

DERBYSHIRE COUNTY COUNCIL**CABINET****25 March 2014****Report of the Strategic Director for Children & Younger Adults****Education Improvement Service**
Standards of Attainment 2013 – (Children and Young People)**1 Purpose of Report**

To inform Cabinet of the provisional outcomes of the end of key stage assessments and examinations in Derbyshire schools in 2013 and plans to raise attainment arising from the gap analysis.

2 Information and Analysis

The key outcomes for the provisional 2013 end of key stage assessments and examination results are set out in **Appendix 1**. The outcomes are reported by making comparisons with:

- Derbyshire's outcomes in 2012,
- National outcomes in 2013 and
- Outcomes in Derbyshire's statistical neighbour group of 11 similar local authorities in 2013.

A glossary of terms is attached at **Appendix 2**.

3 Summary

- Major changes have taken place over the year in terms of the Early Years Foundation Stage (EYFS) and this includes how children's progress is judged across the Early Learning Goals using a new assessment profile. This fundamental change makes it difficult to make comparisons with previous outcomes. 50% of Derbyshire's children reached the Good Level of Development (GLD) compared to 52% nationally.
- The percentage of pupils reaching the expected level in the Year 1 Phonics Check has improved compared with last year by 12% from 54% to 66%. However it is still below the national outcome of 69%.
- Very good standards of attainment have been maintained at Key Stage 1, so that Derbyshire's performance remains well above national outcomes and first or in the top quartile of its statistical neighbour group of similar authorities.
- Attainment at Key Stage 2 has improved compared with last year putting Derbyshire in the top quartile of similar authority performance in all subjects and at all levels including the newly introduced Grammar, Punctuation and Spelling test. Progression by two and three levels in English and mathematics from the high outcomes at the

end of Key Stage 1 continues to be broadly in line with the national average but remains a priority to address.

- Attainment at Key Stage 3 remains above national outcomes for all subjects at both Level 5+ and 6+. Derbyshire is in the top half of the statistical neighbour outcomes for English, mathematics and science at Level 5+. Derbyshire is above the statistical neighbour mid-point for English, mathematics and science at Level 6+.
- Attainment at KS4 improved from last year by 1.9 percentage points but remains below the statistical neighbour mid-point at the key benchmark of 5+ A*-C including English and mathematics.
- Two maintained secondary schools are below national floor standard of 40% 5+ A*C including English and mathematics.
- At Post-16, the average points score (APS) per student has decreased to 787 putting Derbyshire's performance, well above the national just below the statistical neighbour average.
- The performance of the most vulnerable groups has improved but is variable across schools, subjects and key stages. The attainment of children entitled to free school meals (FSM) and those in care, in line with national performance, remains low.
- Variation in the performance of some schools and those causing concern requires improvement to ensure pupils make progress in line with County improvement trends.
- Actions to be taken to improve outcomes further include redesigning the school improvement model and building on school to school support and school partnerships. The development of a self-improving school system will build on the benefits of schools working together in clusters, taking a local solutions approach and expanding systems leadership. The role of the local authority will remain crucial in this approach to school improvement in providing quality assurance and effectively brokering and commissioning the support and intervention required to bring about improved outcomes for all learners.

Early Years Foundation Stage

- From 2013, children have been judged as having reached a 'Good Level of Development' (GLD) at the end of the EYFS if they achieved at least the expected level in:
 - the Early Learning Goals in the prime areas of learning (Personal, social and emotional development; Physical development; and Communication and language); and
 - the Early Learning Goals in the specific areas of mathematics and literacy.
- Derbyshire is ranked 7th compared to Statistical Neighbours for the overall GLD. The specific area of learning where the percentage of children performed least well in comparison with statistical neighbours is in literacy in which Derbyshire was ranked joint 9th.

Gap Analysis

- The EYFS outcomes for Children in Care have shown an improving three year trend. 2013 saw the introduction of a new EYFS Curriculum so there is no benchmarking data. The proportion of children in care achieving the GLD was significantly below that of non-cared for pupils.
- Sixteen pupils had been in care for 12months+ (8 boys and 8 girls). Of the cohort, only 6 achieved the GLD. Of the 16 children, 5 were disabled pupils and those who have Special Educational Needs (DSEN), none reached the GLD.
- Only 32% of children known to be eligible for FSM reached the GLD. The gap in outcomes is 18 percentage points below that of all children.
- The priority for 2013/2014 is to maintain good outcomes for all children whilst continuing to improve learning for children, including those in care, with weak Communication, language and literacy.

Action

Through the Journey to Excellence we will continue to improve outcomes in the EYFS. We will:

- strengthen self-evaluation of EYFS by schools and settings and provide targeted support to schools and settings requiring improvement;
- raise the attainment of underperforming children, particularly in language, by:
 - Supporting settings and schools in identifying and supporting children at risk of language delay
 - Developing Every Child a Talker (ECaT) approaches in 240 schools, settings and Children's Centres before December 2015
 - Developing ECaT for Children in Care and Foster Carers
 - Supporting the development of fine motor development and physical literacy through the Every Child a Mover programme
 - Further strengthen the Personal Education Plan process for Children in Care
 - Strengthen outcomes in Mathematics by support, challenge and coaching in the 'Inspire Number ' programme with 10 schools
 - Facilitate transition projects for disabled children and those who have special educational needs (DSEN) moving from Foundation Stage1 to Foundation Stage 2 and for children in the ECaT programme moving into a school which is not in the ECaT programme
- Strengthen assessment processes in EYFS through local and inter local authority moderation meetings and visits and strategic briefing for governors

Key Stage 1

- Performance is well above national outcomes for seven year old children and Derbyshire remains first or in the top quartile joint of the statistical neighbour group of similar authorities for all subjects at all levels.

- Outcomes have improved very marginally in all subjects and at all levels compared to those in 2012 except in science at L2+ where there is a dip of 0.1%. The highest percentage increases are in Writing at L2B+ and in mathematics at L3+.
- At level 3+, Derbyshire's performance remains significantly higher than national outcomes by 5 percentage points in reading, writing and mathematics and 7 percentage points in science.

Gap Analysis

- The gap in the performance between boys and that of girls in the Phonics Screening Check has widened from 9% in 2012 to 12 % in 2013.
- Although the gap between pupils eligible for FSM and the rest of the cohort has narrowed in the Phonics Screening Check by 2% compared to 2012, it still remains too wide with only 50% of pupils eligible for FSM achieving this expected level in 2013 compared to 36% in 2012.
- Girls continue to outperform boys in all subjects and at all levels except at L3 in mathematics. Most notably, the widest gap in boys' attainment is at L2B+ in writing by 17%. However, this has narrowed slightly from 18% in 2012.
- Fifteen pupils had been in care for 12months+ (9 boys and 6 girls). Of the cohort 60% achieved Level 2 in Reading, 53% Level 2 in Writing and 73% Level 2 in Maths.
- Although attainment of children known to be eligible for free school meals has improved in all subjects at L2B+ compared with 2012, it still remains that of pupils not eligible for FSM with the biggest gap of 20.2% being in writing. The gap in reading has been narrowed for a second year running. It has been reduced by 1.5% to that seen in 2012 and is now at 16.7%.
- There are 31 Children in Care in 2013 compared with 37 in 2012. The attainment of Children in Care has improved in all subjects and at all levels. The biggest improvement is in writing at all levels. The gap between the Children in Care and the rest of the cohort has also widened most in writing.

Action

Through the Journey to Excellence we will continue to improve outcomes at Key Stage 1. We will:

- provide targeted support and challenge to improve the progress and attainment of vulnerable groups of children including those eligible for FSM; Children in Care; disabled pupils and those who have special educational needs (DSEN);
- improve the attainment of boys to match that of girls in all subjects by using interventions such as Every Child a Talker and Every Child Counts;

- promote the use of targeted programmes of support in reading, writing and mathematics for the lowest performing schools;
- strengthen moderation of teacher assessments at the end of Key Stage 1 by undertaking these earlier in the academic year so that there is still time for interventions to be effective.

Key Stage 2

- Attainment is above national outcomes for all subjects except in the Grammar, Punctuation and Spelling test at all levels and is well above at Level 5+. In comparison with similar authorities, Derbyshire is ranked either first or in the top quartile in all subjects at both the expected and higher levels of attainment.
- Overall, there has been a very slight improvement compared with last year in the percentage of pupils attaining L4+ and L5+ in all 3 separate subjects of Reading, Writing and Mathematics.
- There is a slight decline in Reading and Mathematics at L4+ but the largest percentage decline (5.2%) is in Reading at L5+. This may relate to the changes in the threshold levels whereby to attain L5+ this year, a pupil had to be awarded more than 36 marks compared with 33 marks last year.
- The percentage of pupils attaining Level 4+ and L5+ in reading, writing and mathematics combined has also increased marginally compared with 2012.
- Derbyshire's ranking compared to similar authorities in relation to the percentage of pupils making two or three levels progress remains a concern and reflects the very high outcomes attained at the end of Key Stage 1.
- However, compared with 2012, the percentage of pupils making two levels progress has improved in all subjects. The percentage of pupils making three levels of progress has also improved in writing and mathematics. However, in reading, there has been a decline which may be attributed to the change in the marking threshold levels.
- The number of schools below the floor standard of 2012 was 5. In 2013, 9 schools are below the revised higher floor standard.
- The attainment of DSEN is below that of the local authority in all subjects and more than half of those with statements for special needs do not make two levels progress.
- There are 29 Children in Care in 2013 compared to 27 in 2012. The attainment of Children in Care declined considerably in all subjects and in English and mathematics combined at Levels 4 and 5 compared with that in 2012. The gap between Children in Care and their non-cared for peers had been narrowed to 6.4% in reading in 2012; however, this has now increased to 35.74% in 2013.

Gap Analysis

- There are differences in the progress made by boys and girls. A higher percentage of boys have made two levels progress in reading and mathematics compared with girls.
- At Level 4+, outcomes for pupils eligible for FSM continue to improve in mathematics and are at the highest levels since 2009. The gaps between pupils eligible for FSM and the rest of the cohort, compared with those in 2012, have widened in reading and writing but narrowed in mathematics and science. The gap is widest by 2.3% in Reading, Writing and mathematics combined and generally, the gaps continue to be widest in all subjects at L5+.
- Generally, the attainment of pupils in different ethnic groups is better than local authority outcomes at L4+ but this is not the case at L5+ especially in reading. The attainment of the 13 Chinese pupils is better than that of all groups of pupils at all levels in all subjects combined and particularly mathematics. The 25 Black or Black British pupils have attained less well compared with all other groups especially in mathematics.
- Twenty five pupils had been in care for 12 months+ (15 boys and 10 girls). Of the cohort 60% achieved Level 4 in Reading, 60% Level 4 in Writing and 52% Level 2 in maths. The gap between Key Stage 2 children in care and their non 'in care' peers is significant – a 28% gap in Reading, a 26% gap in Writing and a 35% gap in Maths
- The attainment and progress of vulnerable groups of children, including those eligible for FSM and those in care remains a priority for improvement.
- Attainment requires acceleration in those schools below floor standards.

Action

Through the Journey to Excellence we will continue to improve outcomes at KS2. We will:

- provide intensive support in 100 designated Priority Schools including those below the national floor standards. This will include coaching leadership teams to lead school improvement activities and to monitor and evaluate impact;
- secure the accuracy of teacher assessments through greater involvement of school based moderators and by rolling out the learning from a small scale project involving separate infant and junior schools
- provide additional guidance of the use of national transition matrices which will enable schools to set challenging targets, especially for making 3 levels progress and to track the progress made by pupils in each year group
- provide targeted support and challenge to ensure that vulnerable children, including pupils eligible for FSM, Children in Care, Disabled pupils and those with Special Educational Needs, those from the different ethnic groups and boys make good progress; and promote schools' use of One-to-One tuition and Pupil Premium for eligible pupils

- strengthen school-to-school support and networks for Teaching, Learning and Assessment and curriculum development;
- increase the number of system leaders and support their work with partner schools
- provide support to targeted schools with lower progression rates from the end of Key Stage 1 to the end of Key Stage 2; where outcomes are low in Reading, Writing and mathematics combined; and to those schools where outcomes in Reading, Writing and mathematics differ significantly.

Key Stage 3

The following Key Stage 3 analysis is based on provisional teacher assessment. Provisional figures are provided at Appendix 1.

- Attainment at Level 5+ has increased for fourteen year old pupils in English, mathematics and science and is above national outcomes for all three subjects.
- Attainment at Level 6+ has also increased in English, mathematics and science and is above national outcomes for all three subjects.
- In comparison with 11 similar authorities, Derbyshire's Level 5+ performance is first for English, first for maths and third for science. At Level 6+ the statistical neighbour position is second for English, first for maths and third for science. These are all improvements on 2012
- In Derbyshire, the performance of both boys and girls is higher than nationally at both Level 5+ and Level 6+. Girls' attainment is higher than boys in all subjects, but is most marked in English. The difference is similar to that seen nationally.
- The gap between Key Stage 3 children in care and their non 'in care' peers is significant and widened this year – a 58% gap in English and a 47% gap in maths
- KS3 outcomes for pupil premium pupils increased in English, maths and science at L5+ and L6+ since 2012, although they are considerably below than local authority outcomes.
- The attainment of Children in Care in 2013 has significantly declined across all three subjects at Level 5+; there has been a slight decline at Level 6+. Achievement at Key Stage 3 remains significantly below local authority outcomes.

Gap Analysis

- The progress of a number of vulnerable groups, especially children entitled to FSM and Children in Care requires improvement to close the gap with the rest of the cohort.

- A standardisation process is required to ensure KS3 assessment is secure. However significant changes are planned in relation to assessment arrangements which may see the end of NC levels and another form of measure put in their place.

Action

Through the Journey to Excellence we will continue to improve outcomes at Key Stage 3. We will:

- identify Priority Schools through the Quality Development Dialogue (QDD) and provide a comprehensive programme of support and intervention;
- provide an Accelerating Achievement for All programme which will improve progress tracking, teacher assessment and the quality of teaching and learning;
- identify Accelerating Achievement strategies for Children in Care
- target action to improve attainment in English and mathematics in underperforming departments and schools;
- promote the use by schools of One-to-One tuition and Pupil Premium funding to support vulnerable students and Children in Care;
- support the standardisation of Teacher Assessment at Key Stage 3 to promote increased reliability and to identify new frameworks for assessment.

Key Stage 4

The following analysis is generally based on the latest validated cohort data published in the DFE Performance Tables (January 2014). The comparative analysis of local authority maintained and academy schools, and student group performance is based on the latest examination board (EPAS) data and will be finally validated by a later DFE release likely in February.

- Attainment in the national benchmarks of 5 A*-C including English and mathematics (5+EM) fell nationally, whereas Derbyshire saw an overall improvement of 1.9%. This placed Derbyshire ninth when compared with statistical neighbour group.
- At 5A*-C (all subjects) attainment improved by 0.6% to 81.6%.
- Attainment at 5A*-G (96.4%) improved slightly whilst Capped Average Points Score fell slightly (338.3)
- Attainment at 5A*-C (all subjects) attainment for Children in care improved by 8.3% to 39.3%
- Attainment at 5A*-C including English and maths improved by 12.7% to 19.6%; 1+A*-G/Any passes improved by 6.5% to 87.5%
- Attainment in the English Baccalaureate improved by 5% in Derbyshire (18.2%).

- Two schools are below the national floor standard of 40% 5+EM.
- Derbyshire girls outperform boys in all of the key indicators, though generally the gaps have decreased compared with 2012. Nationally, girls outperform boys in all indicators but here the gaps are similar to 2012 or have increased.
- 31.7% of pupils eligible for Free School Meals in Derbyshire achieved 5 EM or equivalent. This is a marked improvement on the previous year's figure (28.4%) and follows year on year increases in performance.
- The performance gap between FSM pupils and their non-FSM peers achieving 5 EM stood at 30.7% in 2013 - an improvement of 1.6 percentage points since 2012 (32.3%). The gap in 2013 is the lowest it has been in any of the last five years.
- 18.8% of Children in Care achieved 5 or more A*-C grades including English and mathematics. This represents an increase of 12.5 percentage points since 2012.
- This represents a gap of 40.2 percentage points, considerably lower than the gap in 2012 (51.1%).
- The attainment of children from a number of ethnic minority groups was 5% below the overall local authority result for 5+A-C inc EM. These were Asian or Asian British – Pakistani (8 pupils, 37.5%), Black or Black British – Caribbean (9 pupils, 44.4%), Mixed – White and Black Caribbean (49 pupils, 44.9%) and White – Irish (10 pupils, 20.0%).
- Although there is significant variation, the evidence above indicates that Pupil Premium funding did impact positively on the performance, and therefore the grades of, the targeted groups of students.

Gap Analysis

- The gap between Derbyshire at 5+EM and the national outcome has been closed.
- The progress that students make in English in Derbyshire is significantly less than that seen nationally. The progress that students make in mathematics in Derbyshire has improved significantly and is in line with the national average.
- The progress that our vulnerable groups make remains an area for improvement.

Action

Through the Journey to Excellence we will continue to improve outcomes at Key Stage 4. We will:

- identify Priority Schools through the Quality Development Dialogue (QDD) and provide a comprehensive programme of support and intervention including a re-development of the School Review Process focused on improving Ofsted readiness;

- improve the progress that students make in Derbyshire between KS2 and 4 through a range of programmes, interventions and networks including the extension of the Accelerating Achievement for All programme;
- target action to improve attainment in English and mathematics in underperforming departments and schools. This will include addressing the impact of examination changes in English and mathematics and the development of English and maths strategies;
- promote strategies to accelerate improvements in progress for our most vulnerable students including the effective use by schools of Y7 Catch Up and Pupil Premium funding;
- take steps to obtain more current data to allow earlier intervention, through the establishment of three KS4 data collection points;
- promote the use by schools of One-to-One tuition and Pupil Premium funding to support vulnerable students and Children in Care;

Post-16

The following analysis is based on unvalidated data for Level 3 (A Level only) programmes in schools with sixth forms. Less data is presently available due to the differences that exist between 6th Form cohorts and the different types of centres that provide Post-16 education.

- Average points score (APS) per student is now 787 placing Derbyshire seventh in our statistical neighbour group.

Gap Analysis

- The overall County performance has fallen by 6 points, and there is within-school variation in subject attainment.
- Preparation for the Raising of the Participation Age (RPA) (all students to remain in education or training until age 18 by 2015) needs acceleration across schools.

Action

In order to improve outcomes at Post-16 in schools we will:

- extend the Heads of Sixth Form network to promote their leadership and quality assurance role and to ensure the best practice from KS3/4 is maintained in Post-16;
- Work closely with the 14-19 Team to implement the local authority's Raising of the Participation Age Strategy.
- Examine mechanisms to allow us to obtain a clearer picture of value added at post 16, including for those Derbyshire students who cross borders to continue their education.

4 Financial Considerations

All of the planned programmes for improvement are supported by Education Improvement Service budgets until 31 March 2015. Any reductions in funding from April 2014 will require further re-adjustment to the range and consequent potential impact of these programmes in 2014-15.

5 Other Considerations

In preparing this report the relevance of the following factors has been considered: prevention of crime & disorder, equality of opportunity; and environmental, health, legal & human rights, human resources, property and transport considerations.

6 Key Decision

No.

7 Background Papers

DfE First Statistical Releases for National Curriculum Assessment are available from the Information Unit in Children and Younger Adults.

8 Strategic Director's Recommendations

To note the outcomes of the end of key stage assessments and examinations for 2013 and the planned actions to raise progress & attainment arising from the gap analysis.

Ian Thomas, Strategic Director for Children & Younger Adults

Outcomes in 2013

Table One - Early Years Foundation Stage

Percentage of all pupils in 2013 at or exceeding the expected level		Derbyshire	National	LA rank (compared to SNs)
Good Level of Development (At or exceeding the expected level in all twelve aspects of Prime, Literacy & Mathematics Areas of Learning)		49.7	52	Joint 7 th
Prime Areas of Learning	Communication and Language	71.8	72	Joint 6 th
	Physical Development	80.5	83	8 th
	Personal, Social and Emotional Development	74.5	76	8 th
Specific Areas of Learning	Literacy	59.3	61	Joint 9 th
	Mathematics	64.6	66	Joint 7 th
	Understanding the World	74.9	75	8 th
	Expressive Arts and Design	76.6	78	8 th
Total points score		33.6	32.8	5 th

Table Two - Key Stage 1

Subject	% LA 2013	% Diff from 2012	% Nat 2013	% Diff from 2012	LA rank (compared to stat. neighbours)
Reading L2B+	81	+1	79	+3	3 rd
Reading L3	34	+1	29	+2	2 nd
Writing L2B+	72	+2	67	+3	Joint 2 nd
Writing L3+	20	+2	15	+1	1 st
Maths L2B+	82	+1	78	+2	Joint 1 st
Maths L3+	28	+2	23	+1	Joint 1 st
Science L2+	93	0	90	+1	1 st
Science L3+	29	+1	22	+1	1 st

Table Three – Key Stage 2

Subject	% LA 2013	% Diff from 2012	%Nat 2013	% Diff from 2012	LA rank (compared to stat. neighbours)
Reading L4+	88	0	86	-1	Joint 2 nd
Reading L5+	46	-5	45	-4	Joint 3 rd
2+L progress	87	0	88	-2	Joint 7 th
3+L progress	35	-3	n/a	n/a	n/a
GPS L4+	73		74		Joint 4 th
GPS L5+	47		48		Joint 3 rd
Writing L4+	86	+1	83	+2	1 st
Writing L5+	34	+2	30	+2	2 nd
2+L progress	91	+1	91	+1	Joint 6 th
3+L progress	27	+4	n/a	n/a	n/a
Maths L4+	86	-1	85	+1	Joint 3rd
Maths L5+	43	0	41	+2	Joint 2nd
2+L progress	87	0	88	+1	Joint 6th
3+L progress	26	+3	n/a	n/a	n/a
Science L4+	90	+1	88	+2	Joint 2nd
Science L5+	43	+2	38	+2	Joint 2nd
RWM L4+	78	0	76	+1	2nd
RWM L5+	23	0	21	+1	3rd

Table 4 - Key Stage 3

Subject	2013 %	Change %	SN Rank	Nat
English L5+	89%	+1.5	1	89
English L6+	58.2%	+5.8	2	58
Maths L5+	86.5%	+1.7	1	87
Maths L6+	66%	+1.6	1	66
En + Ma L5+	82.8%	+2.3	NA	
En + Ma L6+	51%	+5	NA	
Science L5+	87.9%	+1.7	3	88

Science L6+	58.5%	+3.4	3	59
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Table 5 - Key Stage 4

Measure	Derbyshire 2013 %	Change	National%	Change	SN Rank
5+EM	59.1	+1.9	58.6	-0.2	9 th ↓
5+All	81.3	+0.6	82.6	-1.9	8 th ↑
5+AG	96.3	+0.4	93.9	-1.8	5 th ↑
CAPS	338.3	-1.3	338.1	-2.9	9 th
EN 3LP	64.8	+1	69	+1	10 th ↑
EN 4LP	26	+1.6			
MA 3LP	69.8	+4.5	70	+2	6 th ↑
MA 4LP	28	+1.1			
EBacc	17.7	+4.7	22.7		10 th

2013 Outcomes for Children in Care in Derbyshire Schools

KS1

	Total CiC	Number L2+	% L2+	Number L2B+	%L2B +	Number L3+	%L3+	Total Non-CiC	%L2+	%L2B +	%L3+	% Gap L2+	% Gap L2B+	% Gap L3+
Reading	31	23	74.2%	16	51.6%	3	9.7%	8080	90.2%	81.0%	33.6%	16.0%	29.4%	23.9%
Writing	31	22	71.0%	11	35.5%	2	6.5%	8080	88.2%	71.7%	19.8%	17.20%	25.5%	13.3%
Maths	31	25	80.6%	16	51.6%	4	12.9%	8080	93.3%	81.6%	27.8%	12.70%	30.0%	14.9%

KS2

	Total CiC	Number L4+	% L4+	Number L5+	%L5+	Total Non-CiC	%L4+	%L5+	% Gap L4+	% Gap L5+
GPS	29	11	37.9%	2	6.9%	7456	73.6%	47.0%	35.7%	40.1%
Reading	29	19	65.5%	3	10.3%	7456	88.0%	46.2%	22.5%	35.9%
Writing (TA)	29	17	58.6%	1	3.4%	7472	85.7%	34.3%	27.1%	30.9%
Maths	29	16	55.2%	4	13.8%	7456	86.6%	43.1%	31.4%	29.3%

KS3

	Total CiC	Number L5+	% L5+	Number L6+	%L6+	Total Non-CiC	%L5+	%L6+	% Gap L5+	% Gap L6+
English	38	21	55.3%	6	15.8%	8188	89.2%	58.4%	33.9%	42.6%
Maths	38	19	50.0%	10	26.3%	8189	86.7%	66.2%	36.7%	39.9%
Science	38	22	57.9%	8	21.1%	8189	88.0%	58.7%	30.1%	37.6%

KS4

	Total CiC	No Achieved	% Achieved	Total Non-CiC	% Achieved	% Gap
5+A*-C	56	22	39.3%	8421	81.0%	41.7%
5+A*-C inc EM	56	11	19.6%	8421	58.7%	39.1%
5+A*-G	56	42	75.0%	8421	95.7%	20.7%
1+A*-G	56	49	87.5%	8421	98.6%	11.1%
Any Pass	56	51	91.1%	8421	99.4%	8.3%

GLOSSARY

APS	Average points score: average value of points awarded across subjects and examinations for attainment in the same key stage
BME	Black and minority ethnic groups of children
CiC	Children in public care looked after by the local authority
CLL	Communication, Language and Literacy in the EYFS
CPD	Continuing Professional Development
DSEN	Disabled pupils and those who have special educational needs
EYFS	Early Years Foundation Stage: children aged up to 5 years
FSM	Children entitled to Free School Meals
KS1	Key Stage 1: pupils aged 5 to 7 years
KS2	Key Stage 2: pupils aged 7 to 11 years
KS3	Key Stage 3: pupils aged 11 to 14 years
KS4	Key Stage 4: pupils aged 14 to 16 years
L2+	Key Stage 1)
L4+	Key Stage 2)
L5+	Key Stage 3)
) The nationally expected levels of attainment at each Key stage with sub-levels from A (high) to C (low)
5A+-C	5 higher GCSE passes or equivalent qualifications
5+EM	5 higher GCSE passes or equivalent qualifications, including English and Mathematics at GCSE
5+A-G	5 passes at GCSE for any subject or equivalent qualifications
National Outcome	The average level of attainment in schools in England
PEP	Personal Education Plan
Post 16	Attainment of school students aged 16+ after Key Stage 4
Priority Schools	Schools identified for priority support to improve rates of progress and attainment
PSED	Personal, social and emotional development in the EYFS

QDD Quality Development Dialogue

Statistical Neighbour Group The group of 11 similar authorities in Derbyshire's national benchmark group for comparative purposes