

School Improvement Update: KS4 results 2015

Summary

1. This report provides further information about secondary school performance at the end of KS4 in 2015¹, together with an update to the school performance report presented to the scrutiny committee in October 2015

Key Stage 4 Results 2015

2. York continues to maintain its strong performance at the end of KS4, and KS4 attainment remains well above, national and regional averages.
3. The percentage of pupils achieving 5+A*-C including English and mathematics in 2015 was 63%. This puts York 6 percentage points above the national average, 9 percentage points above the regional average and 3 percentage points ahead of the average for our statistical neighbours. This performance ranks York as first in the region and second against our statistical neighbours. The Fischer Family Trust (FFT) analysis places York's performance in the top 20% of local authorities with a percentile rank of 14.
4. The average points score for the best 8 first entry indicator was significantly above the national average in 2015, with the value added score for this measure being 7 percentage points above the national average.
5. York's performance against the progress indicators which measure pupil progress from KS2 was more mixed in 2015. In English, 71% of pupils made expected progress from KS2. This was 4 percentage points down from 2014 and places York in line with national and statistical neighbours, but above the regional average. The changes to the exam

¹ Data used in this report is taken from NCER, Fischer Family Trust and RAISE online reports

specifications and methods of assessment in English continue to provide turbulence at individual school level.

6. The percentage of pupils making expected progress in mathematics improved by 2 percentage points in 2015. This places York's performance above national, regional and statistical neighbours, ranking us 2nd in the region and 4th against statistical neighbours.
7. Girls continue to outperform boys in KS4. This mirrors the situation nationally. It is important to note that both boys and girls outperformed their national peers in 2015, boys by 5% percentage points and girls by 8 percentage points.
8. Closing the gap between disadvantaged pupils and their peers remains a focus of our work in York as the gap remains wider than national. However, provisional data shows that the gap has narrowed for the percentage achieving 5+A*-C including English and mathematics by 6 percentage points from 39% in 2014 to 33% in 2015. This has closed the gap on national, however is still wider than the national gap of 27%. Analysis of data at school level shows that in the majority of schools the progress of higher attaining girls eligible for the pupil premium is a focus for improvement.
9. Analysis of performance at individual school level shows that the majority (7 out of 9) of York's secondary schools perform well above the national average in terms of both attainment and value added. The main priority for school improvement in 2015-16 is to improve outcomes at the two schools which performed less well in 2015-16 (see appendix 1)
10. It is important for the committee to note that the national KS4 performance indicators will change in 2016. In 2016 the following performance indicators will be reported in the national performance tables:
 - Attainment 8 – this will measure the attainment achieved by pupils in their best 8 GCSE subjects
 - Progress 8 - this will measure the progress made by pupils in between KS2 and KS4 in their best 8 GCSE subjects
 - The percentage of pupils achieving grade C+ in English
 - The percentage of pupils achieving grade C+ in mathematics
11. There are also further significant changes taking place to the GCSE curriculum and assessment regime from 2016 onwards with the move to

a new GCSE accountability framework which will move from results being reported by A*-G grades to a 1-9 scale. At the heart of the reforms is the requirement for all young people to study Ebacc subjects at KS4.

Recommendations

12. As this report is for information only there are no specific recommendations. Members are asked to:
- i. Note the KS4 results for 2015
 - ii. Comment on performance at KS4

Reason: To update the committee on secondary school performance in 2014/15.

Author:

Maxine Squire
Assistant Director, Education & Skills
Adults, Children and Education
01904 553007

Chief Officer Responsible for report:

Jon Stonehouse,
Director, Children Services, Education & Skills

Report Approved



Date

18 January 2016

Wards Affected:

All



Background Papers: None

Annexes:

Annex A: KS4 Attainment & Value Added 2015

Abbreviations in the Report and Annex:

Ebacc – English Baccalaureate

Fischer Family Trust (FFT)

GCSE - General Certificate of Secondary Education

KS – Key Stage

RAISE- Reporting and Analysis for Improvement through school Self-Evaluation