

**VERIFIED OVERALL SCHOOL PERFORMANCE DATA FOR THE 2015/16  
ACADEMIC YEAR**

**REPORT OF THE EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES**

**1. Purpose of the report**

- 1.1 To update members of the Children, Education and Skills Scrutiny Committee on the verified overall school performance data for the academic year 2015 – 2016.

**2. Background**

- 2.1 The Council has a statutory responsibility under the Education Act 1996 to promote high standards in schools and to raise attainment. There is a strong commitment to achieving the best outcomes for children and young people across a full range of measures which includes raising standards of achievement across all key stages.
- 2.2 This report presents an overview across the full range of academic outcomes and the key priorities for the school improvement service.

**3. Current Position**

**Early Years Foundation Stage Profile**

- 3.1 Overall, 68.2% of children achieved a 'good level of development' compared to 66% in 2015. The national average for 2016 is 69.3%.

**Phonics**

- 3.2 All children in Year 1 of primary school have a phonics screening check. The percentage of children achieving the expected standard in phonics has risen to 81% in 2016. This represents a 3ppts improvement on the previous academic year.

**Key Stage 1**

**Reading**

- 3.3 The percentage of children achieving the expected standard in reading was 75%. The percentage of children achieving the higher standard in reading

was 21%. This is 3ppts below national and as a result is a focus of work this academic year.

### **Writing**

- 3.4 The percentage of children achieving the expected standard in writing is 70%. The national average for 2016 was 65%. Outcomes across the city are therefore 5ppts above the national figure.
- 3.5 The percentage of children achieving the higher than expected standards in writing is 13% which is in line with national outcomes.

### **Mathematics**

- 3.6 The percentage of children achieving the expected standard in mathematics is 76%. The national average for 2016 is 73%.
- 3.7 The percentage of children achieving the higher standards in mathematics is 17%. The national figure in 2016 is 18%.
- 3.8 In Summary, overall key Stage 1 outcomes compare strongly to the expected standard nationally where the expectations of children have risen considerably. However, the challenge for Sunderland schools remains to improve the number of children attaining the higher standards.

### **Key Stage 2**

- 3.9 The percentage of Key Stage 2 pupils achieving the expected standard in Reading, Writing TA and Maths was 61% in 2016, this figure was 8ppts above national. The percentage of children achieving the higher standard is 6% which is 1ppt above national.

### **Progress scores - reading, writing and mathematics**

- 3.10 The table below demonstrates that overall progress data in Sunderland is above the regional average and reflects the level of support and challenge offered to schools to ensure positive outcomes:

	<b>LA</b>	<b>Regional</b>
Reading	1.1	0.6
Writing	1.5	1.1
maths	1.2	0.8

### Vulnerable Group data – 2015/2016

- 3.11 The tables below demonstrate that for most vulnerable overall attainment data in Sunderland is above the regional average and reflects the level of support and challenge offered to schools to ensure positive outcomes:

<b>Disadvantaged children</b>	LA	Regional	National
Reading	60%	56%	53%
Writing	72%	68%	64%
Maths	64%	62%	58%
Reading writing & maths combined	47%	43%	39%

<b>SEN Support</b>	LA	regional	national
Reading	37	38	32
Writing	35	36	32
Maths	41	42	36
Reading writing & maths combined	21	19	16

<b>EHCP</b>	LA	regional	national
Reading	15	14	14
Writing	10	12	13
Maths	11	16	15
Reading writing & maths combined	5	7	7

### GCSE results 5 A\*-C including English & Mathematics

- 3.12 Whilst this measure is no longer one of the national performance measures used in league tables, Sunderland continues to show an improvement of 3% from the previous year.

The gap between students in Sunderland and national performance is currently 4%. This has been reduced by 2% from the previous year.

Whilst schools are continuing to develop practice, the improvement made does reflect the work / strategies put in place during the previous academic year to support the increase made. The performance gap between girls and boys again reduced further during this academic year by 1%.

### **GCSE English A\* - C**

- 3.13 Analysis of the year-on-year variation at school level suggests there is more variation at grade C in English/English language than in other subjects.
- 3.14 In 2016 Sunderland % A\* - C English GCSE has improved by eight percentage points to 70%, from the previous year. This has reduced the gap between Sunderland pupils and national figures to 4%, compared to a gap of 5% the previous year.

### **GCSE Mathematics A\* - C**

- 3.15 In Sunderland % A\* - C GCSE maths has improved by three percentage points to 66%. This has reduced the gap between Sunderland pupils and national figures to 2%, compared to a gap of 4% the previous year.

### **A\*-C English & Mathematics Combined**

- 3.16 One of the new performance measure for secondary schools is the combined number of pupils achieving A\*- C in both English and Mathematics at GCSE level. Within Sunderland 58% of pupils achieved this measure as opposed to 62% nationally (4% gap).
- 3.17 Compared to the 2015 academic year the overall figure for Sunderland has improved by 3% from 55% to 58%. However, a gap of 4% remains to the national comparator.

### **English Baccalaureate / Progress 8 / Attainment 8**

- 3.18 The percentage of pupils achieving the Ebacc has improved from 18% in 2015 to 21% in 2016. This has reduced the gap between Sunderland pupils and national figures to 4%.
- 3.19 Progress 8 was introduced as a performance measure during the 2015-16 academic year. This measure 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.

The Progress 8 figure for Sunderland was -0.17. Nationally this figure was -0.03.

- 3.20 Attainment 8 was introduced as a performance measure during the 2015-16 academic year. Attainment 8 measures a student's average grade across eight subjects – the same subjects that count for Progress 8. This new measure is designed to encourage schools to offer a broad, well-balanced curriculum.

The Attainment 8 figure for Sunderland was 48.04. Nationally this figure was 49.34.

**Actions taken by the Council to secure improvements a Secondary level included:**

- 3.21 The following actions were taken / facilitated by the School Improvement Service:
- The issue of a pre-warning notice to Hetton School and a package of support and challenge given to the school.
  - Termly meetings with representatives of DfE / Regional Schools Commissioner responsible for the performance of academies (i.e. 84% of secondary schools within the city are now academies) in relation to the outcomes / performance of particular academies.
  - Development of the school to school improvement networks in which 14 secondary schools / academies participated.
  - Provided bespoke training events for Sunderland schools designed to:
    - Improve transition and expectations from Key Stage 2 to key stage 3.
    - Develop GCSE Mathematics examination practice through presentations from Chief Examiners.
  - In partnership with St. Anthony's teaching school established a termly subject network programme across the city for curriculum area leaders.
  - Undertook a two day review of each of the three maintained secondary schools with former Ofsted Inspectors and members of the school improvement team to suggest areas to develop.
- 3.22 In addition to building upon the good practice already developed last year the school improvement service will support / facilitate the additional activities.
- Work with a group of Secondary Headteachers to review in-school alternative curriculum practice to secure better outcomes for pupils at KS4.
  - Utilising funding from University of Sunderland to develop schools' learning and teaching strategies so that the proportion of pupils achieving GCSE Grade 8 in Mathematics is at least 8%.

- Revise the bi-annual city-wide KS4 curriculum document, so that all schools know what is being delivered in each school and key contacts.
- Contribute to the sharing of good practice, with particular reference to parental engagement in Year 11.

3.23 See appendix a for more detailed information

#### **4 Recommendation**

- 4.1 The Children, Education and Skills Shadow Scrutiny Committee is recommended to consider and comment on the information provided regarding school performance data.

**School Performance Measures & Statistical Ranking**  
**2015-16 Unvalidated**

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## 2015 – 16 Sunderland Schools Performance

Phase & Performance Measure  Three year trends	Sunderland 2014	Sunderland 2015	Sunderland 2016	National 2016	Difference
<b>EYFS</b>					
Good Level of Development	59.9%	65.9%	68.2%	69.3%	-1.1%
<b>Key Stage 1</b>					
Phonics	77%	78%	81%	81%	-
<i>Achieved level 2B or above in reading</i>			-	-	-
<i>Achieved level 2B or above in writing</i>			-	-	-
<i>Achieved level 2B or above in mathematics</i>			-	-	-
% Reaching the expected standard at KS1 Reading	-	-	75%	74%	1%
% Reaching the greater depth standard at KS1 at Reading	-	-	21%	24%	-3%
% Reaching the expected standard at KS1 Writing	-	-	70%	65%	5%
% Reaching the greater depth standard at KS1 at Writing	-	-	13%	13%	-
% Reaching the expected standard at KS1 Maths	-	-	76%	73%	3%
% Reaching the greater depth standard at KS1 at Maths	-	-	17%	18%	-1%
<b>Key Stage 2</b>					
% Reaching the expected standard at KS2 Reading, Writing & Maths Combined	-	-	60%	53%	7%



% Reaching the expected standard at KS2 Reading	-	-	80%	66%	14%
% Reaching the higher standard at KS2 at Reading	-	-	19.6%	19%	0.6%
% Reaching the expected standard at KS2 Writing	-	-	78%	74%	4%
% Reaching the greater depth standard at KS2 at Writing	-	-	19%	15%	4%
% Reaching the expected standard at KS2 Maths	-	-	75%	70%	5%
% Reaching the higher standard at KS2 at Maths	-	-	18%	17%	1%
% Reaching the expected standard at KS2 SPAG	-	-	75%	72%	3%
% Reaching the higher standard at KS2 at SPAG	-	-	24.8%	23%	1.8
Progress score Reading	-	-	0.9	0	0.9
Progress score Writing	-	-	1.5	0	1.5
Progress score Mathematics	-	-	1.2	0	1.2
<b>Key Stage 4</b>					
<i>% of pupils achieving grades 5A*-C including English and mathematics GCSEs</i>	51	50.3	53.3	52.8-	0.5%
<i>Achieving three levels of progress English</i>			-	-	-
<i>Achieving three levels of progress Mathematics</i>			-	-	-
% of pupils achieving grades A*-C in both English and mathematics GCSEs	-	-	58.4%	58.7%	-0.3%
Progress 8 measure	-	-	-0.17	0	-0.17
Average Attainment 8 score per pupil	-	-	48.1	48.2	-0.1
% of pupils achieving the ebacc			21.2	22	-0.8

## 2015 – 16 Sunderland Schools Performance

Phase & Performance Measure North East Comparative & Statistical Neighbors 2016	Sunderland 2016	National 2016	North East Performance	North East Ranking	Statistical Neighbors Performance	Statistical Neighbors Ranking	National Ranking
<b>EYFS</b>							
Good Level of Development	68.2%	69.3%	68.4%	7 <sup>th</sup>	66%	4 <sup>th</sup>	98 <sup>th</sup>
<b>Key Stage 1</b>							
Phonics	81%	81%	82%	7 <sup>th</sup>	80	5 <sup>th</sup>	58 <sup>th</sup>
% Reaching the expected standard at KS1 Reading	75%	74%	75%	7 <sup>th</sup>	72.5	5 <sup>th</sup>	58 <sup>th</sup>
% Reaching above the expected standard at KS1 at Reading	21%	24%	24%	10 <sup>th</sup>	21.3	7 <sup>th</sup>	109 <sup>th</sup>
% Reaching the expected standard at KS1 Writing	70%	65%	68%	3 <sup>rd</sup>	64.5	3 <sup>rd</sup>	21 <sup>st</sup>
% Reaching above the expected standard at KS1 at Writing	13%	13%	14%	9 <sup>th</sup>	11.9	6 <sup>th</sup>	76 <sup>th</sup>
% Reaching the expected standard at KS1 Maths	76%	73%	74%	2 <sup>nd</sup>	71.5	2 <sup>nd</sup>	26 <sup>th</sup>
% Reaching above the expected standard at KS1 at Maths	17%	18%	18%%	7 <sup>th</sup>	16.1	5 <sup>th</sup>	83 <sup>rd</sup>
<b>Key Stage 2</b>							
% Reaching the expected standard at KS2 RWM Combined	56	53	56	-	53.5	4 <sup>th</sup>	34 <sup>th</sup>
% Reaching the expected standard at KS2 Reading	70	66	68-	3 <sup>rd</sup>	65.7	2 <sup>nd</sup>	25 <sup>th</sup>

% Reaching the higher standard at KS2 at Reading	20	19	19	3 <sup>rd</sup>	17	2 <sup>nd</sup>	47 <sup>th</sup>
% Reaching the expected standard at KS2 Writing			-				
% Reaching the greater depth standard at KS2 at Writing			-	-			
% Reaching the expected standard at KS2 Maths	75	70	73	3 <sup>rd</sup>	71.6	2 <sup>nd</sup>	22 <sup>nd</sup>
% Reaching the higher standard at KS2 at Maths	18	17	17	3 <sup>rd</sup>	15.6	2 <sup>nd</sup>	44 <sup>th</sup>
% Reaching the expected standard at KS2 SPAG	75	72	74	3 <sup>rd</sup>	73.4	5 <sup>th</sup>	39 <sup>th</sup>
% Reaching the higher standard at KS2 at SPAG	25	23	22	1 <sup>st</sup>	22.1	1 <sup>st</sup>	36 <sup>th</sup>
Average scaled score Reading	103	103	103	1 <sup>st</sup>	102.2	1 <sup>st</sup>	29 <sup>th</sup>
Average scaled score SPAG	104	104	104	4 <sup>th</sup>	103.9	1 <sup>st</sup>	47 <sup>th</sup>
Average scaled score Mathematics	104	103	104	8 <sup>th</sup>	103.1	1 <sup>st</sup>	19 <sup>th</sup>
<b>Key Stage 4</b>							
<i>% of pupils achieving grades 5A*-C including En &amp; Ma GCSEs</i>	53.3	52.8	55.7-	-	55.4	9 <sup>th</sup>	113 <sup>th</sup>
% Of pupils achieving grades A*-C in both En & Ma GCSEs	58.4	58.7	61.2	10 <sup>th</sup>	60.85	10 <sup>th</sup>	122 <sup>nd</sup>
Progress 8 measure	-0.17	0	-0.16	9 <sup>th</sup>	-0.2	6 <sup>th</sup>	-
Average Attainment 8 score per pupil	48.1	48.2	48.5	7 <sup>th</sup>	48.53	9 <sup>th</sup>	113 <sup>th</sup>
% of pupils achieving the ebacc	21.2	22	21.8	7 <sup>th</sup>	21.46	5 <sup>th</sup>	99 <sup>th</sup>

**% of Pupils achieving grades A\*-C in both En & Ma GCSEs**

	<b>Sunderland</b>	<b>National</b>	<b>North East</b>
All Pupils	58.9	63.3	61.6
Boys	54.4	59.4	58.4
Girls	63.7	67.3	65
Disadvantaged	39.9	43.2	41.4
Non Disadvantaged	68.3	71	71.4
Pupils with no identified SEN	66	70	69
SEN Support	20.7	29	27.3
SEN with EHCP	6.8	10.5	7.6

**Average Progress 8 Score**

	<b>Sunderland</b>	<b>National</b>	<b>North East</b>
All Pupils	-0.17	-0.03	-0.16
Boys	-0.27	-0.17	-0.26
Girls	-0.08	0.11	-0.05
Disadvantaged	-0.56	-0.38	-0.52
Non Disadvantaged	0.02	0.1	0.02
Pupils with no identified SEN	-0.08	0.06	-0.05
SEN Support	-0.45	-0.36	-0.45
SEN with EHCP	-1.45	-1.03	-1.38

**Average Attainment 8 score per pupil**

	<b>Sunderland</b>	<b>National</b>	<b>North East</b>
All Pupils	48.2	50.1	48.7
Boys	46.3	47.8	46.8
Girls	50.2	52.4	50.8
Disadvantaged	39.7	41.2	29.8
Non Disadvantaged	52.4	53.5	53.1
Pupils with no identified SEN	51.6	53.3	52.3
SEN Support	34.6	36.2	35.7
SEN with EHCP	15.4	17	14

## Vulnerable Group Data

Phase & Performance Measure  North East Comparative & Statistical Neighbors  2016	Sunderland 2016	National 2016	North East Performance	North East Ranking
<b>Key Stage 4</b>				
% of Pupils achieving grades A*-C in both En & Ma GCSEs	58.9	63.3	61.6	10 <sup>th</sup>
Average Progress 8 Score	-0.17	-0.03	-0.16	7 <sup>th</sup>
Average Attainment 8 score per pupil	48.2	50.1	48.7	8 <sup>th</sup>
% of Pupils achieving the Ebacc	21.3	24.8	22	7 <sup>th</sup>
% of Pupils entering the Ebacc	36.9	39.8	36.2	6 <sup>th</sup>

### % of Pupils achieving grades A\*-C in both En & Ma GCSEs

	Sunderland	National	North East
All Pupils	58.9	63.3	61.6
Boys	54.4	59.4	58.4
Girls	63.7	67.3	65
Disadvantaged	39.9	43.2	41.4
Non Disadvantaged	68.3	71	71.4
Pupils with no identified SEN	66	70	69
SEN Support	20.7	29	27.3
SEN with EHCP	6.8	10.5	7.6

### Average Progress 8 Score

	Sunderland	National	North East
All Pupils	-0.17	-0.03	-0.16
Boys	-0.27	-0.17	-0.26
Girls	-0.08	0.11	-0.05
Disadvantaged	-0.56	-0.38	-0.52
Non Disadvantaged	0.02	0.1	0.02
Pupils with no identified SEN	-0.08	0.06	-0.05
SEN Support	-0.45	-0.36	-0.45
SEN with EHCP	-1.45	-1.03	-1.38

#### Average Attainment 8 score per pupil

	Sunderland	National	North East
All Pupils	48.2	50.1	48.7
Boys	46.3	47.8	46.8
Girls	50.2	52.4	50.8
Disadvantaged	39.7	41.2	29.8
Non Disadvantaged	52.4	53.5	53.1
Pupils with no identified SEN	51.6	53.3	52.3
SEN Support	34.6	36.2	35.7
SEN with EHCP	15.4	17	14

#### % of Pupils achieving the English Baccalaureate

	Sunderland	National	North East
All Pupils	21.3	24.8	22
Boys	14	19.7	16.9
Girls	29.1	30.1	27.3
Disadvantaged	10.5	11.7	8.9
Non Disadvantaged	26.6	29.8	28.4
Pupils with no identified SEN	42.2	44.7	41.2
SEN Support	3.7	14.7	12.2
SEN with EHCP	1.9	4	1.9

#### % of Pupils entering the Ebacc

	Sunderland	National	North East
All Pupils	36.9	39.8	36.2
Boys	26.2	34.6	30.3
Girls	48.4	45.3	42.4
Disadvantaged	10.5	11.7	8.9
Non Disadvantaged	26.6	29.8	28.4
Pupils with no identified SEN	42.2	44.7	41.2

SEN Support	11.5	14.7	12.2
SEN with EHCP	1.9	4.0	1.9

North East Local Authorities	County Durham
	Darlington
	Gateshead
	Hartlepool
	Middlesbrough
	Newcastle upon Tyne
	North Tyneside
	Northumberland
	Redcar and Cleveland
	South Tyneside
	Stockton-on-Tees
	Sunderland

### EBacc

The English Baccalaureate (EBacc) is a performance measure for schools, awarded when students secure a grade C or above at GCSE level across a core of five academic subjects – English, mathematics, history or geography, the sciences and a language. It is not a qualification in itself. By introducing this performance measure, the Government hoped that more pupils will be offered the chance to take a broad core of more traditional academic options.

### English

To pass the English element of the EBacc, pupils needed to do one of the following:

- get an A\* to C in English GCSE
- take both English literature and English language at GCSE, and get an A\* to C in at least 1 of them

### Science

To pass the science element of the EBacc, pupils need to do one of the following:

- get an A\* to C in core and additional science GCSE (in core and additional science, pupils take 2 modules in each of the 3 main sciences: biology, chemistry and physics)
- take 3 single sciences at GCSE and get an A\* to C in at least 2 of them (the single sciences are biology, chemistry, computer science and physics)
- get A\* to C in GCSE science double award (in science double award, pupils take 2 GCSE exams that cover the 3 main sciences: biology, chemistry and physics)

### Progress 8

Progress 8 was introduced as a performance measure during the 2015 -16 academic year. This measure 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 eight qualifications, which include English, maths,

three qualifications including sciences, computer science, history, geography and languages, and three other additional approved qualifications.

#### **Attainment 8**

Attainment 8 was introduced as a performance measure during the 2015 -16 academic year. Attainment 8 measures a student's average grade across eight subjects – the same subjects that count for Progress 8. This new measure is designed to encourage schools to offer a broad, well-balanced curriculum.

*Data sources: DfE SFR03/2017 / NCER Nova*