

Title of paper:	Attainment of children and young people in Nottingham 2018/19	
Report to:	Children's Partnership Board	
Date:	29 September 2020	
Relevant Director:	Nick Lee	Wards affected: All
Contact Officer(s) and contact details:	Nick Lee, Director of Education Services nicholas.lee@nottinghamcity.gov.uk 0115 87 64618	
Other officers who have provided input:	Daniel Skurok, Insight and Analysis Shaun Burton, Insight and Analysis	
Relevant Children and Young People's Plan (CYPP) priority or priorities:		
Safeguarding and supporting children and families:	Children, young people and families will benefit from early and effective support and protection to empower them to overcome difficulties and provide a safe environment in which to thrive.	
Promoting the health and wellbeing of babies, children and young people:	From pregnancy and throughout life, babies, children, young people and families will be healthier, more emotionally resilient and better able to make informed decisions about their health and wellbeing.	
Supporting achievement and academic attainment:	All children and young people will leave school with the best skills and qualifications they can achieve and will be ready for independence, work or further learning.	X
Empowering families to be strong and achieve economic wellbeing:	More families will be empowered and able to deal with family issues and child poverty will be significantly reduced.	
Summary of issues (including benefits to customers/service users):		
The report presents the most recent set of available data outlining the key measures of attainment by children in young people attending early years settings and schools in Nottingham from the Early Years Foundation stage to Key Stage 4.		
Recommendations:		
1	That the Partnership Board note the attainment of children and young people and consider how partnership activities can support early years settings and schools to support the improved attainment of children and young people in Nottingham.	

1. BACKGROUND AND PROPOSALS (Explanatory detail and background to the recommendations)

1.1 Early Years Attainment (Age 4/5)

Early Years Foundation Stage Profile (EYFSP) data covering the 2018/19 academic year was released by the Department for Education in October 2019. The Good Level of Development measure is reported by providers of state-funded early years education, including: maintained schools and academies; and private, voluntary and independent (PVI) providers. Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy;

and mathematics. This includes: listening and attention; understanding; speaking; moving and handling; health and self-awareness; managing feelings and behaviour; making relationships; reading; writing; numbers and shape, space and measures.

The proportion of pupils achieving a good level of development in Nottingham has dropped slightly this year.

- Nottingham's figure has gone down by 0.7%.
- England's figure has gone up by 0.3%.
- Nottingham's LA ranking has gone down 10 LA places to 143rd.

The gender gap in performance between girls and boys has also increased this year.

Girls outperform boys in all Early Learning Goals. In 2018 the gender gap had closed to 10.9% which was lower than the gender gap nationally (13.5%), this year the gender gap has increased to 14.6%.

Given that this is the first drop in performance since 2013 the Early Years Team have been researching possible reasons with providers. The following issues were flagged by schools that had recorded a dip greater than 10% on the previous year.

- Low speech and language on entry
- New children with no English joining through the year
- Increase in children with social emotional and behavioural difficulties (partic .boys)
- Increase in children with complex needs
- Attendance (children not yet at statutory school age)
- Children still in nappies
- Impact of the reduction of 25 hours, which coincided the introduction of 30 hours.

Clearly a focus on boys and children with SEND needs to continue to inform our work and practice.

1.2 Phonics and Key Stage 1 (age 6/7)

Phonics

At the end of Year 1 testing, there has been no change in Nottingham or England percentages, leaving a gap of 3%. Nottingham has gained 4 LA rankings, going to 132nd.

Key Stage 1

- At the Expected Standard the gap between Nottingham and England has reduced by 1%.
- For Maths, Nottingham has gained 10 LA rankings, going to 134th out of 149 LAs. In other subjects, there have been small changes in the LA ranking, and is now between 140th and 143rd.
- For Reading, the Nottingham-England gap has reduced by 2%, and Nottingham has gained 5 LA places to 141st.

- For Writing and Maths, the Nottingham-England gap has remained at 4% for Writing and 5% for Maths, and there has been no major change in Nottingham's LA rankings (128th for Writing and 137th for Maths).

1.3 Key Stage 2 (Age 10/11)

Attainment

Attainment for KS2 is recorded as the proportion of pupils achieving the expected or higher standard in each subject. The expected standard is a scaled score of 100 or more in reading and maths and a teacher assessment of working at the expected standard while the higher standard is a scaled score of 110 or more in reading and maths and greater depth in writing.

The proportion of pupils attaining the reading, writing and mathematics benchmark (RWM) was 63.45 an increase of 1% on 2017/18. The national figure improved at the same rate.

Nottingham recorded mixed changes in ranking year-on-year for pupils achieving the expected standard in each subject:

RWM improved by 1 places (108/151)
Reading improved by 4 places (121/151)
GPS fell by 16 places (109/151)
Maths improved by 10 places (91/151)
Writing fell by 7 places (136/151)

At the expected standard, the Nottingham-National gap has reduced by 1% in RWM, Writing, GPS and Maths.

Nottingham is at the National Average for Maths, and is only 1% below in GPS

Progress

KS2 progress scores measure the amount of progress pupils make between their KS1 attainment score and their KS2 score. The notional average score is 0.00. Therefore a positive score demonstrates that pupils have made better than expected progress between KS1 and the end of KS2

Nottingham's progress scores are largely slightly higher than last year's levels:

Reading – 0.81 (up 0.1 from 2018),
This makes Nottingham 26th out of 151 LAs, up 4 places.

Writing – 1.04 (up 0.1 from 2018)
This makes Nottingham 20th out of 151 LAs, up 3 places.

Maths – 1.25 (no change from 2018)
This makes Nottingham 21st out of 151 LAs, up 2 places.

1.4 Key Stage 4 (age 15-16)

The headline accountability measures for secondary schools are: Attainment 8 and Progress 8 and English and Maths GCSE attainment.

Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

- Attainment 8 has improved by 1.2 points. Nottingham is now ranked 137th of 151 LA's
- In 2018 Nottingham was ranked 145th out of 151 LAs.

Progress 8

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero.

Nottingham's average Progress 8 score in 2019 was -0.15 and increase from -0.27 in 2018.

This Progress 8 score ranks Nottingham 106th out of 151 LAs – an increase of 30 places

English and Maths GCSE Attainment

Percentage of pupils achieving grades 4 or above in English and Mathematics GCSE
52.7% - a decrease of 1.7 % (National percentage 64.6% - increase of 0.2%)

Percentage of pupils achieving grades 5 or above in English and Mathematics GCSEs
32.3% - a decrease of 0.5% (National percentage 43.2% - decrease of 0.3%)

2. RISKS

(Risk to the CYPP, risk involved in undertaking the activity and risk involved in not undertaking the activity)

None

3. FINANCIAL IMPLICATIONS

None

4. LEGAL IMPLICATIONS

None

5. CLIENT GROUP

(Groups of children, young people or carers who are being discussed in the report)
Children and young people attending City settings and schools aged 4-19.

6. IMPACT ON EQUALITIES ISSUES

(A brief description on how many minority groups are being engaged in the proposal and how their needs are being met: This section includes traveller and refugee families. The themes of the Shadow Boards – children and young people; parents and carers; equalities issues and the voluntary and community sector should be considered here.

7. OUTCOMES AND PRIORITIES AFFECTED

(Briefly state which of the CYPP priorities will be addressed)

Supporting achievement and academic attainment of children and young people

8. CONTACT DETAILS

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