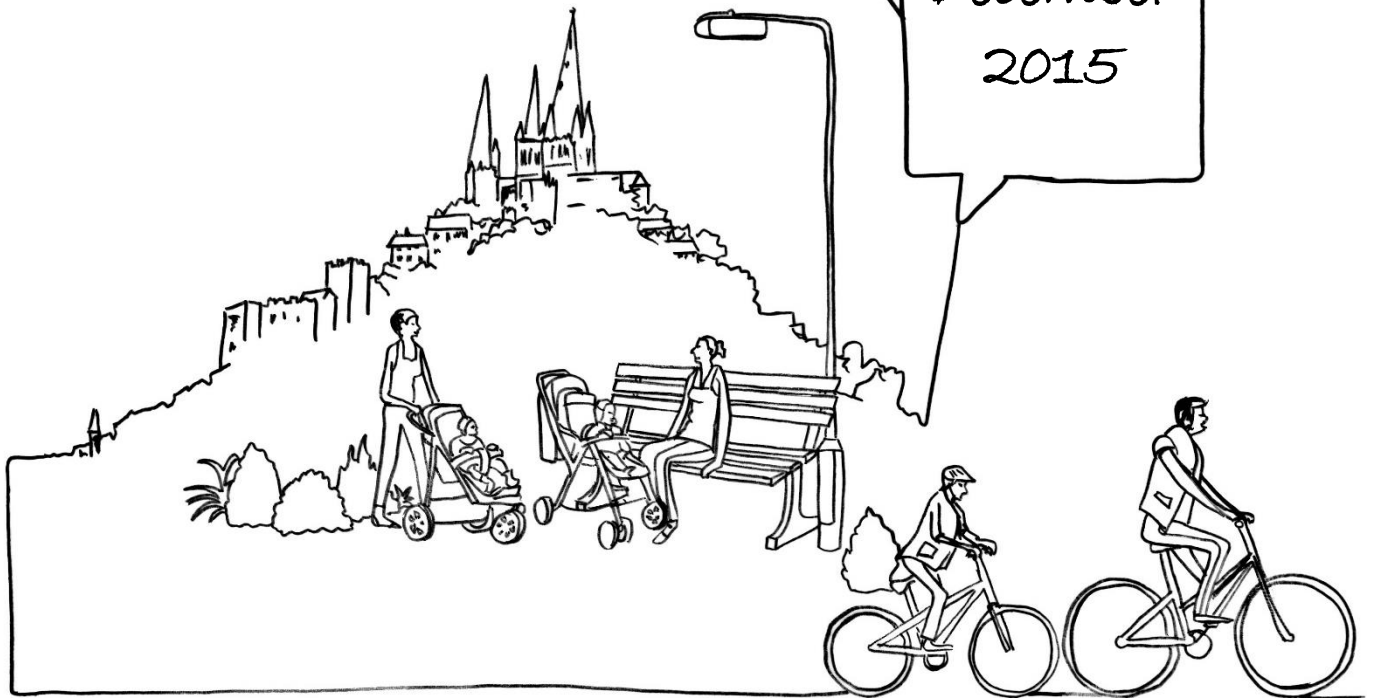


Education Annual Report, 2015

Insight, Planning & Performance Team

How well are Staffordshire's
Pupils Achieving?

December
2015



Document Details

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Produced by	Insight, Planning & Performance Team Staffordshire County Council
Contact	Louise Goodwin Insight, Planning and Performance Team Tel: 01785 278912 Email: louise.goodwin@staffordshire.gov.uk
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Executive Summary

This report explores current trends in pupil and school performance in Staffordshire. The key messages from this report are:

Overall effectiveness of schools, judged by Ofsted

- Staffordshire shows a positive direction of travel in terms of the percentage of schools rated as Good or Outstanding (and the percentage of all pupils that attend these schools), now at 81%, compared with a baseline result of 65% in August 2012. Despite this upward trend, performance is still below that of comparable local authorities and the national average. Within Staffordshire's 10 statistical neighbours, seven have improved at a faster rate over the last 18 months.
- There are a number of factors that influence the percentage of schools rated Good or Outstanding within a local authority and subsequently the national rankings, most notably the rate at which schools in an area become sponsor-led academies. Currently only 11 out of the 29 sponsor-led academies in Staffordshire have been inspected by Ofsted. The remaining 18 sponsor-led academies due to be inspected (and other schools yet to convert) are not currently reflected in Staffordshire's overall performance, therefore it is difficult to predict overall future trends.
- Since September 2012, 72% of schools previously rated by Ofsted as Requires Improvement or Inadequate improved to be rated as Good or better, suggesting that Staffordshire's overall performance is likely to continue to improve.

Pupil achievement

- Staffordshire's results at primary phase are strong, with improvements across all measures over the last academic year. All results are also above the national average, with the exception of pupils making the required amount of progress between Key Stage 1 and Key Stage 2. Direction of travel however is positive, the gap is closing and Staffordshire is performing in-line with statistical neighbours.
- Staffordshire's results at secondary phase are less consistently positive. GCSE results have increased during the last academic year and show a positive direction of travel, especially in the context of a downward trend nationally and amongst statistical neighbours. However, Staffordshire's results are below that of our peers, inferring that they could still be better.
- The percentage of pupils making the expected level of progress in English is of particular concern, showing both a downward trend and a result below the national average.
- Post-16 performance needs improvement in Staffordshire. Results are below average and appear to have plateaued, whereas statistical neighbours have increased. However, results in vocational subjects show some positive trends.
- The gap is narrowing in Staffordshire, especially for pupils who are eligible for Free School Meals (FSM) whose performance is improving at a faster rate than other pupils. There have been improvements across all Key Stages, however, improvement at GCSE level is minimal and performance is still behind the national average.
- At Key Stage 2 there has been a widening of the gap between pupils eligible for FSM and other pupils in the subject of writing; although both pupil groups have seen improvement, non-FSM pupils have improved at a higher rate.

- Positive performance is recorded for those eligible for Pupil Premium funding compared with other pupils, with the gap narrowing in Staffordshire. Although it is difficult to attribute performance to any specific use of funding, a number of schools recognised by Ofsted for their effective use of Pupil Premium have seen considerable improvements for vulnerable pupils.
- A new approach in Staffordshire allows for existing data to be analysed in a different way, identifying a cohort of pupils at risk of low educational outcomes regardless of their 'status' (FSM eligible or SEN, for example) in school. An index has been created using 10 key measures that have been proven to have the greatest impact on pupil attainment in Staffordshire. This groups pupils into five bands of 'risk', from high to low. During 2015, the gap has narrowed between the performance of pupils in high risk areas and low risk areas, with the exception of Key Stage 4, where the gap has slightly increased.
- These results emphasise the importance of improving educational outcomes of pupils in Staffordshire at GCSE level, particularly for 'at risk' pupils, where an improvement in results is likely to have the greatest impact on Staffordshire's performance in the context of our statistical neighbours.

Early Years Foundation Stage

Subject/Level	Staffs Trend	2015 Results			National Quartile (1st = top)	National Rank (out of 152)
		Staffordshire	Statistical Neighbours	England		
Good Level of Development	↑	70%	67%	66%	1st	27

Staffordshire is ranked within the top quartile nationally for the percentage of pupils achieving a Good Level of Development; an improvement on 2014 when results ranked Staffordshire in the second quartile. Staffordshire also had the highest proportion of pupils achieving a Good Level of Development out of all of its statistical neighbours.

In 2015, Staffordshire's results improved and rankings against statistical neighbours and all authorities nationally also increased.

Key Stage One: Teacher Assessments

Subject/Level	Staffs Trend	2015 Results			National Quartile (1st = top)	National Rank (out of 149)
		Staffordshire	Statistical Neighbours	England		
L2+ Reading	↑	92%	91%	90%	2nd	16
L2+ Writing	↑	90%	88%	88%	1st	8
L2+ Maths	↑	94%	93%	93%	2nd	18

Staffordshire results improved in reading, writing and maths at Key Stage One in 2015.

Staffordshire results were equal highest of all of its statistically similar local authorities with Staffordshire's position in national rankings also improving. Writing results also place Staffordshire in the top quartile compared to all authorities nationally, compared to the second quartile in 2014.

Key Stage Two: Teacher Assessments and Tests

Subject/Level	Staffs Trend	2015 Results			National Quartile (1st = top)	National Rank (out of 150)
		Staffordshire	Statistical Neighbours	England		
L4+ Reading	↑	89%	90%	89%	3rd	73
L4+ Writing	↑	87%	87%	87%	3rd	53
L4+ Maths	↑	87%	87%	87%	3rd	74
L4+ Reading, Writing & Maths	↑	80%	80%	80%	3rd	68
Expected Progress Reading	↑	90%	91%	91%	4th	104
Expected Progress Writing	↑	93%	94%	94%	4th	103
Expected Progress Maths	↑	89%	89%	90%	3rd	96

In 2015, in Key Stage Two, local authority unvalidated results indicate that Staffordshire's reading, writing and maths results at the expected level have increased.

Outcomes at L4+ shows that Staffordshire results are now in-line with national, whereas in 2014 reading, maths and results in the combined reading, writing and maths measure were below national.

Staffordshire's rank against its statistical neighbours and all authorities nationally also improved in 2015.

Staffordshire's expected progress results have improved in 2015 but are still below its statistical neighbour average and the national result. The improvements also led to an improvement in rank against statistical neighbours and all authorities nationally.

Key Stage Four: GCSEs and Equivalent

Subject/Level	Staffs Trend	2015 Results			National Quartile (1st = top)	National Rank (out of 151)
		Staffordshire	Statistical Neighbours	England		
5+ A*-C including English & Maths	↑	55.3%	56.7%	52.8%	3rd	86
5+ A*-C	↑	64.9%	66.0%	64.2%	3rd	86
Expected Progress English	↓	67.7%	69.2%	70.0%	3rd	102
Expected Progress Maths	↑	64.4%	67.2%	66.6%	3rd	101

Staffordshire's 5+ A*-C including English and maths and 5+ A*-C results were both above the national average. The gap between Staffordshire and the national average positively increased in the 5+ A*-C including English and maths measure. Staffordshire's ranking in both measures, against all authorities nationally, improved but both still placed Staffordshire in the third quartile.

Staffordshire's results in the English and maths expected progress measures placed Staffordshire in the third quartile, compared to all authorities nationally. This is an improvement on 2014 results where Staffordshire's results fell into the fourth quartile. Results in both measures were below the national and statistical neighbour averages, with English progress results representing a decline on 2014 results. Staffordshire's ranking against all authorities nationally and statistical neighbours increased in both measures.

Key Stage Five: A Level and Equivalent

Subject/Level	Staffs Trend	2015 Results			National Quartile (1st = top)	National Rank (out of 149)
		Staffordshire	Statistical Neighbours	England		
APS per Entry	↓	210.3	210.1	214.8	3rd	104

In 2015, Staffordshire's result declined marginally on 2014 results in the APS per entry measure (0.5 of a point). Staffordshire's results were below the national average and represent a widening of the gap with the national average; increasing the gap to 4.5 points.

Staffordshire's rank against statistical neighbours and all authorities also declined in 2015. Staffordshire's results remain in the third quartile nationally compared to all local authorities.

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Introduction

Data and evidence are at the heart of Staffordshire’s processes for improvement and the evaluation of whether we are making a measurable difference to the quality of education in Staffordshire. We have a duty not only to understand and use the data ourselves, but also to make sure that schools have access to good quality data and use it effectively in their self-evaluation and school improvement action plans.

This report provides a strategic overview of educational attainment and progress in Staffordshire and aims to equip commissioners and strategic decision makers with an understanding of the headline trends and performance by exception. It explores current trends in pupil and school performance in Staffordshire, with a particular focus on vulnerable pupils.

The information within this report has been taken from a variety of sources:

- Information related to Staffordshire Local Authority Level, Statistical Neighbours and England has been taken from the Local Area Interactive Tool (LAIT).
- District level information is taken from Nexus.
- Please note that 2015 data is un-validated and therefore subject to change.

Staffordshire Schools

Figures 1 and 2 provide details of the number of schools and pupils in each phase of schooling, split by maintained and academy status.

Figure 1: Number and Percentage of Schools by Phase and Academy/Maintained Status

Phase	Maintained		Academy		% of all	
	Number	% of phase	Number	% of phase	Total Schools	schools
Nursery	2	100%	0	0%	2	1%
First	51	100%	0	0%	51	13%
Infant	9	82%	2	18%	11	3%
Junior	7	78%	2	22%	9	2%
Primary	179	79%	47	21%	226	57%
Middle	11	79%	3	21%	14	4%
High	27	48%	29	52%	56	14%
PRU	6	100%	0	0%	6	2%
Special	17	74%	6	26%	23	6%
Sixth Form College	0	0%	1	100%	1	0%
Staffordshire Total	309	77%	90	23%	399	

Source: October 2015 School Census

As can be seen in figure 1, Staffordshire has a much larger proportion of maintained schools (77%) than academy schools (23%). However, 31% of pupils attend an academy.

Figure 2: Number and Percentage of Pupils on Roll by Phase and Academy/Maintained Status

Phase	Maintained		Academy		Total NOR	% of all pupils
	NOR	% of phase	NOR	% of phase		
Nursery	78	100%	0	0%	78	0%
First	7,724	100%	0	0%	7,724	6%
Infant	1,560	81%	357	19%	1,917	2%
Junior	1,755	80%	452	20%	2,207	2%
Primary	43,603	81%	10,085	19%	53,688	45%
Middle	3,954	70%	1,721	30%	5,675	5%
High	22,571	49%	23,803	51%	46,374	38%
PRU	111	100%	0	0%	111	0%
Special	1,655	73%	624	27%	2,279	2%
Sixth Form College	0	0%	553	100%	553	0%
Staffordshire Total	83,011	69%	37,595	31%	120,606	

Source: October 2015 School Census

The structure of Staffordshire’s school system is complex; with a combination of a two and three-tier system in the county. The majority of the system however is two-tier with primary schools, that are part of the two-tier system, accounting for 76% of primary phase schools.

How well are Staffordshire’s schools performing?

Staffordshire shows a positive direction of travel in terms of the percentage of schools rated as Good or Outstanding (and the percentage of all pupils that attend these schools); now 81%, compared with a baseline result of 65% in August 2012.

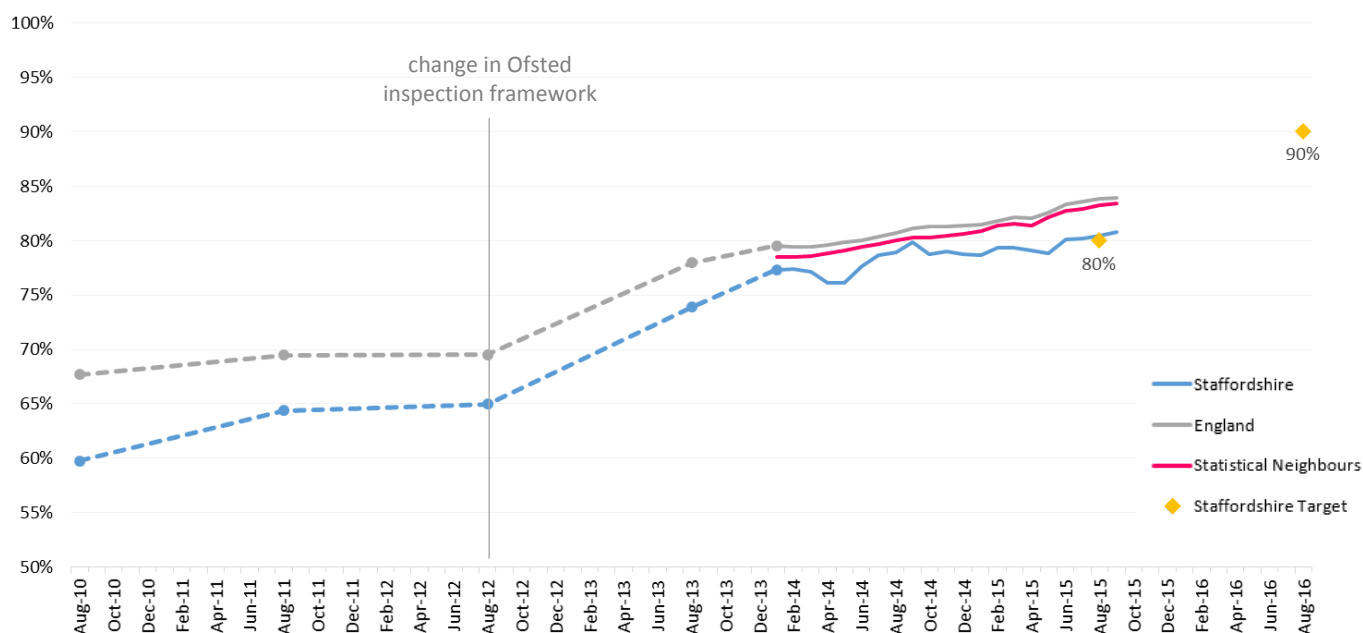
Despite this upward trend, performance is still below that of comparable local authorities and the national average; within Staffordshire’s 10 statistical neighbours, seven have improved at a faster rate over the last 18 months.

The Achieving Excellence in Learning and Skills Strategy for 2014-16, describes a Staffordshire where every child is to have the very best education, with strong leaders and teachers in all schools. This challenges every Staffordshire school to be rated as Good or Outstanding by Ofsted.

To drive this performance, a local target was set; 80% of schools to be Good or Outstanding by September 2015 and 90% by September 2016.

Staffordshire has achieved this first milestone, with **81%** of schools now (as at 30th September 2015) rated as good or better. However, as figure 3 shows, results for Staffordshire schools are still below the England average (84%) and the average of statistically similar authorities (83%).

Figure 3: Percentage of schools rated as Good or Outstanding by Ofsted

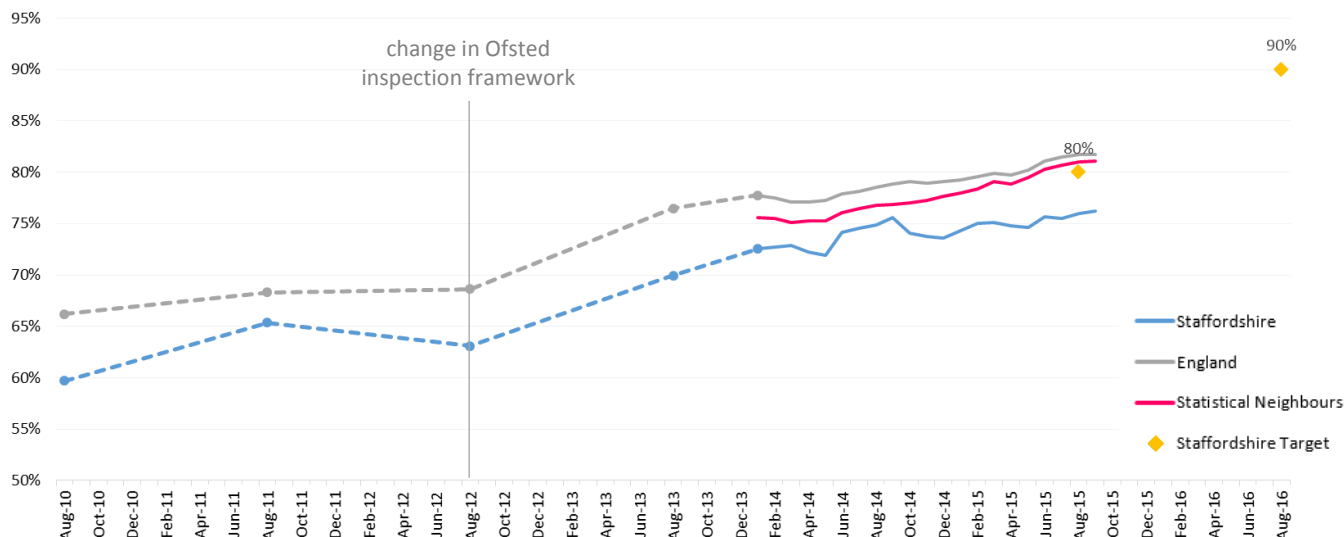


Source: Ofsted monthly management information. [Monthly data only available from January 2014]

Longer-term trends (based on annual data only) show the baseline position and how far Staffordshire, and England overall, has improved over the last five years. This also highlights the extent to which Staffordshire has closed the gap with national performance.

Similar targets were set for the proportion of pupils attending Good or Outstanding schools, where by August 2016, 90% of children and young people would attend a school rated as at least Good. Currently (30th September 2015), **76%** of Staffordshire pupils attend a school rated Good or Outstanding, compared to 82% nationally and 81% in statistical similar local authorities.

Figure 4: Percentage of pupils in schools rated as Good or Outstanding by Ofsted

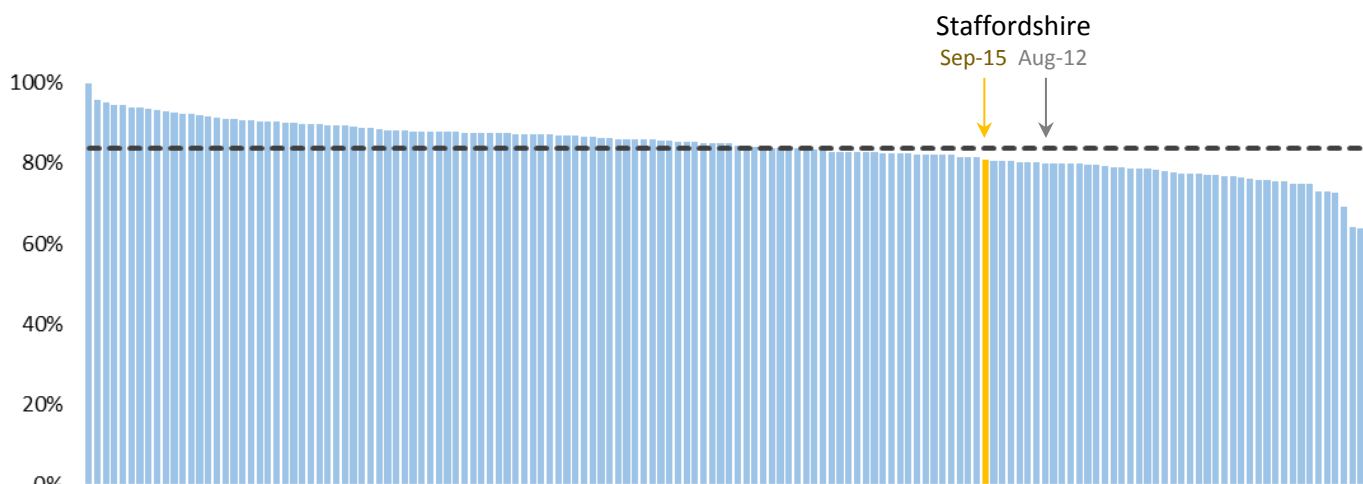


Source: Ofsted monthly management information. [Monthly data only available from January 2014]

A substantially larger proportion of primary schools in Staffordshire (82%) are rated Good or Outstanding by Ofsted in comparison to secondary phase schools (68%). As most secondary phase schools are larger schools with more pupils, having more secondary schools rated as Requires Improvement or Inadequate will have a consequential impact on the proportion of pupils in Staffordshire attending a Good or Outstanding school.

When compared with all local authorities in England, Staffordshire is ranked 106th for the percentage of schools rated as Good or Outstanding. This is an improvement of six places from August 2012, when Staffordshire was ranked 112th. The graph below illustrates this ranking, and highlights the national average (black dashed line).

Figure 5: Percentage of schools rated as Good or Outstanding by Ofsted at September 2015; all local authorities ranked from high to low



Source: Ofsted monthly management information.

A ranking of 106 places Staffordshire within the third quartile nationally. Although there are some local authorities with particularly high performance (25 LAs record at least 90% of schools as Good or Outstanding) and a few with less positive performance (seven LAs record less than 75% of schools that are Good or better), the majority of local authorities record a result that is within four percentage points of the national average.

There are a number of factors that influence the percentage of schools rated Good or Outstanding within a local authority and subsequently the national rankings; most notably the rate at which schools in an area become sponsor-led academies.

Currently only 11 out of the 29 sponsor-led academies in Staffordshire have been inspected by Ofsted. The remaining 18 sponsor-led academies due to be inspected (and other schools yet to convert) are not currently reflected in Staffordshire’s overall performance, therefore it is difficult to predict overall future trends.

Since September 2012, 72% of schools previously rated by Ofsted as ‘Requires Improvement’ or ‘Inadequate’ improved to be rated as Good or better, suggesting that Staffordshire’s overall performance is likely to continue to improve.

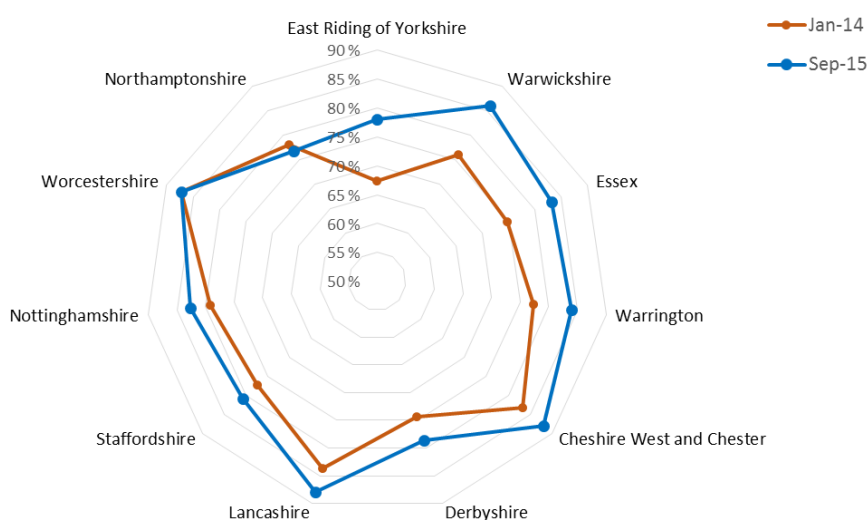
Is the pace of improvement enough for Staffordshire to achieve its 2016 target?

Data reported by Ofsted includes the most recent overall effectiveness judgement for predecessor schools of academy converters (that have not yet been inspected as an academy converter). In order to be an ‘academy converter’ a school needs to have an Ofsted rating of Good or Outstanding. This means that data for academy converters, often some of the best performing schools in the local authority, continues to be measured within the percentage of schools rated Good or Outstanding. Conversely, sponsor-led academies are treated as new schools, and any previous Ofsted rating is removed from the data. The majority of sponsor-led academies in England are not rated highly by Ofsted, most often Requires Improvement or Inadequate.

Therefore, if a number of schools in a local authority become sponsor-led academies, their overall performance in terms of the percentage of schools rated as Good or Outstanding is likely to improve as the lower rated schools are removed from the local authority’s total.

The graphic below shows the change in the proportion of schools rated as Good or Outstanding between January 2014 (the first date that monthly performance data was released) and 30th September, in England, Staffordshire and each of the county’s statistical neighbours. This highlights that Staffordshire has made one of the smallest improvements over the period at three percentage points.

Figure 6: Change in the proportion of schools rated as Good or Outstanding by Ofsted, between Jan-14 and Sep-15

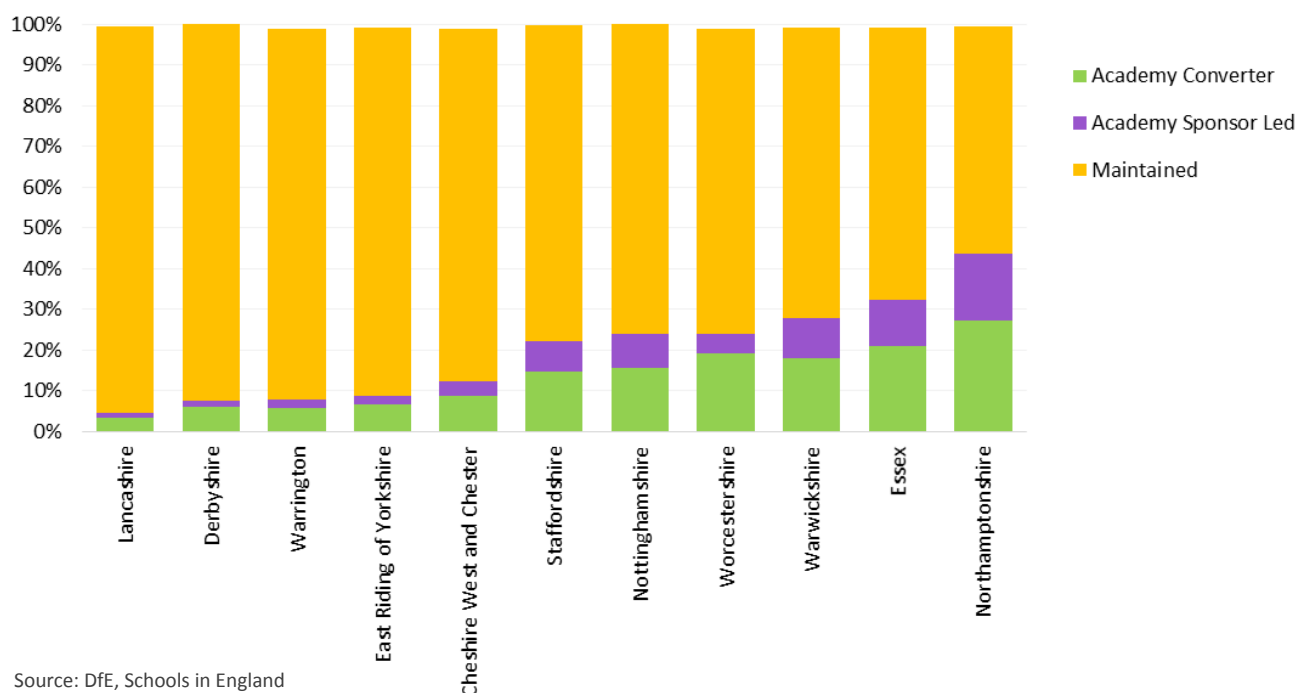


Source: Ofsted monthly management information

East Riding of Yorkshire saw the biggest improvement over this time period, although this local authority had the lowest baseline position at 67% in January 2014. After East Riding of Yorkshire, the two local authorities to see the biggest improvement were Warwickshire and Essex. These two counties have the highest percentage of sponsor-led academies of all the LAs within the statistical neighbour group, inferring that the removal of previously poor-performing schools from the data has improved their overall results, more so than an increase in performance for other schools.

In Staffordshire the majority of schools are still local authority maintained, with just 22% of schools having academy status. This is similar to the national pattern but quite different to some of the county's statistical neighbours.

Figure 7: Schools by governance status, Staffordshire compared with statistical neighbours and England



Source: DfE, Schools in England

59 out of 70 academies (84%) in Staffordshire that have a valid inspection are rated Good or Outstanding, higher than the proportion of maintained schools (80% or 248 out of 310).

The table below highlights the notable difference between the results of academy converters (those schools choosing to convert) and sponsor-led academies (those schools who converted due to government intervention). As can be seen in figure 8, 90% of converter academies are good or outstanding compared to just 55% of sponsor-led academies. Some caution must be exercised when drawing conclusions though, due to the small numbers involved.

Figure 8: Ofsted rating for overall effectiveness for schools in Staffordshire, Sept-15

	Outstanding	Good	Requires Improvement	Inadequate	Total	% Good or Outstanding
Converter academy	13	39	4	2	58	90%
Sponsor-led academy	1	5	4	1	11	55%
Free school	0	1	0	0	1	100%
All academies	14	45	8	3	70	84%
All LA maintained	34	214	57	5	310	80%
Total schools	48	259	65	8	380	81%

Source: Ofsted monthly management information

How well are Staffordshire pupils achieving?

Staffordshire's results at primary phase are strong, with improvements across all measures over the last academic year. All results are also equal to, or above the national average, with the exception of pupils making the required amount of progress between Key Stage 1 and Key Stage 2; however, direction of travel is positive, the gap is closing and Staffordshire is performing in-line with statistical neighbours.

The table below shows results for Staffordshire's primary school pupils, across the main school tests and assessments.

Figure 9: Key attainment and progress results in the Primary Key Stages

			2011	2012	2013	2014	2015*	2011 to 2015	2014 to 2015
Early Years Foundation Stage	Good Level of Development	Staffordshire	-	-	53.6%	63.8%	70.0%	-	↑
		Statistical Neighbours	-	-	51.4%	60.9%	67.2%	-	↑
		England	-	-	51.7%	60.4%	66.3%	-	↑
Key Stage 1 Level 2 and above	Reading	Staffordshire	87%	89%	90%	91%	92%	↑	↑
		Statistical Neighbours	87%	88%	89%	90%	91%	↑	↑
		England	85%	87%	89%	90%	90%	↑	→
	Writing	Staffordshire	85%	87%	88%	88%	90%	↑	↑
		Statistical Neighbours	83%	84%	86%	87%	88%	↑	↑
		England	81%	83%	85%	86%	88%	↑	↑
	Maths	Staffordshire	91%	92%	93%	93%	94%	↑	↑
		Statistical Neighbours	91%	92%	92%	93%	93%	↑	→
		England	90%	91%	91%	92%	93%	↑	↑
Key Stage 2 Level 4 and above	Reading	Staffordshire	84%	86%	85%	87%	89%	↑	↑
		Statistical Neighbours	85%	88%	87%	90%	90%	↑	→
		England	84%	87%	86%	89%	89%	↑	→
	Writing	Staffordshire	75%	82%	84%	86%	87%	↑	↑
		Statistical Neighbours	76%	82%	84%	86%	87%	↑	↑
		England	75%	81%	83%	85%	87%	↑	↑
	Maths	Staffordshire	80%	84%	83%	84%	87%	↑	↑
		Statistical Neighbours	82%	85%	85%	87%	87%	↑	→
		England	80%	84%	85%	86%	87%	↑	↑
	RWM	Staffordshire	67%	75%	75%	78%	80%	↑	↑
		Statistical Neighbours	69%	76%	76%	80%	80%	↑	→
		England	67%	75%	76%	79%	80%	↑	↑
Progress between Key Stage 1 and 2	Reading	Staffordshire	-	88%	86%	89%	90%	-	↑
		Statistical Neighbours	-	89%	88%	91%	91%	-	→
		England	-	90%	88%	91%	91%	-	→
	Writing	Staffordshire	-	89%	90%	92%	93%	-	↑
		Statistical Neighbours	-	90%	92%	93%	94%	-	↑
		England	-	90%	92%	93%	94%	-	↑
	Maths	Staffordshire	81%	85%	85%	87%	89%	↑	↑
		Statistical Neighbours	83%	87%	87%	89%	89%	↑	→
		England	83%	87%	88%	90%	90%	↑	→

Source: Keyphas and school checking files. Validated results for 2011 – 2014 and unvalidated (provisional) results for 2015.

Pupils generally start well, with results in the early years being notably above other similar local authorities and the national average. Staffordshire’s rate of improvement is also positive, with the gap between local and national performance increasing.

At Key Stage 1 Staffordshire’s results are in line with, or above national performance. Although results for the last few years have largely improved, the amount of improvement has been minimal; however this is reflective of Staffordshire’s high baseline position.

Key Stage 2 results largely show a similar picture, with steady improvements across the main attainment measures. However the results of statistically similar authorities and national are often above those of Staffordshire pupils. Provisional 2015 results show a positive narrowing of the gap, with most of Staffordshire’s results now being in-line with those of similar authorities and the national average.

Pupils are also measured in terms of the amount of progress they make between Key Stages. Staffordshire’s Key Stage 1 to Key Stage 2 progress results improved in reading, writing and maths in 2015 but the rate of increase was the same or slower than in previous years. Staffordshire’s results are also below that of similar local authorities and all pupils nationally, inferring that not all of the county’s pupils are achieving to their full potential.

Staffordshire’s results at secondary phase are less consistently positive. GCSE results have increased during the last academic year and show a positive direction of travel, especially in the context of a downward trend nationally and amongst statistical neighbours. However, Staffordshire’s results are below that of our peers, inferring that they could still be better.

The percentage of pupils making the expected level of progress in English is of particular concern, showing both a downward trend and a result below the national average.

Post-16 performance needs improvement in Staffordshire; results are below average and appear to have plateaued, whereas statistical neighbours have increased. However, results in vocational subjects show some positive trends.

Figure 10 shows results from examinations undertaken in secondary schools. The picture in the secondary phase is slightly less positive than in the primary phase.

Figure 10: Key attainment and progress results at GCSE (Key Stage 4)

			2011	2012	2013	2014	2015	2011 to 2013	2014 to 2015
GCSE KS4	5+ A*-C inc. E&M	Staffordshire	56.5%	58.7%	59.9%	54.9%	55.3%	↑	↑
		England	59.0%	59.4%	59.2%	53.4%	52.8%	↑	↓
	5+ A*-C	Staffordshire	78.9%	83.5%	83.9%	64.6%	64.9%	↑	↑
		England	79.6%	81.9%	81.8%	63.8%	64.2%	↑	↑
Progress between KS2 and GCSE	English	Staffordshire	70.8%	68.0%	68.5%	68.9%	67.7%	↓	↓
		England	71.8%	68.0%	70.4%	71.6%	70.0%	↓	↓
	Maths	Staffordshire	61.9%	66.7%	67.9%	62.0%	64.4%	↑	↑
		England	64.8%	68.7%	70.7%	65.5%	66.6%	↑	↑

Source: Nexus and school checking files. Validated results for 2011 – 2014 and unvalidated (provisional) results for 2015.

Key Stage 4 reporting changed in 2014 meaning that direct comparisons cannot be made to previous years. However, 2015 attainment does show some notable improvements upon 2014 results. Staffordshire’s GCSE results (relating to the achievement of five or more A*-C GCSEs

including English and maths) improved, compared to reductions seen for statistically similar local authorities and for England. Despite this improvement, Staffordshire’s results remain below those of our statistical neighbours, suggesting that the county has the potential to achieve even higher.

Progression between Key Stage 2 and 4 is relatively weak in Staffordshire, with results below similar authorities and the England average, and results in English declining from 2014 (although this reflects a nationally observed downward trend). Maths progress results have improved though and the gap with national performance has narrowed slightly.

Figure 11: Key attainment results at Post-16 (Key Stage 5)

			2011	2012	2013	2014	2015*	2011 to 2015	2014 to 2015
Post-16	Average Point	Staffordshire	207.3	205.5	210.4	210.8	210.3	↑	↓
Key Stage 5	Score (APS) per	Statistical Neighbours	212.0	208.1	208.8	209.9	210.1	↓	↑
	entry	England	216.2	212.8	213.7	214.6	214.8	↓	↑

Source: Keypas and school checking files. Validated results for 2011 – 2014 and unvalidated (provisional) results for 2015.

Staffordshire’s Average Point Score per Entry at Post-16 fell in 2015, whereas results for the county’s statistically similar authorities and England improved.

Results for students taking academic courses remained unchanged in 2015, compared to a very slight increase nationally. Staffordshire students on average achieve a ‘C-’ in academic courses. Staffordshire results for vocational courses have shown an improvement in 2015 and are notably above national results (16.4 points) with students on average achieving a ‘D+’; distinction.

Figure 12: Post-16 academic and vocational results

	Academic APS per entry			Vocational APS per entry		
	2014	2015	Change 2014-15	2014	2015	Change 2014-15
Staffordshire	205.5	205.5	0.0	235.0	235.7	0.7
England	211.3	211.4	0.1	216.6	219.3	2.7

Source: Keypas and school checking files. Validated results for 2011 – 2014 and unvalidated (provisional) results for 2015.

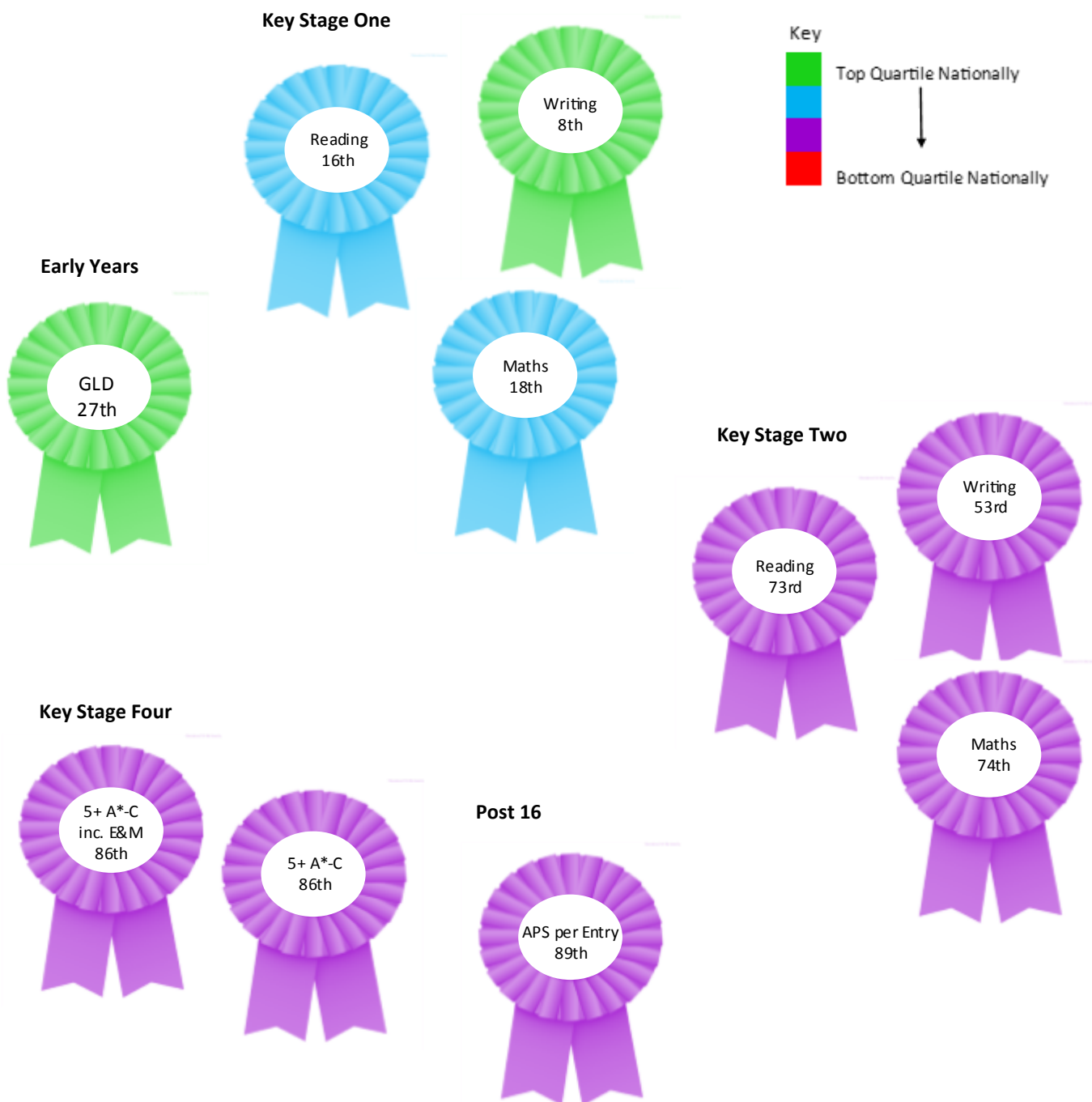
Despite positive results for students taking vocational courses post-16, only around a fifth of all entries in Staffordshire were for vocational qualifications, compared with around a third nationally. Encouraging greater take-up in these courses may result in a stronger overall performance for Staffordshire at Post-16 in the future.

National rankings

The following graphic shows Staffordshire's ranking against all local authorities (150 in total) at the expected level, across primary and secondary key stages. Each rosette is colour-coded, to illustrate which quartile Staffordshire falls within, for results recorded during 2015.

The appendix provides additional ranking information for the last five years, against all authorities and statistical neighbours.

Figure 13: Staffordshire's 2015 assessment/test rankings against all local authorities (out of 150)



Staffordshire ranks relatively highly at Early Years (within the top 25% of local authorities) and Key Stage 1 (top 50% of local authorities). However, at Key Stage 2 Staffordshire's ranking falls notably, with results placing Staffordshire in the bottom 50% of local authorities.

Staffordshire's ranking is substantially lower across the secondary key stages than in the primary phase, with the three main measures placing Staffordshire in the bottom 50% of local authorities. Staffordshire's ranking generally falls from Key Stage 1 through to Post-16.

District Variations

East Staffordshire and Tamworth are fairly consistently the lowest performing district in terms of attainment at Early Years, Key Stage One and Key Stage Two. There are some differences in terms of expected progress though, where South Staffordshire are the lowest performing district in Reading and Maths.

At Early Years Foundation Stage, all districts recorded improvements on 2014 results with Newcastle Borough showing the largest improvement at 8.6 percentage points. East Staffordshire remained the lowest performing district and Stafford became the highest performing, after being second highest in 2014.

Figure 14: Proportion of Pupil's achieving a Good Level of Development in the Early Years by District

Good Level of Development	2014	2015	Change
Cannock Chase	64.5	69.4	↑
East Staffordshire	58.2	66.1	↑
Lichfield	63.7	72.2	↑
Newcastle	60.6	69.2	↑
South Staffordshire	70.1	70.9	↑
Stafford	69.3	73.3	↑
Staffordshire Moorlands	61.1	69.5	↑
Tamworth	64.3	69.0	↑

Source: Keypas

At Key Stage One, all districts recorded improvements in writing and most saw improvements in reading and maths; the exceptions being Lichfield, South Staffordshire and Stafford in reading and Lichfield and Staffordshire Moorlands in maths. East Staffordshire was the lowest performing district in both reading and writing whereas in 2014 they were sixth. Tamworth was the lowest performing district in maths in both 2014 and 2015.

Figure 15: Proportion of Pupil's achieving L2 or above at Key Stage One by District

Attainment L2+	Reading			Writing			Maths		
	2014	2015	Change	2014	2015	Change	2014	2015	Change
Cannock Chase	88.8	92.2	↑	85.4	90.1	↑	92.4	93.4	↑
East Staffordshire	90.4	90.8	↑	87.1	88.3	↑	92.9	93.3	↑
Lichfield	92.2	92.1	↓	88.4	90.6	↑	94.1	93.8	↓
Newcastle	90.6	91.4	↑	89.2	91.4	↑	94.3	95.6	↑
South Staffordshire	93.6	92.6	↓	90.4	91.1	↑	94.3	94.9	↑
Stafford	92.9	92.7	↓	90.4	90.9	↑	93.8	94.7	↑
Staffordshire Moorlands	91.9	92.1	↑	89.4	91.4	↑	93.8	93.7	↓
Tamworth	88.9	91.8	↑	86.8	89.4	↑	92.0	92.9	↑

Source: Keypas

At Key Stage Two every district recorded an improvement in reading, writing and maths attainment except Staffordshire Moorlands who recorded a reduction in maths. East Staffordshire was the

lowest performing district in writing, maths and the RWM combined measure and Tamworth recorded the lowest result in reading.

Figure 16: Proportion of Pupil's achieving L4 or above at Key Stage Two by District

	Reading			Writing			Maths			RWM		
	2014	2015	Change	2014	2015	Change	2014	2015	Change	2014	2015	Change
Attainment L4+												
Cannock Chase	88.6	88.8	↑	85.1	89.2	↑	85.0	86.8	↑	76.8	80.4	↑
East Staffordshire	82.1	87.3	↑	84.3	84.8	↑	79.5	84.9	↑	71.1	77.4	↑
Lichfield	89.8	90.3	↑	86.9	88.5	↑	86.9	87.2	↑	80.2	81.8	↑
Newcastle	87.6	91.5	↑	87.8	90.6	↑	85.5	91.1	↑	79.3	84.8	↑
South Staffordshire	86.1	89.3	↑	86.8	87.1	↑	82.8	85.3	↑	76.0	77.9	↑
Stafford	85.4	90.0	↑	87.1	87.7	↑	84.0	87.9	↑	77.2	81.5	↑
Staffordshire Moorlands	88.4	88.5	↑	83.1	85.8	↑	86.0	85.4	↓	77.4	79.0	↑
Tamworth	85.5	86.5	↑	82.1	85.8	↑	83.1	85.5	↑	75.2	77.6	↑

Source: Keypas

In terms of progress at Key Stage Two, results were more variable with a number of districts showing a decline in results. The lowest performing district also varied by subject with Staffordshire Moorlands having the lowest result in reading, East Staffordshire the lowest result in writing and South Staffordshire the lowest result in maths. The lowest performing district was also different in every subject than it was in 2014.

Figure 17: Proportion of Pupil's achieving Expected Progress between Key Stage One and Two by District

Progression	Reading			Writing			Maths		
	2014	2015	Change	2014	2015	Change	2014	2015	Change
Cannock Chase	87.7	89.5	↑	92.7	94.8	↑	86.3	88.4	↑
East Staffordshire	89.6	89.2	↓	90.8	90.3	↓	85.9	87.7	↑
Lichfield	91.5	92.2	↑	92.4	95.4	↑	89.3	91.4	↑
Newcastle	90.4	91.2	↑	95.7	95.2	↓	89.1	92.5	↑
South Staffordshire	86.5	88.3	↑	93.2	92.5	↓	84.8	85.4	↑
Stafford	91.4	90.9	↓	93.2	92.8	↓	90.7	89.1	↓
Staffordshire Moorlands	89.7	87.2	↓	89.6	90.8	↑	87.2	86.7	↓
Tamworth	87.9	88.6	↑	90.6	94.2	↑	84.0	87.3	↑

Source: Keypas

At GCSE (Key Stage Four), five districts recorded a decline on 2014 results. Tamworth recorded the largest increase (7.7 percentage points) on 2014 results and went from being the lowest attaining district in 2014 to sixth in 2015.

Figure 18: Proportion of Pupil's achieving five or more GCSEs at A* to C including English and Maths by District

GCSE: 5+ A*-C in E&M	2014	2015	Change
Cannock Chase	46.5	45.8	↓
East Staffordshire	58.9	57.6	↓
Lichfield	62.8	59.9	↓
Newcastle	50.9	50.5	↓
South Staffordshire	58.2	53.4	↓
Stafford	58.9	59.1	↑
Staffordshire Moorlands	57.8	62.6	↑
Tamworth	43.1	50.8	↑

Source: Novo

Cannock district was the lowest attaining district in terms of 5 or more good GCSEs and the lowest achieving district in terms of both English and Maths progress.

Figure 19: Proportion of Pupil's achieving Expected Progress between Key Stage Two and Four by District

Progression	English			Maths		
	2014	2015	Change	2014	2015	Change
Cannock Chase	63.8	57.7	↓	54.4	51.7	↓
East Staffordshire	68.9	69.6	↑	67.3	69.9	↑
Lichfield	72.6	64.8	↓	67.1	68.1	↑
Newcastle	63.4	68.5	↑	62.7	61.9	↓
South Staffordshire	74.1	68.4	↓	66.9	62.6	↓
Stafford	65.5	69.6	↑	64.5	63.4	↓
Staffordshire Moorlands	70.5	74.6	↑	62.8	72.0	↑
Tamworth	74.7	64.3	↓	46.3	62.5	↑

Source: Novo

At A Level (Key Stage Five) Newcastle was the lowest performing district in terms of APS per Entry, very closely followed by Cannock Chase; a similar picture to 2014 when Newcastle were the lowest performing district with Cannock shortly behind.

Figure 20: Average Point Score per Entry by District

A Level: APS per Entry	2014	2015	Change
Cannock Chase	199.6	195.9	↓
East Staffordshire	207.2	208.2	↑
Lichfield	202.3	205.3	↑
Newcastle	194.5	195.1	↑
South Staffordshire	201.3	202.4	↑
Stafford	209.9	204.4	↓
Staffordshire Moorlands	206.9	207.0	↑
Tamworth	207.3	196.0	↓

Source: Novo

How well are we narrowing the gap for vulnerable pupils?

The gap is narrowing in Staffordshire, especially for pupils who are eligible for Free School Meals (FSM), whose performance is improving at a faster rate than other pupils. There have been improvements across all Key Stages; however, improvement at GCSE level is minimal and performance is still behind the national average.

At Key Stage 2, there has been an increase in the gap between pupils eligible for FSM and other pupils in the subject of writing. Although both pupil groups have seen improvement, non-FSM pupils have improved more.

Positive performance is recorded for those eligible for Pupil Premium funding compared with other pupils, with the gap narrowing in Staffordshire. Although it is difficult to attribute performance to any specific use of funding, a number of schools recognised by Ofsted for their effective use of Pupil Premium have seen considerable improvements for vulnerable pupils.

Pupils eligible for Free School Meals, those with Special Educational Needs and those eligible for the Pupil Premium, are all vulnerable young people who are at potential risk of low educational outcomes. Local strategic research has also identified other young people in Staffordshire who are not always in one of these groups, but who are also at risk of poor educational outcomes.

Detailed data tables are available in the appendix.

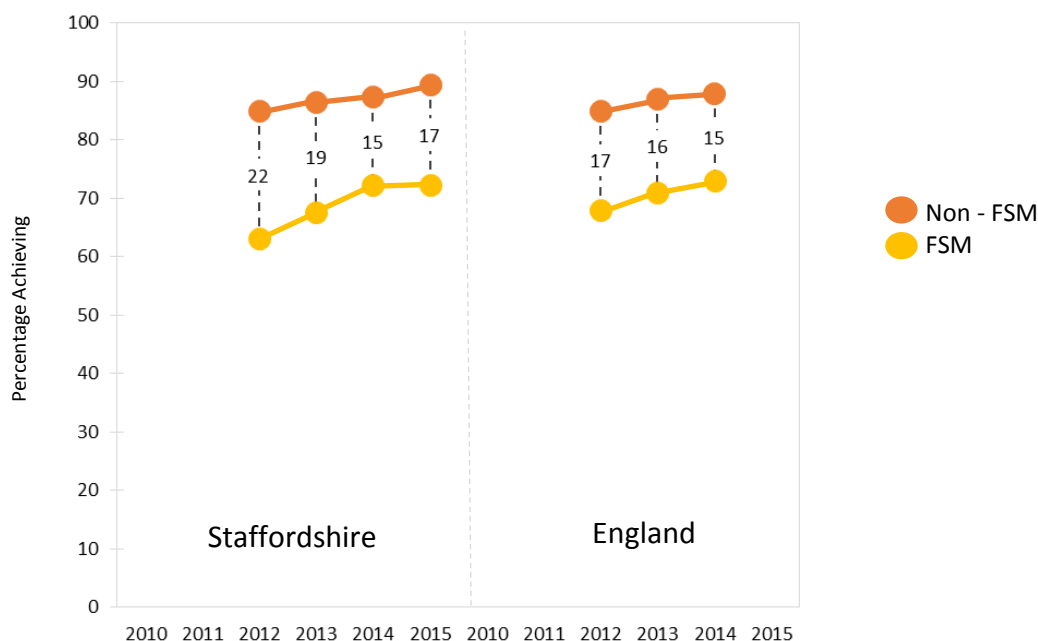
Pupils Eligible for Free School Meals (FSM)

The gap in results between those eligible for FSM and those not eligible has closed across many of the key attainment measures in 2015. Comparable national data for 2015 is currently only available for GCSE results.

- ✓ **Early Years Foundation Stage** – The gap between those eligible for FSM and not eligible, in terms of the proportion achieving a ‘Good Level of Development’, has closed by almost four percentage points from 21.2pp in 2014 to 17.4 in 2015.
- ✓ **Key Stage 1** – The gap between those eligible for FSM and not eligible, in terms of Level 2B+ in Reading, Writing and Maths, has closed by 4.4, 5.8 and 2.8 percentage points respectively over the period 2014 to 2015.
- ✓ **Key Stage 2** – The gap between those eligible for FSM and not eligible in terms of Level 4+ in Reading, Maths and the combined Reading, Writing and Maths measure closed by 1.0, 1.2 and 1.8 percentage points respectively over the period 2014-2015.
- ✓ **GCSE** – The gap between those eligible for FSM and not eligible, in terms of 5+ A*-C including English and maths closed by 0.1 of a percentage point between 2014 and 2015. The Staffordshire gap is still larger than the national gap.

The only widening gap was writing at Key Stage 2, where the gap widened by two percentage points between 2014 and 2015.

Figure 21: Key Stage 2 Writing results, by FSM and non-FSM pupils



Source: Keyphas. Validated results for 2011 – 2014 and unvalidated (provisional) results for 2015.

National 2015 results for the FSM gap are yet to be published however in previous years, Staffordshire’s FSM gap has been larger than the gap seen nationally but narrowing at a faster rate.

Pupils with Special Educational Needs (SEN)

The gap in results between those with some form of Special Educational Needs and those without has only narrowed in a few key attainment measures in 2015:

- ✓ Key Stage 1 – At L2B+ in Reading, Writing and Maths the gap has narrowed by 2.7, 4.3 and 1.2 percentage points respectively.
- ✓ Key Stage 2 – At L4+ in Writing the gap narrowed by 0.9 of a percentage point.

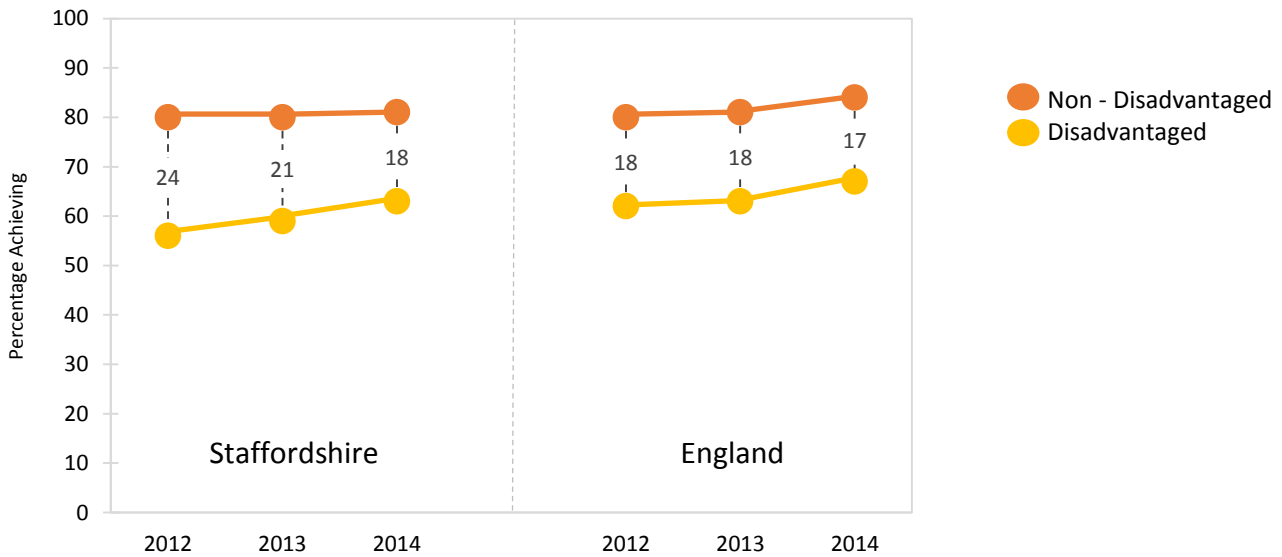
National 2015 results for the SEN gap are yet to be published however in previous years, the SEN gap in Staffordshire has been in-line with or larger than the national SEN gap. The size of the gap seems to vary from year to year with no observable pattern.

Pupil Premium – ‘disadvantaged’ pupils

In 2011, the Department for Education (DfE) announced new funding for schools called the ‘Pupil Premium’, which specifically aims to improve outcomes for disadvantaged children. Pupil Premium funding is awarded to schools based on a specific pupil criteria, and schools are held accountable for the effective use of this funding through Ofsted school inspections. It is expected that this additional funding will be used to support Pupil Premium eligible pupils, but headteachers can spend the money supporting these pupils in whatever way they deem most appropriate.

Across the main attainment measures at Key Stage 2 and Key Stage 4, Staffordshire’s ‘disadvantaged’ young people are closing the gap on ‘non-disadvantaged’ pupils. The gap in Staffordshire is still larger than the gap seen nationally, but this is also narrowing.

Figure 22: Key Stage 2, Reading, Writing and Maths combined measure – disadvantaged pupil attainment



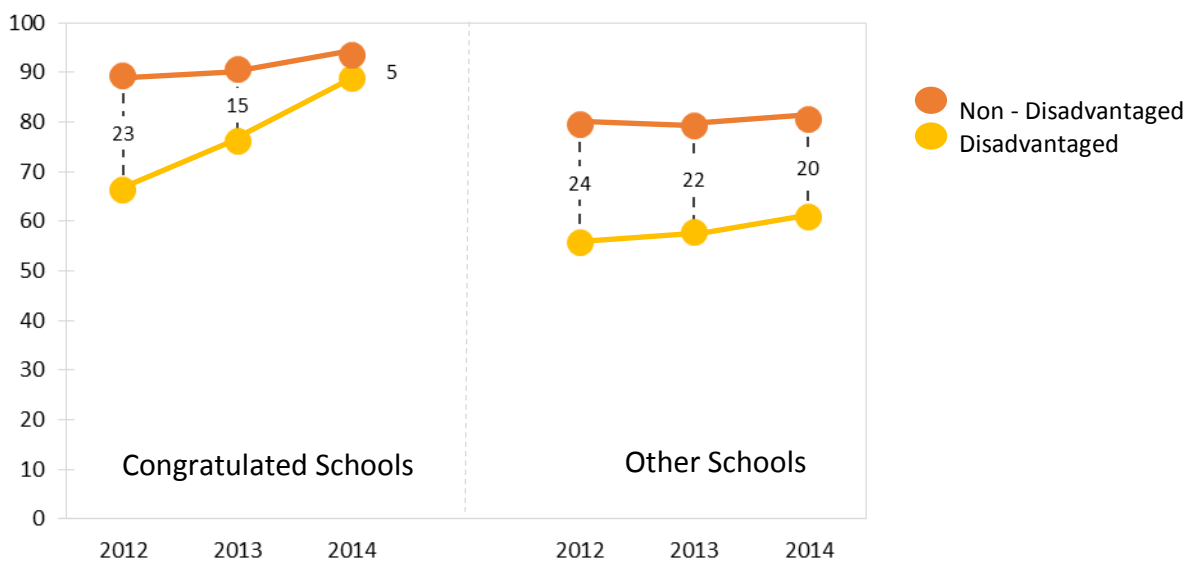
Source: Keypas. Validated results for 2011 – 2014 and unvalidated (provisional) results for 2015.

A number of schools in Staffordshire have received recognition for their use of the Pupil Premium funding to improve results for disadvantaged pupils. This recognition has come from both DfE in the form of congratulatory letters and in feedback from Ofsted.

A total of 13 primary schools in Staffordshire were awarded congratulatory letters in 2015. As a group they have narrowed the gap between disadvantaged and non-disadvantaged pupils quite notably over the period 2012 to 2014 in the combined reading, writing and maths measure (figure 16).

Due to the small numbers of pupils in these schools they contribute less than one percentage point of the closing of the Staffordshire gap, but are clearly having a positive impact on outcomes for pupils.

Figure 23: Key Stage 2, Reading, Writing and Maths combined measure



Source: Keypas

The congratulated schools have higher attainment generally for both disadvantaged and non-disadvantaged pupils. The gap between disadvantaged and non-disadvantaged pupils in the progression measures are also notably smaller than those seen in other schools; between two and three percentage points compared to four to 11 percentage points.

Comments from the Ofsted reports of these schools suggest that funding is spent on a variety of interventions including small group support and special programmes of work. The schools carefully track the pupils' progress and the governors are well informed about funding decisions for these pupils.

A new approach in Staffordshire allows for existing data to be analysed in a different way, identifying a cohort of pupils at risk of low educational outcomes, regardless of their 'status' (FSM eligible or SEN, for example) in school. An index has been created using 10 key measures that have been proven to have the greatest impact on pupil attainment in Staffordshire. This groups pupils into five bands of 'risk', from high to low.

During 2015, the gap has narrowed between the performance of pupils in high risk areas and low risk areas, with the exception of Key Stage 4, where the gap has slightly increased.

These results emphasise the importance of improving educational outcomes of pupils in Staffordshire at GCSE level, particularly for 'at risk' pupils, where an increase in results is likely to have the greatest impact on Staffordshire's performance in the context of our statistical neighbours.

Other pupils at risk of low educational outcomes

Research findings suggested that although there were pupils in Staffordshire receiving a good education, there were also pupils who were not achieving expected levels of attainment and progress at key educational milestones and there were pupils in schools rated 'Requires Improvement' or 'Inadequate' by Ofsted; measures suggestive of an education that could be improved.

Many factors were shown to have a significant impact on educational outcomes in Staffordshire, but some of the most significant were those related to the socio-economic circumstance within which young people live.

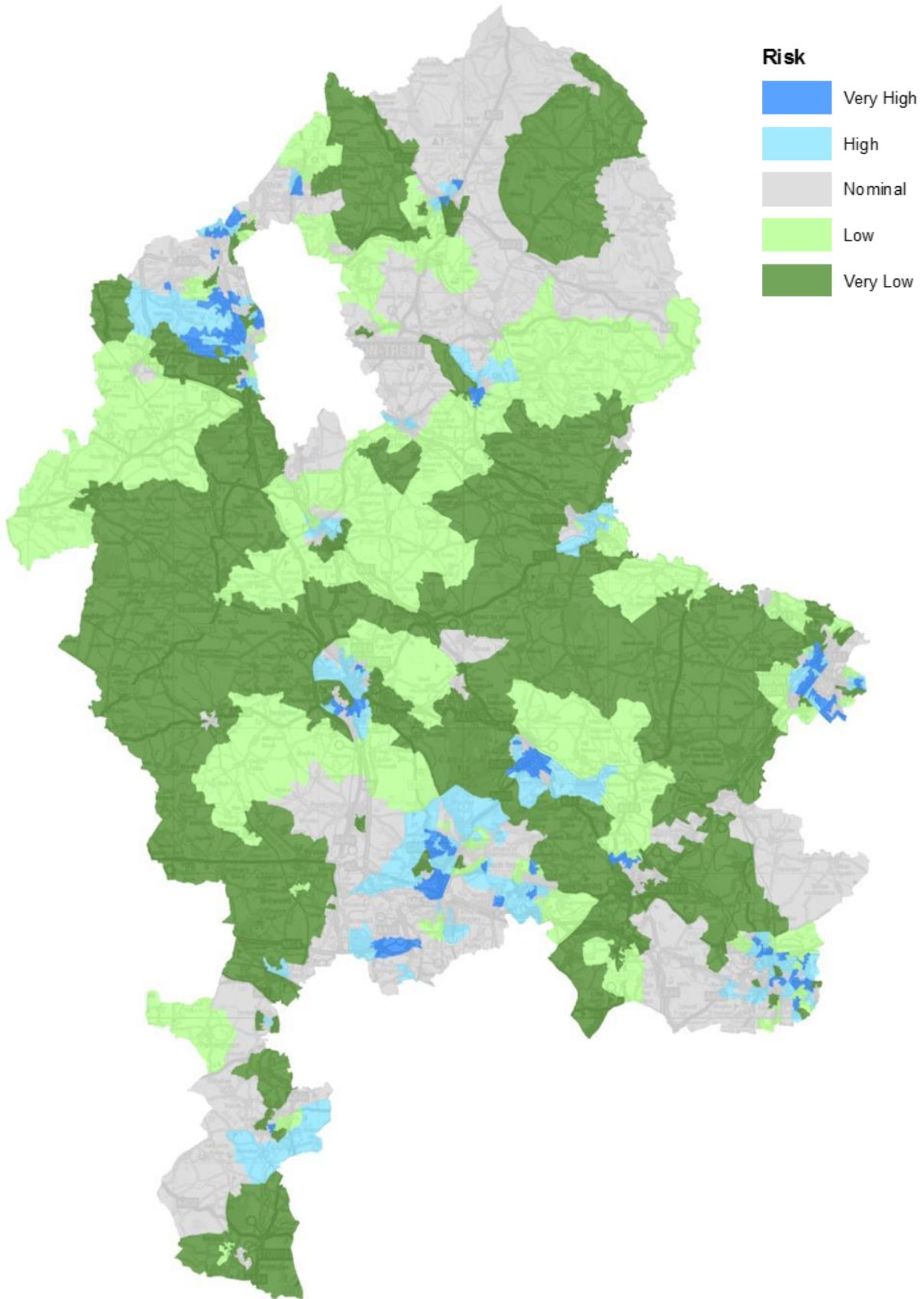
Some of the most significant factors were:

- Living in areas with low average household incomes, low proportions of adults with level 4+ qualifications and low proportions of married couples (with dependent children)
- Living in areas with high proportions of Disability Living Allowance or Job Seekers Allowance claimants
- Living in areas with high proportions of adults with no qualifications
- Living in areas with a high prevalence of one parent households, cohabiting couples and other family types (with dependent children)
- Living in an area with a high number of reported incidents of anti-social behaviour

Using the factors outlined, it was possible to create a priority index identifying geographical locations in Staffordshire where pupils were more likely to be at risk of having low educational outcomes. This in turn can be used to target resources and to measure impact¹.

¹ Educational insights: Factors that Impact on Education in Staffordshire – July 2015. Insight, Planning & Performance Team

Figure 24: Risk of Low Educational Outcomes by small area (LSOA)

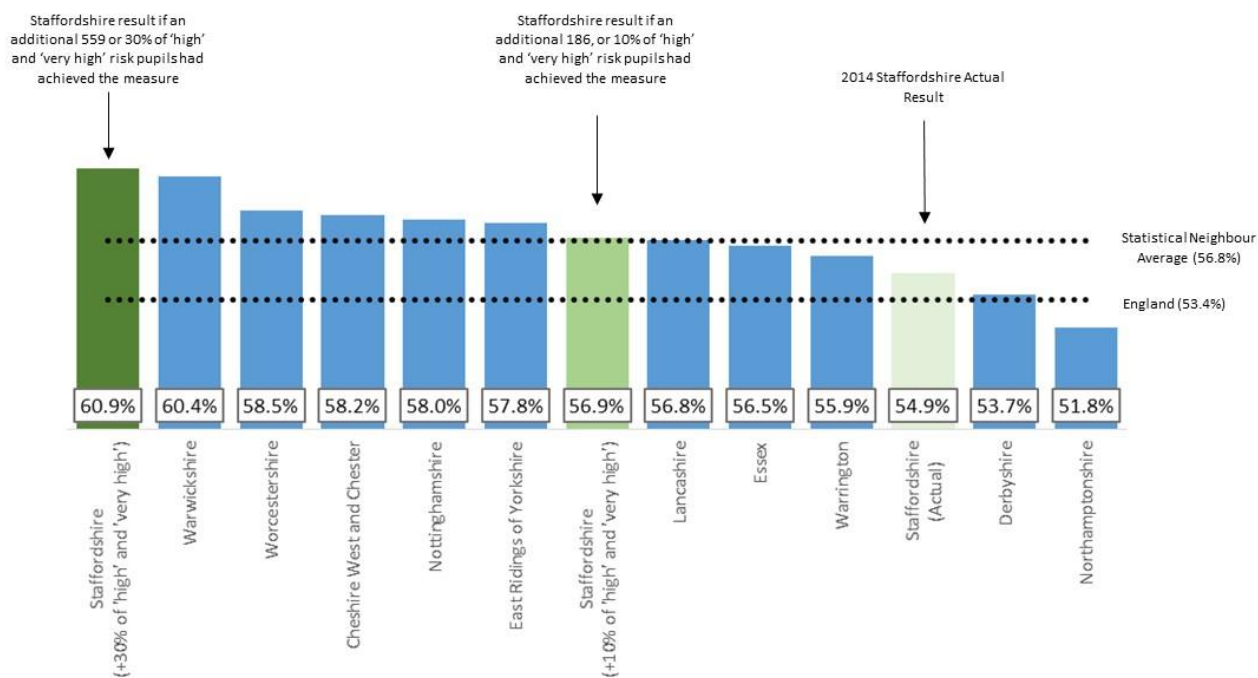


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The map illustrates what risk category each LSOA in Staffordshire falls within. Pupils living in areas shaded in blue are those living in areas that are more at risk of low educational outcomes than those living in areas that are shaded in green.

The research findings suggested that focusing on these priority pupils could lead to substantial improvements in results.

Figure 25: Potential Impact on 2014 GCSE results (5+ A*-C including English and maths)



As figure 25 shows, if an additional 10% of pupils in higher risk areas (186 pupils) had achieved the 5+ A*-C including English and maths measure in 2014, Staffordshire’s results would have be two percentage points higher and above the average of our statistical neighbour authorities. If an additional 30% of pupils in these areas (559 pupils) had achieved the measure, the Staffordshire average would have been six percentage points higher and the top of the statistical neighbour group.

There also appears to be a link between high risk areas and other school related factors. Good and Outstanding schools have higher GCSE and Key Stage 2 results than Requires Improvement and Inadequate schools but they also have smaller proportions of pupils from high and very high risk areas; those more at risk of low outcomes.

A similar pattern is apparent with large secondary schools. Larger secondary schools achieve better GCSE results and also having a smaller proportion of pupils from high risk areas than smaller secondary schools. Also maintained secondary schools have slightly higher GCSE results than academies and fewer ‘at risk’ pupils.

The Learning and Skills Team are now considering how they are going to utilise these new insights to shape their own team priorities and also how they will share this information and join up their work with other areas of the organisation.

2015 results show that the gap has generally narrowed between the performance of pupils in high risk areas and low risk areas.

Figure 26 shows the Key Stage Two Reading, Writing and Maths combined measure results; the gap has closed over the period 2012 to 2015 though did show a slight increase on 2014.

Figure 26: Key Stage Two RWM Level 4+, Pupils at risk of low educational outcomes

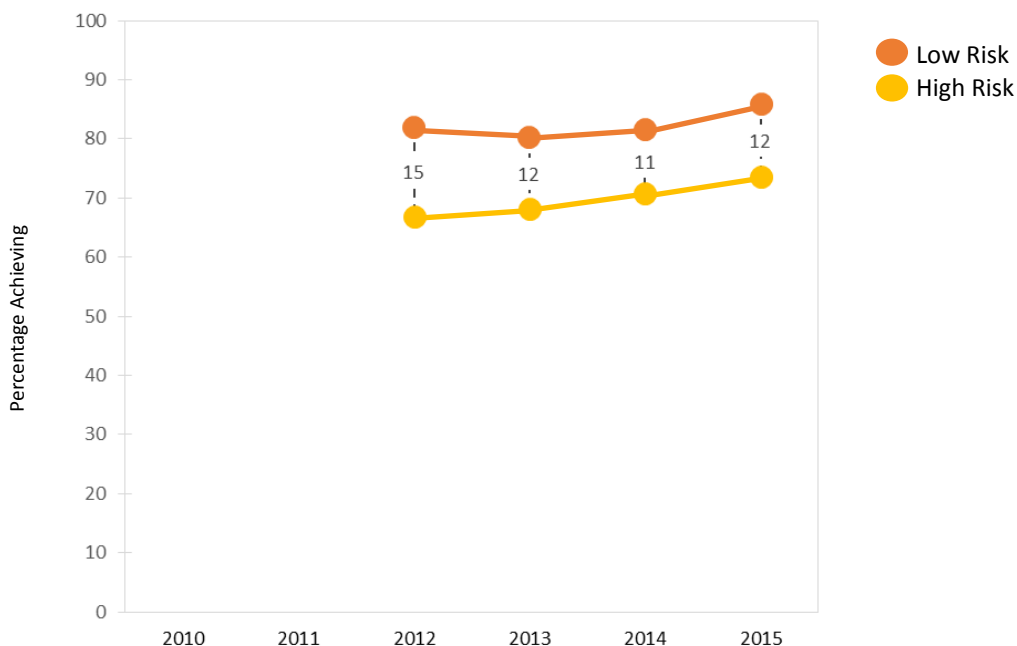
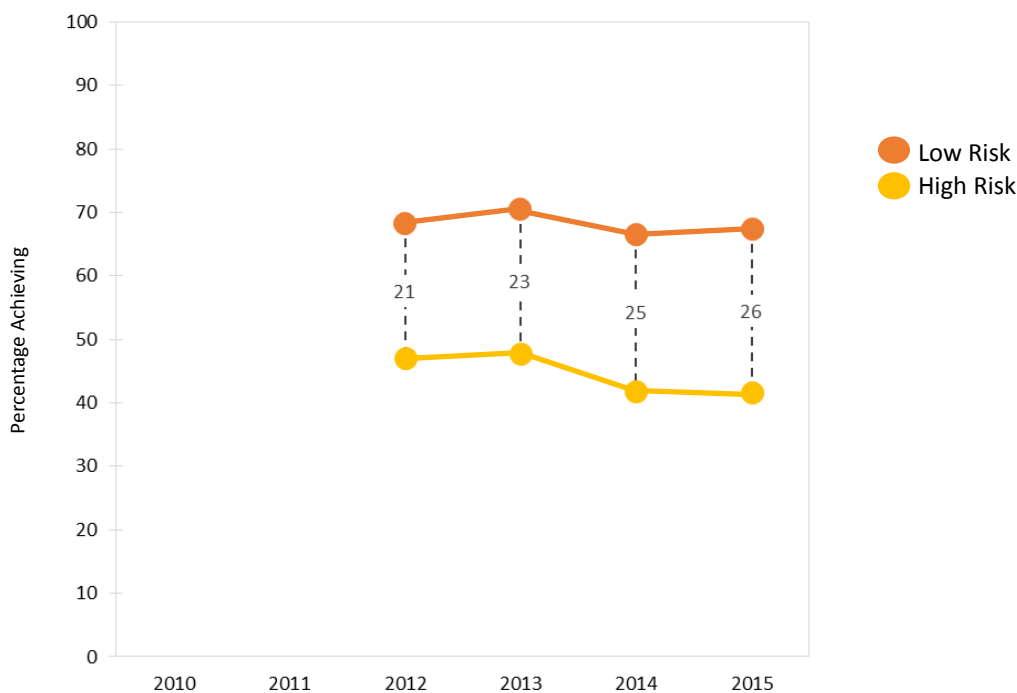


Figure 27 shows the GCSE (Key Stage Four) five or more GCSEs at A*-C including English and maths results. The gap between low risk and high risk pupils in this measure is increasing year-on-year. Also whereas low risk pupils saw a small increase in results in 2015 (0.8 of a percentage point), high risk saw a small reduction (0.3 of a percentage point).

Figure 27: GCSE five or more GCSEs at A*-C including English and Maths, Pupils at risk of low educational outcomes



Appendix

Figure 28: Results by District

			2014	2015	2014 to 2015
Early Years FSP	Good Level of Development	Cannock Chase	64.5	69.4	↑
		East Staffordshire	58.2	66.1	↑
		Lichfield	63.7	72.2	↑
		Newcastle	60.6	69.2	↑
		South Staffordshire	70.1	70.9	↑
		Stafford	69.3	73.3	↑
		Staffordshire Moorlands	61.1	69.5	↑
		Tamworth	64.3	69.0	↑
Key Stage 1 Level 2 and Above	Reading	Cannock Chase	88.8	92.2	↑
		East Staffordshire	90.4	90.8	↑
		Lichfield	92.2	92.1	↓
		Newcastle	90.6	91.4	↑
		South Staffordshire	93.6	92.6	↓
		Stafford	92.9	92.7	↓
		Staffordshire Moorlands	91.9	92.1	↑
		Tamworth	88.9	91.8	↑
	Writing	Cannock Chase	85.4	90.1	↑
		East Staffordshire	87.1	88.3	↑
		Lichfield	88.4	90.6	↑
		Newcastle	89.2	91.4	↑
		South Staffordshire	90.4	91.1	↑
		Stafford	90.4	90.9	↑
		Staffordshire Moorlands	89.4	91.4	↑
		Tamworth	86.8	89.4	↑
Maths	Cannock Chase	92.4	93.4	↑	
	East Staffordshire	92.9	93.3	↑	
	Lichfield	94.1	93.8	↓	
	Newcastle	94.3	95.6	↑	
	South Staffordshire	94.3	94.9	↑	
	Stafford	93.8	94.7	↑	
	Staffordshire Moorlands	93.8	93.7	↓	
	Tamworth	92.0	92.9	↑	
Key Stage 2 Level 4 and Above	Reading	Cannock Chase	88.6	88.8	↑
		East Staffordshire	82.1	87.3	↑
		Lichfield	89.8	90.3	↑
		Newcastle	87.6	91.5	↑
		South Staffordshire	86.1	89.3	↑
		Stafford	85.4	90.0	↑
		Staffordshire Moorlands	88.4	88.5	↑
		Tamworth	85.5	86.5	↑

Writing	Cannock Chase	85.1	89.2	↑
	East Staffordshire	84.3	84.8	↑
	Lichfield	86.9	88.5	↑
	Newcastle	87.8	90.6	↑
	South Staffordshire	86.8	87.1	↑
	Stafford	87.1	87.7	↑
	Staffordshire Moorlands	83.1	85.8	↑
	Tamworth	82.1	85.8	↑
Maths	Cannock Chase	85.0	86.8	↑
	East Staffordshire	79.5	84.9	↑
	Lichfield	86.9	87.2	↑
	Newcastle	85.5	91.1	↑
	South Staffordshire	82.8	85.3	↑
	Stafford	84.0	87.9	↑
	Staffordshire Moorlands	86.0	85.4	↓
	Tamworth	83.1	85.5	↑
RWM	Cannock Chase	76.8	80.4	↑
	East Staffordshire	71.1	77.4	↑
	Lichfield	80.2	81.8	↑
	Newcastle	79.3	84.8	↑
	South Staffordshire	76.0	77.9	↑
	Stafford	77.2	81.5	↑
	Staffordshire Moorlands	77.4	79.0	↑
	Tamworth	75.2	77.6	↑
Key Stage 2 Reading Progress	Cannock Chase	87.7	89.5	↑
	East Staffordshire	89.6	89.2	↓
	Lichfield	91.5	92.2	↑
	Newcastle	90.4	91.2	↑
	South Staffordshire	86.5	88.3	↑
	Stafford	91.4	90.9	↓
	Staffordshire Moorlands	89.7	87.2	↓
	Tamworth	87.9	88.6	↑
Writing Progress	Cannock Chase	92.7	94.8	↑
	East Staffordshire	90.8	90.3	↓
	Lichfield	92.4	95.4	↑
	Newcastle	95.7	95.2	↓
	South Staffordshire	93.2	92.5	↓
	Stafford	93.2	92.8	↓
	Staffordshire Moorlands	89.6	90.8	↑
	Tamworth	90.6	94.2	↑
Maths Progress	Cannock Chase	86.3	88.4	↑
	East Staffordshire	85.9	87.7	↑
	Lichfield	89.3	91.4	↑
	Newcastle	89.1	92.5	↑
	South Staffordshire	84.8	85.4	↑
	Stafford	90.7	89.1	↓
	Staffordshire Moorlands	87.2	86.7	↓
	Tamworth	84.0	87.3	↑

GCSE	5+ A*-C inc English and Maths	Cannock Chase	46.5	45.8	↓
		East Staffordshire	58.9	57.6	↓
		Lichfield	62.8	59.9	↓
		Newcastle	50.9	50.5	↓
		South Staffordshire	58.2	53.4	↓
		Stafford	58.9	59.1	↑
		Staffordshire Moorlands	57.8	62.6	↑
		Tamworth	43.1	50.8	↑
GCSE	English Progress	Cannock Chase	63.8	57.7	↓
		East Staffordshire	68.9	69.6	↑
		Lichfield	72.6	64.8	↓
		Newcastle	63.4	68.5	↑
		South Staffordshire	74.1	68.4	↓
		Stafford	65.5	69.6	↑
		Staffordshire Moorlands	70.5	74.6	↑
		Tamworth	74.7	64.3	↓
	Maths Progress	Cannock Chase	54.4	51.7	↓
		East Staffordshire	67.3	69.9	↑
		Lichfield	67.1	68.1	↑
		Newcastle	62.7	61.9	↓
		South Staffordshire	66.9	62.6	↓
		Stafford	64.5	63.4	↓
		Staffordshire Moorlands	62.8	72.0	↑
		Tamworth	46.3	62.5	↑
A Level	APS per Entry	Cannock Chase	199.6	195.9	↓
		East Staffordshire	207.2	208.2	↑
		Lichfield	202.3	205.3	↑
		Newcastle	194.5	195.1	↑
		South Staffordshire	201.3	202.4	↑
		Stafford	209.9	204.4	↓
		Staffordshire Moorlands	206.9	207.0	↑
		Tamworth	207.3	196.0	↓

Figure 29: Staffordshire's Ranking against all (150) local authorities and against Statistical Neighbours

			2011	2012	2013	2014	2015	2011 to 2015	2014 to 2015	
Early Years FSP	Good Level of Development	Statistical Neighbours	2	1	*	4	2	1	↑	↑
		Local Authorities	16	26	48	30	27	↓	↑	
Key Stage 1 Level 2 and above	Reading	Statistical Neighbours	5	2	2	4	1	↑	↑	
		Local Authorities	29	18	28	26	16	↑	↑	
	Writing	Statistical Neighbours	2	1	1	3	1	↑	↑	
		Local Authorities	18	10	11	25	8	↑	↑	
	Maths	Statistical Neighbours	4	3	1	4	1	↑	↑	
		Local Authorities	29	26	19	34	18	↑	↑	
Key Stage 2 Level 4 and above	Reading	Statistical Neighbours	7	9	9	11	7	→	↑	
		Local Authorities	68	89	97	116	73	↓	↑	
	Writing	Statistical Neighbours	9	7	6	6	3	↑	↑	
		Local Authorities	77	58	59	55	53	↑	↑	
	Maths	Statistical Neighbours	8	7	9	9	7	↑	↑	
		Local Authorities	78	75	111	117	74	↑	↑	
	RWM	Statistical Neighbours	8	8	8	9	6	↑	↑	
		Local Authorities	73	71	90	104	68	↑	↑	
Progress between Key Stage 1 and 2	Reading	Statistical Neighbours	-	7	8	9	8	-	↑	
		Local Authorities	-	110	124	127	104	-	↑	
	Writing	Statistical Neighbours	-	7	8	8	7	-	↑	
		Local Authorities	-	110	116	115	103	-	↑	
	Maths	Statistical Neighbours	8	8	9	9	7	↑	↑	
		Local Authorities	109	118	130	133	96	↑	↑	
GCSE KS4	5+ A*-C inc. E&M	Statistical Neighbours	9	8	9	**	9	→	→	
		Local Authorities	101	74	87	101	86	↑	↑	
	5+ A*-C	Statistical Neighbours	9	6	4	9	8	↑	↑	
		Local Authorities	103	84	76	95	86	↑	↑	
Progress between KS2 and GCSE	English	Statistical Neighbours	7	7	10	9	8	↓	↑	
		Local Authorities	94	82	105	118	102	↓	↑	
	Maths	Statistical Neighbours	8	7	11	11	10	↓	↑	
		Local Authorities	98	96	108	112	101	↓	↑	
A level	APS per Entry	Statistical Neighbours	6	8	6	5	6	→	↓	
		Local Authorities	82	106	94	90	104	↓	↓	

*The Foundation Stage Profile changed in 2013, results prior to 2013 are not directly comparable to 2013 results onwards.

** GCSE reporting changed in 2014, results prior to 2014 are not directly comparable to 2014 results onwards.

Figure 30: Staffordshire's Results for Vulnerable Pupils

		Non-FSM		FSM		Gap	
		2014	2015	2014	2015	2014	2015
EYFS	Good Level of Development	66.8	71.7	45.6	54.3	21.2	17.4
Key Stage 1	Reading	93.0	93.0	83.0	83.0	10.0	10.0
Level 2 and above	Writing	90.0	92.0	76.0	80.0	14.0	12.0
	Maths	95.0	95.0	86.0	88.0	9.0	7.0
Key Stage 1	Reading	90.1	90.7	76.1	77.3	14.0	13.4
Level 4 and above	Writing	87.3	89.5	72.2	72.3	15.1	17.2
	Maths	87.7	88.5	72.8	74.5	14.9	14.0
GCSE	5+ A*-C inc EM	61.0	61.3	31.7	32.1	29.3	29.2
KS4							

		Non-SEN		SEN		Gap	
		2014	2015	2014	2015	2014	2015
EYFS	Good Level of Development	68.0	74.1	16.2	19.0	51.8	55.1
Key Stage 1	Reading	98.0	97.0	56.0	57.0	42.0	40.0
Level 2 and above	Writing	96.0	96.0	47.0	53.0	49.0	43.0
	Maths	99.0	98.0	66.0	69.0	33.0	29.0
Key Stage 1	Reading	94.0	95.5	56.4	55.7	37.6	39.8
Level 4 and above	Writing	96.0	96.0	44.6	45.4	51.4	50.6
	Maths	91.9	93.4	52.0	53.0	39.9	40.4
GCSE	5+ A*-C inc EM	63.0	61.8	17.9	16.6	45.1	45.2
KS4							

		Low Risk		High Risk		Gap	
		2014	2015	2014	2015	2014	2015
EYFS	Good Level of Development	70.6	77.1	56.8	63.1	-13.8	-14.0
Key Stage 1	Reading	94.3	94.6	88.1	89.7	-6.1	-5.0
Level 2 and above	Writing	91.9	93.6	84.8	87.7	-7.1	-5.8
	Maths	95.5	95.8	91.8	92.7	-3.7	-3.2
Key Stage 1	Reading	90.2	93.0	82.0	84.9	-8.2	-8.1
Level 4 and above	Writing	89.3	91.5	81.3	82.7	-8.0	-8.8
	Maths	87.7	90.8	79.8	82.2	-7.9	-8.6
GCSE	5+ A*-C inc EM	66.6	67.4	41.9	41.6	-24.7	-25.8
KS4							