

Central Bedfordshire Council

Children's Services Overview and Scrutiny Committee 14 March 2017

Education Outcomes (Revised) 2016

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This report does not relate to a Key Decision

Purpose of this report

1. The report provides an overview of 2016 education outcome data and the actions being taken to improve outcomes.

RECOMMENDATION

The Committee is asked to:

- 1. Consider the report and comment on the actions being taken to support delivery of the Partnership Vision For Education**

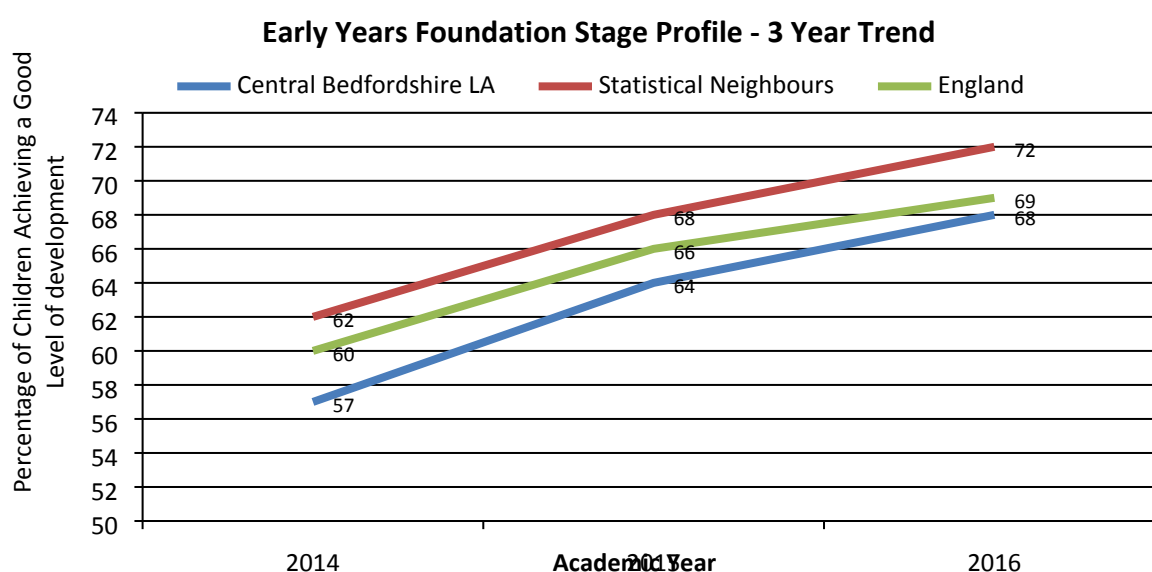
BACKGROUND

1. Central Bedfordshire's Partnership Vision for Education which was co-constructed with schools has been refreshed and was considered by the Overview and Scrutiny Committee at their meeting in January 2017 and amended following feedback. (Appendix 1).
2. As at end January 2017, 89% of schools in Central Bedfordshire have good or better Ofsted judgements. This demonstrates sustained improvement.
3. As at end January 2017, 87% of pupils attend good or better schools in Central Bedfordshire.
4. Schools are provided with their own data as well as data packs by cluster to support their discussions regarding the actions they need to take to improve outcomes for children and young people.
5. Summary data by localities is provided as Appendix 2.

EARLY YEARS FOUNDATION STAGE (EYFS)

6. Schools continue to report that there are an increasing number of children starting school without the skills to access the curriculum.
7. The cross agency focus on 'School Readiness' has started to have an impact and continues to be an area of focus in 2016/2017.
8. More schools have taken the decision to lower their age range and make provision for pre school children which is beginning to have an impact on outcomes. School are also working with private and voluntary pre school providers where possible to support joint working and transition. The School Readiness working group which represents a range of agencies and sectors have been working on actions to support school readiness and have produced a leaflet which has been widely distributed. It is anticipated that this will impact on outcomes at the end of Early Years Foundation Stage in future years.
9. Good Level of Development (GLD) is achieved by a child reaching the expected standards in the areas of communication and language development, personal social and emotional development (PSED), physical development, literacy and maths.

Outcomes 2016



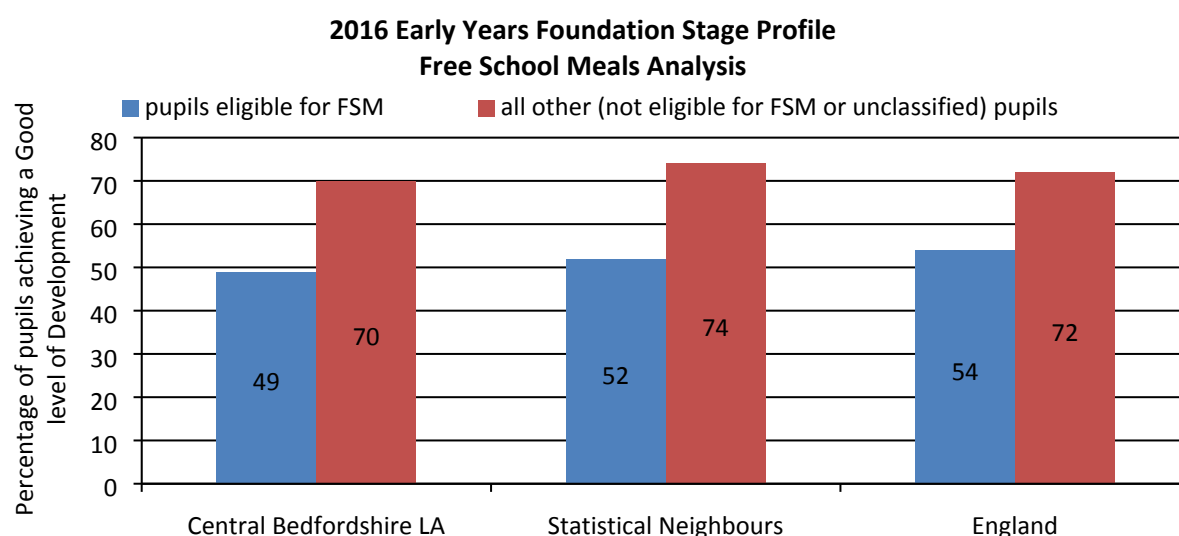
10. The percentage of children achieving a GLD is 68%, a 4% point increase from 2015. Central Bedfordshire remains in the 3rd quartile nationally.
11. Central Bedfordshire is 4 percentage points (ppts) below the statistical neighbour (SN) average and 1% points below the national average (NA).
12. Central Bedfordshire is ranked 9/11 against SN, the same as in 2015 and ranked 94/151 against the national ranking, compared to 110/151 in 2015.

13. Central Bedfordshire children achieve above the national average in all areas, but not the same children in all areas of learning which impacts on the overall percentage of children reaching GLD.
14. The gap between Central Bedfordshire and the National Average has narrowed year on year since 2014.

Percentage of Children achieving expected level by Gender

15. The percentage of boys achieving a GLD in Central Bedfordshire is 62%; a 6 ppt increase from 2015 (56%).
16. Central Bedfordshire is 3 pts below the SN average and same as the national average
17. Central Bedfordshire is ranked 9/11 against SN; the same as last year and ranked 91/151 against the national ranking; a 16 place increase compared to a ranking of 107/151 in 2015.
18. The percentage of girls achieving a GLD in Central Bedfordshire is 76%; a 4 pts increase from 2015 (72%).
19. Central Bedfordshire is 3 pts below the statistical neighbour average and 1 ppt below the national average.
20. Central Bedfordshire is ranked 9/11 against the SN; compared to our ranking of 11/11 last year and ranked 93/151 against the national ranking; 17 place increase compared to a ranking of 110/151 last year.

Percentage of Children achieving expected level by Free School Meals (FSM)



21. The 2016 ppt gap between pupils eligible for FSM and other pupils achieving GLD is 21 ppts; 4 ppts narrower than in 2015 (25 ppts)

22. Central Bedfordshire's FSM/Non FSM Gap is 1 ppt narrower than the SN gap (22ppts) and 4 ppts wider than the national gap (17ppts).
23. Central Bedfordshire is ranked 9/11 for FSM pupils against the SN; compared to a ranking of 10/11 last year.
24. Central Bedfordshire is ranked 131/150 for FSM pupils against the national rankings; 15 place increase compared to a ranking of 146/150 last year. Central Bedfordshire remains in the bottom quartile.
25. Narrowing the gap remains a key focus across Central Bedfordshire and at a cluster level, as reported at the January Overview and Scrutiny Meeting.
26. The early years pupil premium (EYPP) has been in place since April 2015 and gives providers of early years education extra funding to support disadvantaged 3 and 4 year olds. Early years providers are any organisation that offers education for children aged under 5, including nurseries and childminders.
27. This extra funding is aimed at to improving the quality of education for disadvantaged children. Ofsted inspections report on whether providers spend their EYPP funding effectively.
28. 3 and 4 year olds in state-funded early education attract EYPP funding if their family meet at least 1 of the following criteria:
 - Income support;
 - income-based Jobseekers Allowance;
 - income-related Employment and Support Allowance;
 - support under part VI of the Immigration and Asylum Act 1999;
 - the guaranteed element of State Pension Credit;
 - Child Tax Credit (provided they're not also entitled to Working Tax Credit; and have an annual gross income of no more than £16,190);
 - Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit;
 - Universal Credit;
 - they are currently being looked after by a local authority in England or Wales
 - they have left care in England or Wales through:
 - an adoption
 - a special guardianship order
 - a child arrangement order
29. There is an expectation that we will see the impact of this additional funding in future years.

Maintained School and Academies performance

30. The percentage of children achieving GLD is the same across academies and maintained schools, although the size of the cohort is significantly different with more children in maintained lower and primary schools as set out in the table below.

	Cohort	% of Children Achieving a Good Level of Development
Academies	945	69
Maintained School	2695	69
Special School & PVI	26	15
Central Bedfordshire LA	3666	68

YEAR 1 PHONICS ASSESSMENT

31. 81% of children in Central Bedfordshire achieved the expected standard in the Phonics Screening Check in 2016, compared to 77% in 2015.
32. Central Bedfordshire is ranked 7/11 against SN, compared to 8/11 in 2015 and ranked 67/150 against the national ranking, compared to 82/150 in 2015. This now places Central Bedfordshire in the 2nd quartile, compared to the 3rd quartile in 2015.

Percentage of Children achieving expected level by FSM

33. The 2016 percentage point gap between pupils eligible for FSM and other pupils meeting the required standard of phonic decoding is 16 ppts; 7 ppts narrower than 2015 (23ppts)
34. Central Bedfordshire's FSM/Non FSM Gap is 3 percentage points narrower than our statistical neighbour gap (19ppts) and 2 ppts wider than the national gap (14ppts).
35. The percentage of pupils who are eligible for FSM meeting the required standard of phonic decoding in Central Bedfordshire is 66%; 10 ppts increase from 2015 (56%).
36. Central Bedfordshire is 2 ppts above the SN average (64%) and 3 ppts below the national average (69%).
37. Central Bedfordshire is ranked 3/11 for FSM pupils against the SN; compared to our ranking of 8/11 last year and is ranked 98/150 for FSM pupils against the national ranking; compared to a ranking of 138/150 in 2015.

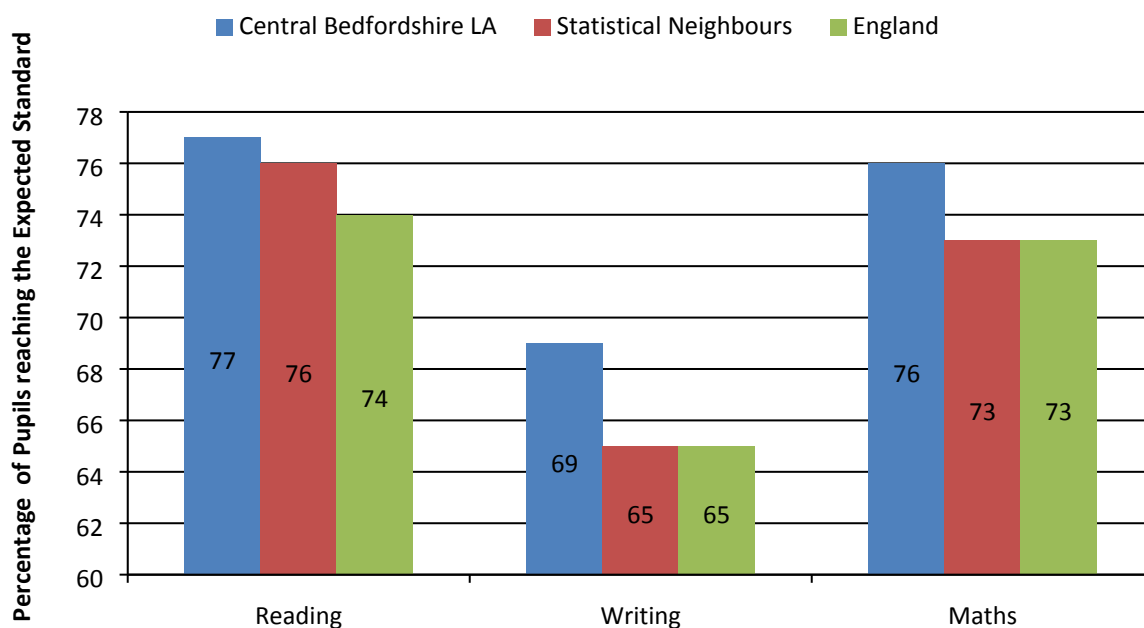
KEY STAGE 1

38. In 2016 pupils were assessed against the new more challenging curriculum, which was introduced in 2014. Results are no longer reported

as levels, the interim frameworks for teacher assessment have been used by teachers to assess if a pupil has met the new, higher expected standard. Because of these assessment changes, figures for 2016 are not comparable to those for earlier years.

39. The expectations for pupils at the end of key stage 1 have been raised. Schools are in discussion regarding consistent expectations through cross area moderation exercises.

2016 Key Stage 1 Teacher Assessments - Percentage reaching the Expected Standard



Reading

40. The percentage of pupils reaching the expected standard in Reading in Central Bedfordshire is 77%.
41. Central Bedfordshire is 1 ppt above the SN average (76%) and 3 ppts above the national average (74%).
42. Central Bedfordshire is ranked 4/11 against the SN and ranked 33/150 against the national ranking placing us in the top quartile.
43. In 2015 Central Bedfordshire was ranked 27/150 against the national ranking at Level 2B and above (previous assessment levels)

Writing

44. The percentage of pupils reaching the expected standard in Writing in Central Bedfordshire is 69%.

- 45. Central Bedfordshire is 4 pts above the SN average (65%) and 4 pts above the national average (65%).
- 46. Central Bedfordshire is ranked 2/11 against the SN and ranked 41/150 against the national ranking placing us in the second quartile (the top quartile was missed by 0.09%).
- 47. In 2015 Central Bedfordshire was ranked 6/150 against the national ranking at Level 2B and above (previous assessment levels)
- 48. Boys writing remains an area of focus in many schools.

Mathematics

- 49. The percentage of pupils reaching the expected standard in Central Bedfordshire is 76%.
- 50. Central Bedfordshire is 3 pts above the SN average (73%) and 3 pts above the national average (73%).
- 51. Central Bedfordshire is ranked 3/11 against the SN and ranked 39/150 against the national ranking placing us in the second quartile (the top quartile was missed by 0.03%).
- 52. In 2015 Central Bedfordshire was ranked 21/150 against the national ranking at Level 2B and above (previous assessment levels)

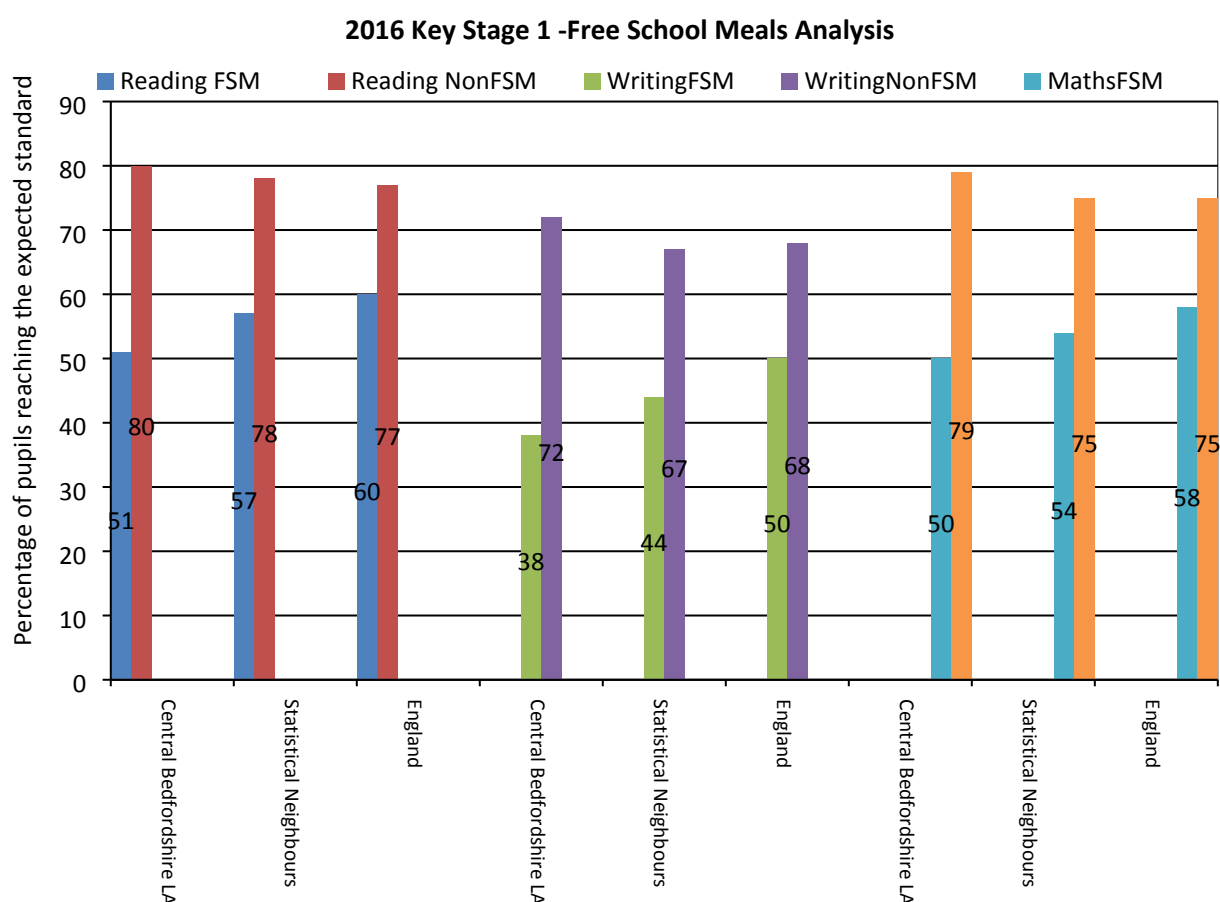
Percentage of Children achieving expected level by Gender

- 53. The percentage of boys in Central Bedfordshire achieving expected level in Reading is 73%, Writing is 62% and Maths is 74%.
- 54. Boys Reading is 2 pts above the SN average and 3 points above the national average. Boys Writing is 5 pts above the SN average and 3 pts above the national average. Boys Maths is 2 pts above the SN average and 2 pts above the national average.
- 55. Boys Reading is ranked 4/11 against SN and 35/150 against the national ranking. Boys Writing is ranked 4/11 against SN and 48/150 against the national ranking. Boys Maths is ranked 4/11 against SN and 48/150 against the national ranking.
- 56. The percentage of girls in Central Bedfordshire achieving expected level in Reading is 81%, Writing is 76% and Maths 77%.
- 57. Girls Reading is 1 ppt above the SN average and 3 pts above the national average. Girls Writing is 4 pts above the SN average and 3 pts

above the national average. Girls Maths is 4 ppts above the SN average and 3 ppts above the national average.

58. Girls Reading is ranked 4/11 against SN and 38/150 against the national ranking. Girls Writing is ranked 3/11 against SN and 46/150 against the national ranking and Girls Maths is ranked 2/11 against SN and 33/150 against the national ranking.

Percentage of pupils achieving expected levels by FSM



Reading

59. The 2016 ppt gap between pupils eligible for FSM and other pupils reaching the expected standard in Reading is 29 ppts.
60. Central Bedfordshire's FSM/Non FSM Gap is 9 ppts wider than the SN gap (20 ppts) and 12 ppts wider than the national gap (17ppts).
61. Central Bedfordshire is ranked 8/11 for FSM pupils against the SN and ranked 138/150 against the national ranking placing us in the bottom quartile.

Writing

62. The 2016 percentage point gap between pupils eligible for FSM and other pupils reaching the expected standard in Writing is 34 ppts.
63. Central Bedfordshire's FSM/Non FSM Gap is 12 ppts wider than the SN gap (22ppts) and 16 ppts wider than the national gap (18ppts).
64. Central Bedfordshire is ranked 8/11 for FSM pupils against SN and 139/150 against the national ranking placing us in the bottom quartile.

Maths

65. The 2016 ppt gap between pupils eligible for FSM and other pupils achieving the expected level in Maths is 29 ppts.
66. Central Bedfordshire's FSM/Non FSM Gap is 9 ppts wider than the SN gap (20ppts) and 11 ppts wider than the national gap (18ppts).
67. Central Bedfordshire is ranked 8/11 FSM pupils against SN and ranked 135/150 against the national ranking placing us in the bottom quartile.
68. Narrowing the gap at KS1 remains a priority at Local Authority and cluster level. Schools are using the Pupil Premium Review to support them with targeting their actions for improvement. Schools are strongly encouraged to buy into this review process. All clusters have been asked to have narrowing the gap as a cluster priority this year.

Maintained School and Academies performance

69. The percentage of children reaching the expected standard at KS1 is broadly similar across academies and maintained schools, although the size of the cohort is significantly different with significantly more children attending maintained lower and primary schools than academies as set out in the table below.

2016 Key Stage 1 - Pupils reaching the expected standard				
	Cohort	Reading	Writing	Maths
Academies	939	76	66	75
Maintained School	2436	78	70	77
Special Schools	27	0	0	0
Central Bedfordshire LA	3402	77	69	76

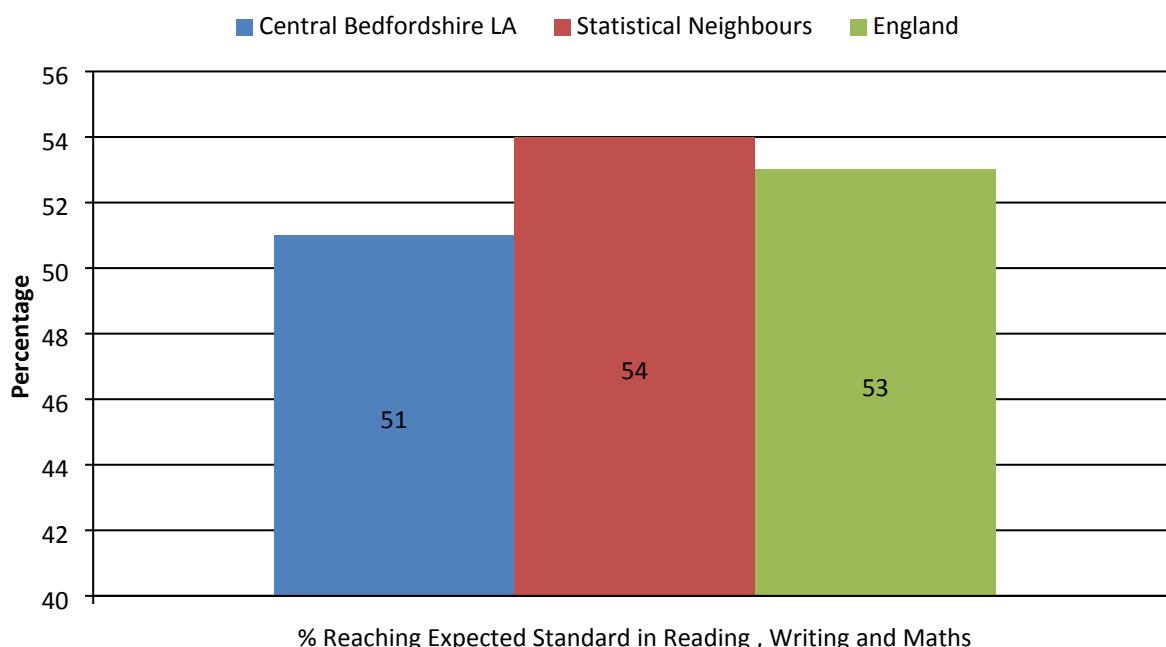
KEY STAGE 2

New assessment arrangements

70. The 2016 key stage 2 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. This publication provides an update on the provisional data for attainment in the new assessments which was published by the department in September. This report includes figures on the new 'value-added' progress measures, which have been introduced to replace the previous 'expected progress' measures.
71. Because of the changes to the curriculum, figures for 2016 are not comparable to those for earlier years.
72. The KS2 National Curriculum Test outcomes are not now reported using levels, but scaled scores (80-130) are used instead. The expected standard in reading and mathematics is a scaled score of 100 or above. The expected standard in writing is a teacher assessment of 'working at the expected standard' (EXS) or 'working at greater depth within the expected standard' (GDS).
73. A higher standard is a scaled score of 110 or more in reading, 110 or more in mathematics and pupils assessed as working at greater depth within the standard (GDS) in writing.
74. The previous expected progress measures have been replaced by value-added measures. There is no 'target' for the amount of progress an individual pupil is expected to make. The new progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of year 6. Any amount of progress a pupil makes contributes towards a school's progress score.
75. Progress scores are presented as positive or negative numbers either side of zero. A score of zero means that pupils in a school (or group) made the same progress as those with similar prior attainment nationally; A positive score means that they made more progress than those with similar prior attainment; a negative score means they made less progress than pupils with similar starting points nationally.
76. A progress score of -4 in reading would mean that, on average, pupils in a school achieved the equivalent of 4 scaled score points lower in reading than all pupils with similar prior attainment nationally. A negative progress score does not mean pupils made no progress.
77. Scores should be interpreted alongside their associated confidence intervals. If the lower confidence limit is greater than zero, then the progress score is above the national average. Similarly, if the upper limit is below zero, then the score is below average. Where a confidence interval overlaps zero, the progress score is not significantly different from the national average.

Percentage of pupils reaching the expected standard in Reading, Writing and Mathematics

2016 Key Stage 2- Percentage reaching the Expected Standard in Reading , Writing and Mathematics



78. The percentage of pupils reaching the Expected Standard in Reading Writing and Mathematics is 51%.

79. Central Bedfordshire is 3 ppts below the SN average (54%) and 2 ppts below the national average (53%).

80. Central Bedfordshire is ranked 9/11 against the statistical neighbours and ranked 113/152 against the national ranking, placing Central Bedfordshire in the third quartile nationally. This is an improvement from 2015.

81. In 2015 Central Bedfordshire was ranked 134/152 against the national ranking at Level 4 and above (previous assessment levels).

Reading Test

82. The percentage of pupils reaching the Expected Standard is 65%

83. Central Bedfordshire is 3 ppts below the SN average (68%) and 1 ppt below the national average (66%).

84. Central Bedfordshire is ranked 9/11 against SN and ranked 94/152 against the national ranking, placing Central Bedfordshire in the third quartile nationally.

Reading Progress Score

85. The Reading Progress Score in Central Bedfordshire is -1.6. Central Bedfordshire is statistically significantly below the national average.
86. Central Bedfordshire is 1.3 points below the SN average (-0.3).
87. Central Bedfordshire is ranked 11/11 against the SN and ranked 149/152 against the national ranking. Central Bedfordshire is placed in the bottom quartile nationally.

Writing Teacher Assessment

88. The percentage of pupils reaching the Expected Standard is 77%
89. Central Bedfordshire is 4 pts above the SN average (73%) and 3 pts above the national average (74%).
90. Central Bedfordshire is ranked 3/11 against the SN and ranked 57/152 against the national ranking, placing Central Bedfordshire in the second quartile nationally.

Writing Progress Score

91. The Writing Progress Score in Central Bedfordshire is -1.4. Central Bedfordshire is statistically significantly below the national average.
92. Central Bedfordshire is 0.4 points below the SN average (-1.0).
93. Central Bedfordshire is ranked 7/11 against the SN and ranked 139/152 against the national ranking. Central Bedfordshire is placed in the bottom quartile nationally.

Maths Test

94. The percentage of pupils achieving the Expected Standard and above is 65%.
95. Central Bedfordshire is 4 pts below the SN average (69%) and 5 pts below the national average (70%).
96. Central Bedfordshire is ranked 9/11 against the SN and ranked 137/152 against the national ranking, placing Central Bedfordshire in the bottom quartile nationally.

Maths Progress Score

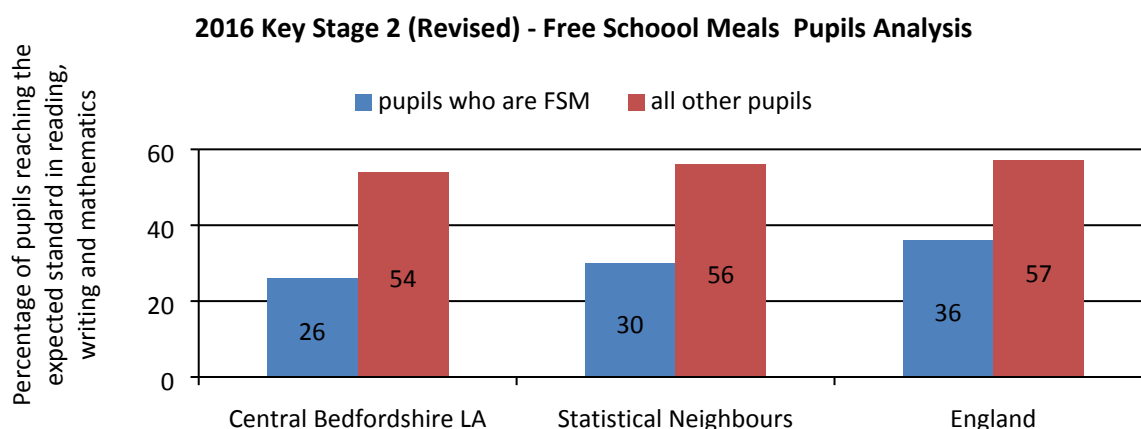
97. The Maths Progress Score in Central Bedfordshire is -2.1. Central Bedfordshire is statistically significantly below the national average.
98. Central Bedfordshire is 1.4 points below the SN average (-0.7).

99. Central Bedfordshire is ranked 11/11 against the SN.
100. Central Bedfordshire is ranked 150/152 against the national ranking; Central Bedfordshire is placed in the bottom quartile nationally.

Percentage of Children achieving expected level by Gender

101. The percentage of boys achieving the expected standard in Reading, Writing and Maths in Central Bedfordshire is 46%.
102. Central Bedfordshire is 4 ppts below the SN average and 4 ppts below the national average.
103. Central Bedfordshire is ranked 8/11 against the SN; and ranked 118/152 against the national ranking.
104. The percentage of girls achieving the expected standard in Reading, Writing and Maths in Central Bedfordshire is 56%.
105. Central Bedfordshire is 2 ppts below the SN average and 1 ppt below the national average.
106. Central Bedfordshire is ranked 9/11 against the SN and ranked 104/152 against the national ranking.

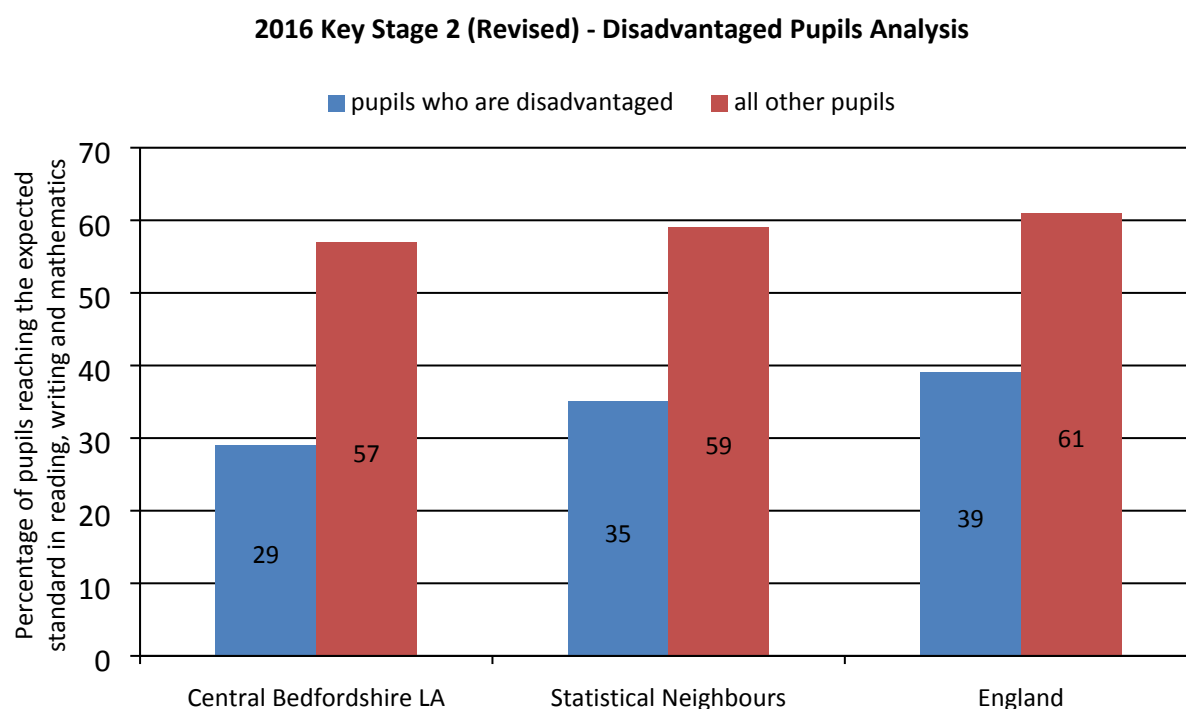
Percentage of pupils achieving expected level in Reading, Writing and Maths by FSM



107. The 2016 ppt gap between pupils eligible for FSM and all other pupils reaching the expected standard in Reading, Writing and Mathematics is 28 ppts.
108. Central Bedfordshire's FSM/Non FSM Gap is 2 ppts wider than the SN gap (26ppts) and 6 ppts wider than the national gap (22ppts).

109. Central Bedfordshire is ranked 8/11 for FSM pupils against the SN and ranked 143/150 against the national ranking; Central Bedfordshire remains in the bottom quartile.

Percentage of disadvantaged achieving expected level in Reading, Writing and Maths



110. In 2016, disadvantaged pupils were defined as: those who were registered as eligible for free school meals at any point in the last 6 years; children looked after by a local authority and children who left care in England and Wales through adoption or via a Special Guardianship or Child Arrangements Order.
111. The 2016 percentage point (ppts) gap between Central Bedfordshire Disadvantaged pupils and other pupils reaching the expected standard in Reading, Writing and mathematics is 27 ppts.
112. The 2016 ppt gap between Central Bedfordshire Disadvantaged pupils and National all other pupils reaching the expected standard in Reading Writing and mathematics is 32 ppts.
113. Central Bedfordshire's Disadvantaged Gap is 3 ppts wider than the SN gap (24ppts) and 6 ppts wider than the national gap (21ppts).
114. Central Bedfordshire is ranked 9/11 for Disadvantaged pupils against the SN and ranked 142/150 against the national ranking; Central Bedfordshire remains in the bottom quartile.

Maintained School and Academies performance

115. The percentage of children reaching the expected standard at KS2 is broadly similar across academies and maintained schools, although the size of the cohort is significantly different with significantly more children attending academies than maintained primary and middle schools as set out in the table below. The 3 closing schools had an impact on the overall outcomes.

2016 Key Stage 2					
	Cohort	Reaching the Expected Standard in Reading, Writing and Mathematics	KS2 Progress Score for Reading	KS2 Progress Score for Writing	KS2 Progress Score for Maths
Academies	2269	52	-1.8(-)	-1.8(-)	-2.3(-)
Maintained School	664	53	-0.9(-)	-0.6(-)	-1.6(-)
Closed School	100	42	-3.4(-)	2.4(+)	-2.4(-)
Special School	40	0	-10.7(-)	-9.2(-)	-11.7(-)
Central Bedfordshire LA	3073	51	-1.6(-)	-1.4(-)	-2.1(-)

The 3 Closed schools are Streetfield, Brewers Hill and Ashton

KEY STAGE 4 (GCSE)

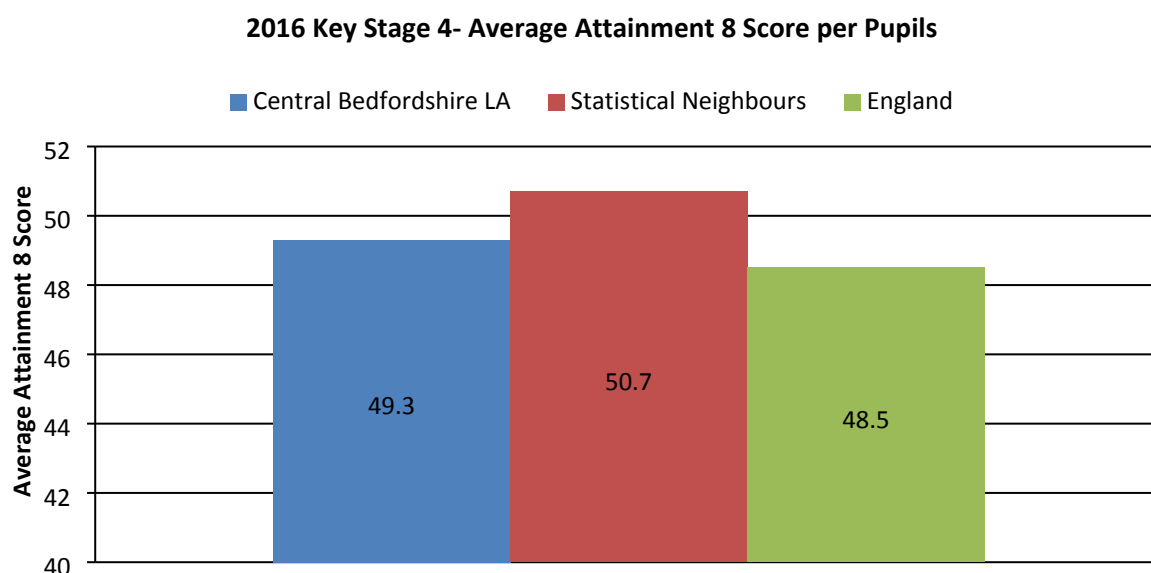
New assessment arrangements

116. A new secondary school accountability system was implemented in 2016. The headline accountability measures for schools from 2016 are: Attainment 8, Progress 8, Attainment in English and Maths (A*-C), and English Baccalaureate (EBacc) entry and achievement.
117. Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.
118. Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of year.

English Baccalaureate

119. This measure includes the English Baccalaureate (EBacc) entry and achievement figures. The EBacc was first introduced into the performance tables in 2009/10. It allows people to see how many pupils get an A*-C or above in core academic subjects at key stage 4. The EBacc is made up of English, maths, science, a language, and history

Average Overall Attainment 8 Score per pupil



120. The average overall Attainment 8 score per pupil in Central Bedfordshire is 49.3; this has increased by 0.9 points from last year (48.4). This means in 2016 Central Bedfordshire pupils have achieved nearly an average C grade for each of their Attainment 8 subjects.
121. Central Bedfordshire is 1.4 points below the SN average (50.7) and 0.8 points above the national average (48.5).
122. Central Bedfordshire is ranked 10/11 against the SN; the same as 2015 and ranked 90/151 against the national ranking; compared to a ranking of 77/150 last year. Central Bedfordshire remains in the 3rd quartile nationally.

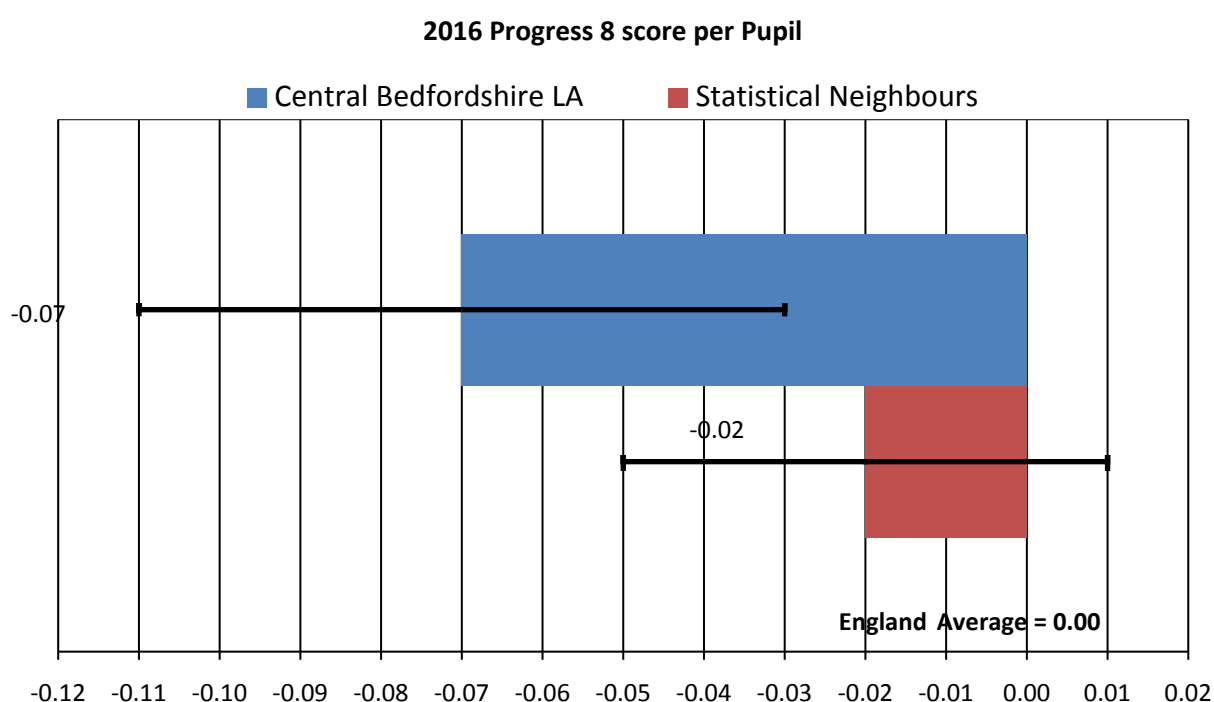
Percentage of Pupils achieving A*-C in English and Maths

123. The percentage of pupils achieving A*-C in English and Maths in Central Bedfordshire is 64.1%; this is a 3 ppt increase from 2015 (61.1%).
124. Central Bedfordshire is 1.2 ppts below the SN average (65.3%) and 4.8 ppts above the national average (59.3%).
125. Central Bedfordshire is ranked 9/11 against the SN, compared to our ranking of 7/11 last year and ranked 63/151 against the national ranking, compared to a ranking of 53/151 last year. Central Bedfordshire remains in the 2nd quartile nationally.

Percentage of Pupils achieving the English Baccalaureate

126. The percentage of pupils achieving the English Baccalaureate in Central Bedfordshire is 19.8%, this is a 1.1 ppt decrease from last year (20.9%).
127. Central Bedfordshire is 4.7 pts below the SN average (24.5%) and 3.3 pts below the national average (23.1%).
128. Central Bedfordshire is ranked 9/11 against the SN; the same as last year and ranked 113/149 against the national ranking; compared to a ranking of 101/149 last year. This performance moves us into the bottom quartile from being in the 3rd quartile last year.

Overall Progress 8 Score per pupil



129. The Overall Progress 8 score per pupil in Central Bedfordshire is -0.07. Central Bedfordshire is statistically significantly below the national average.
130. Central Bedfordshire is 0.05 points below the SN average (0.02).
131. Central Bedfordshire is ranked 8/11 against the SN and ranked 92/151 against the national ranking. Central Bedfordshire is placed in the 3rd quartile nationally.

5 A*- C Including English and Maths GCSE

132. The percentage of pupils achieving 5 A*- C including English and Maths GCSE in Central Bedfordshire is 57.6%; this is a 0.7 ppt decrease from 2015 (58.3%).

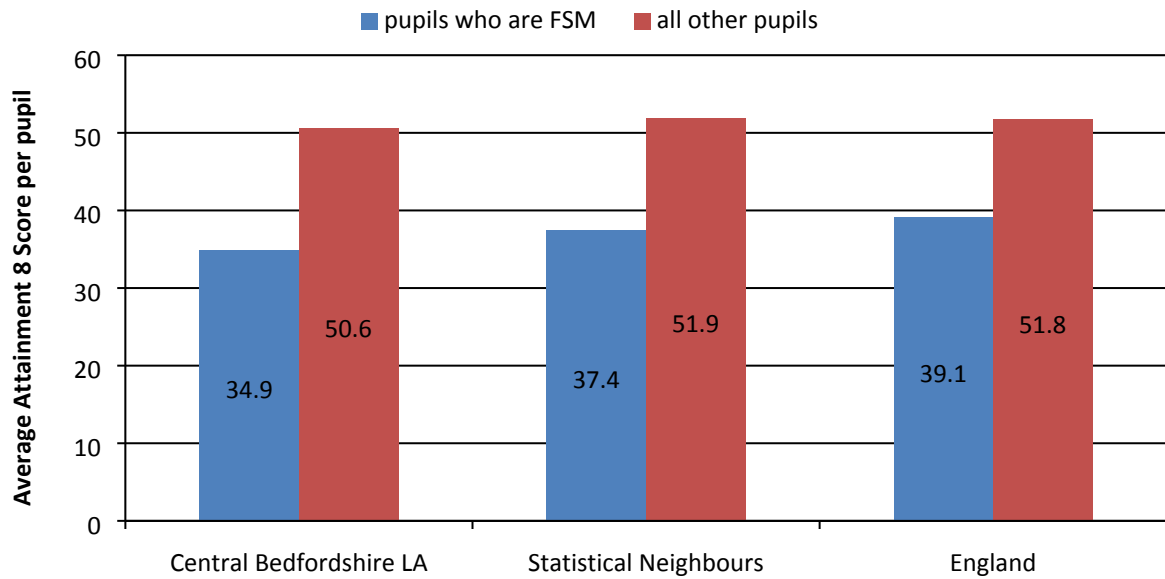
133. Central Bedfordshire is 2 ppts below the SN average (59.6%) and 4.1 ppt above the national average (53.5%).
134. Central Bedfordshire is ranked 8/11 against the SN; the same as last year and ranked 75/151 against the national ranking; compared to a ranking of 57/151 last year. Central Bedfordshire remains in the 2nd quartile nationally.

Analysis by gender

135. The 2016 Attainment 8 Score gap between Boys and Girls is 4.7 points (roughly half a grade). Boys are achieving between on average C/D grade per subject whereas Girls are achieving average C grades per subject.
136. Central Bedfordshire's Boys/Girls Attainment 8 Score gap is 0.2 points wider than the SN gap (4.5 pts) and 0.2 points wider than the national gap (4.5pts).
137. Central Bedfordshire's Boys average Attainment 8 score is 46.9 points. This is equivalent to an average C/D grade per subject.
138. Central Bedfordshire is ranked 10/11 for boys against the SN and ranked 96/151 against the national ranking. Central Bedfordshire moves down one quartile into the Lower Middle.
139. Central Bedfordshire Boys have achieved on average a fifth of a grade worse per subject than other pupils with the same prior attainment.
140. SN Boys cohort achieved under a fifth grade worse than other pupil with the same attainment and Boys cohort achieved under a fifth of a grade worse than other pupil with the same prior attainment.
141. Central Bedfordshire's Girls average attainment 8 score is 51.6points. This is equivalent to an average C grade per subject.
142. Central Bedfordshire is ranked 10/11 for girls against the SN and ranked 91/151 against the national ranking; Central Bedfordshire moves down one quartile into the Lower Middle.
143. Central Bedfordshire Girls have achieved on average a just under tenth of a grade better per subject than other pupils with the same prior attainment.
144. The SN Girls cohort achieved a tenth of a grade better than other pupils with the same attainment and the National Girls cohort achieved a tenth of a grade better than other pupils with the same prior attainment.

Attainment 8 Score by Free School Meals

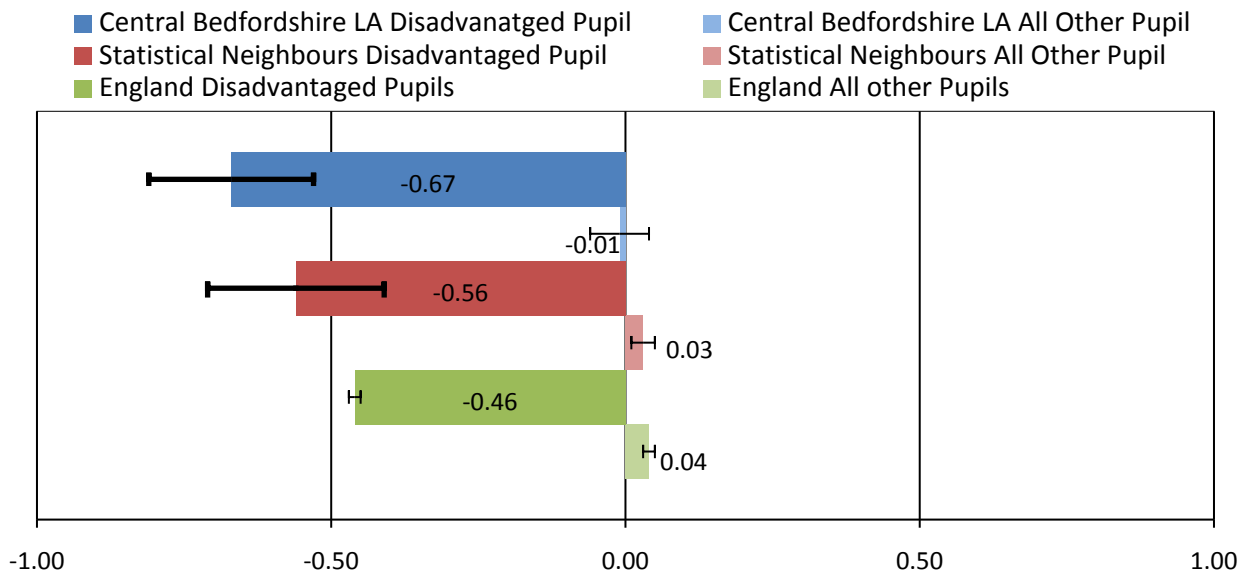
2016 Key Stage 4 (Revised) - Free School Meals Pupils Analysis



145. The 2016 Attainment 8 Score gap between pupils eligible for FSM and all other pupils is 15.8 points (difference of 1 ½ grades). FSM pupils are achieving between an average E/D grades per subject whereas Non FSM pupils are achieving average C grades per subject.
146. Central Bedfordshire's FSM/Non FSM Attainment 8 Score gap is 1.3 points wider than the statistical neighbour gap (14.5 pts) and 3.1 points wider than the national gap (12.7 pts).
147. Central Bedfordshire is ranked 10/11 against the statistical neighbours for FSM pupils and ranked 139/146 against the national ranking. Central Bedfordshire moves down into the bottom quartile.

Progress 8 Score by Free School Meals

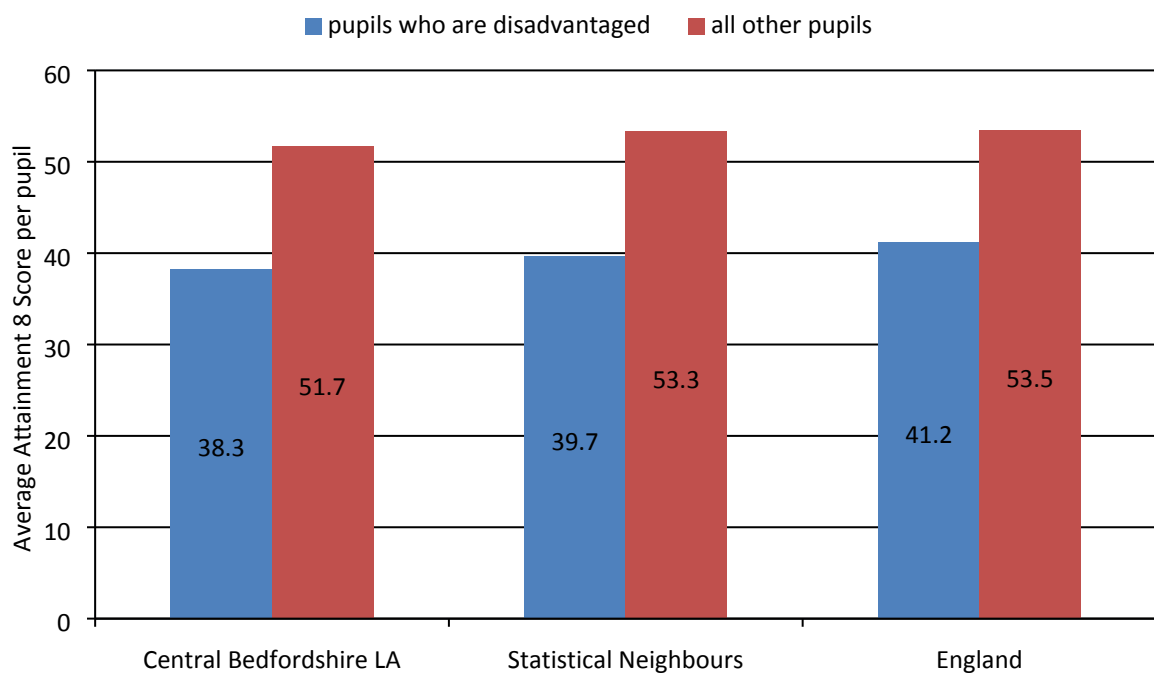
2016 Progress 8 score per Pupil by Free School Meals Pupils



148. Central Bedfordshire FSM pupils have achieved on average of two thirds of a grade lower per subject than other pupils with the same prior attainment.
149. The SN FSM cohort achieved just over half a grade lower than other pupils with the same attainment and the National FSM cohort achieved just under half a grade worse than other pupils with the same prior attainment.

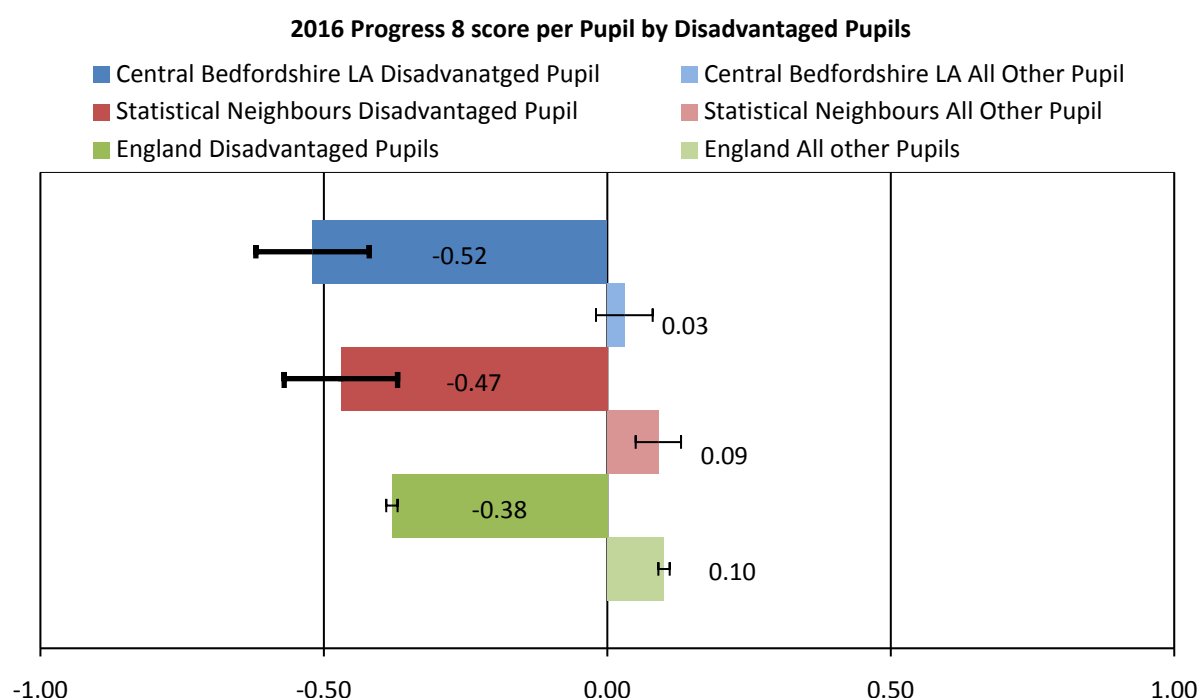
Attainment 8 Score by Disadvantaged Pupils

2016 Key Stage 4 (Revised) - Disadvantaged Pupils Analysis



150. The 2016 Attainment 8 Score gap between Disadvantaged pupils and all other pupils is 13.4 points (difference of just under 1 ½ grades). Disadvantaged pupils are achieving just under a D grade per subject whereas other pupils are achieving on average just over a C grades per subject.
151. Central Bedfordshire's Disadvantaged /Other Pupils Attainment 8 Score gap is 0.2 points narrower than the statistical neighbour gap (13.6 pts) and 1.1 points wider than the national gap (12.3 pts).
152. Central Bedfordshire is ranked 9/11 against the statistical neighbours for Disadvantaged pupils and ranked 131/149 against the national ranking. Central Bedfordshire moves down into the bottom quartile.

Progress 8 Score by Disadvantaged Pupils



153. Central Bedfordshire Disadvantaged pupils have achieved on average of half a grade worse per subject than other pupils with the same prior attainment.
154. The SN FSM cohort achieved just under half a grade worse than other pupil with the same attainment and National FSM cohort achieved just over a third of a grade worse than other pupil with the same prior attainment.

Maintained School and Academies performance

155. The performance of Central Bedfordshire pupils at KS4 is broadly similar across academies and maintained schools, although the size of the cohort is significantly different with significantly more pupils attending academies than maintained upper and secondary schools as set out in the table below.

2016 Key Stage 4					
	Cohort	Average Attainment 8 score per pupil	Average Progress 8 score	Progress 8 Lower confidence interval	Progress 8 Upper confidence interval
Academies	2163	50.3	-0.06(-)	-0.11	-0.02
Maintained School	380	50.3	0.11(+)	0.00	0.22
Special School	53	1.3	-1.82(-)	-2.12	-1.53
Central Bedfordshire LA	2596	49.3	-0.07(-)	-0.11	-0.03

KEY STAGE 5 (A-Levels)

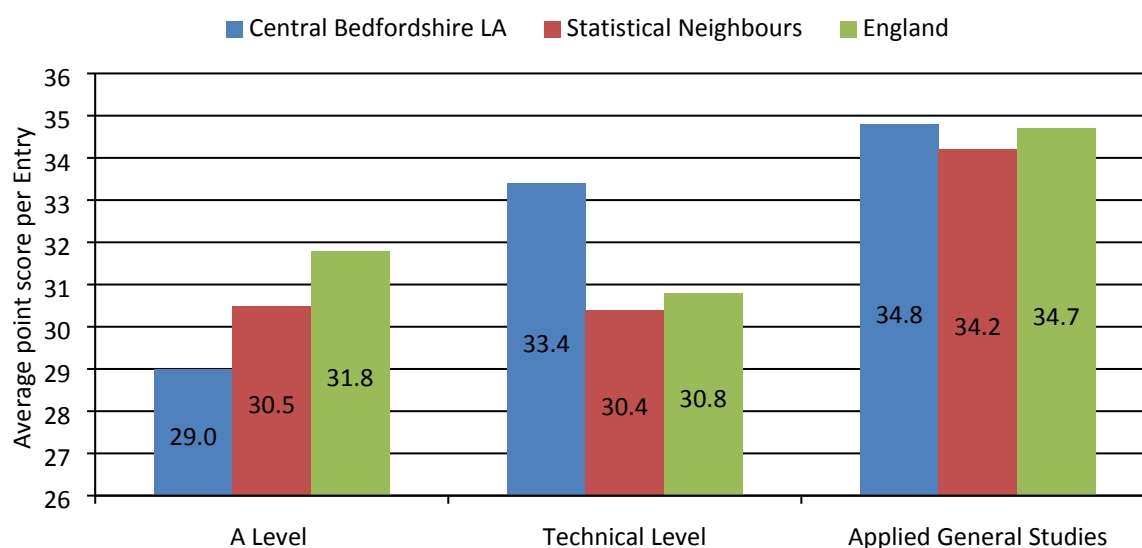
156. A new 16-18 school and college accountability system was implemented in 2016, which includes new headline accountability measures and changes to the methodology for calculating 16-18 results.
157. There have been a number of reforms to 2016 16-18 performance tables, which have had an impact on the way we calculate the statistics published this year:
- The introduction of new performance measures
 - Changes to the vocational qualifications that can count towards performance.
 - Changes to the points assigned to grades
 - New rules for how students are included in measures
 - New rules for how students are allocated to institutions
158. Average attainment is reported separately for students studying different types of qualifications.
159. In 2015, the Statistical First Release (SFR) reported attainment for A level, academic and vocational students respectively. In 2016, the SFR continues to report attainment for A level and academic students, but vocational attainment is no longer reported. Instead, attainment is reported separately for students studying applied general and tech level qualifications.
160. 3. Average point score (APS) per entry measures continue to be reported but per student measures have been removed
161. In 2016, the recommendations from Professor Alison Wolf's Review of Vocational Education took effect for the first time in 16-18 performance tables and also in the calculation of the data underpinning this release.

This means that the measures only include vocational qualifications that are on the approved list of applied general or tech level qualifications.

162. Applied general qualifications: level 3 (advanced) qualifications that provide broad study of a vocational subject area e.g. a level 3 certificate/diploma in business or applied science.
163. Tech level qualifications: level 3 qualifications for students wishing to specialise in a technical occupation or occupational group e.g. a level 3 diploma in construction or bricklaying.
164. A new point score system is used in both the 2016 performance tables and the SFR. The old system used a scale of 150-300 for A levels, where a grade A* was given 300 points and a grade E was equal to 150 points. The new system uses a simpler scale of 10-60 points for A levels, where a grade A* is given 60 points and a grade E is given 10 points.

Outcomes

2016 Key Stage 5- Average Point Score Per Entry



Level 3 Qualifications

165. The 2016 Central Bedfordshire LA revised average point score per entry for all Level 3 qualifications is 30.2; this equates to an average C Grade.
166. Central Bedfordshire is 1 point below the SN average (31.2) and 2.2 points below the national average (32.4)
167. Central Bedfordshire is ranked 8/11 against the SN; compared to 11/11 last year and ranked 108/150 against the national ranking; compared to a ranking of 137/150 last year, Central Bedfordshire has moved up to the 3rd quartile.

A Level Qualifications

- 168. The 2016 Central Bedfordshire LA revised average point score per entry for A-Level Students is 29.0, this equates to an average C Grade.
- 169. Central Bedfordshire is 1.5 points below the SN average (30.5) and 2.8 average points below the national average (31.8)
- 170. Central Bedfordshire is ranked 9/11 against the SN; compared to 10/11 in 2015 and ranked 98/150 against the national ranking; compared to a ranking of 123/150 in 2015, Central Bedfordshire has moved up to the 3rd quartile.

Academic Qualifications

- 171. The 2016 Central Bedfordshire revised average point score per entry for Academic Students is 29.0, this equates to an average C Grade.
- 172. Central Bedfordshire is 1.6 points below the SN average (30.6) and 3.1 average points below the national average (32.1)
- 173. Central Bedfordshire is ranked 9/11 against the SN; compared to 10/11 in 2015 and ranked 98/150 against the national ranking; compared to a ranking of 118/150 in 2015. Central Bedfordshire has moved up to the 3rd quartile.

Technical level Qualifications

- 174. The 2016 Central Bedfordshire revised average point score per entry for technical Level Students is 33.4, this equates to an average Distinction Grade.
- 175. Central Bedfordshire is 3 points above the SN average (30.4) and 2.6 average points above the national average (30.8)
- 176. Central Bedfordshire is ranked 1/11 against the SN and ranked 27/149 against the national ranking; placing Central Bedfordshire in the top quartile.

Applied General Qualification

- 177. The 2016 Central Bedfordshire revised average point score per entry for Applied General Students is 34.8, this equates to an average Distinction Grade.
- 178. Central Bedfordshire is 0.6 points above the SN average (34.2) and 0.1 average points above the national average (34.7)

179. Central Bedfordshire is ranked 5/11 against the SNand ranked 71/150 against the national ranking; placing Central Bedfordshire in the 2nd quartile.

CONCLUSION AND NEXT STEPS

180. A working group of schools that have been successful at raising attainment at KS2 was set up in the summer 2016 to support and challenge improvements at Key Stage 2.
181. A Key Stage 2 Raising Attainment Plan has been implemented which incorporates the following actions.
- a. Ensuring all primary, lower and middle school settings take ownership for Key Stage 2 outcomes. Locality data reports and individual school data reports provide outcomes by feeder and receiving schools. In year targets are collected and reviewed by Lead Adviser for schools causing concern.
 - b. Ensuring all lower middle and primary schools are confident in the moderation process. A moderation flow chart of activities across a year has been implemented and schools are reporting that they are more confident in judgements across schools. This remains a priority area.
 - c. Identifying national, regional and local practices that have led to improved outcomes at Key Stage 2. Schools have been keen to identify and share good practice which is impacting on school's confidence. There have been key events that have focussed on improving maths at Key Stage 2, which have been well attended.
 - d. Introducing more opportunities to use review and audit processes to identify issues quicker in schools. Feedback on these has been very positive from school leaders and governors. Governors have found these particularly useful in their role in supporting and challenging schools.
 - e. Producing a 'Passport to Success' Leaflet to support transition to Key Stage 3 based on the successful School Readiness leaflet. More of these leaflets are being produced to support transition at every key point in a child's education journey.
182. The Pupil Premium Review process has been rolled out and is a requirement for schools causing concern, and a vulnerable pupils (including SEND) review toolkit has been introduced and facilitators are being trained across Central Bedfordshire to support this process in their area.
183. The Partnership Vision For Education Board has been revised and now includes a school cluster Headteacher representative for each school cluster group as well as 2 strong National Leaders in Governance (NLGs).
184. The Assistant Director for Education and School Improvement has been attending school cluster meetings to support clusters in focussing on improving outcomes and identifying key areas for action in their area.

- 185. Actions are being identified at a cluster level through the delivery plan of the Partnership Vision For Education to focus on priority areas. All clusters have been asked to have priority actions for Key Stage 2 and Disadvantaged Pupils.
- 186. The Data Sharing Agreement is being reviewed to enable us to provide data for localities. This will enable groups of schools to take collective action to address the issues in their area. These data profiles will reflect the changing assessment arrangements.
- 187. Progress on the delivery of the Partnership Vision For Education and the Cluster Plans will be reported to future meetings of the Children's Services Overview and Scrutiny Committee.
- 188. The DCS is calling a task group of head teachers and chairs of governors together to explore different models of school improvement services moving forwards. Recommendations will be shared at a future meeting of this Committee.

Council Priorities

- 189. The report supports Central Bedfordshire's Five Year Plan: 2015- 2020 and the specific priority of Improving Education and Skills

Corporate Implications

- 190. The refreshed Partnership Vision For Education has been reviewed by Overview and Scrutiny Committee and is going to the Council's Executive in April for final approval.

Legal Implications

- 191. None

Public Health

- 192. Public Health are supporting the priorities around building family and children's resilience.

Sustainability

- 193. None

Financial Implications

- 194. None

Equalities Implications

195. Central Bedfordshire Council has a statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and foster good relations in respect of nine protected characteristics; age disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
196. Outcome data is analysed by disadvantage, SEN / disability, ethnicity and gender. The findings indicate that the gap widens for all groups at each key stage. Schools are provided with data dashboards to support them in analysing their data by different groups and identifying the impact of actions taken. The Teaching Schools provide training opportunities to support schools in narrowing the gaps, and where schools are identified through the School Intervention Strategy, the progress of all vulnerable groups is a key aspect of every School Improvement Professional visit report.
- 196 Disadvantage is not just influenced by a person's protected characteristics such as gender, ethnicity etc. Family background or where people live can also shape outcomes. Children who grow up in poverty are less likely to get qualifications or go on to higher education, and are more likely to become young parents. People with low levels of educational achievement can expect to be less employable, poorer, and less healthy. In order to tackle inter-generational poverty it is important to raise attainment levels. This report therefore includes details relating to the outcomes for disadvantaged pupils.

Risk Management

197. Key risks include: failure to deliver improved outcomes for children and young people. Working together to identify and implement appropriate actions that will improve outcomes will mitigate this risk.

Appendices

- Appendix 1: Draft Partnership Vision for Education
- Appendix 2: Data by Locality