

**Supplement to the agenda for**

# **Children and young people scrutiny committee**

**Monday 5 February 2018**

**2.00 pm**

**Committee Room 1 - The Shire Hall, St. Peter's Square,  
Hereford, HR1 2HX**

**7. SCHOOL EXAMINATION PERFORMANCE**

**Pages**

**3 - 28**



**Children and young  
people's scrutiny committee**

January 2018

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# Aims

- To provide a summary of the school examination performance report which includes information on standards across key performance measures 2016 and for key groups of pupils
- To reflect on the success of the council's approach to school improvement

# The Vision of the Herefordshire Children and Young People's Partnership

Our main priority is to keep children and young people safe and to give them the best start in life.

Our vision aims to enable:

Children and young people to grow up healthy, happy and safe within supportive families and carers.

Children to have the best health, education and opportunities to enable them to reach their full potential and to secure educational outcomes in the top quartile of all local authorities.

**By March 2020 we want to have good safeguarding services in all agencies and to have local education and health outcomes within the top 25% nationally.**

# How successful has Herefordshire Council's model of school improvement been in securing positive outcomes for children and young people?

## Our model of school improvement:

- focuses on delivering LA statutory duties
- involves a very small number of LA staff directly in school improvement
- gives schools a large degree of autonomy and responsibility for their own improvement
- is supportive of both maintained and academy schools

## The learning and achievement team's key drivers are to:

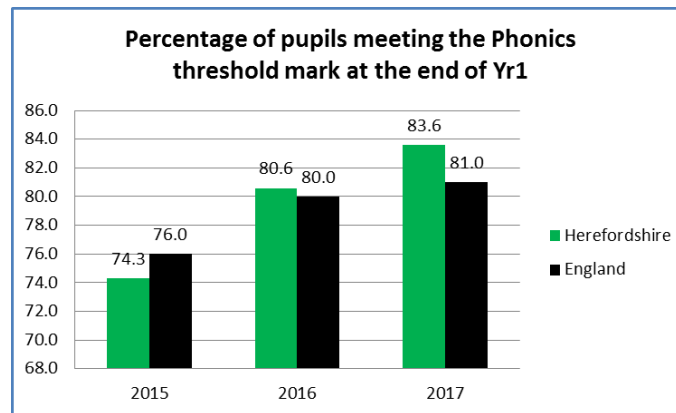
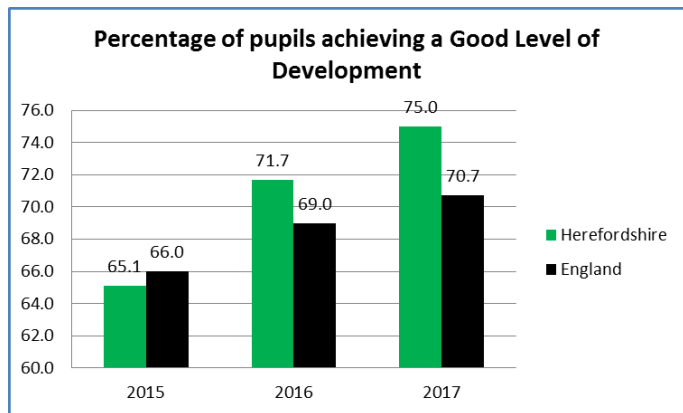
- empower school leaders to set the direction of school improvement through HSIP (Herefordshire School Improvement Partnership)
- monitor standards and shine a light on performance – both good and bad
- provide challenge, where required
- facilitate school-to-school support structures

# Attainment and progress 2017 - highlights

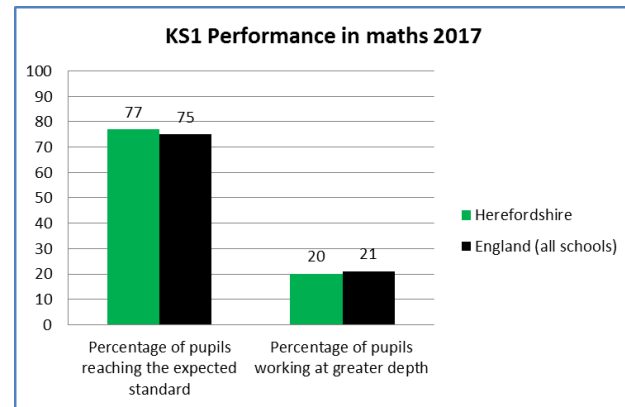
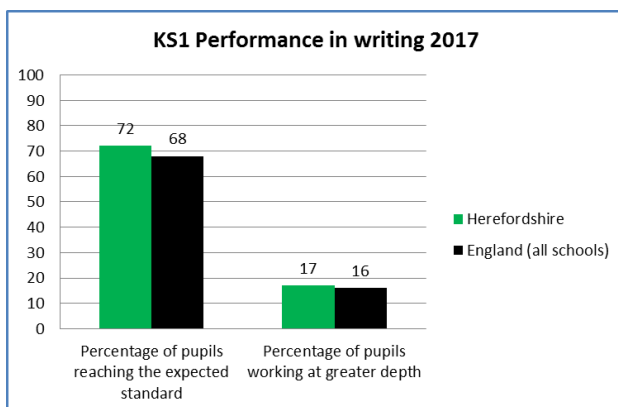
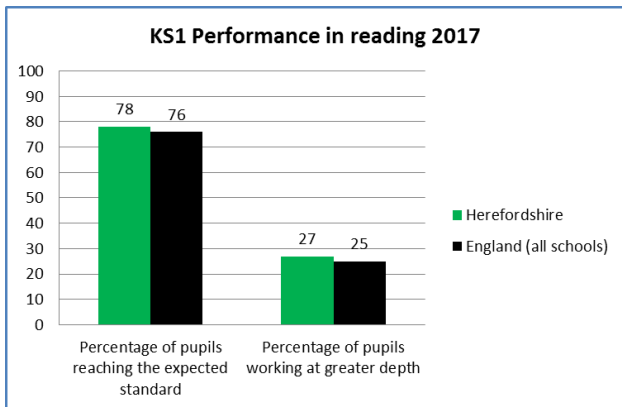
- **EYFS** – above national
- **Y1 phonics** – above national
- **KS1 SATS** – above national
- **KS2 SATS** – above national in reading and writing
- **KS4** – above national in:
  - Progress 8
  - attainment at grades 9-4 and 9-5 in GCSE English and mathematics
  - attainment in the E-Baccalaureate
- **KS5 maintained school and academy sixth forms** – above national in:
  - attainment at 2 A levels
  - attainment 3 A\*-A levels
- **NEETS rate** – **6.5%**

# Standards in Herefordshire are rising over time

There is clear evidence that standards are rising in both primary and secondary schools and academies across the county:

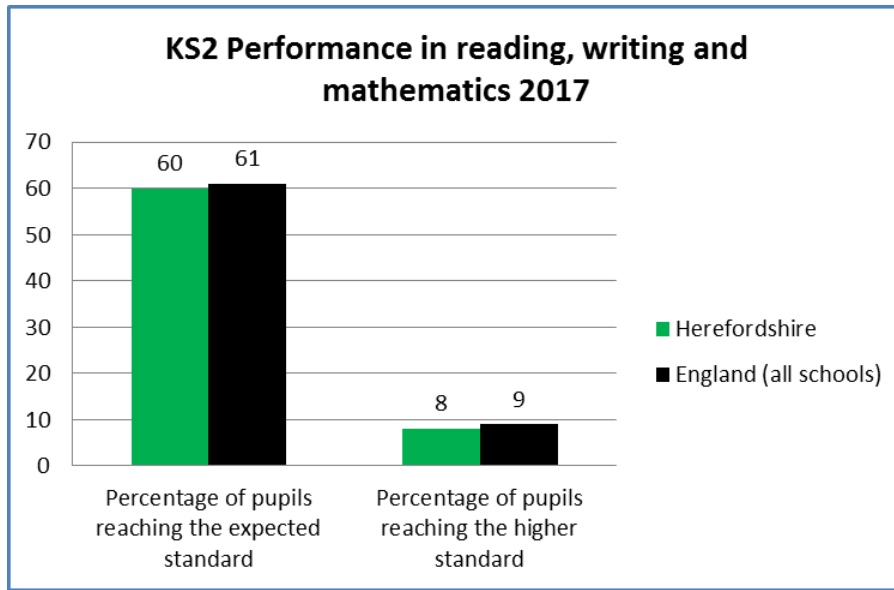


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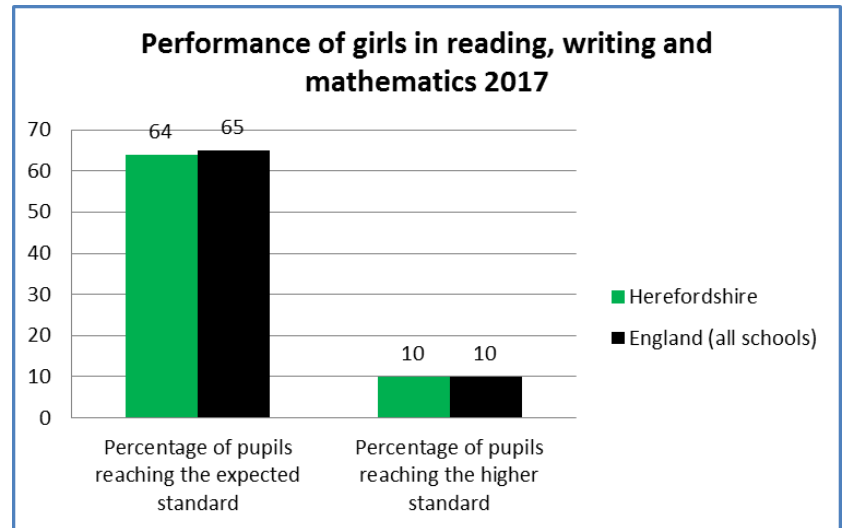
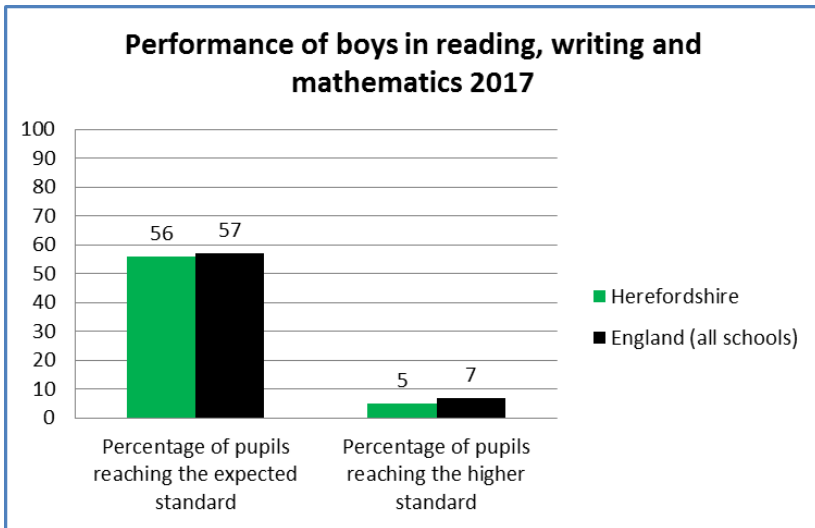




# Key Stage 2

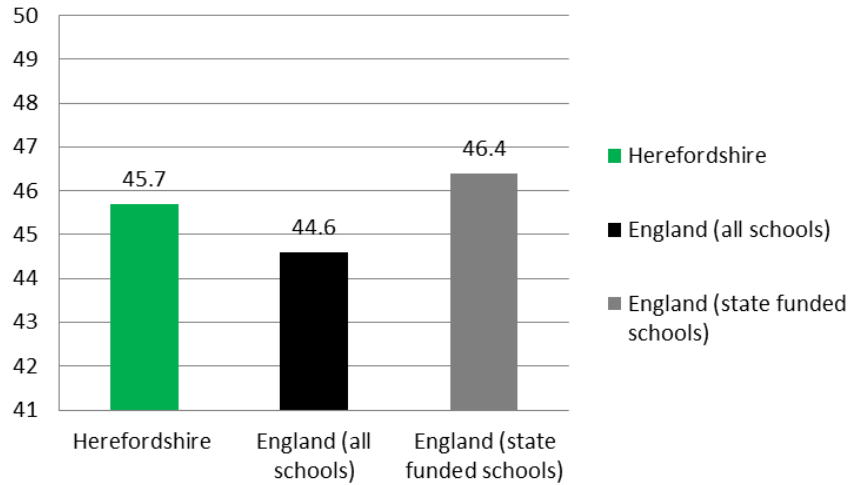


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# Key Stage 4

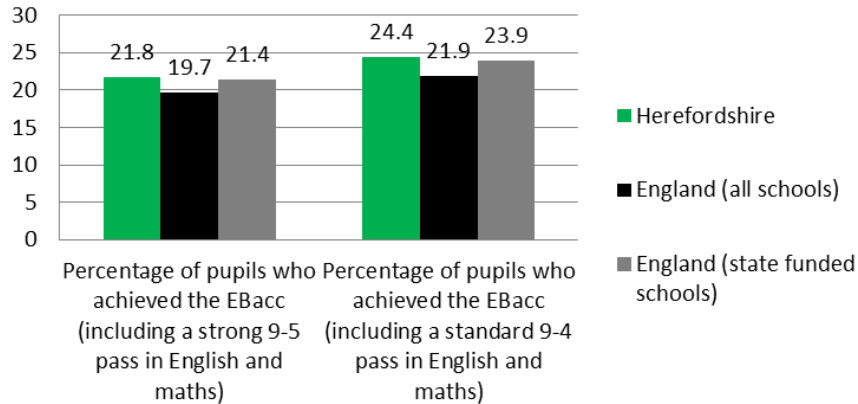
### Average Attainment 8 score per pupil 2017



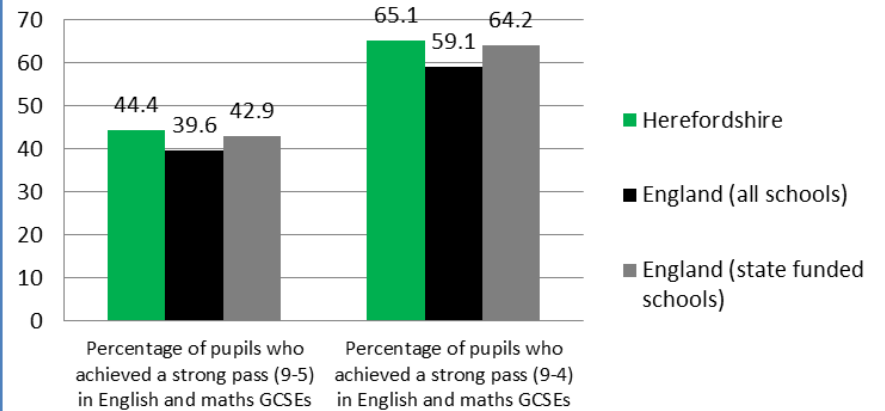
### Average Progress 8 score per pupil 2017



### Percentage of pupils who achieved EBacc with strong (9-5) and standard (9-4) pass in English and maths 2017



### Percentage of pupils who achieved a strong pass (9-5) and standard pass (9-4) in English and maths 2017



# Performance of pupils eligible for free school meals (FSM) & disadvantaged pupils 2017(primary phase)

Key Stage	Key Performance Indicator	National (state-funded schools)	Quartile 1	Quartile 2	Quartile 3	Quartile 4
EYFSP	EYFS % of FSM achieving a Good Level of Development	56		59		
Yr 1 Phonics	Yr1 FSM achieving the Phonics threshold	68			67	
KS1	KS1 FSM pupils achieving the expected standard in READING	61			57	
	KS1 FSM pupils achieving the expected standard in WRITING	52			48	
	KS1 FSM pupils achieving the expected standard in MATHS	60			56	
KS2	KS2 % of FSM pupils achieving the expected standard in reading, writing and maths	43		47		
	KS2 % of Disadvantaged pupils achieving the expected standard in reading, writing and maths	48		47		
	Progress score at KS2 in reading FSM pupils	-0.9		-0.4		
	Progress score at KS2 in reading Disadvantaged pupils	-0.7	0.2			
	Progress score at KS2 in writing FSM pupils	-0.7	1.1			
	Progress score at KS2 in writing Disadvantaged pupils	-0.4	1.2			
	Progress score at KS2 in maths FSM pupils	-0.8		-0.7		
	Progress score at KS2 in maths Disadvantaged pupils	-0.6				-0.8

# Performance of pupils eligible for free school meals (FSM) & disadvantaged pupils 2017 (key stage 4)

Key Stage	Key Performance Indicator	National (state-funded schools)	Quartile 1	Quartile 2	Quartile 3	Quartile 4
12 KS4	KS4 Average Attainment 8 score per FSM pupil	35.1				31.7
	KS4 Average Progress 8 score per FSM pupil	-0.50		-0.50		
	KS4 % FSM achieving 9-5 in English & maths GCSE	21.8			17.4	
	KS4 % FSM achieving 9-4 in English & maths GCSE	40.4			35.5	
	KS4 % FSM achieving Ebacc with 9-5 in English & maths GCSE	8.6				4.1
	KS4 % FSM achieving Ebacc with 9-4 in English & maths GCSE	10.4				5.8
	KS4 Average Attainment 8 score per Disadvantaged pupil	37.1				34.3
	KS4 Average Progress 8 score per Disadvantaged pupil	-0.40			-0.60	
	KS4 % Disadvantaged pupils achieving 9-5 in English & maths GCSE	24.5			22.0	
	KS4 % Disadvantaged pupils achieving 9-4 in English & maths GCSE	44.5			40.5	
	KS4 % Disadvantaged pupils achieving Ebacc with 9-5 in English & maths GCSE	9.9				4.9
	KS4 % Disadvantaged pupils achieving Ebacc with 9-4 in English & maths GCSE	11.8				6.5

# Diminishing the difference at KS2

Across Herefordshire, the gap between both FSM pupils and non FSM pupils nationally diminished in 2017 as did the gap between disadvantaged and non-disadvantaged pupils nationally

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	2017			2016		
	Herefordshire – pupils known to be eligible to free school meals (FSM)	England – pupils known to be eligible to free school meals (FSM)	England – pupils NOT eligible to free school meals	Herefordshire – pupils known to be eligible to free school meals (FSM)	England – pupils known to be eligible to free school meals (FSM)	England – pupils NOT eligible to free school meals
<b>Expected standard RWM</b>	47	43	65	32	36	57
<b>GAP Hfd FSM v National non-FSM pupils</b>	18			25		

	2017			2016		
	Herefordshire – disadvantaged pupils	England – disadvantaged pupils	England – NON disadvantaged pupils	Herefordshire – disadvantaged pupils	England – disadvantaged pupils	England – NON disadvantaged pupils
<b>Expected standard RWM</b>	47	48	68	35	39	61
<b>GAP Hfd disadvantaged v National non-disadvantaged</b>	21			26		

# Diminishing the difference at KS4

The Attainment 8 gap between FSM pupils and national non-FSM pupils widened across Herefordshire to 16.5 points in 2017. The gap also widened nationally from 12.7 in 2016 to 13.1 points in 2017

	2017			2016		
	Herefordshire – pupils known to be eligible to free school meals (FSM)	England – pupils known to be eligible to free school meals (FSM)	England – pupils NOT eligible to free school meals	Herefordshire – pupils known to be eligible to free school meals (FSM)	England – pupils known to be eligible to free school meals (FSM)	England – pupils NOT eligible to free school meals
<b>Att8</b>	31.7	35.1	48.2	39.6	39.1	51.8
<b>P8</b>	-0.54	-0.48	0.04	-0.48	-0.46	0.04
<b>GAP Hfd FSM v National non-FSM pupils</b>	16.5			12.2		

↑ The Attainment 8 gap between disadvantaged pupils and national non-disadvantaged pupils widened across Herefordshire to 15.6 points in 2017. The gap also widened nationally from 12.3 in 2016 to 12.8 points in 2017

	2017			2016		
	Herefordshire – disadvantaged pupils	England – disadvantaged pupils	England – pupils NON disadvantage d pupils	Herefordshire – disadvantaged pupils	England – disadvantage d pupils	England – pupils NON disadvantage d pupils
<b>Att8</b>	34.3	37.1	49.9	40.2	41.2	53.5
<b>P8</b>	-0.55	-0.40	0.11	-0.45	-0.38	0.10
<b>GAP Hfd disadvantaged v National non-disadvantaged pupils</b>	15.6			13.3		

# Standards in the Virtual School

There were 10 looked after children in the cohort for GCSEs in 2017.

The average attainment 8 score for these 10 students was 23.3 and average Progress 8 -1.01.

This exceeded the national averages for looked after children (18.9 and -1.19 respectively. )

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	2017			2016		
	Hfd CLA (12 months continuously)	National ALL pupils	National CLA	Hfd CLA (12 months continuously)	National ALL pupils	National CLA
<b>Att8</b>	23.2	44.2	18.9	22.7	48.6	22.8
<b>P8</b>	-1.01	-0.08	-1.19	-1.4	-0.08	-1.14
<b>GAP Hfd CLA v National all pupils</b>	-21.0			-25.9		

# Attainment and progress 2017 – areas requiring improvement

This academic year 2017-18 our focus across the county centres on:

- the attainment of specific cohorts of students, particularly disadvantaged students and those eligible for free school meals

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- mathematics at key stage 2 as outcomes were poor for a second consecutive year
- curriculum provision at key stage 4 in subjects other than English and mathematics



# Driving improvement through:

- monitoring the performance of schools and academies through the county's annual risk assessment and target-setting processes
- challenging poor outcomes with monitoring meetings for leaders in schools and academies causing concern, including the issue of warning/pre-warning notices
- celebrating best practice in the county and encouraging its dissemination through school-to-school support funding
- targeting mathematics, in particular, through the small schools maths project; the urban schools project; links with the maths hub
- ↳ highlighting issues of concern at the annual Herefordshire senior leaders' conference, such as how best to support vulnerable learners to achieve their potential
- supporting school leaders to keep pupils safe through the bi-annual safeguarding audit and strong links with local authority officers in the multi-agency safeguarding hub (MASH)
- linking with colleagues in other local authorities to improve practice in focus areas, such as the current bid with Warwickshire/Solihull/Coventry local authorities to improve outcomes for children with special educational outcomes
- maximising opportunities to secure funding, such as the recent successful bid to the Department for Education by Marlbrook Primary Teaching School which secured £516,000 to develop pedagogy and practice across both primary and secondary schools in the county.



		2017		2017				
Key Performance Indicator		National (state-funded schools)	National (All Schools)	Quartile 1	Quartile 2	Quartile 3	Quartile 4	
EYFSP	EYFS % of ALL PUPILS achieving a Good Level of Development	70.7		75				
	EYFS % of GIRLS achieving a Good Level of Development	77.7		84.7				
	EYFS % of BOYS achieving a Good Level of Development	64			65.6			
	EYFS % gap between GIRLS and BOYS achieving a Good Level of Development	13.7					19.1	
	EYFS % of FSM achieving a Good Level of Development	56			59			
	EYFS % of EAL pupils achieving a Good Level of Development	70			63			
	EYFS % of SEN support pupils achieving a Good Level of Development	37		31				
	EYFS % attainment gap between all children and the bottom 20%	31.7		28.1				
Yr 1 Phonics	Yr1 ALL PUPILS achieving the Phonics threshold	81		84				
	Yr 1 GIRLS achieving the Phonics threshold	85		87				
	Yr 1 BOYS achieving the Phonics threshold	78		80				
	Gap between Yr 1 GIRLS and BOYS achieving the Phonics threshold	7.0			7.0			
	Yr1 FSM achieving the Phonics threshold	68				67		
	Yr1 EAL pupils achieving the Phonics threshold	81			82			
	Yr1 SEN Support pupils achieving the Phonics threshold	47		63				
KS1	Reading	KS1 pupils achieving the expected standard in READING	76	76	78			
		KS1 GIRLS achieving the expected standard in READING	80	80	83			
		KS1 BOYS achieving the expected standard in READING	72	72		73		
		KS1 pupils working at a greater depth in READING	25	25		27		
		KS1 GIRLS working at a greater depth in READING	29	29	31			
		KS1 BOYS working at a greater depth in READING	22	22		23		
		KS1 FSM pupils achieving the expected standard in READING	61				57	
		KS1 EAL pupils achieving the expected standard in READING	72		76			
		KS1 SEN Support pupils achieving the expected standard in READING	34		49			
	KS1 pupils with statement or EHC plan achieving the expected standard in READING	14		x	x	x	x	
	Writing	KS1 pupils achieving the expected standard in WRITING	68	68	72			
		KS1 GIRLS achieving the expected standard in WRITING	75	75	79			
		KS1 BOYS achieving the expected standard in WRITING	62	62	66			
		KS1 pupils working at a greater depth in WRITING	16	16		17		
		KS1 GIRLS working at a greater depth in WRITING	20	20		22		
		KS1 BOYS working at a greater depth in WRITING	11	11	13			
		KS1 FSM pupils achieving the expected standard in WRITING	52				48	
		KS1 EAL pupils achieving the expected standard in WRITING	67			66		
		KS1 SEN Support pupils achieving the expected standard in WRITING	23		43			
KS1 pupils with statement or EHC plan achieving the expected standard in WRITING		9		x	x	x	x	

<b>Maths</b>	KS1 pupils achieving the expected standard in MATHS	75	75		77		
	KS1 GIRLS achieving the expected standard in MATHS	76	77	79			
	KS1 BOYS achieving the expected standard in MATHS	73	74		75		
	KS1 pupils working at a greater depth in MATHS	21	21			20	
	KS1 GIRLS working at a greater depth in MATHS	19	19			17	
	KS1 BOYS working at a greater depth in MATHS	22	22		23		
	KS1 FSM pupils achieving the expected standard in MATHS	60				56	
	KS1 EAL pupils achieving the expected standard in MATHS	74		81			
	KS1 SEN Support pupils achieving the expected standard in MATHS	35		50			
	KS1 pupils with statement or EHC plan achieving the expected standard in MAT	14		24			
<b>20</b>	<b>Reading, Writing, Maths</b>	KS2 % of pupils achieving the expected standard in reading, writing and maths	62	61			60
		KS2 % of pupils achieving the higher standard in reading, writing and maths	9	9			8
		KS2 % of GIRLS achieving the expected standard in reading, writing and maths	66	65			64
		KS2 % of BOYS achieving the expected standard in reading, writing and maths	58	57			56
		KS2 % of GIRLS achieving the higher standard in reading, writing and maths	10	10		10	
		KS2 % of BOYS achieving the higher standard in reading, writing and maths	7	7			5
		KS2 % of FSM pupils achieving the expected standard in reading, writing and m	43			47	
		KS2 % of Disadvantaged pupils achieving the expected standard in reading, writ	48			47	
		KS2 % of EAL pupils achieving the expected standard in reading, writing and ma	61			59	
		KS2 % pupils with SEN Support achieving the expected standard in reading, wr	21		31		
	KS2 % pupils with an EHCP or Statement of SEN achieving the expected standa	8				6	
	<b>Reading</b>	KS2 % of pupils achieving the expected standard in reading	72	72		73	
		KS2 % of pupils achieving the higher standard in reading	25	25		25	
		Progress score at KS2 in reading	0		1		
		Progress score at KS2 in reading FSM pupils	-0.9			-0.4	
		Progress score at KS2 in reading Disadvantaged pupils	-0.7		0.2		
	<b>Writing</b>	KS2 % of pupils achieving the expected standard in writing	77	76		76	
		KS2 % of pupils working at greater depth in writing	18	18	21		
		Progress score at KS2 in writing	0		1.2		
		Progress score at KS2 in writing FSM pupils	-0.7		1.1		
		Progress score at KS2 in writing Disadvantaged pupils	-0.4		1.2		
	<b>Maths</b>	KS2 % of pupils achieving the expected standard in maths	75	75			72
		KS2 % of pupils achieving the higher standard in maths	23	23			20
		Progress score at KS2 in maths	0				0.1

	Progress score at KS2 in maths FSM pupils	-0.8			-0.7		
	Progress score at KS2 in maths Disadvantaged pupils	-0.6				-0.8	
21 KS4	KS4 Average Attainment 8 score per pupil	46.1	44.2			45.5	
	KS4 Average Progress 8 score	-0.03			0.00		
	KS4 % of pupils achieving A*-C in English & maths GCSE (achieved 9 - 4 pass in English & maths)	63.5	58.5		64.7		
	KS4 % of pupils achieving A*-C in English & maths GCSE (achieved 9 - 5 pass in English & maths)	42.4	39.1		44.1		
	KS4 % of pupils achieving the English Baccalaureate (Ebacc) (including 9 - 4 pass in English & maths)	23.7	21.7		24.4		
	KS4 % of pupils achieving the English Baccalaureate (Ebacc) (including 9 - 5 pass in English & maths)	21.2	19.5		21.7		
	% of pupils achieving the English component of the English Baccalaureate (9-4 pass in English & maths)	75.1	69.6		75.5		
	% of pupils achieving the English component of the English Baccalaureate (9-5 pass in English & maths)	60.1	56		61.7		
	% of pupils achieving the maths component of the English Baccalaureate (9-4 pass in English & maths)	69.1	64.3		70.0		
	% of pupils achieving the maths component of the English Baccalaureate (9-5 pass in English & maths)	48.5	45.2		49.3		
	Progress 8 score in English	-0.03			0.04		
	Progress 8 score in Maths	-0.02		0.14			
	Progress 8 score in English Baccalaureate slots	-0.03		0.10			
	Progress 8 score in Open slots	-0.04					-0.21
	KS4 Boys: Average Attainment 8 score	43.5	41.4			43	
	KS4 Boys: Average Progress 8 score	-0.24			-0.23		
	KS4 Boys: % achieving A*-C in English & maths GCSE (achieved 9 - 4 pass in English & maths)	59.9	54.6		61.7		
	KS4 Girls: Average Attainment 8 score	48.8	47.2			48	
	KS4 Girls: Average Progress 8 score	0.18			0.23		
	KS4 Girls: % achieving A*-C in English & maths GCSE (achieved 9 - 4 pass in English & maths)	67.3	62.6		67.7		
	KS4 Average Attainment 8 score per FSM pupil	35.1					31.7
	KS4 Average Progress 8 score per FSM pupil	-0.50			-0.5		
	KS4 % FSM achieving 9-5 in English & maths GCSE	21.8				17.4	
	KS4 % FSM achieving 9-4 in English & maths GCSE	40.4				35.5	
	KS4 % FSM achieving Ebacc with 9-5 in English & maths GCSE	8.6					4.1
	KS4 % FSM achieving Ebacc with 9-4 in English & maths GCSE	10.4					5.8
	KS4 Average Attainment 8 score per Disadvantaged pupil	37.1					34.3
	KS4 Average Progress 8 score per Disadvantaged pupil	-0.4					-0.6
	KS4 % Disadvantaged pupils achieving 9-5 in English & maths GCSE	24.5				22.0	
	KS4 % Disadvantaged pupils achieving 9-4 in English & maths GCSE	44.5				40.5	
	KS4 % Disadvantaged pupils achieving Ebacc with 9-5 in English & maths GCSE	9.9					4.9
	KS4 % Disadvantaged pupils achieving Ebacc with 9-4 in English & maths GCSE	11.8					6.5
	KS4 EAL: Average Attainment 8 score	47.7					42.7
	KS4 EAL: Average Progress 8 score	0.50			0.67		
KS4 % EAL achieving 9-5 in English & maths GCSE	44.3					33.0	
KS4 % EAL achieving 9-4 in English & maths GCSE	64.4				60.2		
KS4 % EAL achieving Ebacc with 9-5 in English & maths GCSE	25.0				24.3		
KS4 % EAL achieving Ebacc with 9-4 in English & maths GCSE	28.6			29.1			
KS4 Pupils with SEN Support: Average Attainment 8 score	31.9				31.0		
KS4 Pupils with SEN Support: Average Progress 8 score	-0.43					-0.48	
KS4 Pupils with Statement or EHC Plan: Average Attainment 8 score	13.9					10.8	

	KS4 Pupils with Statement or EHC Plan: Average Progress 8 score	-1.04								-1.41
KS5	<b>Level 3 attainment1 of all state-funded students</b>									
	Level 3 students: APS per entry	32.1	33.0		31.9					
	Level 3 students: % students achieving at least 2 substantial level 3 qualification	81.4	82.6		79.3					
	A'Levels: % students achieving at least 2 A levels	74.2	76.2		76.6					
	A'Levels: APS per entry	30.9	32.1		31.3					
	A'Levels: APS per entry, best 3	33.7	34.8						33.0	
	A'Levels: % students achieving 3 A*-A grades or better at A level	10.7	13.0		10.3					
	A'Levels: % students achieving grades AAB or better at A level	18.7	21.8		17.7					
	A'Levels: % students achieving grades AAB or better at A level, of which at least	13.9	16.6						12.0	
	Academic APS per entry	31.0	32.4		31.5					
	Tech level APS per entry	32.2	32.2							30.4
	Applied general APS per entry	35.6	35.6						34.6	
	<b>Level 3 attainment1 of all state-funded school students</b>									
	Level 3 students: APS per entry	32.7	33.0						32.2	
	Level 3 students: % students achieving at least 2 substantial level 3 qualification	82.8	82.6						79.6	
	A'Levels: % students achieving at least 2 A levels	73.8	76.2		74.1					
	A'Levels: APS per entry	31.3	32.1		31.7					
	A'Levels: APS per entry, best 3	34.4	34.8		34.1					
	A'Levels: % students achieving 3 A*-A grades or better at A level	11.7	13.0		11.9					
	A'Levels: % students achieving grades AAB or better at A level	20.1	21.8		19.6					
	A'Levels: % students achieving grades AAB or better at A level, of which at least	15.6	16.6		16.1					
	Academic APS per entry	31.5	32.4		31.8					
Tech level APS per entry	38.6	32.2	44.8							
Applied general APS per entry	39.6	35.6							33.4	
Post 16	<b>KS4 &amp; KS5 Destinations</b>									
	KS4 - Overall sustained education or employment /training destination	94		95						
	KS4 - Any sustained education destination	90			90					
	KS4 - Sustained employment and/or training destination	3		4						
	KS5 - Overall sustained education or employment destination	89							88	
	KS5 - Any sustained education destination	66							63	
	KS5 - Sustained employment destination	23			25					
	<b>KS4 Destinations by characteristics</b>									
	Boys overall sustained education or employment / training destination	92			94					
	Girls overall sustained education or employment / training destination	94		96						
	FSM pupils overall sustained education or employment / training destination	86		90						
	Non FSM overall sustained education or employment / training destination	95			95					

Disadvantaged pupils overall sustained education or employment / training des	88		90		
Non disadvantaged overall sustained education or employment / training desti	96			96	
SEN overall sustained education or employment / training destination	88			90	
Non SEN sustained education or employment / training destination	95		96		
<b><i>KS5 Destinations by characteristics</i></b>					
Boys overall sustained education or employment / training destination	87			87	
Girls overall sustained education or employment / training destination	91				88
Disadvantaged pupils overall sustained education or employment / training des	86				81
Non Disadvanteged overall sustained education or employment / training desti	90			89	
SEN overall sustained education or employment / training destination	87				81
Non SEN sustained education or employment / training destination	91				89

Key Performance Indicator	2016			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4
EYFS Percentage of ALL PUPILS achieving a Good Level of Development	Green			
EYFS Percentage of GIRLS achieving a Good Level of Development		Green		
EYFS Percentage of BOYS achieving a Good Level of Development	Green			
EYFS Percentage of FSM achieving a Good Level of Development			Red	
EYFS Percentage attainment gap between all children and the bottom 20%		Green		
Yr1 pupils achieving the Phonics threshold		Green		
Yr1 FSM achieving the Phonics threshold				Red
Yr1 EAL pupils achieving the Phonics threshold	Green			
Yr1 SEN Support pupils achieving the Phonics threshold	Green			
KS1 pupils achieving the expected standard in READING		Green		
KS1 pupils achieving the expected standard in WRITING		Green		
KS1 pupils achieving the expected standard in MATHS		Green		
KS1 FSM pupils achieving the expected standard in READING				Red
KS1 FSM pupils achieving the expected standard in WRITING				Red
KS1 FSM pupils achieving the expected standard in MATHS				Red
KS2 Percentage of pupils achieving the expected standard in reading, writing and maths			Green	
KS2 Percentage of GIRLS achieving the expected standard in reading, writing and maths				Red
KS2 Percentage of BOYS achieving the expected standard in reading, writing and maths		Green		
KS2 Percentage of FSM pupils achieving the expected standard in reading, writing and maths			Red	
KS2 Percentage of Disadvantaged pupils achieving the expected standard in reading, writing and maths			Red	
KS2 Percentage of EAL pupils achieving the expected standard in reading, writing and maths			Red	
Progress score at KS2 in reading	Green			
Progress score at KS2 in writing		Green		
Progress score at KS2 in maths			Red	
KS4 Percentage of pupils achieving A*-C in English & maths GCSE			Red	



KS4 Average Attainment 8 score per pupil				
KS4 Average Progress 8 score				
KS4 Percentage of pupils achieving the English Baccalaureate (Ebacc)				
KS4 Percentage achieving 5+ A*-C incl E&M 2015-16				
KS4 Average Attainment 8 score per FSM pupil				
KS4 Average FSM Progress 8 score				
KS4 Percentage FSM achieving A*-C in English & maths GCSE				
KS4 Boys: Average Attainment 8 score				
KS4 Boys: Average Progress 8 score				
KS4 Boys: Percentage achieving A*-C in English & maths GCSE				
KS4 Girls: Average Attainment 8 score				
KS4 Girls: Average Progress 8 score				
KS4 Girls: Percentage achieving A*-C in English & maths GCSE				
KS4 Disadvantage Pupils: Average Attainment 8 score				
KS4 Disadvantage Pupils: Average Progress 8 score				
KS4 Disadvantage Pupils: Percentage achieving A*-C in English & maths GCSE				
KS4 EAL: Average Attainment 8 score				
KS4 EAL: Average Progress 8 score				
KS4 EAL: Percentage achieving A*-C in English & maths GCSE				
KS4 Pupils with SEN Support: Average Attainment 8 score				
KS4 Pupils with SEN Support: Average Progress 8 score				

Key Performance Indicator	2013			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4
EYFS Percentage of ALL PUPILS achieving a Good Level of Development				
EYFS Percentage of GIRLS achieving a Good Level of Development				
EYFS Percentage of BOYS achieving a Good Level of Development				
EYFS Percentage of FSM achieving a Good Level of Development				
EYFS Percentage attainment gap between all children and the bottom 20%				
Yr1 pupils achieving the Phonics threshold				
Yr1 FSM achieving the Phonics threshold				
Yr1 EAL pupils achieving the Phonics threshold				
Yr1 SEN Support pupils achieving the Phonics threshold				
KS1 pupils achieving Level2+ in READING				
KS1 pupils achieving Level2+ in WRITING				
KS1 pupils achieving Level2+ in MATHS				
KS1 FSM pupils achieving Level2+ in READING				
KS1 FSM pupils achieving Level2+ in WRITING				
KS1 FSM pupils achieving Level2+ in MATHS				
KS2 Percentage of pupils achieving Level4+ in reading, writing and maths				
KS2 Percentage of GIRLS achieving Level4+ in reading, writing and maths				
KS2 Percentage of BOYS achieving Level4+ in reading, writing and maths				
KS2 Percentage of FSM pupils achieving Level4+ reading, writing and maths				
KS2 Percentage of Disadvantaged pupils achieving Level4+ reading, writing and maths				
KS2 Percentage of EAL pupils achieving Level4+ in reading, writing and maths				
% of pupils making 2 levels of progress KS1-KS2 in reading				
% of pupils making 2 levels of Progress KS1-KS2 in writing				
% of pupils making 2 levels of Progress KS1-KS2 in maths				
KS4 Percentage of pupils achieving A*-C in English & maths GCSE				
% of pupils making expected progress in English KS2-KS4				
% of pupils making expected progress in Maths KS2-KS4				
KS4 Percentage of pupils achieving the English Bacallaureate (Ebacc)				
KS4 Percentage achieving 5+ A*-C incl E&M 2012-13				

KS4 Percentage FSM achieving 5+ A*-C incl E&M 2012-13				
KS4 Percentage FSM achieving A*-C in English & maths GCSE				
KS4 Boys: Percentage achieving 5+ A*-C incl E&M 2012-13				
KS4 Boys: Percentage achieving A*-C in English & maths GCSE				
KS4 Girls: Percentage achieving 5+ A*-C incl E&M 2012-13				
KS4 Girls: Percentage achieving A*-C in English & maths GCSE				
KS4 Disadvantage Pupils: Percentage achieving 5+ A*-C incl E&M 2012-13				
KS4 Disadvantage Pupils: Percentage achieving A*-C in English & maths GCSE				
KS4 EAL: Percentage achieving 5+ A*-C incl E&M 2012-13				
KS4 EAL: Percentage achieving A*-C in English & maths GCSE				
KS4 Pupils with SEN Support: Percentage achieving 5+ A*-C incl E&M 2012-13	number suppressed due to cohort size			

Key stage	SFR	signed	date
KS2	SFR69 pub 14/12/2017	AL	14/12/2017
KS1 writing & characteristics	SFR49 pub 20/10/2017 (latest update = 14/12/20	AL	25/01/2018
KS1 reading & maths & characteristics	SFR49 pub 20/10/2017 (latest update = 14/12/20	NT	25/01/2018
EYFSP & characteristics	SFR60 pub 30/11/2017	AL	26/01/2018
Phonics	SFR49 pub 20/10/2017 (latest update = 14/12/20	AL	26/01/2018