

<b>Committee(s)</b> Education Board	<b>Dated:</b> 10 November 2016
<b>Subject:</b> Un-validated Progress Data for City Schools 2016	<b>Public</b>
<b>Report of:</b> Director of Community and Children's Services	<b>For Information</b>
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### **Current position**

1. The un-validated examination and test results for 2016 were reported at the previous Education Board meeting in October.
2. It should be noted that the DfE has not yet validated these figures. Although there could be some slight adjustments, this report provided an outline summary of the results for 2016.
3. Since the publication of these headline figures the DfE have also published their new progress data for schools in their league tables.
4. Independent schools do not have their GCSE figures published in the same way, although all schools have figures for progress and added value from GCSE to A-levels. Un-validated A-level results and progress data has not yet been published and will be reported on at the Education Board meeting in December.

### **Recommendation(s)**

Members are asked to note the report.

### **Main Report**

#### **New Key Stage 2 Accountability Data for Maintained Schools – 2016**

##### **5. Reading Writing and Mathematics**

Primary school pupils took a new set of tests in 2016 which were scored and reported in a different way for the first time. Instead of using Key Stage, student results were ranked on a scale of 80 to 120 where 100 represents national expectation performance. The key accountability measure for Primary schools is how many students met the expected standards in reading, writing and mathematics.

6. The progress data for each element is also now published with comparisons made between the attainment and progress of disadvantaged pupils and those in three broad baseline ability groupings of low, middle and high.

## Final Key Stage 2 Outcomes for Redriff Primary Schools

R,W,M	All %	Dis %
Expected National Ave	52	32
Redriff	63	59

## Progress Data Redriff Primary School

Ability	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Reading	+6.8	+7.5	+2.9	+2.9	+0.8	+0.3
Writing	+3.0	+2.1	+5.5	+6.0	+5.4	+5.2
Maths	+1.1	-1.2	+0.03	-0.4	-0.6	-0.9

Points to note:

- Strong and significant progress in writing across the more able groups, as well as strong progress with the lower ability groups in reading.
- Areas for further improvement would be progress in maths across all groups. This is not significantly different from the national average, but compared to other aspects of the schools performance shows some capacity for improvement.

## New Key Stage 4 Accountability Data for Maintained Schools – 2016

### Attainment 8

7. Schools get a score based on how well pupils have performed in up to 8 qualifications, which include English, maths, 3 qualifications including sciences, computer science, history, geography and languages, and 3 other additional approved qualifications. The Score equates to GCSE points where a grade C = 50 B=60 A=70.

## Un-validated Attainment 8 Outcomes For City Academies 2016

National Average	CoLA Southwark	CoLA, Islington	City Academy, Hackney
48.2	57.3	54.3	59.0

## Progress 8

Progress 8 tells us how well pupils at this school have progressed between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils in other schools who got similar results at the end of primary school. This is based on results in up to 8 qualifications, which include English, maths, 3 qualifications including sciences, computer science, history, geography and languages, and 3 other additional approved qualifications. A figure of 0.5 would mean that on average a school achieved 0.5 of a grade more over 10 subjects than that which would be expected from a statistically average school.

### Un-validated Progress 8 Outcomes For City Academies 2016

National Average	CoLA Southwark	CoLA, Islington	City Academy, Hackney
0	0.16	0.81	1.03
National Ranking	Top 40%	Top 1% (15 <sup>th</sup> )	Top1% (7 <sup>th</sup> )

Points to note:

- Strong performance in the attainment of all academies, significantly exceeding the national average progress 8 score.
- Also, all progress 8 scores are positive with City of London Academy Islington rising to 15<sup>th</sup> in the country and The City Academy Hackney retaining its place in the top 10 for the third year in a row.
- CoLA Southwark are looking to improve their progress score this year with a better aligned curriculum and working closely with TCAH on teaching and learning and specific student intervention strategies.

### Analysis, Scrutiny and Action

8. It is important that lessons are learned from each examination series. School leaders are analysing their results forensically to ensure good practice is shared and any potential weaknesses in performance are addressed.
9. As has been reported in the Education strategy update, scrutiny panels have been organised for all Academies where schools can outline the results of their analysis and demonstrate how improvements can be secured over the next 12 months.
10. Independent and Maintained schools will discuss their targets and plans with the Education Strategy Director in the Spring keeping in touch visit.

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