



Educational Outcomes Report 2015

Early Years Foundation Stage To Key Stage 5

Document Details:

Version: 2 (validated)

Date: 12/02/2016

Data Sources: DFE Statistical Releases, DFE School Performance Table, Keypas, Epas, LAIT and OFSTED

Data provided by PDT Team

Summary Overview - 2015

Ofsted Inspection Outcomes			National %	Worcs %
Early Years Settings		Overall effectiveness judged to be at least good (as at 31/08/15)	85	88
Schools		Overall effectiveness judged to be at least good (as at 31/08/15)	84	88
Key Stage	Attainment Data		National %	Worcs %
EYFSP	3 to 5	Good Level of Development	66.3	66.4
KS1	5 to 7	Level 2B+		
		Reading	82	83
		Writing	72	74
		Maths	82	82
KS2	7 to 11	Level 4+ Reading, Writing and Maths combined	80	76
		Expected progress – Reading	91	88
		Expected progress – Writing	94	91
		Expected progress – Maths	90	85
KS4	14 to 16	5 GCSEs at A*-C Including English and maths	53.8	60.7
		Expected progress – English	71.1	71.8
		Expected progress – Maths	66.9	72.1
KS5	16 to 18	3A levels at A*-E grades	78.7	74.0
		3A levels at A/A*grades	11.7	6.1
		Average points per student ¹	717.8	724.5
		Average points per entry	215.9	209.2

1. state-funded schools and colleges
2. state-funded schools only

Ofsted Inspection Outcomes

Early Years and Childcare Settings

Inspection outcomes within Worcestershire have shown a strong and improving picture over the last year. As of August 2015, 88% of Worcestershire early years and childcare settings were judged to be providing at least a good level of education. This compares very favourably against national (85%) and regional (82%) figures. Worcestershire was the strongest performing authority when compared to its statistical neighbours in terms of the percentage of settings rated outstanding.

Schools

88% of all Worcestershire schools have an overall effectiveness inspection judgement of good or better (August 2015), above the national figure of 84% and in a strong position when compared to similar LAs.

Since 2012 the proportion of schools providing a good or better education as judged by Ofsted has increased by 22% compared to 14% nationally. In particular, there has been a significant increase in the percentage of schools being rated as outstanding from 12% in 2012 to 20% in 2015. This now brings Worcestershire in line with the national picture for the first time.

Attainment

Early Years Foundation Stage Profile (EYFSP)

2015 data shows another significant jump in % of children achieving a good level of development (+8%). This now puts Worcestershire in-line with the national average. These outcomes reflect the rebalancing of EYFSP outcomes since the introduction of a new measure in 2013 and are a more accurate and robust picture of assessment.

Key Stage 1

2015 Key Stage 1 outcomes for reading, writing and mathematics continue to rise and remain at least in-line with those seen nationally. There has been consistency in the results over a six-year period.

Key Stage 2

Outcomes for L4+ in Reading, Writing and Mathematics show a small drop on 2014, 76.4% compared to 76.6%. Nationally, outcomes rose by 2%, therefore widening the attainment gap.

Primary (2-tier) outcomes closely reflect the national picture and remain in line with those seen nationally on all measures. Middle school (3-tier) outcomes are little changed from 2014 although the overall figure of L4+ reading, writing and maths shows a 1% drop. The gap in performance between 2 and 3 tier therefore remains and accounts for the differences seen when all pupil outcomes are compared to the national picture.

Key Stage 4

Outcomes for 2015 are very positive and show an increase in the key measure of 5+A*-C including English and maths to 60.7% (+2.2%). Nationally results improved by 0.4% to 53.8%, thus further strengthening Worcestershire schools' strong performance. Outcomes for schools in the 2-tier and 3-tier systems show little difference. Progress rates in both English and maths are above the national average.

Key Stage 5

Data for 2015 shows a 2.9% fall in the proportion of students attaining 3 or more academic 'A' levels at A*-E compared to a 0.8% drop nationally. The proportion of students attaining the highest grades also remains below that seen nationally. There has, however, been a large (27.4 points) rise in the average point score per student.

Pupils eligible for Pupil Premium

In comparison to 2014, outcomes for pupils eligible for pupil premium have improved across all Key Stages. However, Worcestershire pupils eligible for pupil premium continue to perform less well than their counterparts nationally in both attainment and progress. This remains the case across all key stages although there has been noticeable improvement in both EYFS and KS1. Some gaps appear wider still as non-eligible pupils out perform their counterparts nationally. This remains a key focus for improvement.

Performance of Looked After Children

KS2 outcomes show an 11% increase in the proportion of looked after children attaining L4+ in reading, writing and maths (45%). Although this remains behind the national average (53%) the gap has narrowed by 5%.

The proportion of pupils attaining 5+ GCSEs A*-C including English and maths increased by 4% to 16%. National data is not yet available for 2015 but this outcome is in line with that seen nationally in 2014.

Key Actions 2015-16

Early Years and Childcare Service

- Further raise standards of attainment and improve the achievements of children in Early Years;
- Intensive and relentless focus on supporting and challenging settings to further increase the proportion rated by Ofsted as good/outstanding;
- Further close the attainment gap for vulnerable groups, especially those children eligible for early years pupil premium;
- Increase provision and take up of 2 year old free nursery education;
- Targeted support to achieve 'Open for Business' and meet places sufficiency;
- Targeted training for practitioners;
- Support and training for moderation of EYFSP to ensure robust and accurate assessments;
- Continue to safeguard children in settings through a relentless focus on supporting and challenging practice and procedure;
- Continue to promote the sharing of effective practice between settings.

School Improvement Service

- Raise standards of attainment and improve rates of progress
 - improve the achievements of pupils, particularly in KS2
 - work with schools to help ensure teacher assessments are accurate; school tracking systems are robust; any underperformance is identified swiftly and interventions implemented at the earliest opportunity
- Close the attainment gap for disadvantaged pupils
 - Work with schools to help ensure interventions for pupils eligible for pupil premium funding and LAC who are underperforming are enabled to make accelerated progress
- Further increase the proportion of schools that are providing a good or better education for their pupils
 - continue to strengthen the quality of leadership at all levels
 - continue to strengthen the accountability role of governors to ensure robust and independent monitoring and evaluation
- Further strengthen partnership arrangements to increase school to school support
 - continue to work in partnership with head teacher representative groups, Teaching School Alliances and other system leaders to share effective practice and broker school to school support
 - promote the sharing of effective practice through Annual Performance Reviews in schools, Partnership Projects and the Effective Practice website
- Continuous review and development of the School Improvement Service to ensure a relentless focus on challenge and support for schools
 - work with Babcock International Ltd to further develop and improve systems and processes post commissioning.

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About this report

This paper sets out early years and school performance outcomes for 2015.

The majority of the report is sequenced by key stage and compares Worcestershire's results with statistical neighbours and national figures where currently available. In order to improve clarity we have reduced the number of tables and charts in the main report and focused on headline information and progress of vulnerable groups. Details for each Key Stage can be found in the data annex at the end of the main report. It is intended that the reader will review the data annex alongside the relevant commentary. A wealth of school level data is also available via data dashboards on Edulink.

<https://www.edulink.networks.net/sites/LeadManage/perfdata/LA%20Results/Forms/Data.aspx>

The commentary in each section aims to be evaluative and, where possible indicate next steps. It is not practical to try to include detail about all actions being undertaken by colleagues from the Early Years and Childcare Service (EYCS) or the School Improvement Service (SIS). However if you wish to discuss any of the issues in more depth, please contact Catherine Crooks, Group Manager – Schools and Settings, in the first instance.

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The data within this report has been shared with headteacher groups. It is used by LA colleagues and, when validated data is available, will be shared with elected members and governors.

This report is compiled using a number of different data sources which, particularly while unvalidated, can result in some variation. The focus is however on data released by the Department for Education (DfE) and it is their requirements which drive the availability and importance given to specific outcomes.

DFE School and College Performance Tables - Statement of Intent 2015

On an annual basis, the Department for Education (DfE) publish a Statement of Intent. This document sets out plans for the content of the 2015 School and College Performance Tables which sit at the heart of the accountability framework and the proposed timetable of publication. The primary school performance tables will be published in mid-December 2015 while the secondary school and 16-18 performance tables will be published by late January 2016.

Summary of 2015 changes

Primary performance tables

- Change to the definitions of Special Educational Needs (SEN) and disadvantaged pupils

Secondary performance tables

- The first Progress 8 results will be published for schools that opted into the new accountability system for 2015

- Provisional English Baccalaureate and 5+ A*-C including English and maths measures will be published for secondary schools for the first time in the autumn
- The early entry policy will cover all subject areas
- Results will be published for the first time for colleges offering full-time provision for 14-to-16-year-olds
- Change to the definitions of SEN and disadvantaged pupils
- A contextual indicator will be added to show where the prior attainment of more than 50% of a school's cohort is based upon key stage 2 teacher assessment as a result of the 2010 boycott of key stage 2 tests.

16 to 18 performance tables

- No changes

Primary school performance tables

In 2015, there will be no new measures published in the primary performance tables. Annex A sets out the full range of measures that will be published in the 2015 primary performance tables.

The only changes that will be made are to the way that pupils with Special Educational Needs (SEN) and disadvantaged pupils are defined in performance measures, as a result of policy changes.

Reforms to the Special Educational Needs system

The Children and Families Act 2014 introduced the most significant reforms¹ in the last 30 years to the way support is provided to children and young people with Special Educational Needs (SEN). The Act places children, young people and families at the centre of decisions about their support and places a much stronger focus on outcomes and integrated working across education, health and care.

For children with complex educational needs, statements of SEN will be replaced with Education, Health and Care (EHC) plans. The previous 'School Action' and 'School Action Plus' categories will be replaced by a new category 'SEN support'.

Children that already had statements of SEN will be transferred onto the new EHC plans by April 2018 at the latest, according to the phased approach set out in each local authority's transition plan.

For the 2015 primary performance tables, this means that the school cohort information on the number and percentage of pupils with SEN will now also include pupils with EHC plans and SEN Support, where they have been transferred onto the new system².

These changes to SEN policy will also be reflected in the secondary performance tables.

Changes to the definition of disadvantaged pupils

In the 2015 performance tables, the definition of a disadvantaged pupil will change to reflect changes to the conditions of funding for the pupil premium in 2014-2015. The main changes to these conditions are as follows:

- In 2013-2014, children looked after continuously for at least six months were eligible for the pupil premium. In 2014-2015, this has changed so that children looked after continuously for 1 day or more are now eligible for the pupil premium
- In 2014-2015, the pupil premium now includes those pupils recorded on the School Census as being adopted from care

A pupil will therefore be defined as disadvantaged in the 2015 primary performance tables if they are recorded as:

- Eligible for Free Schools Meals (FSM) in the last six years; or
- Looked after continuously for 1 day or more; or
- Adopted from care

These changes will also be reflected in the secondary performance tables.

Future developments

In 2014, the department set out the plan for reform to the primary school accountability system, which will begin to come into effect in the 2015/16 academic year. These changes will not affect the 2015 performance tables.

Scaled scores

A new national curriculum was introduced in 2014. As part of the national curriculum review, levels have been abolished. The national tests in 2015 will be the last time national curriculum levels are reported.

From 2016, scaled scores will be used to report national curriculum test outcomes instead.

Coasting schools

The Secretary of State for Education has announced that, from 2016, the department will identify 'coasting' schools that are failing to push every pupil to reach their potential.

The 'coasting' definition will capture school performance over 3 years. In 2016 this will therefore consider performance in 2014, 2015 and 2016. Given the change in the accountability regime in 2016, the coasting levels for 2014 and 2015 will reflect current accountability measures. From 2016 onwards it will reflect the new accountability regime.

For primary schools in 2016, the definition will apply to schools which:

- In 2014 and 2015, have seen fewer than 85% of children achieving level 4, the secondary-ready standard, in reading, writing and maths, and which have seen below-average proportions of pupils making expected progress between age 7 and age 11; and
- In 2016, are below a proposed 'coasting' level set against the new accountability regime: where fewer than 85% of pupils achieve the new expected standard across reading, writing and maths and pupils do not make sufficient progress. The same

progress measure will be used in both the floor standard and the coasting criteria, but a higher progress bar will be set for the coasting criteria. We will announce the exact levels of progress once tests have been taken in 2016.

Secondary school performance tables

In 2015 the following changes will be made to secondary performance tables:

- Progress 8 results will be published for the first time for those schools that opted into the new accountability system for 2015
- Provisional school results will be published for the first time for key performance measures
- The early entry policy will be extended to cover all subject areas
- Results will be published for the first time for those colleges offering full-time provision for 14-to-16-year-olds that have pupils at the end of key stage 4
- Cohort information on pupils with Special Educational Needs (SEN) will change to reflect SEN policy reforms
- The definition of disadvantaged pupils will change to reflect the 2014-2015 conditions of funding for the pupil premium
- A contextual indicator will be added to show where the prior attainment of more than 50% of a school's cohort is based upon key stage 2 teacher assessment as a result of the 2010 boycott of key stage 2 tests

Annex B sets out the full range of measures that will be published in 2015 secondary performance tables.

The calculation of performance measures

In 2014, the calculation of secondary school performance measures underwent significant change following the implementation of both the Wolf review recommendations and the introduction of an early entry policy for English Baccalaureate subjects. The 2015 secondary school performance measures will continue to be calculated on the same basis, with the addition that the early entry policy will cover all subject areas instead of only those that count in the English Baccalaureate.

How qualifications count in performance tables

- The secondary performance tables are restricted to qualifications that are high quality and rigorous. See the list of qualifications that will count in 2015 [here](#)⁷
- No qualification can count for more than one in performance tables, irrespective of its size. Points and threshold contributions are scaled accordingly and can be found on the Ofqual Register of Regulated Qualifications⁸
- The number of approved non-GCSE qualifications that can count towards secondary performance measures is capped at two qualifications per pupil.

Early entry rules

- Only a pupil's first entry in a particular subject will count towards a school's performance tables measures. This rule applies to all qualifications taken after 29 September 2013; the date on which this policy was announced.
- Further guidance on early entry rules, including information on exception discounting for English, maths and science, can be found on the performance tables website.

The publication of Progress 8 results for the first time

As part of changes to the secondary accountability system, Progress 8 will be the key measure of school performance from 2016 onwards. Schools were given the opportunity to opt in¹¹ to the new system one year early. This means that for those schools that have opted in, the 2015 performance tables will include Progress 8 and Attainment 8 results for the first time.

The full range of performance measures based on the current accountability system will continue to be published for all schools in the 2015 performance tables, including those that have opted into the Progress 8 system early.

For those schools that did not opt in to Progress 8 in 2015, their Progress 8 results will be published for the first time in 2016.

Detailed guidance on the new Progress 8 and Attainment 8 measures can be found alongside details of how the floor standards will apply to schools that have opted in.

The publication of provisional schools results data for the first time

The department regularly reviews the timeliness and accessibility of our statistics, to identify any improvements that can be made. As part of this, we have considered further options for reporting the school performance data that underpins the provisional GCSE results Statistical First Release¹³ (SFR), published in the autumn each year.

In 2015, we will publish provisional secondary school results for key performance measures at the same time as the provisional SFR. By improving the timeliness and accessibility of these statistics, this will also mean that results are published in advance of the 31 October deadline for secondary school admission applications. This will support parents who may wish to use the information when applying for a secondary school place for their child.

The provisional school results will be published on the performance tables website (clearly labelled as provisional) and will include the following performance measures for state funded secondary schools only:

- The percentage of pupils achieving 5+ A*-C GCSEs (or equivalent) including English and maths
- The percentage of pupils achieving the English Baccalaureate
- Attainment 8 scores, for those schools that have opted into the new accountability system one year early

The provisional results will be published in addition to the full secondary performance tables in January 2016.

As the data published in October will be provisional, a minority of schools will see small changes to their results between the provisional publication and the January performance tables publication.

The reason that some small changes may occur is that the provisional publication will be based on the results data that Awarding Organisations supply to the department by August 2015. This includes the vast majority of all pupils' results, however it will not yet include:

- The small proportion of amendments that Awarding Organisations may make to examination grades, following any successful appeals
- The small proportion of additional results data that Awarding Organisations may supply to the department after August 2015, for example, for any qualifications that have been certificated late
- Any approved amendments that schools have requested the department makes to either the pupils or results reported (these requests are made as part of a checking exercise in September, during which the department shares provisional pupil data with schools)

As in previous years, any amendments after August 2015 will be reflected in the full performance tables release in January 2016.

The publication of results for those colleges offering full-time provision for 14-to-16-year-olds

Since September 2013, general further education colleges and sixth-form colleges have been able to enrol, and require direct funding from the Education Funding Agency (EFA) for, 14- to 16-year-olds who wish to study high-quality vocational qualifications alongside general qualifications including English and maths within the key stage 4 curriculum. The 2014/15 academic year is therefore the first year in which 14-to-16 pupils enrolled at a college will reach the end of key stage 4. The results for these colleges will be published in secondary performance tables.

Reforms to the Special Educational Needs system

As set out for primary performance tables, secondary performance measures will also reflect the 2014 reforms to the Special Educational Needs (SEN) system.

Changes to the definition of disadvantaged pupils

As set out for primary performance tables, the definition of disadvantaged pupils will also change in the secondary performance tables to include the new criteria used for the 2014-2015 pupil premium.

Addition of a prior attainment indicator due to the 2010 boycott of key stage 2 national curriculum tests

In 2010, around 25% of state-funded primary schools boycotted the key stage 2 national curriculum tests. As a result, key stage 2 test results are not available for those pupils who reached the end of key stage 4 in 2014/15 and previously attended a school that took part in the 2010 boycott.

For pupils with missing key stage 2 test data, any secondary performance measures that take prior attainment into account will be based on key stage 2 teacher assessment results instead. This includes measures such as expected progress, best 8 value added and attainment for low, middle and high prior attainers. Using teacher assessment for pupils in place of missing key stage 2 test results is standard practice for secondary performance measures.

To help our users understand where the 2010 boycott has resulted in a high proportion of pupils with missing test results in schools' cohorts, the 2015 performance tables will include an indicator that shows where over 50% of a school's pupils do not have key stage 2 tests results, for either English or maths, due to the boycott.

Future developments

In 2013, the department announced major reforms to the secondary school accountability system, which will start to come into effect in the 2016 performance tables (published in early 2017). From 2016 onwards, performance tables will be based on Progress 8 and Attainment 8 measures. Further developments are set out below.

Coasting schools

The Secretary of State for Education has announced that, from 2016, the department will identify 'coasting' schools that are failing to push every pupil to reach their potential.

The 'coasting' definition will capture school performance over 3 years. In 2016 this will therefore consider performance in 2014, 2015 and 2016. Given the change in the accountability regime in 2016, the coasting levels for 2014 and 2015 will reflect the current accountability measures. From 2016 onwards it will reflect the new accountability regime.

For secondary schools in 2016, a school will be coasting if:

- In 2014 and 2015 fewer than 60% of children achieve 5+ A*-C GCSEs including English and maths, and they are below the median level of expected progress; and
- In 2016 they fall below a level set against the new Progress 8 measure. This level will be set after the 2016 results are available to ensure it is at a suitable level.

By 2018, the definition of coasting will be based entirely on three years of Progress 8 data and will not have an attainment element.

GCSE reform

The government is reforming GCSEs as part of its plans to ensure pupils can compete with the top performers in the world and secure the best jobs.

New GCSEs in English and maths will be taught from 2015 with the first examinations in 2017 (after new performance measures are introduced). New GCSEs in other subjects will be phased in for teaching from 2016 and 2017. To ensure all students benefit from the reformed qualifications, only the new GCSEs will be included in the secondary performance tables as they are introduced.

As part of the reforms, a new grading system is also being introduced from 2017 to replace the A to U system with a new 9 to 1 scale.

Under the new system, a 'good pass' - currently a C grade - will become a grade 5. The new 'good pass' is comparable to a high C or low B under the current system – making it comparable to the standard aimed for by pupils in top-performing countries such as Finland, Canada, the Netherlands and Switzerland.

16-18 performance tables

In 2015, there will be no new measures published in the 16-18 performance tables.

From 2016 onwards, there will be significant change to the 16-18 performance tables as a result of reforms to the accountability system. As such, changes to the current performance tables are being kept to a minimum this year.

Annex C sets out the full range of measures that will be published in 2015 16-18 performance tables.

Future developments

In 2014, the department announced major reforms to the 16-19 accountability system, which will start to come into effect in the 2016 performance tables (published in early 2017).

Reporting vocational qualifications

From 2016, the 16-18 performance tables will report A level, Academic, Tech Level and Applied General cohorts separately. Following Professor Alison Wolf's Review of Vocational Education, the 16-18 performance tables will also be restricted to a list of qualifications that can count towards performance measures.

Introducing more rigorous minimum standards

More rigorous minimum standards are being introduced to recognise the efforts schools and colleges make in helping their students' to progress and to identify when a provider is underperforming, so that action can be taken. Minimum standards will be set separately for level 3 academic and Applied General qualifications using school or college value added scores and associated confidence intervals.

Publishing clearer and more comprehensive performance information about schools and colleges

This will increase transparency and show how schools and colleges are performing against expectations. The performance tables will include a wider range of information on 16-18 year old students' attainment and progression. Students will have reliable and consistent information, so that they can choose the providers that offer the best chance of helping them to achieve their ambitions. Performance measures include:

A set of five headline measures

Headline measures for 16-18 will give a clear overview of the performance of a school or college in academic and vocational programmes compared with other institutions nationally. The headline measures will be **progress, attainment, retention, destinations and progress in English and maths** (for students who complete key stage 4 without a GCSE pass at A*-C in these subjects).

A broader set of additional measures

A broader set of measures will be introduced from 2017 onwards to provide other important information on performance, giving a fuller picture of an institution.

Introducing a Technical Baccalaureate performance measure

From 2016, a new Technical Baccalaureate (TechBacc) measure will be introduced in the 16-18 performance tables. It will recognise the achievement of students taking advanced (level 3) programmes which include an approved tech level, level 3 maths and extended project qualifications. It will be introduced for courses beginning in September 2014, for reporting in the performance tables from 2016.

Allocation of students to institutions

In the current performance tables, results are allocated to the provider where the student took their highest volume of examination entries in the reporting year. This approach limits the reporting of a student's achievements to a single provider over the 16-18 study period. In order to more closely align the performance tables' allocation principles with the 16-19 funding formula, we are developing an approach where 2016 results are allocated to providers on an annual basis. However, outcomes will continue to be reported when a student has reached the end of their 16-18 studies.

Shadow data for headline measures

In July, schools and colleges were provided with information to show what the new progress and attainment measures¹⁹ will look like based on 2014 results. This was broken down for students in the A level, academic and applied general cohorts. The data is intended to support schools and colleges in preparing for the move to the new accountability system.

A copy of the DfE 2015 Statement of Intent is available from:

http://www.education.gov.uk/schools/performance/download/Statement_of_Intent_2015.pdf

OFSTED – early years settings

AREA	Outstanding	Good	Satisfactory / RI	Inadequate	% Good or Outstanding
England	15%	70%	14%	1%	85%
West Midlands	15%	67%	16%	1%	82%
Statistical Neighbour	18%	68%	13%	1%	86%
Worcestershire	24%	64%	12%	0%	88%

Source: [OFSTED](#) SFR up 31/08/2015

National evidence supports the fact that a quality pre-school experience results in better educational achievement. The quality and standards of the early years provision (0-4 yrs) in Worcestershire reflects strong results in comparison to all areas. Worcestershire is outperforming England and equal with statistical neighbours. 87% of all settings are outstanding or good with Ofsted (as at March 2015, compared to National 85%). The percentage of settings rated as outstanding in Worcestershire is increasing at a faster rate than other areas at 22%.

The allocation of support from the Early Years and Childcare Service is widely based on overall Ofsted results, with all inadequate (currently 3: reduced from 12 in 2014) and requires improvement/satisfactory settings (currently 79: reduced from 94 in 2014) receiving 'intensive' support (minimum fortnightly visit). New provision or settings identified with 'practice issues' receive 'targeted' support (minimum monthly visit).

All safeguarding and identified practice issues are also supported to a level based on the severity of concern. A major focus for the EYCS is ensuring settings are fully conversant and compliant with statutory safeguarding requirements and procedures. The level of concern can vary considerably and with an average of 14 incidents per month there is a close working relationship between the EYCS, social care and the Access Centre. In addition, the EYCS will often liaise with Ofsted for advice or to report their concerns regarding individual settings.

A cause for concern is the number of settings currently rated as good or outstanding who may not have kept up with the required pace of change and increased standards. When these settings are identified they are categorised as 'settings causing concern' and targeted support is provided.

OFSTED – schools

AREA	Outstanding	Good	Satisfactory / RI	Inadequate	% Good or Outstanding
England	20	64	14	2	84
West Midlands	18	64	15	3	82
Statistical Neighbour	17	67	15	1	84
Worcestershire	20	68	11	1	88

Source: [OFSTED SFR](#) up 31/08/2015.

The latest official data available from the Ofsted Statistical Release (31/08/2015) indicates 88% of all Worcestershire schools have an overall effectiveness inspection judgement of good or better, above the national figure of 84% and in a strong position when compared to both regional LAs and statistical neighbours. Currently (end Oct 2015), 87.7% of pupils are being educated in a good or outstanding school. Worcestershire ranks 41st out of all LAs nationally on this measure (www.watchsted.com).

During 2014-15 only 47 schools were inspected. This is a lower number than in the previous two years (82 and 69 inspections respectively).

Of these inspections, 11 schools improved their grade, 20 schools retained the same grade whilst 13 received a lower grade. 3 schools did not have a previous grade as they were either new converter academies or sponsored. All of these achieved a good overall judgement from Ofsted. Ten schools previously judged as requiring improvement (RI) were re-inspected. 90% of these schools moved to an overall effectiveness judgement of 'good'. However, a similar number of previously 'good' schools were judged to require improvement. Almost all these schools were known to the LA and were being treated as schools causing concern prior to inspection.

During spring and summer terms of academic year 2014-15, three schools (2 LA maintained; 1 academy) were judged by Ofsted to be providing an inadequate standard of education.

The percentage of Worcestershire schools deemed to be outstanding has increased by 8% over the last three years to 20%. Over the same period, the national figure has dropped by 1% to 20%. Increasing the proportion of Worcestershire schools judged as outstanding has been a key priority for the SI service over the last few years.

Early Years Foundation Stage Profile (age 5)

The Early Years Foundation Stage Profile (EYFSP) relates to children in reception year (age 5). The profile is built on 17 Early Learning goals (ELG's) which are split into categories described as Prime, Specific and a 'Good Level of Development' (GLD).

The national benchmark looks at the proportion of children attaining a subset of these ELGs which are associated with a good level of development:

Personal, Social and Emotional Development

Physical Development

Communication and Language

Literacy – comprising reading and writing

Maths – comprising numbers; shape, space and measures

In 2015 there was a significant increase (3%) in the size of the cohort in the Reception Year in schools across Worcestershire compared to 2014.

The performance of Worcestershire pupils at the end of YR in the Early Years profile has been below that achieved nationally since the new measures were introduced in 2013. However, in 2015, the proportion of pupils achieving a good level of development in YR has risen substantially in Worcestershire from 58% to 66.4%. Even with gains seen nationally it means that the GLD figure in Worcestershire is now in-line with the national figure of 66.3%.

This overall improvement is particularly pleasing considering the efforts made by schools in recent years to address the consistency within and between schools to ensure judgements are robust and reliable. There have been improvements in all aspects assessed under the profile. The proportion of pupils achieving a good level of development in reading and writing at this early age improved from 64% to 71% in 2015 and there was a similar 5% increase in mathematics.

Worcestershire children attained least well in Writing (72%: but an increase of 7% from 2014). 5% of overall GLD was not achieved due to only one early learning goal not being attained with writing contributing to just under half of that figure (2.3%). This has, however, reduced from 7% in 2014. Improving the quality of opportunities for developing writing is an ongoing focus.

The gender gap between Boys (60% GLD: 50% GLD in 2014) and Girls (74% GLD: 67% GLD 2014) is 14% (a decrease of 3% from 2014). This is 2% better than national outcomes. Children with Special Educational Needs (21% GLD) performed in line with national outcomes.

There is a significant gap in performance between Worcestershire and national outcomes in two main areas – Children whose first language is not English (52% GLD compared to 60%) and Free School Meals (46% GLD compared to 51%). The FSM gap has however narrowed from 9% in 2014 to 5% in 2015.

The attainment and progress of FSM pupils within Worcestershire across all age ranges remains a cause for concern. The data indicates that the gap in FSM / non-FSM performance is identifiable from the beginning of school and is therefore an issue that needs to be tackled from as early as possible. The introduction of pupil premium funding for 3-4 year olds from April 2015 should support individual children's progress.

Funding for disadvantaged 2-year olds is having a positive impact. On average, the children who received 2 year old funding attained expected outcomes in 13 out of 17 ELG's. This compares with only 11 ELGs for children in the lowest 20% who did not access 2-year old funding.

On a district basis, Redditch and Malvern saw the largest improvements over 2014 data with an increase of 10% although Redditch does have the lowest GLD at 62%.

Year 1 Phonics

The phonics screening check is now in its fourth year as statutory assessment for all children in Year 1, designed to confirm whether individual children have learnt phonic decoding to an appropriate standard. The results both locally and nationally are considered to be robust and reliable.

As in 2014, the DfE did not release the required standard score details until the screening check had been carried out and submitted. Pupils needed to score 32 marks out of a possible 40 in order to be deemed to be working at the expected level. Those who scored less were deemed to be working towards the expected level and will be required to re-sit the check when they get to the end of Year 2.

Outcomes in Worcestershire for 2015 continue to improve with 77.5% of all Year 1 pupils in schools across the authority working at the expected standard or above. This has risen by 2.5% from 2014, matching the improvement seen nationally. As a result the Worcestershire standard remains approximately 1% above the national picture.

Outcomes for Y1 pupils eligible for FSM fell by 1% from 2014 compared a national rise of 4%. The gap between FSM and non FSM therefore widened. This FSM cohort did not perform well at the end of EYFS – 36% attaining a Good Level of Development, compared to 45% nationally with the weakest areas being in reading and writing.

The School Improvement Service raised schools awareness of this underperformance via a variety of headteacher briefings and communications during the autumn term 2014 and specifically with individual schools during annual performance review meetings in LA maintained schools. During 2014-15 schools were developing their tracking systems to monitor pupil progress in a 'life after levels'. The LA has worked with schools to ensure that whatever systems they chose to put in place that they are able to use them to monitor the progress of their vulnerable groups and that they are aiming for better than expected progress in order to help close the performance gap.

Of the pupils who did not reach the required standard at the end of Y1 in 2014 and were required to re-take the screening check at the end of Y2 in 2015, 67% achieved the required standard. For the first time, this figure is higher than that seen nationally with over 90% of all pupils leaving KS1 having achieved the required standard in phonics. The vast majority of pupils therefore have the skills necessary to be able to support their development in reading across KS2.

Key Stage 1 (age 7)

Continuing the trend from 2012, outcomes in Worcestershire for Key Stage 1 pupils, in each of the assessed subjects of mathematics, reading and writing have shown further improvement. When judged against the benchmark of Level 2b+, an expected standard, our performance places the authority above national comparisons in reading and writing and in line with national for mathematics. The gap to our statistical neighbours has closed in reading to 1%, whilst the gap in mathematics remained 2%. For the first time we have matched the performance in writing with that of our statistical neighbours.

Pupils who achieve better than expected standards at Level 3 also did well and considerably better than national comparisons in all measures by an average of 2%. Overall the performance at KS1 is an improvement from 2014 and has reinforced our position against national comparisons. As with the Early Years profile and the phonics assessment KS1 performance in 2015 is above national expectations.

Coupled with this performance overall we have seen an improvement in the standards achieved in the 2 tier sector in Worcestershire. As a result the performance at L2b+ in 2-tier is now in line with national comparisons and just 2% lower than in 3 tier. Historically, first schools in the 3-tier sector have produced stronger outcomes than primary schools in the 2-tier sector and these gaps have widened slightly in 2015. Moderation has shown that there is no identifiable 'inflation' or 'deflation' of grades in either system.

The most noticeable and pleasing aspect to the improvements are for our vulnerable pupils. Those pupils eligible to receive Free School Meals (FSM) and who completed the KS1 assessments in Year 2 in 2015 performed better than previous FSM cohorts in Worcestershire. In reading in 2014, 75% of FSM pupils achieved L2+ and this rose in 2015 to 80%. This meant that we closed the gap to our statistical neighbours from 6% in 2014 to just 1% this year. Similarly in mathematics the gap is now the same, at 1%. For writing we saw our performance overtake that of our statistical neighbours and we now have a +2% gap, with 77% of FSM pupils achieving L2+.

The improved performance has seen the gap between FSM pupils and others in Worcestershire also close substantially in all subjects. In mathematics the gap closed from 14% in 2014 to 10% in 2015. This compares to an 8% gap nationally for mathematics. However, it should be noted that as 'others' in Worcestershire outperformed 'others' nationally the gap is wider as a result of this positive performance and the true gap between Worcestershire and national is 1%.

Key Stage 2 (age 11)

Key Stage 2 performance in Worcestershire continues to fall below national expectations. Despite some improvements, the gap to national outcomes as judged by most measures has not closed. In 2015 the key figure for the proportion of pupils who acquired the national standard of Level 4 in reading, writing and mathematics combined fell slightly in Worcestershire by 0.2% to 76.4%, whilst the national figure rose to 80% thus widening the achievement gap between ourselves and all pupils nationally.

When analysing the performance at individual subject level, Worcestershire has made some gains but these have been offset in other areas where performance has declined. In writing the proportion of pupils achieving Level 4 in their teacher assessment rose to 85% although nationally this figure was 87%. In mathematics there was a fall of 0.5% from 2014 against a national improvement of 1%. This has further widened the gap in mathematics to 3%. Standards for the more able pupils at Level 5 are similarly below those achieved nationally.

Another significant aspect of underperformance in Worcestershire since 2013 has been in the progress made by pupils from the end of KS1 to the end of KS2 in comparison to national outcomes. In reading and writing this gap has remained at 3% while in mathematics the gap has grown to 5%.

Worcestershire has struggled to match the progress across KS2 seen nationally and this has often been attributed to different provision seen in schools serving 2 or 3 tier districts. In 2014 middle schools in the 3-tier sector closed the gap significantly in terms of both progress and achievement against that recorded in 2-tier primary schools. However, in 2015 the achievement gap opened up again as a result of a drop in the performance of middle schools at KS2.

For the third consecutive year pupils in primary schools across Worcestershire matched the performance of pupils nationally in the key indicator of Level 4 attainment in reading, writing and mathematics combined at the end of KS2. In 2015 there were 80% of primary pupils achieving this standard against 74% of middle school pupils in Worcestershire. Given that 45% of all pupils attend a middle school in 3-tier districts this had the effect of reducing the overall Worcestershire reported figure of 76.4%. A separate paper 'Key stage 2 Results – the story behind the headlines' looks at these outcomes in greater detail.

It should be noted that the underperformance in middle schools refers specifically to outcomes seen at the end of KS2 and does not imply that there is underperformance in middle schools per se. KS2 performance in the 3-tier system must be seen as a joint responsibility of both first and middle schools. The proportion of middle schools deemed to be good or outstanding by OFSTED remains at a similar level as that for primaries in Worcestershire. This is essentially due to middle school performance being judged on the progress made by pupils from entry to exit rather than judging them purely on their KS2 performance.

The outcomes for pupils with SEN fell by 4% compared to a 1% rise nationally. 35% of pupils with SEN without a statement attained the benchmark L4+ RWM compared to 43% nationally. While 4% of pupils with an SEN statement attained the benchmark compared to 8% nationally.

The outcomes for Looked After Children (LAC) at KS2 improved by 11% on 2014 outcomes with 45% attaining L4+ in RWM. This remains, however, below national figure of 53%.

Improvements were seen in each area with the greatest improvements being seen in reading, an increase of 18% to 73% of LAC attaining at least a L4. (Writing +7% to 55%; Maths +6% to 54%).

The performance of pupils deemed to be disadvantaged, those eligible for pupil premium or in the looked after sector, has been a major priority for Worcestershire since 2013. 2015 data shows that this group have achieved slightly better than in 2014, against a static picture for non-disadvantaged pupils. However, this is only a small improvement and the gap is still significantly wider than that seen nationally. This aspect remains a priority for the LA in 2015-16.

Actions taken during 2014-15 to support pupils eligible for pupil premium include:

- Taking every opportunity to flag the issue of underperformance to the school community, for example through headteacher and governor meetings; newsletters, workshops; cpd events. The aim was to constantly challenge schools around their work for vulnerable pupils and to ensure that the progress of pupils eligible for pupil premium is at the forefront of their minds.
- Working with HT groups and governors to seek their views and perspectives. Are we missing something obvious? The outcomes of these sessions led us to undertake further analyses but not to identify a particular cause. They also provided evidence that schools are treating this group of pupils as a priority. For example, governing bodies are much more aware of their role in championing the progress of vulnerable pupils ;
- Working on supporting schools with Quality First Teaching and better targeting of effective interventions. As schools develop approaches to 'life after levels', this has become a greater focus. Schools were encouraged to look carefully at the impact of their work and to assess the value of interventions, for example using the Education Endowment foundation Toolkit ;
- Each LA maintained school has an Annual Performance Review led by their School Improvement Adviser. This has a particular focus on the progress of vulnerable pupils and challenging the school where progress is not as strong as it should be. Any identified actions are followed up during subsequent visits to the school.
- 2 years ago the School Improvement Service used some funding to 'pump prime' 40 first and primary schools identified as having the greatest proportion of vulnerable pupils underperforming to take part in the nationally recognised Achievement for All (AfA) programme. The outcomes at the end of the first year were impressive (average points progress reading 5.5; writing 5.5; maths 5.1. National expectations for AfA schools are 3 points). An LA wide conference was held to promote this programme to other schools. A further 20+ schools signed up. Worcestershire trained and deployed some of the School Improvement Service personnel to act as AfA coaches. This enabled the effective practice to be disseminated more widely than just the school official part of the programme. The model used and the progress of Worcestershire schools was officially recognised by AfA as excellent practice.
- At the end of the second year of the programme, results continue to be impressive. (average points progress reading 6.6; writing 6.5; maths 5.6. Expected progress would be 3 points). 50% of the Worcestershire cohorts are FSM pupils - this suggests that in 2 years the gap should have significantly closed.
- In January 2015, Worcestershire hosted a conference led by the National Pupil Premium Champion and HMI to further raise awareness of how schools can make most effective use of pupil premium funding to tackle the underperformance of disadvantaged pupils. This was

attended by over 300 delegates (inc ~90 governors) representing the majority of schools. As a result of the conference, a pupil premium leads networks has been established. This is organised and run through one of the LAs Teaching School Alliances with support from a member of the School Improvement Service. The intention is to provide a forum in which to share effective practice between schools.

- In April 2015 a conference was held for all ChS team and group managers. This contained the same key messages as provided by the national pupil premium champion and HMI but then focused on what teams from across Children's Services could do to promote improved educational outcomes for pupils eligible for pupil premium and other vulnerable group. Each team was challenged to identify specific actions they would undertake. Progress on these actions will be followed up during autumn term 2015.

KS2 Floor Standards

In 2015, schools are deemed to be underperforming if their performance is below the 'floor standard'. A school is below the minimum expected level if:

- fewer than 65% of pupils at the end of key stage 2 achieving level 4 or above in all of reading, writing and mathematics; and
- the proportion of pupils making two levels of progress in reading, writing or mathematics are each below the median level for all state-funded mainstream schools.

In 2015, the median levels (middle point of the distribution) for the percentage of pupils making expected progress in reading, writing and mathematics were 94%, 97% and 93% respectively. The medians for reading and mathematics are unchanged from 2014. The median for writing has increased by 1 percentage point. These changes are consistent with those seen for the national figures.

Source: SFR 47/2015 section 5/Available from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483897/SFR47_2015_text.pdf

Schools failing to reach all four thresholds are designated as below the floor standards with the exception of special schools, schools with fewer than 11 pupils in the cohort, schools which subsequently close, and schools with missing data on one or more measures.

In 2015, 9 schools are below floor standards (compared to 5 in 2014). Analysis indicates that schools with a high proportion of pupils receiving Free School Meals (30%+) are much more likely to be below floor standards. 6 of the 9 schools fall into this category. For 5 of these schools, all primaries, there appears to be a particular 'closing the gap' issue i.e. non-FSM pupils do significantly better than FSM pupils rather than general underperformance across the whole cohort.

The following Worcestershire schools have KS2 outcomes which put them below the floor standard in 2015:

- Blackminster Middle School
- Blakedown CofE Primary School
- The De Montfort School
- Dines Green Primary School

- The Fairfield Community Primary School
- Franche Primary School
- St Bartholomew's CofE VC Primary School
- St Mary's CofE (VA) Primary School
- Upton-upon-Severn CofE Primary School

Key Stage 4 (age 16)

Students undertake Key Stage 4 assessments at the end of Year 11 in all maintained schools and academies.

In 2015, 60.7% of Worcestershire students attained the key measure of 5+ A*-C including English and maths (an increase of 2.2% on 2014). Nationally results improved by 0.4% to 53.8% , further strengthening Worcestershire schools' strong performance.

The proportion of students making expected progress in English and maths remains above that seen nationally. Outcomes for schools in the 2-tier and 3-tier systems have very similar outcomes and therefore this adds credence to the evidence that outcomes in the 3-tier system in KS2 are impacted upon by the transition from first to middle school part way through the Key Stage rather than any other factor.

The proportion of disadvantaged pupils attaining 5+ A*-C including English and maths has increased by 1.4% from 2014 to 33.5%. Nationally, outcomes for this group remained almost static at 36.8%.

The outcomes for students with SEN compare well with those seen nationally. 26% of students with SEN without a statement attained 5+ GCSE A*-C (E&M) compared to 23% nationally. This was a 5% increase on 2014 outcomes (nationally there was no change). There was also a 4% rise in the proportion of students with an SEN statement attaining this benchmark – 10% compared to 8.8% nationally.

The proportion of Looked After Children attaining 5+ GCSEs A*-C including English and maths increased by 4% to 16%. National data is not yet available for 2015 but this outcome is in line with that seen nationally in 2014.

KS4 Floor standards

- **5+ A*-C and expected progress floor standard**

A school is below this floor standard if:

- fewer than 40% of pupils achieve 5 or more A*-C GCSEs (or equivalent) including English and maths; and
- the percentage of pupils making expected progress between key stage 2 and key stage 4 in English and maths is less than the national median for all state-funded mainstream schools.

- Schools are only included in the 5+ A*-C and expected progress floor standard calculation if they have more than 10 pupils at the end of key stage 4, they have published results in all of the measures above, and have not opted in to Progress 8.
- In 2015 the median percentage of pupils making expected progress between key stage 2 and key stage 4 was 73% in English and 68% maths.

- Progress 8 floor standard

A school is below the Progress 8 floor standard if:

- Progress 8 score is below -0.5; and
- the upper band of the 95% confidence interval is below zero
- Schools are only included in the Progress 8 floor standard calculation if they have opted in to Progress 8, have more than 5 pupils at the end of key stage 4 and more than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculations of Progress 8.

The following Worcestershire school has KS2 outcomes which put them below the floor standard in 2015:

- The De Montfort School

Key Stage 5 (age 18)

Data for 2015 shows a 2.9% fall in the proportion of students attaining 3 or more academic 'A' levels at A*-E compared to a 0.8% drop nationally. The proportion of students attaining the highest grades also remains below that seen nationally. There has, however, been a large (27.4 points) rise in the average point score per student.

As in previous years, outcomes vary considerably from school to school. This is in part due to entry requirements with some schools taking a very academic stance while others have a more inclusive approach. The size of sixth forms and the curriculum on offer also varies widely.

Data Annex

School Population Table

Stage of Education	Pupils Numbers	Comments
Early Years	6340	4 pupils were excluded from the cohort. DfE methodology discounts any child awarded an A (absent)
Phonics	Y1 – 6,175 Y2 – 1,678	
KS1	6,174	
KS2	5,829	
KS4	5,711	
KS5	3,667 1,942	The larger cohort includes FE Colleges. The smaller cohort is state-funded mainstream, academies, free schools and special schools.

Data timetable / availability

	School submission deadlines to LA	LA submission deadlines to DfE	Initial LA response (provisional)	National / Stat Neighbour (provisional)	National / Stat Neighbour (revised)
EYFSP	26 th Jun 2015	Aug 2015	Jul 2015	Oct 2015	-
Phonics	3 rd July 2015	Jul 2015	Jul 2015	Sep 2015	-
KS1	30 th June 2015	Jul 2015	Jul 2015	Sep 2015	-
KS2	26 th June 2015	-	Jul 2015 ³	Sep 2015 ⁴	Dec 2015
KS4	20 th Aug 2015 ²	-		Oct 2015 ⁵	Jan 2016
KS5	13 th Aug 2015 ²	-		Oct 2015 ⁵	Jan 2016

¹ Submission is direct to STA via the NCA Tools website | KS2 and KS3 by 30th June 2014

² Exam results day – limited request for press release

³ First release of KS2 data to the LA

⁴ Includes publications of KS2 Performance Tables

⁵ Includes publications of KS4/5 Performance Tables

Worcestershire's Statistical Neighbours:

North Somerset, Warwickshire, Essex, West Sussex, Dorset, South Gloucestershire, Leicestershire, East Sussex, Staffordshire, Hampshire

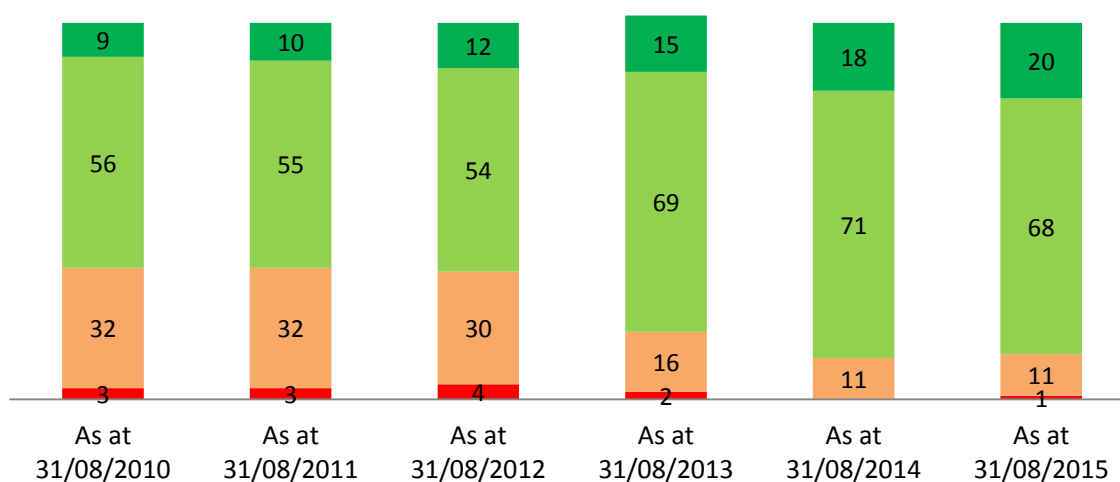
OFSTED – Schools

OFSTED as at 31/08/2015

AREA	Outstanding	Good	Satisfactory / RI	Inadequate	% Good or Outstanding
England	20	64	14	2	84
West Midlands	18	64	15	3	82
Statistical Neighbour	17	67	15	1	84
Worcestershire	20	68	11	1	88

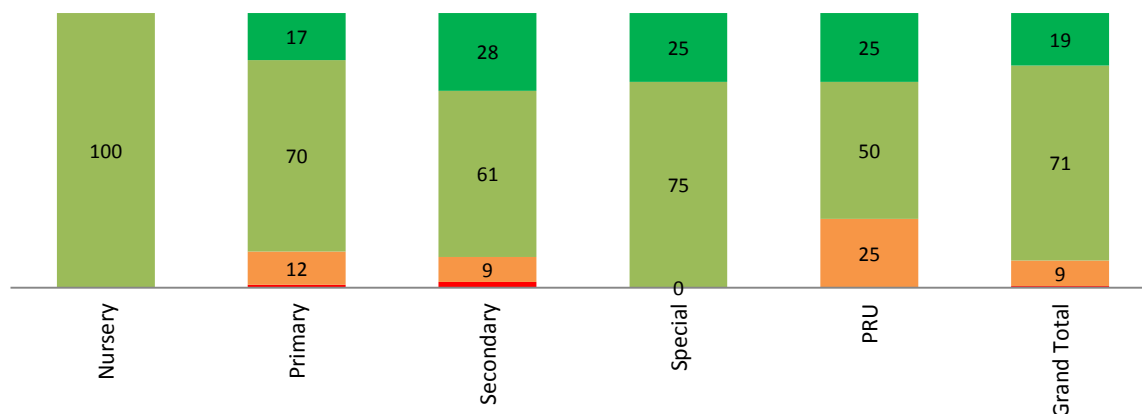
Percentage of WCC schools by Overall Effectiveness judgement overtime

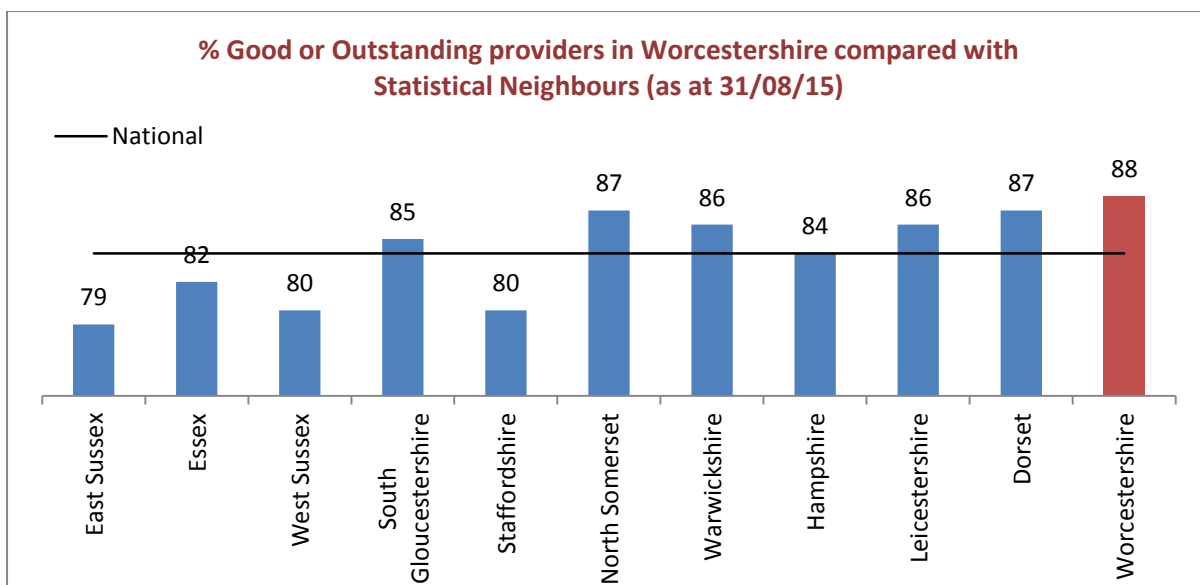
■ Inadequate ■ Satisfactory/Requires Improvement ■ Good ■ Outstanding



% of WCC schools by Overall Effectiveness judgement (as at 31/08/15)

■ Inadequate ■ Satisfactory / Requires Improvement ■ Good ■ Outstanding

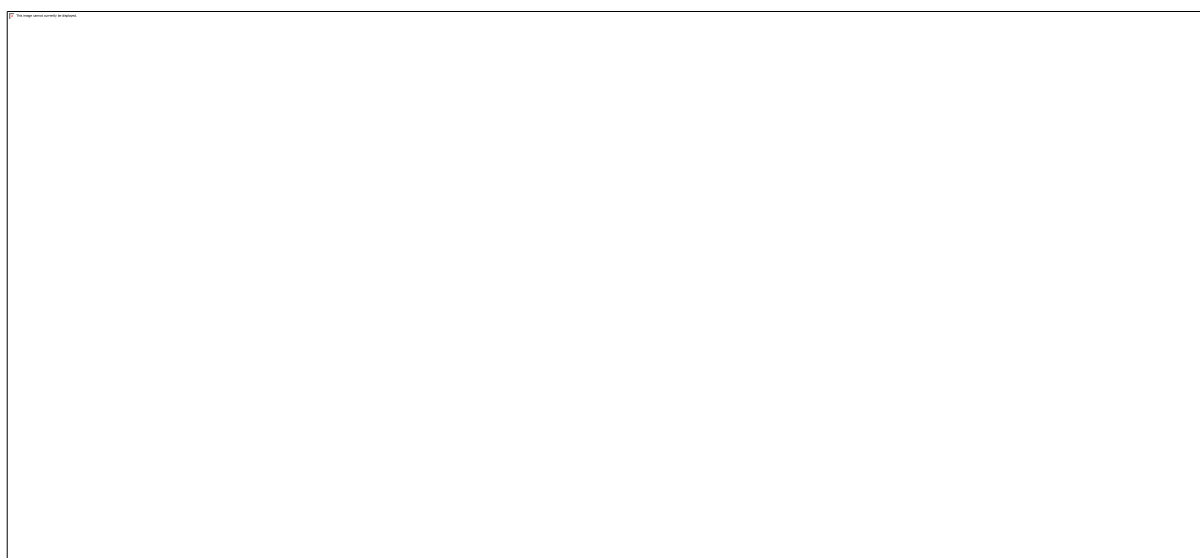




OFSTED – Early Years Settings

OFSTED – as at 31/08/15

AREA	Outstanding	Good	Satisfactory / RI	Inadequate	% Good or Outstanding
England	15%	70%	14%	1%	85%
West Midlands	15%	67%	16%	1%	82%
Statistical Neighbour	18%	68%	13%	1%	86%
Worcestershire	24%	64%	12%	0%	88%





Early Years Foundation Stage Profile

The EYFS profile data relates to children aged 5 in the reception classes in Worcestershire. The EYFS Profile is a profile built on 17 Early Learning goals (ELG's) split into Prime, Specific and a 'Good Level of Development' (GLD).

The Prime goals are: Personal, Social and Emotional Development
 Physical Development
 Communication and Language

The Specific goals are: Understanding the World
 Expressive Arts and Design

A 'Good Level of Development' (GLD) is made up of All Prime goals plus Literacy and Maths.

GLD by District	2013	2014	2015
Bromsgrove	52	64	71
Malvern	55	62	73
Redditch	45	51	62
Worcester	43	57	65
Wychavon	53	58	68
Wyre Forest	50	58	65
Worcestershire	49	58	66
Statistical Neighbours	54	65	69
National	52	60	66

Average total points score	2013	2014	2015
Worcestershire	33.5	34.5	35.2
Statistical Neighbours	33.5	34.7	35.2
National	32.8	33.8	34.3

Percentage gap	Standard Score		Lowest 20%	Achievement Gap		
	Median	Mean	Mean	2013	2014	2015
Bromsgrove	36	37	26.4	27.6	29.3	26.7
Malvern Hills	35	35.6	25.2	31.3	31.1	28.0
Redditch	34	34.2	22	35.9	39.1	35.3
Worcester City	35	35	23.6	35.0	39.0	32.6
Wychavon	35	35.7	25.2	34.3	30.6	28.0
Wyre Forest	34	34.4	23.1	33.9	32.6	32.1
Worcestershire	34	35.2	24	34.9	34.1	29.3
Statistical Neighbours	34	35.1	24.8	31.4	28.8	27.5
National	34	34.3	23.1	36.6	33.9	32.1

Outcomes by pupil groups		%GLD (PRIME + LIT +MAT)			%ExpExc in PRIME			%ExpExc in SPECIFIC			%ExpExc in All ELG's		
		2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Overall (6336)		49	58	66	65	71	77	51	59	67	47	57	65
Gender	Boys (3258)	41	50	60	57	63	71	42	51	60	39	48	58
	Girls (3078)	59	67	74	73	79	84	61	68	74	57	66	73
FSM	Eligible (848)	27	36	46	45	51	60	27	36	44	25	34	43
	Non-Eligible (5488)	53	62	69	68	74	80	55	63	71	51	61	68
SEN	No SEN (5548)	54	65	73	71	78	84	56	66	73	52	63	72
	School Action (14)	12	22	14	20	38	21	17	25	14	12	21	14
	School Action Plus (1)	15	17	100	24	26	100	19	20	100	14	16	100
	Statement (1)	0	4	0	0	4	100	0	5	0	0	4	0
Ethnicity	White – any other background (294)	27	40	49	37	49	58	31	41	50	25	37	47
	Pakistani (99)	27	42	50	38	49	69	26	36	50	24	34	49
	Mixed – any other background (61)	41	47	69	53	62	77	47	52	69	39	47	67
	Mixed – White and Asian (52)	46	68	75	58	75	83	48	70	75	46	68	73
	Mixed - White and Black Caribbean (47)	36	51	66	66	56	79	38	58	66	33	51	66
	Indian (50)	51	68	84	63	80	86	52	68	80	46	68	80
	Gypsy, Roma Traveller (46)	11	9	20	30	44	49	11	11	17	11	9	17

Phonics screening check (Year 1)

Percentage of year 1 pupils meeting the required standard of phonic decoding	2012	2013	2014	2015	+/-
Worcestershire	62	71	75	78	+3
Statistical Neighbours	58	70	75	78	+3
National	58	69	74	77	+3

Percentage of year 1 FSM pupils meeting the required standard of phonic decoding	2012	2013	2014	2015	+/-
Worcestershire	38	50	59	58	-1
Statistical Neighbours	40	52	57	61	+4
National	44	56	61	65	+4

Percentage of pupils meeting the required standard of phonic decoding by end of Y2	2013	2014	2015	+/-
Worcestershire	86	89	91	+2
Statistical Neighbours	85	89	91	+2
National	85	89	90	+1

These tables combine phonics screening check results for:

- pupils screened in year 1 who were still on roll at the end of KS 1
- those re-checked or taking for the first time in year 2

Key Stage 1

KS1 2015		National	Worcs.	2T	3T
EYFS	GLD	66.2	66.4	68	67
% Level 2B+	Reading	82	83	82	85
	Writing	72	74	73	78
	Maths	82	82	81	85

KS1 outcomes		2012			2013			2014			2015			+/-		
		L2+	L2B+	L3+	L2+	L2B+	L3+	L2+	L2B+	L3+	L2+	L2B+	L3+	L2+	L2B+	L3+
Reading	Worcestershire	88	79	31	89	80	32	90	81	32	91	83	34	1	1	0
	Statistical Neighbours	88	76	29	90	81	32	91	83	33	92	84	34	1	2	1
	National	87	74	26	89	79	29	90	81	31	90	82	32	1	2	2
Writing	Worcestershire	85	68	16	86	70	17	87	71	17	89	74	19	1	1	0
	Statistical Neighbours	85	64	14	87	70	16	88	72	17	89	74	18	1	2	1
	National	83	61	13	85	67	15	86	70	16	88	72	18	1	3	1
Maths	Worcestershire	91	78	24	91	78	24	92	80	25	93	82	27	1	2	1
	Statistical Neighbours	92	78	23	93	80	25	93	82	26	94	84	27	1	2	1
	National	91	76	22	91	78	23	92	80	24	93	82	26	1	2	1

Free School Meal / non-Free School Meal Comparisons

Percentage achieving L2+		2012		2013		2014		2015	
		FSM	Non FSM	FSM	Non FSM	FSM	Non FSM ¹	FSM	Non FSM
Reading	Worcestershire	70	91	76	91	75	92	80	93
	Stat Neighbours	75	90	78	92	81	93	81	93
	National	76	90	79	91	80	92	82	92
Writing	Worcestershire	65	88	70	89	72	89	77	91
	Stat Neighbours	69	87	72	89	74	89	75	91
	National	70	86	73	88	75	89	77	90
Maths	Worcestershire	74	94	80	93	80	94	85	95
	Stat Neighbours	82	93	84	94	85	95	86	95
	National	82	93	84	93	85	94	86	94

1. Includes pupils not eligible for free school meals and for whom free school meal eligibility was unclassified or could not be determined

Outcomes by pupil groups		% L2B+ Reading				% L2B+ Writing				% L2B+ Maths			
		2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
Overall		79	80	81	83	68	70	71	74	78	78	80	82
Gender	Boys (3207)	75	75	77	79	60	62	64	67	77	76	79	81
	Girls (2970)	83	85	85	87	76	78	78	82	79	80	81	84
FSM	Eligible (871)	55	61	60	65	42	46	47	53	57	59	60	65
	Non-Eligible (5399)	83	83	84	85	73	74	75	77	82	81	83	85
SEN	No SEN (5176)	91	89	90	90.9	81	80	82	83.2	89	87	89	89.8
	School Action (89)	40	42	51	47.2	24	23	33	25.8	43	40	50	42.7
	School Action Plus (191)	37	40	43	46.1	22	23	29	30.9	38	41	45	48.7
	Statement (95)	22	16	18	15.8	12	8	8	10.5	22	16	15	15.8
Ethnicity	White – AOB (283)	72	72	78	75.6	64	57	66	65.4	73	77	85	78.8
	Pakistani (107)	80	67	71	81.3	67	60	53	68.2	74	59	66	74.8
	Mixed – White and Black Caribbean (68)	68	78	71	82.4	60	71	58	67.6	68	76	76	83.8
	Indian (58)	93	86	96	96.6	86	76	83	91.4	88	78	93	94.8
	Mixed – AOB (79)	85	77	79	82.3	68	72	71	77.2	83	74	77	81.0
	Gypsy, Roma and Traveller (35)	23	43	29	48.6	19	23	18	45.7	31	43	32	54.3

District Data	% L2B+ Reading				% L2B+ Writing				% L2B+ Maths			
	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
Bromsgrove	85	84	85	85	77	77	75	78	86	84	83	85
Malvern Hills	81	81	84	86	69	70	72	77	77	78	81	85
Redditch	74	77	79	83	63	65	71	74	74	76	81	83
Worcester	74	78	76	81	61	68	65	72	73	75	74	79
Wychavon	83	82	84	85	72	74	74	77	81	79	84	84
Wyre Forest	75	78	78	80	64	63	67	69	76	76	76	80
Worcestershire	79	80	81	83	68	70	71	74	78	78	80	82
National	76	79	81	82	64	67	70	72	76	78	80	82

Key Stage 2

Key Performance Indicators		2012	2013	2014	2015	+/-
Achievement at level 4 or above in Reading, Writing and Maths at KS2	Worcestershire	73	72	77	76	-1
	Stat Neighbours	75	75	78	80	+2
	National	75	75	79	80	+1
Progression by at least 2 levels in Reading between KS1 and KS2	Worcestershire	88	86	88	89	+1
	Stat Neighbours	89	87	91	91	0
	National	90	88	91	91	0
Progression by at least 2 levels in Writing between KS1 and KS2	Worcestershire	88	90	91	91	0
	Stat Neighbours	88	90	92	94	+2
	National	90	92	93	94	+1
Progression by at least 2 levels in Maths between KS1 and KS2	Worcestershire	85	83	86	85	1
	Stat Neighbours	86	86	88	88	0
	National	87	88	90	90	0

Additional data table		2012		2013				2014				2015			
		L4+	L5+	L4+	L4B+	L5+	L6	L4+	L4B+	L5+	L6	L4+	L4B+	L5+	L6
Reading	Worcestershire	84	48	84	73	44	0	88	77	49	0	88	79	48	0
	Statistical Neighbours	88	51	87	76	47	0.4	89	79	51	0	90	82	50	0
	National	87	48	86	75	45	0	89	78	50	0	90	81	49	0
	LAC			54		38		55		21		73		23	
Writing	Worcestershire	81	28	82		30	2	84		33	2	85		34	2
	Statistical Neighbours	81	30	83		32	2	86		33	2	88		35	2
	National	81	28	83		30	2	85		33	2	87		36	2
	LAC			38		0		48		10		55		2	
Maths	Worcestershire	81	39	82	70	38	5	84	73	38	8	84	72	38	7
	Statistical Neighbours	84	40	84	72	40	7	86	75	42	9	87	76	41	8
	National	84	39	85	73	41	7	86	76	42	9	87	77	42	9
	LAC			46		8		48		7		54		10	
RWM	Worcestershire	73	20	72	60	20	0.1	77	64	22	0.1	76	65	22	
	Statistical Neighbours	75	21	75	63	22		78	67	23		80	69	24	
	National	75	20	75		21		79	67	24		80	69	24	

Outcomes by pupil groups		% L4+ Reading, Writing and Maths				% at least 2 levels progress - Reading				% at least 2 levels progress - Writing				% at least 2 levels progress - Maths			
		2013	2014	2015	National	2013	2014	2015	National	2013	2014	2015	National	2013	2014	2015	National
Overall (5442)		72	76	76	80	86	88	89	91	90	91	91	94	83	86	85	90
Gender	Boys (3013)	69	74	70	76	86	89	87	90	87	89	89	93	84	86	86	90
	Girls (2815)	76	79	77	82	87	87	90	92	93	93	93	95	83	86	84	89
FSM	Eligible (674)	49	50	53.7	66	80	77	80	87	85	84	83	91	80	76	79	84
	Non-Eligible (5154)	76	80	79.2	83	88	90	90	92	91	92	92	95	85	88	86	91
SEN	No SEN (4673)	86	89	87.2	83	91	92	92	94	95	95	95	97	89	91	89	93
	School Action (151)	38	45	50.3	-	82	84		-	84	84		-	73	78		-
	School Action Plus (212)	30	33	32.5	-	77	76		-	80	81		-	73	72		-
	Statement (172)	8	12	8.2	11	39	44	43	50	42	46	47	54	35	40	41	48
	SEN Support							77	75			79				72	72
Ethnicity	White – any other background (172)	70	68	65.7	81	91	89	91	91	93	95	93	94	89	88	93	92
	Pakistani (102)	62	65	67.6	86	83	83	86	89	91	88	93	94	81	83	82	90
	Mixed – any other background (57)	75	70	73.7	90	81	73	88	92	87	81	92	95	83	81	79	90
	Mixed – White and Black Caribbean (51)	73	73	68.6	89	80	84	86	91	90	92	90	94	82	88	84	87
	Indian (47)	77	92	87.2	92	86	95	93	93	95	92	98	96	92	97	89	94
	Mixed – White and Asian (59)	80	76	88.1	92	89	93	88	93	95	96	93	95	95	84	93	92
	Gypsy, Roma and Traveller (35)	39	17	43	44	82	74	75	74	89	89	75	79	71	63	72	76
LAC	Looked After Children (47)	31	34	45	53	75				60				75			

*Y6 SATs cohort number is different from number identified in report as LAC numbers had increased at time of report data

Appendix 2

Pupils achieving L4+ in Grammar Punctuation & Spelling	2013			2014			2015		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Worcestershire	66	77	71	69	79	73	71	83	77
Statistical Neighbours			73			75			79
National	69	79	74	72	81	76	76	84	80

KS2 Outcomes primary schools / middle schools	Level 4+ in RWM			Expected levels of progress from KS1-KS2								
				Reading			Writing			Maths		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Worcestershire	72	76	76	86	88	89	90	91	91	83	86	85
Primary schools	76	79	80	91	92	92	93	94	94	90	91	90
Middle schools	70	76	74	83	86	86	89	90	90	77	82	81
Statistical Neighbours	75	78	80	87	91	91	90	92	94	86	88	88
National	75	79	80	88	91	91	92	93	94	88	89	90

FSM/non-FSM Comparisons		FSM/non-FSM Gap at L4+			
		2012	2013	2014	2015
Reading	Worcestershire	17	19	21	21
	Stat Neighbours	14	15		13
	National	12	14	12	11
Writing	Worcestershire	20	22	22	23
	Stat Neighbours	21	21		16
	National	17	16	15	14
Maths	Worcestershire	20	18	21	18
	Stat Neighbours	17	17		16
	National	14	13	13	12

District Data	% L4+ Reading				% L4+ Writing				% L4+ Maths			
	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
Bromsgrove	88	75	92	90	82	86	90	89	84	84	90	87
Malvern Hills	89	88	92	94	87	85	86	88	86	86	89	91
Redditch	81	79	84	84	80	81	86	85	77	77	81	78
Worcester	87	82	86	87	80	80	82	81	84	81	84	84
Wychavon	86	85	88	86	80	81	81	82	81	78	80	80
Wyre Forest	87	86	89	90	81	82	84	86	84	85	86	85
Worcestershire	84	84	88	88	81	82	84	85	81	82	84	84
National	87	86	89	89	81	83	85	87	84	85	86	87

Key Stage 4

Key Performance Indicators		2012	2013	2014	2015	+/-
% 5+ A*-C inc English and Maths	Worcestershire	60.7	62.9	58.5	60.7	+2.2
	Stat Neighbours	58.1	59.9	56.2	57.9	+1.7
	National	59.4	59.2	53.4	53.8	+0.4
% Expected Progress - English	Worcestershire	69.9	73.3	71.5	73.4	+1.9
	Stat Neighbours	67.4	70.1	70.5	72.5	+2.0
	National	68.0	70.4	71.6	72.4	+0.8
% Expected Progress - Maths	Worcestershire	71.3	73.0	68.7	72.1	+3.4
	Stat Neighbours	67.5	69.8	65.5	69.3	+3.8
	National	68.7	70.7	65.6	68.1	+2.5

% all pupils	2013		2014		2015	
	Two-tier	Three-tier	Two-tier	Three-tier	Two-tier	Three-tier
5AC(EM)	63%	65%	60%	59%	63%	62%
Progress English	71%	78%	74%	72%	71%	67%
Progress Maths	72%	77%	68%	72%	67%	71%

Additional data table		2012	2013	2014	2015	+/-
English Bacc	Worcestershire	16.7	21.7	23.9	25.6	+1.7
	Statistical Neighbours	16.1	20.6	22.4	23.0	+0.6
	National	18.3	23.0	22.9	22.9	0
5+ A* - C	Worcestershire	83.4	84.2	67.9	69.7	+1.8
	Statistical Neighbours	81.1	80.6	66.5	67.1	+0.6
	National	81.9	81.8	63.8	64.9	+1.1
5+ A* - G	Worcestershire	94.9	96.5	93.3	94.8	+1.5
	Statistical Neighbours	96.1	96.3	93.8	94.6	+0.8
	National	93.6	94.3	89.7	91.0	+1.3
5+ A* - G inc English and Maths	Worcestershire	94.1	95.4	92.0	92.8	+0.8
	Statistical Neighbours	95	94.6	91.6	92.4	+0.8
	National	92.4	90.5	85.1	85.7	+0.6
Any passes	Worcestershire	99.3	99.6	98.3	97.8	-0.5
	Statistical Neighbours	99.3	99.4	98.3	98.3	0
	National	99.4	99.6	97.6	97.9	+0.3

District Data	% 5+ A*-C				% 5+ A*-C inc. E&M			
	2012	2013	2014	2015	2012	2013	2014	2015
Bromsgrove	90	89	74	79	69	70	65	70
Malvern Hills	79	74	73	77	60	59	65	70
Redditch	85	91	68	64	66	68	56	55
Worcester	87	86	65	70	57	61	55	61
Wychavon	77	76	65	70	59	58	56	62
Wyre Forest	85	84	60	64	58	59	50	54
Worcestershire	83	84	68	69	61	63	59	60
National	82	82	63	64	59	59	53	53

Additional data table	2012		2013		2014		2015		Improvement 2014/15	
	Worcs	Nat	Worcs	Nat	Worcs	Nat	Worcs	Nat	Worcs	Nat
5+ A*-C inc Eng & Maths	60.7	59.4	62.9	59.2	58.5	53.4	60.7	53.8	+2.2	+0.4
Boys achieving 5+ A*-C Inc E&M	55.6	54.2	57.8	56	52.6	47.3	54.7	49.0	+2.1	+1.7
Girls achieving 5+ A*-C inc E&M	66.0	63.7	68.5	66	63.0	58.2	66.9	58.9	+3.9	+0.7
FSM achieving 5+ A*-C inc E&M	29.7	36.5	33.3	38.1	27.5	33.7	28.3	33.3	+0.8	-0.4
Non FSM achieving 5+ A*-C inc E&M	64.1	62.8	66.5	64.8	61.9	60.7	64.1	61.2	+2.2	+0.5

Worcestershire results by pupil groups		5+ A*-C inc E&M				5+ A*-C				5 A*-G inc E&M			
		2013	2014	2015	Nat	2013	2014	2015	Nat	2013	2014	2015	Nat
Overall		63	58	61	54	84	68	70	65	95	92	93	86
Gender	Boys (2901)	58	53	55	49	82	62	63	59	96	90	92	84
	Girls (2810)	68	63	67	59	87	74	77	71	97	93	94	88
FSM	Eligible (533)	33	27	28	33	64	34	40	42	85	73	78	80
	Non-Eligible (5173)	66	61	64	61	87	71	73	70	97	94	94	94
SEN	No SEN (4,587)	74	69	70	65	91	79	79	74	99	98	98	96
	School Action	33	23			70	35			93	88		
	School Action +	23	19			62	26			87	72		
	Statement	8	6			26	9			45	27		
	SEN Support (881)			26	24			35	32			82	79
	SEN with Statement or EHC Plan (237)			10	9			12	12			35	36
Ethnicity	White (5,331)	63	58	61	57	84	68	70	66	96	92	93	92
	Asian (145)	59	60	58	62	90	70	69	72	97	92	92	94
	Black (28)	70	59	61	53	85	82	68	65	88	91	x	91
	Chinese (12)	69	100	x	78	75	100	x	88	94	100	100	97
	Mixed (141)	64	48	58	58	88	63	68	68	93	86	89	92
LAC	Looked After Children (74)			16				20					

Key Stage 5

A Level and level 3 results	A level entry expressed as a grade			at least 3 A levels at A*-E			at least 2 A levels at A*-E			at least 1 A level at A*-E			A levels at grades AAB or higher (in at least 2 facilitating subjects)			A levels at grades AAB or higher (in 3 facilitating subjects)		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
England - all schools and colleges	C+	C+	C+	80.5%	79.5%	78.7%	92.9%	92.4%	92.2%	99.7%	99.6%	99.6%	15.3%	14.6%	14.7%	9.6%	9.3%	9.1%
England - state funded schools and colleges	C	C	C	79.0%	77.9%	77.2%	92.3%	91.8%	91.5%	99.6%	99.6%	99.6%	12.1%	11.6%	11.8%	7.5%	7.4%	7.2%
Local Authority	C	C	C	78.6%	76.9%	74.0%	92.4%	92.3%	91.5%	99.5%	99.7%	99.7%	8.6%	8.7%	7.6%	5.0%	5.7%	5.3%

Source: DFE School's Performance Table and SFR03_2016

KS5 Provisional outcomes for schools and FE sector colleges

GCE A level and Level 3 results of all state-funded students ¹ aged 16 to 18		2011 (Revised)	2012 (Revised)	2013 (Revised)	2014 (Revised)	2015 (Revised)
Average Point Score per student	Worcestershire	710.3	700.3	704.6	697.1	724.5
	Statistical Neighbours	716.1	701.1	689.7	676.7	
	National	745.9	733.0	724.3	696.0	717.8
Average Point Score per entry	Worcestershire	208.2	205.4	206.9	208.4	209.2
	Statistical Neighbours	211.2	207.4	211.2	209.1	
	National	216.2	212.8	213.7	211.5	215.9

FSM v non-FSM Attainment across phase

