%
No SEN (2782)	83%	54%	4%	54%	62%
English (3084)	92%	48%	3%	47%	54%
EAL (267)	8%	32%	1%	32%	50%
W+ (76)	2%	0%	0%	0%	
1+ (607)	18%	8%	0%	8%	
2C+ (658)	20%	26%	0%	26%	
2B+ (973)	29%	51%	1%	51%	
2A+ (652)	19%	85%	4%	85%	
3 (280)	8%	95%	25%	95%	

46% of key stage 2 pupils in Doncaster achieve at least the expected standard in measures of reading, writing and mathematics which is 7 percentage points below national average. Not pupil premium students and pupils without special educational needs perform the best out of the cohorts, yet fall below national comparatives. Both genders perform considerably below their national peers by 7 and 8 percentage points.

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 (3382)	100%	100	56%	11%	-1.9	78%	17%	4%	1%	1%	0%	58%	66%
Female (1679)	50%	101	59%	13%	-1.6	82%	14%	3%	1%	1%	0%	61%	70%
Male (1703)	50%	100	53%	10%	-2.2	73%	19%	4%	2%	1%	0%	56%	62%
Pupil prem. (1359)	40%	98	44%	6%	-2.8	68%	23%	6%	2%	1%	0%	47%	53%
Not PP (2023)	60%	102	64%	15%	-1.3	84%	13%	2%	1%	1%	0%	65%	72%
EHCP (65)	2%	189	26%	2%	-3.3	37%	26%	11%	12%	3%	3%	43%	14%
SEN support (511)	15%	94	23%	2%	-3.6	38%	40%	14%	4%	2%	0%	27%	32%
No SEN (2789)	82%	101	63%	14%	-1.6	86%	12%	2%	0%	0%	0%	64%	74%
English (3098)	92%	101	58%	12%	-1.9	79%	16%	3%	1%	1%	0%	60%	67%
EAL (267)	8%	96	36%	4%	-1.9	61%	21%	12%	2%	2%	1%	41%	58%
W (51)	2%	89	2%	0%	-1.9	6%	28%	36%	17%	4%	4%	5%	-
1 (441)	13%	91	15%	0%	-2.5	29%	51%	13%	5%	2%	0%	17%	-
2C (362)	11%	95	32%	1%	-2.6	58%	37%	4%	1%	1%	0%	34%	-
2B (821)	24%	98	43%	3%	-2.5	82%	16%	1%	0%	0%	0%	43%	-
2A (841)	25%	103	74%	12%	-1.4	96%	4%	0%	0%	0%	0%	74%	-
3 (743)	22%	108	94%	35%	-1.2	100%	0%	0%	0%	0%	0%	94%	-

Nationally, there was 66% of pupils achieving at least the expected standard whereas in Doncaster there was a smaller proportion of pupils achieving this measure at 58%. The largest disparity between Doncaster's and national average is seen in pupils with English as an additional language, with a 17 percentage point difference. Doncaster pupils with a statement/EHC plan perform considerably above their national peers in this measure.

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 (3368)	100%	74%	11%	63%	17%	5%	2%	1%	1%	-0.5	73%	74%
Female (1673)	50%	80%	14%	66%	13%	4%	1%	0%	1%	0.4	80%	81%
Male (1695)	50%	68%	8%	60%	21%	7%	2%	1%	1%	-1.3	66%	68%
Pupil prem. (1352)	40%	64%	5%	58%	23%	9%	3%	1%	1%	-1.3	62%	64%
Not PP (2016)	60%	81%	15%	66%	13%	3%	1%	1%	0%	0.1	80%	79%
EHCP (65)	2%	29%	2%	28%	26%	22%	12%	5%	3%	-3.6	16%	13%
SEN support (504)	15%	29%	0%	29%	42%	18%	6%	4%	0%	-3.6	29%	32%
No SEN (2782)	83%	84%	13%	70%	12%	3%	0%	0%	1%	0.2	84%	84%
English (3084)	92%	76%	12%	64%	17%	5%	1%	1%	1%	-0.5	74%	75%
EAL (267)	8%	58%	6%	52%	22%	15%	2%	1%	1%	0.2	58%	73%
W (68)	2%	4%	0%	4%	21%	44%	18%	9%	3%	-2.5	4%	-
1 (538)	16%	26%	0%	26%	47%	17%	5%	3%	1%	-1.9	26%	-
2C (615)	18%	64%	1%	63%	29%	5%	1%	0%	1%	-1.1	64%	-
2B (936)	28%	89%	5%	84%	9%	1%	0%	0%	1%	-0.4	89%	-
2A (712)	21%	98%	17%	80%	2%	0%	0%	0%	0%	0.1	98%	-
3 (376)	11%	100%	51%	49%	0%	0%	0%	0%	0%	0.0	100%	-

There is a similar proportion of pupils in Doncaster achieving at least the expected standard to national in key stage 2 writing, with 11% of pupils achieving a greater depth of understanding. As like in other key stage 2 measures, pupils with a first language other than English perform significantly below national in the percentage of pupils achieving at least the expected standard. There is a considerable gap between the genders, 14 percentage points, a gap that is mirrored nationally.

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 (3382)	100%	102	64%	12%	-0.8	77%	18%	3%	1%	1%	0%	66%	70%
Female (1679)	50%	102	64%	12%	-1.3	78%	18%	3%	1%	1%	0%	65%	70%
Male (1703)	50%	102	65%	13%	-0.4	76%	18%	4%	2%	1%	0%	67%	70%
Pupil prem. (1359)	40%	100	52%	6%	-1.7	67%	24%	6%	2%	1%	0%	55%	57%
Not PP (2023)	60%	103	72%	16%	-0.3	84%	13%	2%	1%	1%	0%	73%	76%
EHCP (65)	2%	195	34%	5%	-2.7	35%	26%	9%	15%	6%	0%	48%	14%
SEN support (511)	15%	96	30%	2%	-2.4	39%	41%	13%	4%	2%	0%	33%	36%
No SEN (2789)	82%	103	72%	14%	-0.5	85%	13%	1%	0%	0%	0%	72%	78%
English (3098)	92%	102	65%	13%	-1.0	78%	17%	3%	1%	0%	0%	67%	69%
EAL (267)	8%	101	58%	10%	1.2	68%	19%	8%	3%	2%	0%	62%	72%
W (25)	1%	88	0%	0%	-1.6	0%	24%	43%	19%	10%	0%	0%	0%
1 (267)	8%	92	12%	0%	-0.3	17%	54%	14%	9%	4%	0%	14%	0%
2C (488)	14%	96	30%	0%	-0.7	50%	42%	6%	1%	0%	0%	31%	0%
2B (896)	26%	100	57%	2%	-0.9	79%	19%	2%	0%	0%	0%	57%	0%
2A (954)	28%	104	87%	13%	-0.8	95%	4%	0%	0%	0%	0%	87%	0%
3 (629)	19%	109	96%	44%	-1.1	99%	1%	0%	0%	0%	0%	96%	0%

In Doncaster 66% of pupils reached at least the expected standard in mathematics whereas nationally, 70% of pupils achieved this measure. There is a considerably higher percentage of pupils with a statement/EHC plan achieving at least the expected standard (48%) than national average (14%). All other cohorts perform around two percentage points below their national counterparts.

See Chart 18d in the Appendix

Key Stage 2 Science

	% of cohort	Teacher assessment		LA	England
		EXS	HNM	EXS	EXS
All pupils (3368)	100%	80%	20%	79%	81%
Female (1673)	50%	82%	18%	81%	83%
Male (1695)	50%	78%	21%	76%	79%
Pupil prem. (1352)	40%	71%	29%	69%	71%
Not PP (2016)	60%	86%	14%	85%	86%
EHCP (65)	2%	38%	60%	21%	18%
SEN support (504)	15%	44%	56%	44%	47%
No SEN (2782)	83%	88%	12%	88%	89%
English (3084)	92%	82%	18%	80%	82%
EAL (267)	8%	67%	32%	67%	77%
W (13)	0%	0%	100%	0%	0%
1 (287)	9%	28%	72%	28%	0%
2 (2305)	68%	84%	16%	83%	0%
3 (639)	19%	99%	1%	99%	0%

There is a two percentage point difference between the percentage of pupils achieving at least the expected standard in key stage 2 science between Doncaster and national pupils. Most cohorts score around two percentage points lower than their national peers with the exception of pupils with a statement/EHC plan who perform three percentage points above.

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 (3382)	100%	102	66%	17%	68%	72%
Female (1679)	50%	104	72%	21%	73%	78%
Male (1703)	50%	101	59%	13%	62%	67%
Pupil prem. (1359)	40%	100	54%	10%	57%	60%
Not PP (2023)	60%	104	73%	23%	74%	78%
EHCP (65)	2%	193	28%	3%	42%	14%
SEN support (511)	15%	95	23%	2%	25%	31%
No SEN (2789)	82%	104	75%	21%	75%	82%
English (3098)	92%	103	67%	18%	68%	72%
EAL (267)	8%	100	54%	13%	58%	73%

68% of pupils in Doncaster at key stage 2 achieve at least the expected standard in tests of grammar punctuation and spelling, whereas the national average was 4 percentage points above that at 72%. There is a large gender gap that is also seen nationally, with both genders in Doncaster performing 5 percentage points lower than their national peers. Of the small cohort of pupils in Doncaster with a statement/EHC plan, 42% meet the expected standard in grammar, punctuation and spelling which is significantly higher than their national counterparts.

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 1st April. Figures do not include children who are looked after by Doncaster local authority but live and attend as school outside the borough.

Group	Cohort	RWM	Reading	Writing	Maths	GPS	Science
Doncaster		46%	55%	73%	63%	65%	79%
ALL	28	29%	46%	43%	46%	36%	43%
ALL Boys	14	14%	29%	29%	50%	14%	29%
ALL Girls	14	43%	64%	57%	43%	57%	57%
ALL No SEN	11	55%	64%	64%	73%	64%	64%
ALL Support	12	17%	42%	33%	42%	25%	33%
ALL EHCP/St	5	0%	20%	20%	0%	0%	20%
OC2	23	30%	43%	43%	52%	35%	43%
OC2 Boys	14	14%	29%	29%	50%	14%	29%
OC2 Girls	9	56%	67%	67%	56%	67%	67%
OC2 No SEN	8	63%	63%	75%	88%	63%	75%
OC2 Support	11	18%	36%	27%	45%	27%	27%
OC2 EHCP/St	4	0%	25%	25%	0%	0%	25%

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 most poorly in measures of grammar, punctuation and spelling, with boys much less likely to achieve this measure. OC2 pupils perform well in mathematics, with more pupils achieving at least the expected standard than children in care that were not OC2.

13. KEY STAGE 4

Key Stage 4 GCSE Results (Provisional)

Key Stage 4 GCSE Results (Provisional)	
5 + A* to C including English & mathematics	55.9%
A* to C in English and mathematics	59.5%
A* to C English	70.5%
A* to C mathematics	67.3%
Progress 8	-0.04
Attainment 8	47.7
Achieving E-Bacc	16.0%

Over half of key stage 4 pupils in Doncaster achieve at least five GCSEs grades A* to C including English and mathematics, with nearly 60% of pupils achieving A* to C in both English and mathematics GCSEs. There is a higher percentage of pupils achieving A* to C in English than there is in mathematics GCSE. Pupils in Doncaster make slightly less progress expected.

Key Stage 4 Children in Care GCSE Results (Provisional)

Key Stage 4 GCSE Results (Provisional)	
5 + A* to C including English & mathematics	3%
5+ A* to G	50%
A* to C English	29%
A* to C mathematics	14%
Attainment 8	2.30
Achieving E-Bacc	0%

A small percentage of children in care achieve five or more GCSEs including English and mathematics but half achieve at least five GCSEs A* to G. There is a higher percentage of pupils achieving A* to C in English than mathematics but no pupils achieve the E-baccalaureate.

OPTIONS CONSIDERED

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

REASONS FOR RECOMMENDED OPTION

15. 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

16. 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.
17. Risks:
- New measures and tests could result in a lack of consistency when comparing performance year on year.
 - New measures mean we want have an accurate picture of progress or schools below floor standard until December.

LEGAL IMPLICATIONS

18. 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.
19. 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

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

HUMAN RESOURCES IMPLICATIONS

21. There are no specific Human Resources implications relating to the recommendations in this report.

TECHNOLOGY IMPLICATIONS

22. Not applicable

EQUALITY IMPLICATIONS

23. 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

24. No further consultation was undertaken for this report

BACKGROUND PAPERS

25. Education Excellence Everywhere

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APPENDIX Early Years Foundation Stage

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

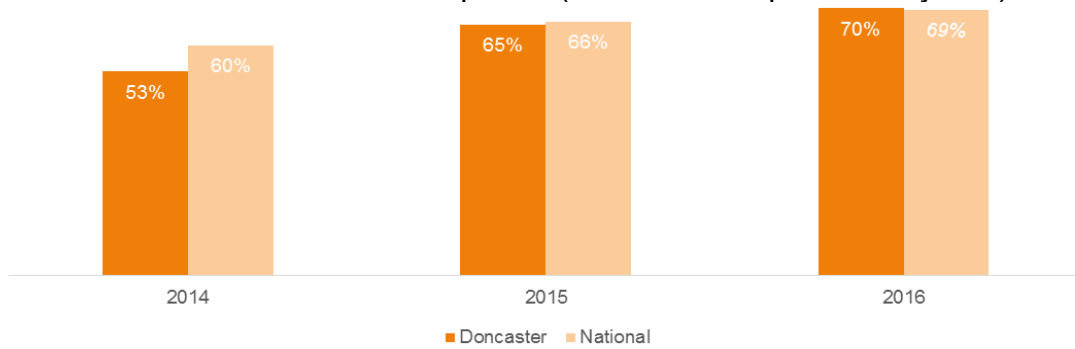


Chart 15b – Percentage of pupils achieving GLD in 2016 by demographic groups

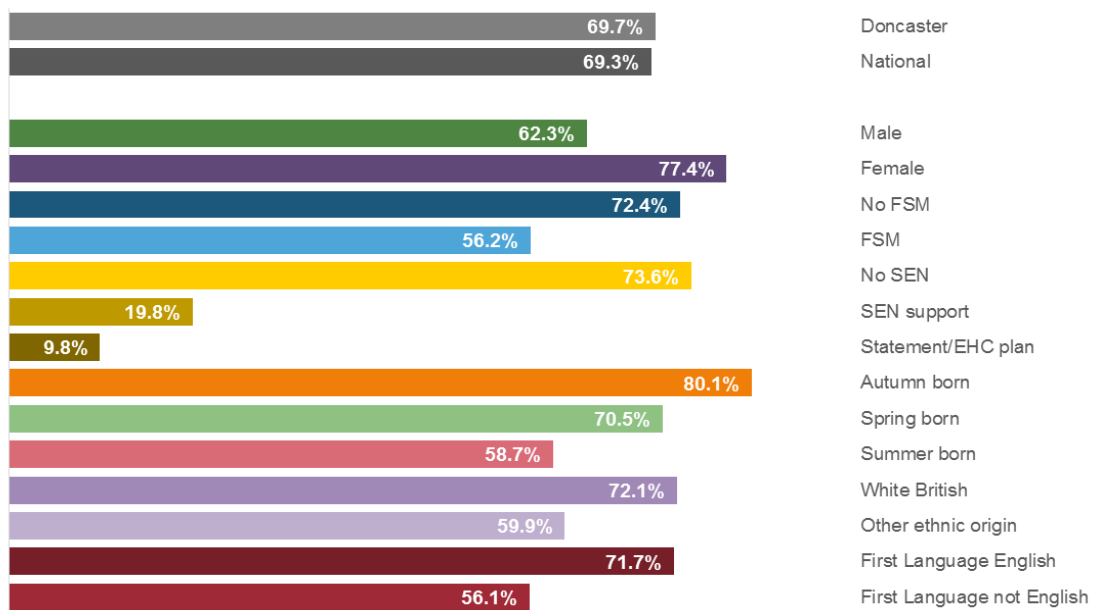
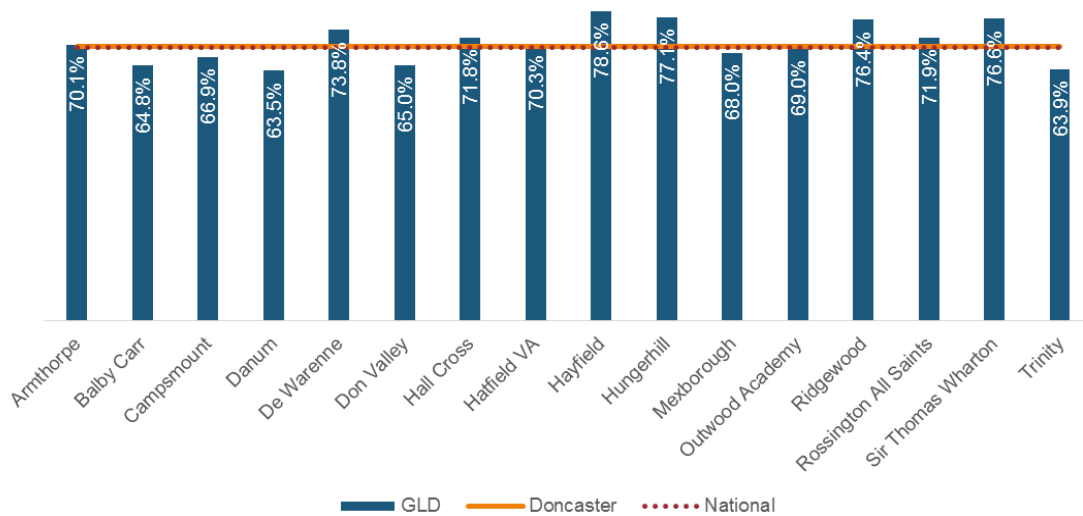


Chart 15c – Percentage of pupils achieving a GLD by school pyramid



Phonics

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

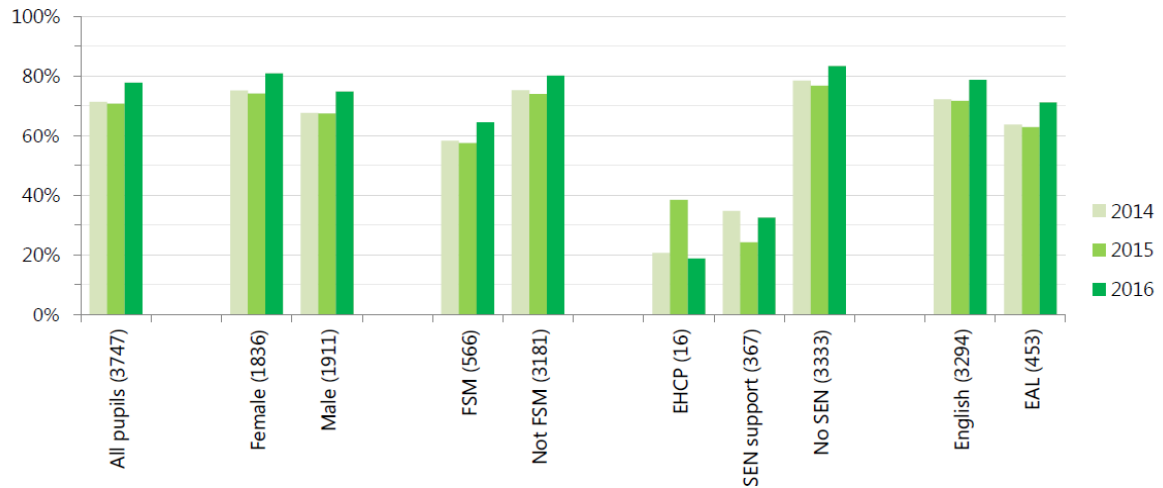


Chart 16b – The average mark in the Phonics Screening check by pupil demographics (NB: Pupils were required to reach a mark of 32 to work at the expected standard)

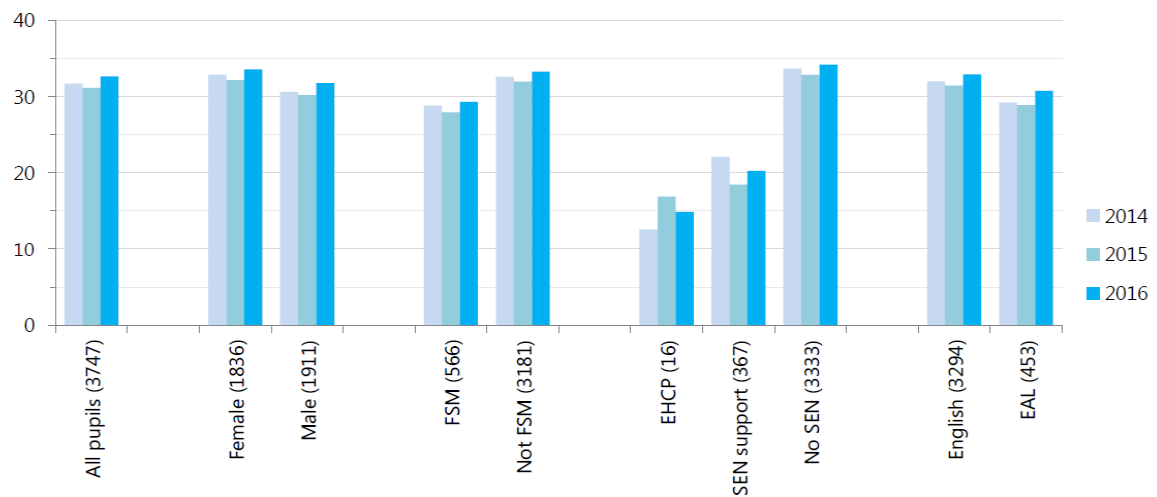


Chart 16c – Percentage of pupils working at the expected standard in Phonics by school pyramid

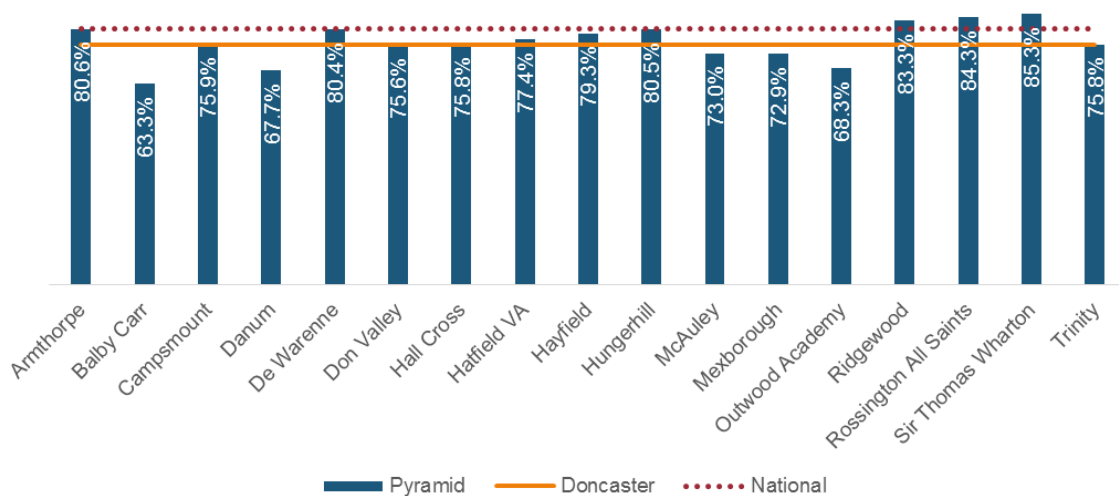


Chart 17a – Percentage of pupils at Key Stage 1 achieving at least the expected standard in reading, writing and maths combined by pupil demographic groups (The grey diamonds are the relative national average)

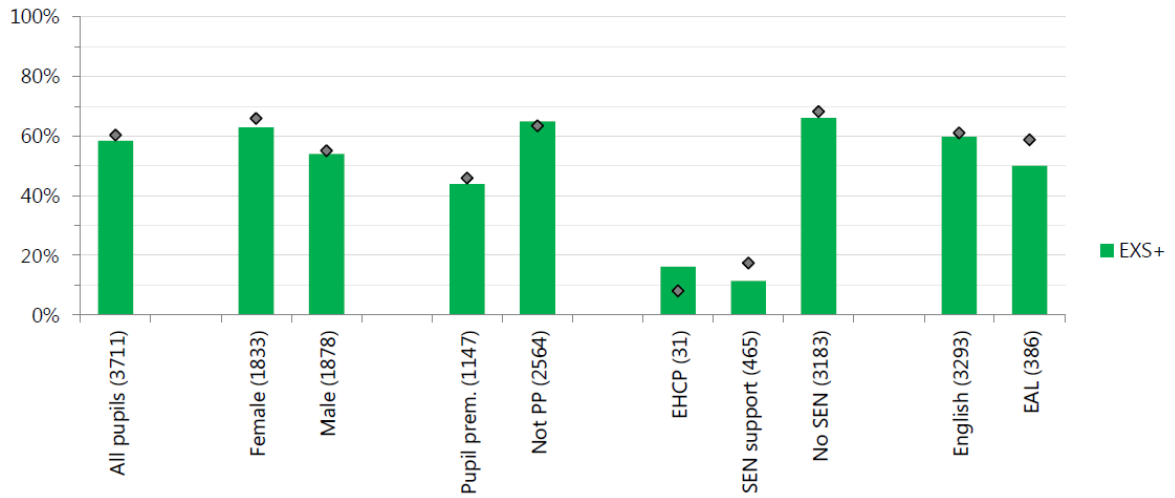


Chart 17b – Grade distribution of Key Stage 1 reading by demographic groups

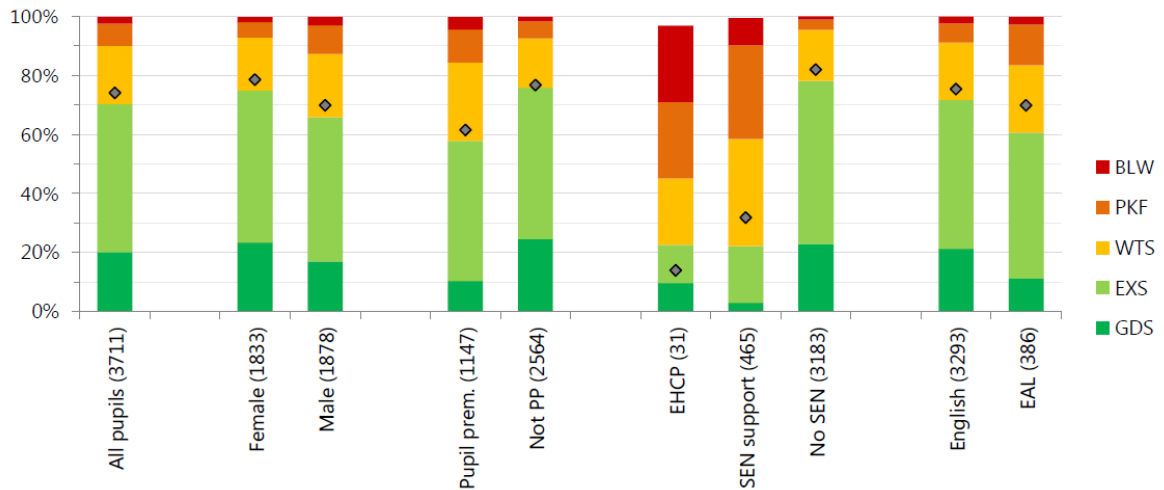


Chart 17c – Grade distribution of Key Stage 1 writing by demographic groups

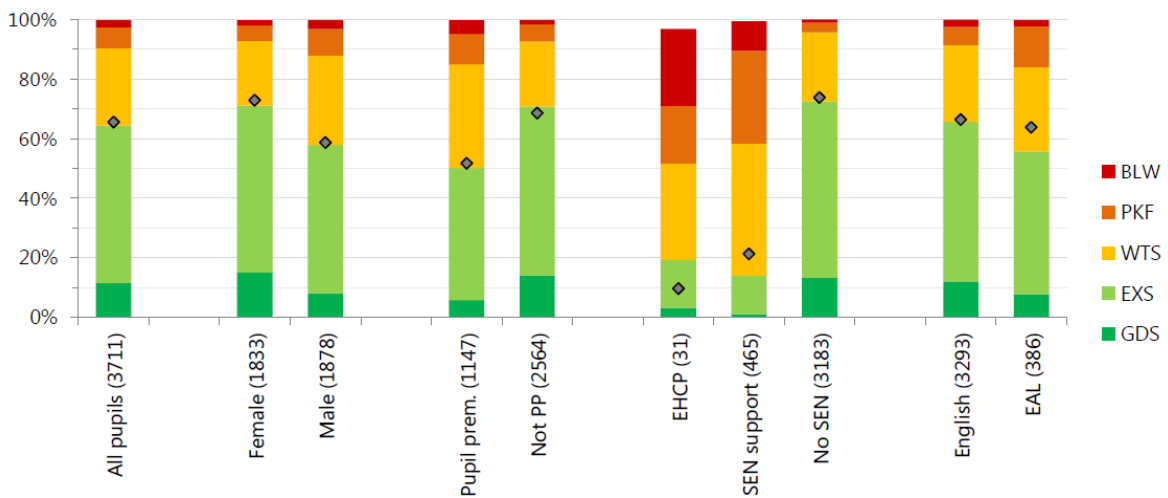


Chart 17d – Grade distribution of Key Stage 1 mathematics by demographic groups

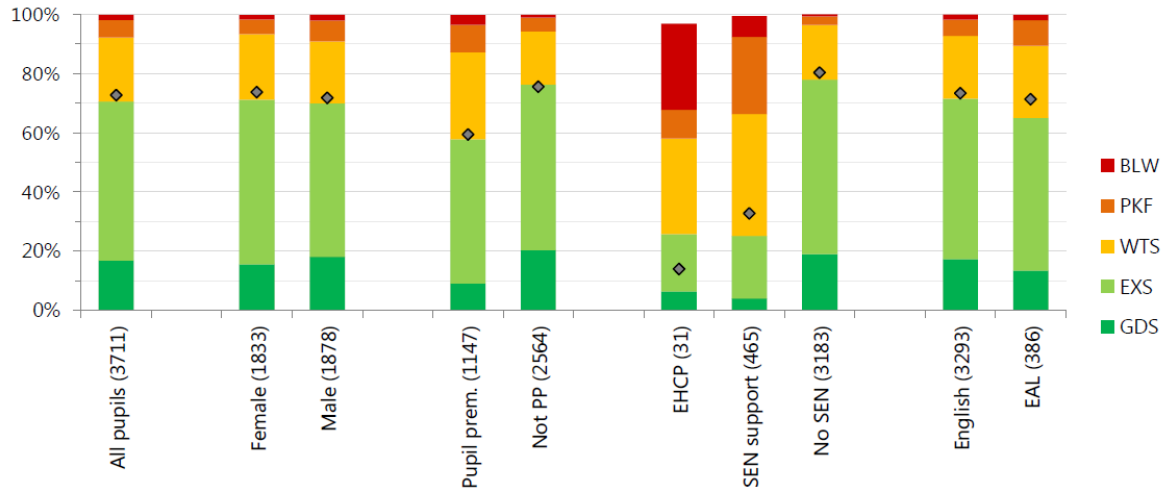


Chart 17e – Grade distribution of Key Stage 1 science by demographic groups

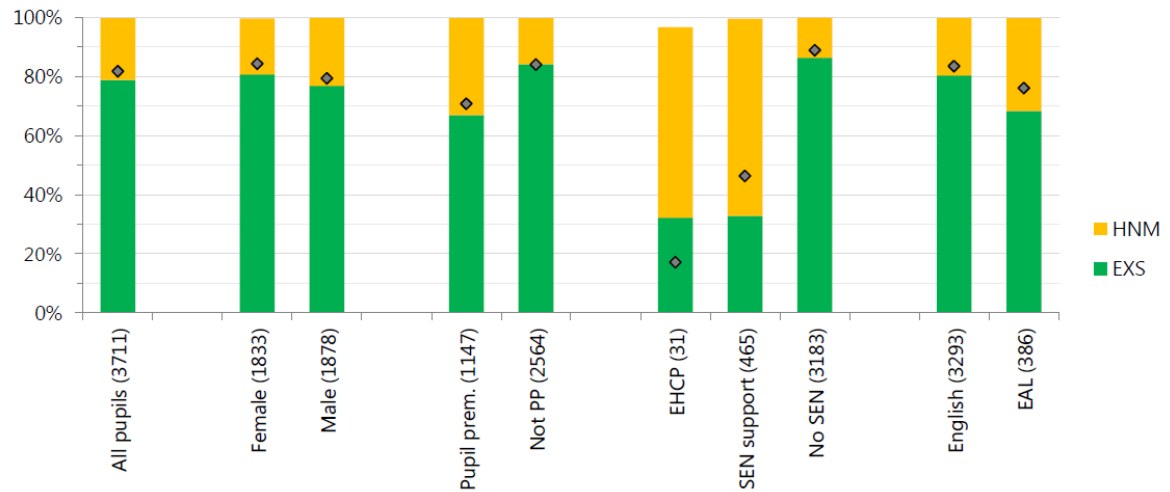


Chart 18a – Percentage of pupils achieving at least the expected standard in Key Stage 2 reading, writing and maths combined by demographic groups

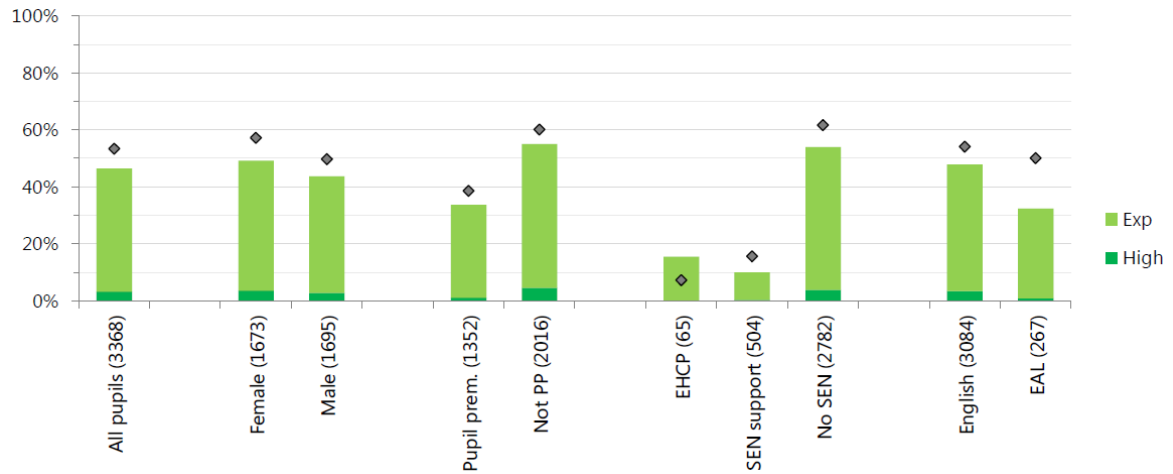


Chart 18b – Percentage of pupils achieving the expected standard in Key Stage 2 reading test by demographic groups

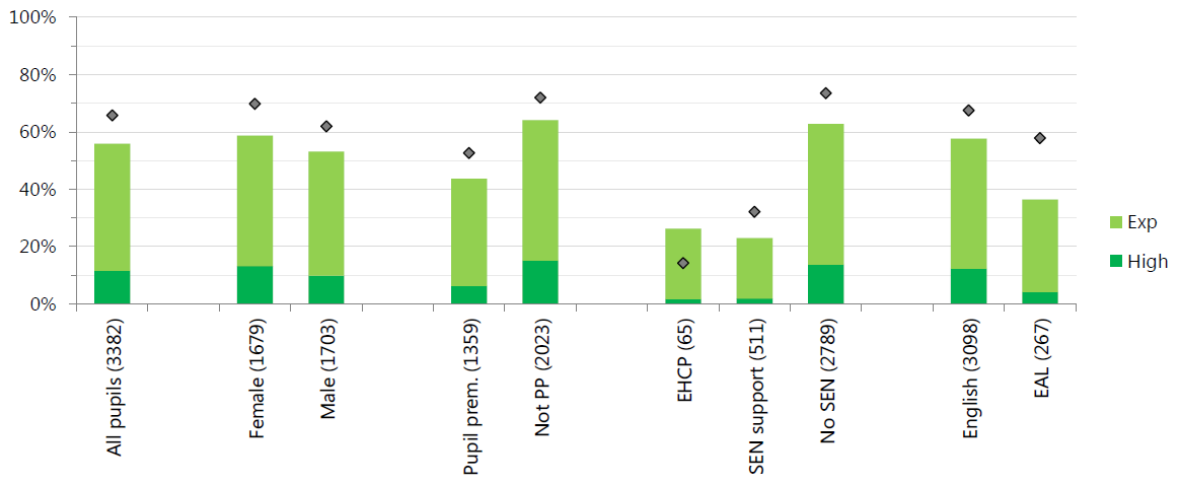


Chart 18c – Percentage of pupils achieving the expected standard in Key Stage 2 writing teacher assessment by demographic groups

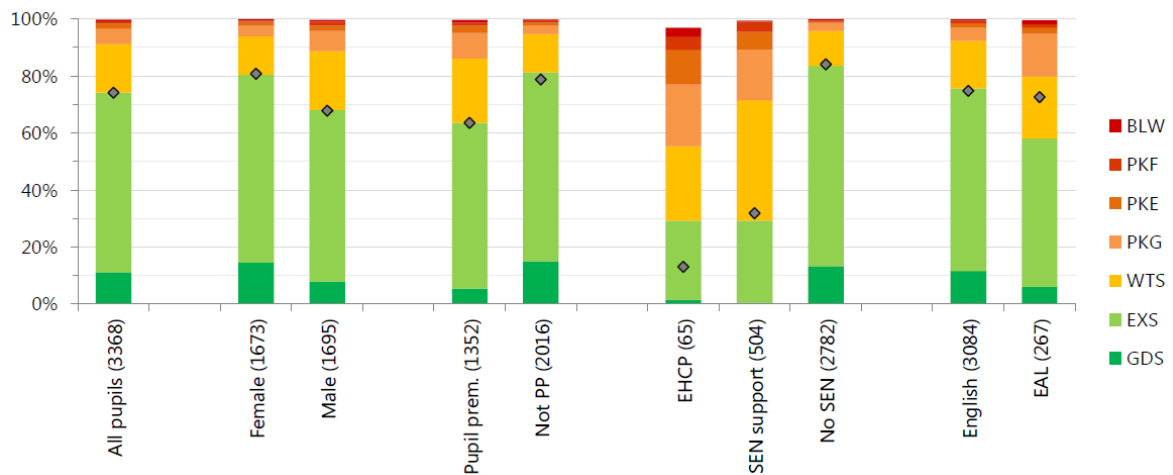


Chart 18d – Percentage of pupils achieving the expected standard in Key Stage 2 mathematics test by demographic groups

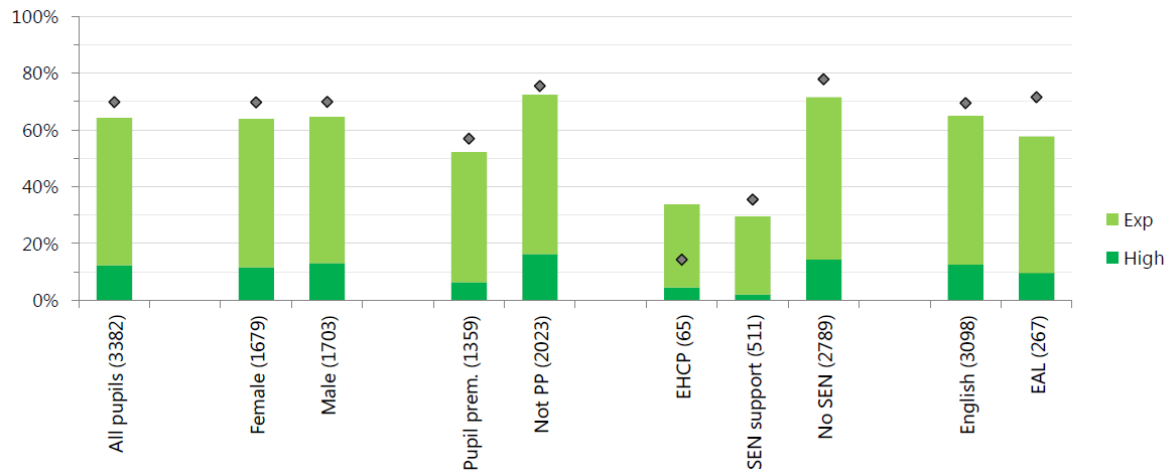


Chart 18d – Percentage of pupils achieving the expected standard in Key Stage 2 science teacher assessment by demographic groups

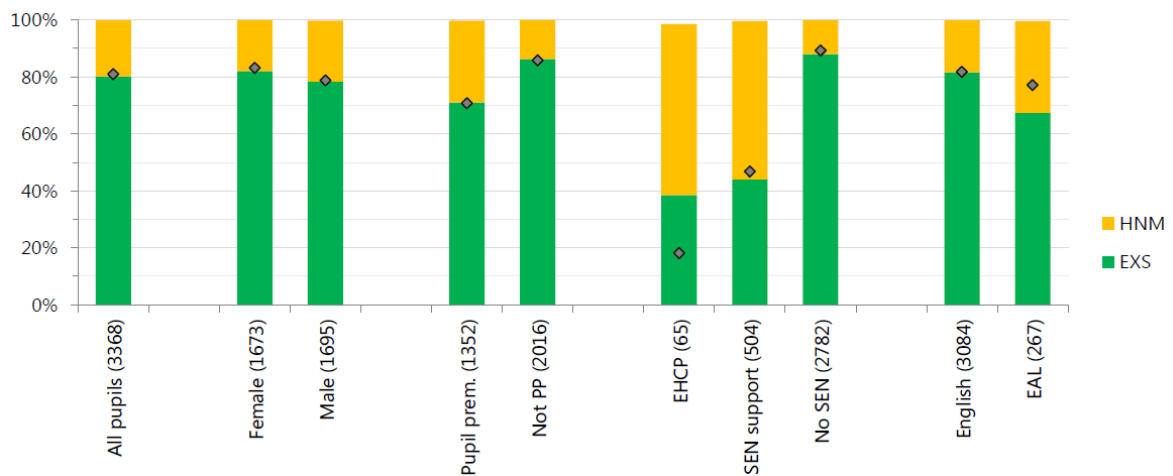
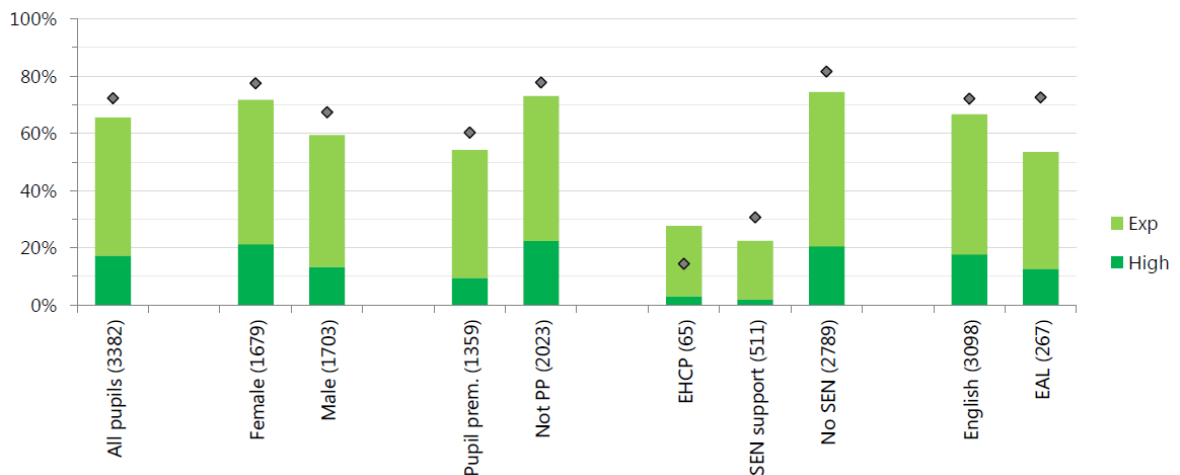
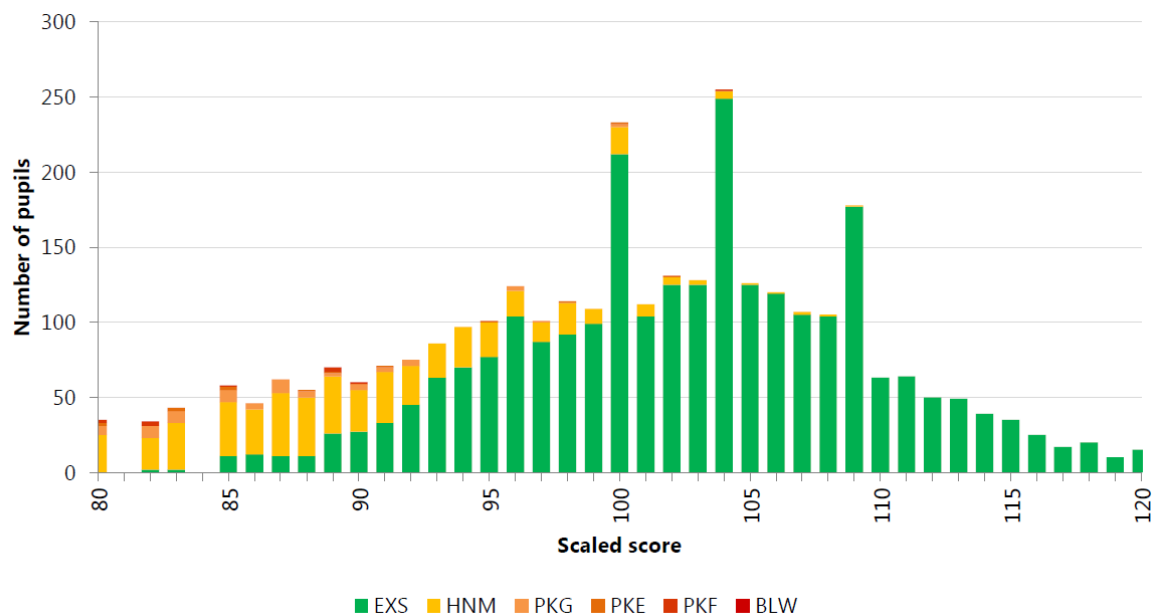


Chart 18f - Percentage of pupils achieving the expected standard in Key Stage 2 grammar, punctuation and spelling test by demographic groups



Comparison between test and teacher assessment at key stage 2

Chart 18g – Comparison between reading test outcomes and TA



There is a concerning number of pupils assessed as achieving the expected standard (green) through teacher assessments that have scaled (test) scores below 100 in reading. Whereas in measures of mathematics, there are fewer pupils assessed as meeting the expected standard scoring below the scaled score benchmark of 100, instead there are more pupils who have been assessed as not meeting the expected standard below this benchmark which would be as expected.

Chart 18h – Comparison between maths test outcomes and TA

