

**CORPORATE PARENTING BOARD**

**10 October 2016**

**PROVISIONAL DATA OUTCOMES FOR KEY STAGE 2 AND KEY STAGE 4**

**Report of the Virtual Headteacher**

**Key Stage 2**

The cohort included 13 children of whom 2 had a statement or EHCP, and 1 was at action plus on the Special Needs Code of Practice. Only 2 children changed schools during their primary education.

When these children were in Year 5 they had two years to cope with a new curriculum that was more challenging for them. The marking of the tests also changed. Pupils had to achieve a score of 100 or more to achieve the expected standard. Overall scores ranged from 80 to 113. Those pupils scoring below 100 did not achieve the standard expected for their age; whilst those scoring above 100 exceeded the expected standard. 2 children scored 99, but had to be classed as below the standard. Because of the changes to the marking and scoring system, there is no comparative data from previous years.

	Numbers achieving the expected standard	Numbers exceeding the expected standard	Numbers below the expected standard
Reading	6 (46%)	5 (38%)	7 (54%)
Writing	7 (54%)	6 (46%)	6 (46%)
Maths	6 (46%)	6 (46%)	7 (54%)
Grammar, spelling, punctuation	7 (54%)	4 (31%)	6 (46%)

**Key Stage 4**

The number of pupils eligible to sit GCSEs in this cohort was 40, of whom 36 had been in care for at least 12 months. 5 (12%) of the 41 had an EHC Plan or Statement of Special Needs. In addition 17 (41%) had been identified as having special needs on the Code of

**The percentage of Sunderland pupils achieving 5+ GCSEs at grades A\*- C:**

Sunderland LAC	Sunderland All Pupils 2016	National all pupils 2016
19% (7 pupils)	60%	66%

**The percentage of Sunderland pupils achieving 5+ GCSEs including English and Maths at grades A\*- C:**

Sunderland LAC	Sunderland All Pupils 2016	National all pupils 2015
14% (5 pupils)	55%	57%

**The percentage of Sunderland pupils who achieved A\*-C in English Language or English Literature:**

Sunderland LAC	Sunderland All Pupils 2016	National All Pupils 2016
17% (6pupils)	70%	Not available

**The percentage of Sunderland pupils who achieved A\*-C in Maths:**

Sunderland LAC	Sunderland All Pupils 2016	National All Pupils 2016
23% (8 pupils)	66%	Not available

**The percentage of children who attained a minimum of 5 A\*-Gs**

Sunderland LAC	Sunderland All Pupils 2016	National All Pupils 2016
53% (19 pupils)	Not available	Not available

**Attainment Headlines:**

- The proportion of LAC achieving 5 GCEs at A\*-C, including English and Maths was below national averages but an increase on the previous year
- The proportion of LAC gaining at least 5 GCEs at A\*-G have attained a larger number of GCSEs than previous years, with 6 pupils gaining 9 GCSEs and 3 pupils gaining 8.
- 31 pupils (86%) achieved a qualification in Maths
- 31 pupils (86%) also achieved some qualification in English

**The percentage of Sunderland pupils making the expected progress in English\*:**

Sunderland LAC	National All Pupils 2014
55% (20 pupils)	72.1%

**The percentage of Sunderland pupils making the expected progress in Maths\*:**

Sunderland LAC	National All Pupils 2014
47% (17 pupils)	66.4%

*\*Progress data is based on schools' judgements or prior attainment where available.*

- The percentage making expected progress in English, from their target set, was 17.1% below the national average for all pupils nationally (2014)
- The percentage making expected progress in Maths, from their target set, was 26.4% below all pupils nationally (2014 )
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### Trends at Key Stage 4

Looked After Children: Key Stage 4 Results 2016							
		Academic outcomes			Pupil Context:		
Academic Year	Cohort Size	5+ A*-C (incl Eng&Maths)	5+ A*-C	5+ A*-G	Statement / EHC Plan	Action/ Action Plus	Overall SEN
2016	36	14%	19%	47%	25%	31%	56%
2015	43	5%	7.5%	47%	12%	41%	53%
2014	42	20%	25%	80%	17%	50%	67%
2013	25	20%	20%	40%	40%	48%	88%

- 8 pupils (23%) came into care late in Year 9, at the start of their GCSE years.
- 1 pupil (5.5%) received no qualifications owing to her moving placements several times during the course of key stage 4 and her lack of engagement.

