

<b>Report to:</b>	<b>Children's Services Scrutiny Committee</b>
<b>Date of meeting:</b>	<b>16 March 2015</b>
<b>By:</b>	<b>Director of Children's Services</b>
<b>Title:</b>	<b>In-year attainment data for schools 2015</b>
<b>Purpose:</b>	<b>To present the data collected from schools at the end of term 2 and an analysis of what this might mean for attainment results for schools following tests and assessments in summer 2015.</b>

### **RECOMMENDATIONS:**

**The Committee is asked to note the data collected from schools in January 2015 and the actions that are being taken to improve performance in schools where the data is poor.**

#### **1. Background**

1.1. The Standards and Learning Effectiveness Service collects data from all primary schools at the end of term 2 (submitted in January). Schools are asked to provide:

- Key Stage 1: Number and percentage of Year 2 pupils currently working at Level 1A+ in each of Reading, Writing and Mathematics
- Key Stage 2: Number and percentage of Year 6 pupils currently working at Level 3A+ in Reading, Writing and Mathematics (combined) and in each of these subjects separately

1.2. The secondary consultant headteacher group collects data from secondary schools. Schools are asked their predicted outcome for pupils achieving five or more GCSEs at A\*-C, including English and maths, in summer 2015. They are asked for two figures – the best they think they could achieve and the most likely outcome.

#### **2. Progress towards targets as at term 2 2014/15**

##### **2.1. Key Stage 1:**

Key stage 1 data has been returned from 93% of primary schools, representing 95% of the current cohort. Data for 6 (4%) of these schools, representing 6.2% of the pupils, is not included in the following analysis as it was provided in a different format.

- From the returns, 81.7% of pupils have achieved or exceeded level 1a in reading as at the end of Term 2 and so are considered to be on track to achieve level 2b or above at the end of the key stage. This compares to 79.2% of pupils who achieved at level 2b and above in 2014 in East Sussex and 81% nationally. 64.1% of pupils eligible for free school meals (ever 6) have achieved or exceeded level 1a in reading as at the end of Term 2.
- 76.5% of pupils achieved or exceeded level 1a in writing as at the end of Term 2 and so are considered to be on track to achieve level 2b or above at the end of the key stage. This compares to 69.2% of pupils who achieved at level 2b and above in 2014 in East Sussex and 70% nationally. 57.1% of pupils eligible for free school meals (ever 6) have achieved or exceeded level 1a in writing as at the end of Term 2.
- 84.1% of pupils achieved or exceeded level 1a in maths as at the end of Term 2 and so are considered to be on track to achieve level 2b or above at the end of the key stage. This compares to 78.8% of pupils who achieved at level 2b and above in 2014 in East Sussex and 80% nationally. 68.8% of pupils eligible for free school meals (ever 6) have achieved or exceeded level 1a in maths as at the end of Term 2.

##### **2.2. Key Stage 2:**

Key Stage 2 data has been returned from 93% of schools representing 92.1% of the current cohort. Data for 3.5% (5) of these schools and 4.1% of these pupils is not included in the following data as it has been provided in a different format.

- From the returns, 73.5% of pupils achieved or exceeded level 3a in reading, writing and maths combined as at the end of Term 2 and so are considered to be on track to achieve level 4b or above at the end of the key stage. This compares to 66.2% of pupils who achieved at level 4b and above in 2014 in East Sussex and 67% nationally. 62% of pupils eligible for free school meals (ever 6) have achieved or exceeded level 3a in reading, writing and maths combined as at the end of Term 2.

##### **2.3. Key Stage 4:**

25 out of 26 secondary schools made their data returns. The data shows that the most likely predicted outcome for pupils achieving 5 or more GCSEs at A\*-C, including English and maths, in summer 2015 is 60%, against a target of 60%. This compares to 52.7% of pupils (first entry) who achieved this in 2014 in

East Sussex and 56.1% nationally. The predicted gap between pupils eligible for free school meals (ever 6) and their peers is 19.3% compared to 26.5% in 2014.

### **3. Analysis and Actions**

3.1. All returns have been analysed for the following:

- Schools where there is a significant gap between Fischer Family Trust D Estimate (FFTD)<sup>1</sup> and the term 2 out-turn.
- Schools whose year-end achievement last year was significantly below this term 2 data return.
- Schools with a significant gap between the subjects reading, writing and maths. By identifying those pupils who are achieving in two out of three subjects and targeting interventions appropriately, significant improvement can be achieved quickly.
- Schools with a term 2 out-turn below 65% - these schools are at significant risk of a year-end outcome below the 65% floor standard.
- Schools where there is a significant gap between the term 2 out-turn and targets for 2015.

3.2. Where data has not been returned, a letter has been sent to the headteacher and Chair of Governors making a further request. An adviser or a SLES manager has contacted the headteachers of schools which have returned term two data that raises concerns on one or more of the indicators identified above. This has been followed up by a letter to the headteacher and Chair of Governors identifying the indicators that raise concerns and setting out the need for action.

- SLES will undertake targeted actions to address identified issues:
  - Additional intervention support will be offered to schools with a low term two data return, using the indicators above to identify target schools.
  - Where one subject is significantly lower than the other two, additional consultancy support may be offered. This may be subject specific or support for Venning<sup>2</sup>.
  - Schools where there was a poor correlation between term two data and final outcomes last year will be offered early moderation to ensure accuracy of assessment.
  - Analysis of the data and next steps for improvement will be included in all training, subject leader meetings and headteacher meetings in terms 3 and 4.
  - Data for vulnerable groups has been collected for the first time this year. Schools reporting low attainment data for these pupils at this stage will be offered a structured phone conversation.
  - For schools/academies furthest from the FFTD estimates / targets with the greatest number of pupils, SLES will be targeting with bespoke booster support. This will start in term 4.

### **4. Conclusion and reasons for recommendations**

4.1 The Children's Services Scrutiny Committee is asked to note the data collected from schools in January 2015, the analysis of what this is predicted to mean for attainment results for schools following tests and assessments in summer 2015, and the actions that are being taken by the Local Authority to improve performance in schools where data is poor.

**STUART GALLIMORE**  
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LOCAL MEMBERS: All

BACKGROUND DOCUMENTS: None

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<sup>1</sup> An FFT estimate is simply a starting point for estimating what level or grade a pupil might attain in the future. Estimates simply say 'if what happened in tests and examinations last year was mirrored this year, these are the most likely outcomes.' B estimates are based on the school performing as well as the average school. D estimates are based on a school performing as well as the top quartile of schools. East Sussex uses FFTD estimates with schools to encourage the setting of challenging targets and to raise schools' aspirations.

<sup>2</sup> Venning analyses school level data to identify those pupils who are on track to achieve below the expected standard in one or more of reading, writing or maths. Schools can then target specific pupils in specific subjects to ensure they achieve well in all three.