

# Children and Young People Scrutiny panel

12 March 2018

<b>Report title</b>	Key Stage 4 and 5 Results for Wolverhampton	
<b>Cabinet member with lead responsibility</b>	Councillor Claire Darke Cabinet Member for Education	
<b>Wards affected</b>	All	
<b>Accountable director</b>	Meredith Teasdale, Director of Education	
<b>Originating service</b>	School Standards	
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<b>Report to be/has been considered by</b>	Education Leadership team	30 January 2018
	Strategic Executive Board	31 January 2018
	CYP Scrutiny Panel	7 February 2018

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## Recommendations for noting:

The panel is asked to note:

1. The 2017 validated results for Key Stage 4 and 5 performance in Wolverhampton.
2. The Post 16 accountability measures 2017

## 1.0 Purpose

1.1 This report provides an overview of the headline accountability measures for secondary schools in Wolverhampton in 2017 when compared to national averages and statistical and regional neighbours.

## 2.0 Background

2.1 Following changes to the secondary accountability measures in 2016, this is the second set of performance data for schools using the new measures.

2.2 The 2017 headline accountability measures for secondary schools are:

- Progress 8
- Attainment 8
- Attainment in English and mathematics at grade 5 or above
- English Baccalaureate (EBacc) entry and achievement (including a grade 5 or above in English and mathematics) and destinations of pupils after key stage 4.

See **Appendix 1** for details

2.3 Headline measures 2017

### Validated overall performance at the end of key stage 4 in 2017 - all pupils

	Progress 8	Attainment 8	Percentage of pupils who obtained a 9 - 5 grade in English and maths	Percentage of pupils who obtained all components of the English Baccalaureate including a 9 - 5 grade in English and maths	Staying in education or entering employment (2015 leavers)
Wolverhampton	-0.06	45.0	35.6	14.5	92%
State funded schools	-0.03	46.3	42.6	21.3	94%
All Schools		44.6	39.6	19.7	

## 2.4 Progress 8

In terms of Progress 8 outcomes for Wolverhampton, schools improved in comparison with 2016. Wolverhampton is ranked 82<sup>nd</sup> nationally in 2017 for this measure, an increase from 109<sup>th</sup> in 2016.

2.5 Comparisons with statistical neighbours show that Wolverhampton schools was the third most improved, after Sandwell and Southampton, with an increase of 0.07 points. Wolverhampton has the 4<sup>th</sup> highest Progress 8 score in the group, after Sheffield, Birmingham and Southampton.

2.6 The table below identifies the average Progress 8 score for Wolverhampton and our statistical neighbours over the last two years.

	Average Progress 8 score		Difference
	2016	2017	
Sheffield	0.01	0.01	0.00
Birmingham	0.00	-0.01	-0.01
Southampton	-0.12	-0.02	0.10
<b>Wolverhampton</b>	<b>-0.13</b>	<b>-0.06</b>	<b>0.07</b>
Peterborough	-0.03	-0.07	-0.04
Stoke-on-Trent	-0.08	-0.09	-0.01
Coventry	-0.05	-0.12	-0.07
Derby	-0.17	-0.18	-0.01
Sandwell	-0.29	-0.18	0.11
Walsall	-0.24	-0.25	-0.01
Nottingham	-0.35	-0.3	0.05

Source DfE SFR01\_2018 published 25th January 2018

2.7 Progress 8 comparisons with regional neighbours show that Wolverhampton (-0.06) is 2<sup>nd</sup> place after Birmingham (-0.01) in 2017, this is an increase from 4<sup>th</sup> in the group in 2016.

	Progress 8 Score		Difference
	2016	2017	
<b>England</b>	<b>-0.03</b>	<b>-0.03</b>	<b>0.00</b>
Birmingham	0.00	-0.01	-0.01
<b>Wolverhampton</b>	<b>-0.13</b>	<b>-0.06</b>	<b>0.07</b>
Coventry	-0.05	-0.12	-0.07
Solihull	-0.09	-0.12	-0.03
Dudley	-0.22	-0.12	0.10
Sandwell	-0.29	-0.18	0.11
Walsall	-0.24	-0.25	-0.01

## 2.8 Attainment 8

In comparison to 2016, the average attainment 8 score per pupil has decreased by 2.7 points for Wolverhampton schools. This is less than the larger decrease of 3.9 points for all schools in England (to 44.6) and by 3.5 points for state-funded schools (to 46.3) in 2017. These decreases were expected, following changes to the 2017 point scores assigned to grades, because of the introduction of 9 -1 GCSEs in the performance tables.

2.9 In terms of Attainment 8 outcomes for Wolverhampton, schools improved in comparison with 2016. Wolverhampton is ranked 97<sup>th</sup> nationally for this measure in 2017, an increase from 125<sup>th</sup> in 2016.

- 2.10 Comparisons with statistical neighbours show that Wolverhampton schools had the least decrease amongst the group, jointly with Sandwell Local Authority. In 2017 Wolverhampton had the second highest Attainment 8 score in the group (after Birmingham 46.1) with 45.0 points. Attainment 8 is above the average for all schools in England.
- 2.11 The table below identifies the Attainment 8 scores for Wolverhampton, England and our statistical neighbours over the last two years.

**Validated Key Stage 4 Attainment 8 measure  
2017**

	Attainment 8 Average Score		Difference
	2016	2017	
<b>England</b>	<b>48.5</b>	<b>44.6</b>	<b>-3.9</b>
Birmingham	49.4	46.1	-3.3
<b>Wolverhampton</b>	<b>47.7</b>	<b>45.0</b>	<b>-2.7</b>
Sheffield	48.3	44.6	-3.7
Southampton	47.5	44.2	-3.3
Stoke-on-Trent	47.2	43.3	-3.9
Walsall	47.8	43.2	-4.6
Coventry	48.1	42.8	-5.3
Derby	46.2	42.6	-3.6
Sandwell	45.1	42.4	-2.7
Peterborough	46.9	42.1	-4.8
Nottingham	44.8	40.3	-4.5
<b>Statistical Neighbour Average</b>	<b>47.2</b>	<b>43.3</b>	<b>-3.9</b>

Source DfE SFR01\_2018 published 25th January 2018

- 2.12 Comparisons of Attainment 8 with regional neighbours in 2017 show that Wolverhampton is in 3<sup>rd</sup> place after Solihull (47.1) and Birmingham (46.1), this is an improvement from 5<sup>th</sup> place in 2016 and reflects the lowest decrease (-2.7) in the group. Attainment in Wolverhampton is higher than the regional average which is 43.9.

	2016	2017	Difference
<b>England</b>	<b>48.5</b>	<b>44.6</b>	<b>-3.90</b>
Solihull	51.4	47.1	-4.30
Birmingham	49.4	46.1	-3.30
<b>Wolverhampton</b>	<b>47.7</b>	<b>45.0</b>	<b>-2.70</b>
Dudley	47.6	43.7	-3.90
Walsall	47.8	43.2	-4.60
Coventry	48.1	42.8	-5.30
Sandwell	45.1	42.4	-2.70
<b>West Midlands Average</b>	<b>47.6</b>	<b>43.9</b>	<b>-3.8</b>

### 2.13 Basics English and Maths

The proportion of pupils achieving the headline measure of grades 5 or above (strong pass) in english and maths is 35.6% for Wolverhampton Schools compared to 39.6% for all schools and 42.6% for state-funded schools. This figure does not have a comparator, as the new threshold is much higher.

2.14 In 2017, 59.1% of pupils in all schools and 63.9% of pupils in state-funded schools achieved grade 4 or above in english and maths (standard pass). In Wolverhampton 58% of pupils were at this level. This figure is comparable to 2016 data because the bottom of a grade 4 in reformed GCSEs maps onto the bottom of a grade C of unreformed GCSEs. Comparison of these figures, to equivalent 2016 data, shows that attainment in this measure is stable.

2.15 The table below identifies the basics measure of the percentage of pupils attaining grades 9 - 4 English and maths for Wolverhampton, England and our statistical neighbours over the last two years.

	<b>2016</b>	<b>2017</b>	<b>Difference</b>
<b>England</b>	<b>59.0</b>	<b>59.1</b>	<b>0.1</b>
Birmingham	59.5	60.1	0.6
Sheffield	58.8	59.5	0.7
Coventry	60.6	58.3	-2.3
Derby	53.7	58.3	4.6
<b>Wolverhampton</b>	<b>58.3</b>	<b>58.0</b>	<b>-0.3</b>
Southampton	56.3	57.9	1.6
Walsall	57.1	54.6	-2.5
Peterborough	54.3	54.4	0.1
Stoke-on-Trent	55.1	53.3	-1.8
Sandwell	49.1	52.2	3.1
Nottingham	49.6	50.6	1.0
<b>Statistical Neighbour Average</b>	<b>55.7</b>	<b>56.1</b>	<b>0.4</b>

Source DfE SFR01\_2018 published 25th January 2018

- 2.16 Comparisons with regional neighbours show that Wolverhampton has retained 4<sup>th</sup> place ranking, behind Solihull (65.6), Birmingham (60.1), Dudley (59.1) and Coventry (58.3).

	<b>2016</b>	<b>2017</b>	<b>Difference</b>
<b>England</b>	<b>59.0</b>	<b>59.1</b>	<b>0.1</b>
Solihull	65.2	65.6	0.4
Birmingham	59.9	60.1	0.2
Dudley	55.7	59.1	3.4
Coventry	60.8	58.3	-2.5
<b>Wolverhampton</b>	<b>58.8</b>	<b>58.0</b>	<b>-0.8</b>
Walsall	57.4	54.6	-2.8
Sandwell	49.6	52.2	2.6
<b>West Midlands Average</b>	<b>58.2</b>	<b>58.3</b>	<b>0.1</b>

2.17 **English Baccalaureate**

In Wolverhampton schools 15.8% of pupils achieved the EBacc compared to 21.9% in all schools by gaining grades 4 or above in English, English Literature and maths GCSEs and grades C or above in unreformed qualifications (science, a language, history or geography and other subjects that count towards the remaining EBacc subject areas).

- 2.18 In terms of the EBacc measure for Wolverhampton, schools improved slightly in comparison with 2016. Wolverhampton is ranked 137<sup>th</sup> nationally for this measure in 2017, a small increase from 143<sup>rd</sup> in 2016.

- 2.19 The table below identifies the percentage of pupils attaining the EBacc in Wolverhampton, England and for our statistical neighbours over the last two years.

	<b>% of pupils achieving the English Baccalaureate</b>		<b>Difference</b>
	<b>2016</b>	<b>2017</b>	
England	<b>23.1</b>	<b>21.9</b>	-1.8
Birmingham	24.6	24.7	0.1
Sheffield	21.8	21.2	-0.6
Southampton	20.6	20.3	-0.3
Walsall	20.8	19.9	-0.9
Coventry	20.6	19.7	-0.9
Peterborough	21.6	17.7	-3.9
Derby	19.7	17.5	-2.2
<b>Wolverhampton</b>	<b>15.0</b>	<b>15.8</b>	<b>0.8</b>
Nottingham	16.8	14.1	-2.7
Stoke-on-Trent	15.6	13.5	-2.1
Sandwell	12.9	12.9	0.0
<b>Statistical Neighbour Average</b>	<b>19.1</b>	<b>17.9</b>	<b>-1.2</b>

2.20 In regional neighbour comparisons, Wolverhampton retains its 6<sup>th</sup> place position.

	<b>2016</b>	<b>2017</b>	<b>Difference</b>
<b>England</b>	<b>23.1</b>	<b>21.9</b>	<b>-1.2</b>
Solihull	27.2	25.8	-1.4
Birmingham	24.6	24.7	0.1
Walsall	20.8	19.9	-0.9
Coventry	20.6	19.7	-0.9
Dudley	17.3	18.5	1.2
<b>Wolverhampton</b>	<b>15.0</b>	<b>15.8</b>	<b>0.8</b>
Sandwell	12.9	12.9	0.0
<b>West Midlands Average</b>	<b>19.8</b>	<b>19.6</b>	<b>-0.2</b>

### 2.21 Floor standard and coasting measures

In 2017, two secondary schools (Wednesfield High and West Midlands UTC) in Wolverhampton were below the government's floor standard. This is a reduction from five schools in 2016 (Wednesfield High, The King's CE School, St Matthias, Moreton and NEWA). A school or college is deemed to be below the secondary floor standard if its Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero.

2.22 In 2017 Wolverhampton has no secondary schools meeting the coasting definition. Last year there were three schools which were in this group but all have improved in their outcomes and are no longer 'coasting' (The King's, Our Lady and St Chad's and Coppice).

### 2.23 Post 16 accountability measures 2017

From 2016, the DfE introduced five new accountability headline measures for schools, colleges and other institutions providing education for 16-19-year olds. These have been designed to place a greater emphasis on progress and progression alongside attainment, ensuring students make progress from their starting points and that every young person leaves education capable of getting a place at university, an apprenticeship or a good job.

There are 5 measures:

- Progress
- Attainment
- Retention
- English and maths
- Destinations
- The DfE has published a limited number of measures in the Performance Tables and intends to publish more details in March.

## 2.24 Progress

	Average points score per entry for L3 quals	English progress score	Maths progress score	Students staying in education 2 terms after 16 - 18 study	Students staying in employment 2 terms after 16 - 18 study
Wolverhampton	33.9	-0.14	-0.05	74%	13%
State funded schools	32.3	-0.02	-0.01	66%	23%
England	33.2	-0.02	0.00		

These figures tell you how much progress students who studied A levels at this school or college made between the end of key stage 4 and the end of their A level studies, compared to similar students across England. The majority of schools and colleges have progress scores between -2 and +2. These scores are also known as 'value added' scores. No progress or value-added score has been published at LA level for Wolverhampton. The DfE are intending to publish more 16 – 19 measures in March.

## 2.25 Attainment

This is the average point score per entry measure and removing the average point score per student measure. Wolverhampton 16 – 19 students had an average point score per Level 3 entry of 33.9. This places the city in 17<sup>th</sup> place nationally, above the national average of 32.3.

## 2.26 Retention

This measure shows the proportion of students being retained in their core aim and aligned as far as possible with the retention element of the funding formula. This measure will be published in March.

## 2.27 English and maths

This is an average change in grade measure for students who did not get a good pass (currently a grade C) in these subjects at GCSE.

Progress in English and maths has been published in the performance tables, Wolverhampton students scored on average -0.14 in English compared to a state funded school and all England average of -0.02. Maths progress was slightly better with Wolverhampton students making average -0.05 progress compared to an average of -0.01 for students in state funded schools.

## 2.28 Destinations

This measure shows the percentage of students going to or remaining in a sustained education or employment destination in the academic year after taking A levels or other Level 3 qualifications.

2.29 74% of students stayed in education for at least 2 terms following their 16 – 18 course of study compared to 66% nationally. Of students going on to employment following their 16 – 18 course of study, only 13% of Wolverhampton students remained after 2 terms compared to a national average of 23%.

- 2.30 10% of students in Wolverhampton were not in education or employment for at least 2 terms after finishing their studies compared to 8% nationally.
- 2.31 The percentage of students whose destination was unknown was 3% in Wolverhampton, the same as the national average.

### **3.0 Progress, options, discussion, etc.**

- 3.1 The school standards team continue to monitor, support and challenge maintained schools through the council's School Improvement and Governance Strategy. Work with academies is mainly through SLAs.
- 3.2 Regular meetings are held with the Regional Schools Commissioner, representatives from the Archdiocese of Birmingham and the Diocese of Lichfield to ensure a joint approach to support and challenge is delivered.
- 3.3 The council is represented at the DfE's Sub Regional Improvement Board where targeted support is planned for schools and academies requiring additional intervention through the Strategic School Improvement Fund bids.
- 3.4 The school standards team are working more closely with local teaching schools to ensure their work is directed to schools in most need.

### **4.0 Financial implications**

- 4.1 There are no financial implications.

### **5.0 Legal implications**

- 5.1 There are no legal implications.

### **6.0 Equalities implications**

- 6.1 There are no equalities implications with the level of information held at present.

### **7.0 Environmental implications**

- 7.1 There are no environmental implications.

### **8.0 Human resources implications**

- 8.1 There are no human resources implications.

### **9.0 Corporate landlord implications**

- 9.1 There are no corporate landlord implications.

### **10.0 Schedule of background papers**

- 10.1 There are no background papers.

## **Appendix 1**

### **Description of 2017 Headline Measures**

#### **Attainment 8**

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), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

#### **Progress 8**

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 primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero. When including pupils at special schools the national average is not zero as Progress 8 scores for special schools are calculated using Attainment 8 estimates based on pupils in mainstream schools. More information on Attainment 8 and Progress 8 can be found here.

#### **Attainment in English and maths (9-5)**

From 2017, this measure looks at the percentage of pupils achieving a grade 5 or above in both English and maths. Pupils can achieve the English component of this with a grade 5 or above in English language or literature. There is no requirement to sit both exams.

#### **The English Baccalaureate (EBacc) entry and achievement**

The EBacc was first introduced into the performance tables in 2009-10. It allows people to see how many pupils reach the attainment threshold in core academic subjects at key stage 4. The EBacc is made up of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the English Baccalaureate list of qualifications.

In 2017, the headline EBacc achievement measure includes pupils who take exams in both English language and English literature, and achieve a grade 5 or above in at least one of these qualifications. Pupils must also achieve a grade 5 or above in mathematics and a grade C or above in the remaining subject areas.

#### **Floor Standards**

A school or college is deemed to be below the secondary floor standard if its Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero.

## **Coasting Schools**

A secondary school will meet the coasting definition if:

1. In 2015, fewer than 60% of pupils achieved 5+ A\* to C grades including English and maths, and the school has less than the national median percentage of pupils who achieved expected progress in English and in mathematics<sup>24</sup>; and
2. In 2016 and 2017, the school has a Progress 8 score below -0.25 and the upper band of the 95% confidence interval is below zero

Schools will be excluded from the coasting definition if one of the following applies in at least one of the three years:

- the number of eligible pupils is fewer than 11 in 2015, or fewer than 6 in 2016 and 2017;
- the school does not have published results against all relevant performance measures;
- fewer than 50% of pupils have tests or assessments that can be used as prior attainment in the calculations of progress measures; or
- the school closed within the academic year and did not re-open as a converter academy