

**Latest update: Friday, 15 February 2019**

**Title of report: 2018 Academic outcomes for Kirklees pupils and strategic priorities for improvement.**

The report is an analysis of 2018 academic results for Kirklees pupils at the end of Foundation Stage (Reception class), Key Stage 1 (year 2), Key Stage 2 (Year 6), and Key Stage 4 (GCSE). The report identifies strengths and strategic priorities for improvement.

**1. Purpose of report:**

To report on 2018 academic outcomes for Kirklees pupils at the end of Early Years and Foundation Stage, Key Stage 2, and Key Stage 4. The outcomes include all pupils assessed by either national tests or, where appropriate, teacher assessments. The data compares outcomes locally with available data sets for England, statistical neighbours ([see Appendix 1](#)), and Yorkshire and the Humber region.

To identify strengths and areas for improvement in key outcomes for Kirklees pupils and to clarify strategic priorities, within the local improvement plan, for the Council and schools.

**2. Summary**

This report draws attention to the new DFE systems relating to accountability for academic outcomes for pupils. The validated data provides an overview of the performance of all, and sub-groups of, pupils within Kirklees at the following stages

- Early Years and Foundation Stage (3-5 year olds)
- Key Stage 1 (5-7 year olds) Assessments and Year 1 and 2 Phonics
- Key Stage 2 (11 year olds)
- Key Stage 4 (16 year olds)

This document demonstrates how we analyse and use data; to identify our priorities and actions so that:

- People in Kirklees have aspiration to achieve their ambition through education, training, employment and life long learning
- Children have the best start in life
- Kirklees has sustainable economic growth and provides good employment for and with communities and businesses

### 3. How to read this report

- 3.1 Data sources: Results for EYFS, Phonics, Key Stage 1, Key Stage 2 and Key Stage 4 are provisional unvalidated data. Validated and final data will be released by the DfE on at the end of January 2019. Data is derived from publicly available data produced by the DfE with some additional internal analyses. Other data sources include: NFER Nexus software, Local Authority Interactive Tool (LAIT) and SFRs
- 3.2 Confidentiality and sharing this document: appendices can be shared.
- 3.3 Acronyms:

APS	Average Point Score	FSM	Free School Meals
CLA	Children Looked After	GDS	Reaching Greater Depth within the Expected Standard
DfE	Department for Education	GLD	Good Level of Development
EAL	English as an Additional Language	GPS	Grammar, punctuation and spelling
EBacc	English Baccalaureate ( Maths, English, Science, Humanities and language Pillars)	KS1 / KS2	Key Stage 1 / Key Stage 2
EHCP	Education, Health and Care Plan	LAIT	Local Authority Interactive Tool
ELG	Early Learning Goals	NCER	National Consortium of Examination Results (NEXUS)
EMA	Ethnic Minority Achievement	SEND	Special Educational Needs and Disability
EYFS/EYFSP	Early Years Foundation Stage/ Early Years Foundation Stage Profile	SFR	Statistical First Release
EXP+	Expected standard or above at Key Stage 1 and Key Stage 2	SSIF	Strategic School Improvement Fund
GCSE	General certificate in secondary education ( KS4 qualifications)	STA	Standards and Testing Agency

- 3.4 Data comparisons: The performance of schools in Kirklees is compared throughout the report with Yorkshire and Humber, statistical neighbours and England where comparative data is available.

Yorkshire and Humber	Calderdale, York, East Riding of Yorkshire, North Yorkshire, Leeds, Sheffield, Barnsley, North East Lincolnshire, Rotherham, Doncaster, Bradford, North Lincolnshire, Kingston Upon Hull, Wakefield
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Statistical Neighbours	Bolton, Calderdale, Bury, Dudley, Derby, Lancashire, Stockton-on-Tees, Leeds, Rochdale, Telford and Wrekin
National	All local authorities in England

### 3.5 The performance indicators

Indicator		Notes
EYFS	Good level of development (%)	Children are defined as having reached a good level of development at the end of the EYFS if they have achieved at least the expected level in early learning goals in the following areas: <ul style="list-style-type: none"> <li>• personal, social and emotional development;</li> <li>• physical development;</li> <li>• communication and language</li> <li>• mathematics and literacy.</li> </ul>
Phonics	Expected standard (%)	The standard in the Phonics Check is <b>32</b> out of <b>40</b> words read correctly.
Key Stage 1	Expected standard or above in reading, writing and mathematics (%)	A scaled score is determined by teacher assessment in reading, writing and mathematics. The expected standard in the tests is a scaled score of 100 or above.
Key Stage 2	Expected standard or above in combined reading, writing and mathematics (%)	A scaled score is determined by tests in reading and mathematics, and teacher assessment in writing. The expected standard in the tests is a scaled score of 100 or above.
Key Stage 4	Progress 8 ( point score)	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 zero.
	Attainment 8 ( point score)	Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if 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.
	EBacc APS	From 2018, the headline EBacc attainment measure is the EBacc average point score (EBacc APS). This replaces the previous threshold EBacc attainment measure. EBacc

		APS measures pupils' point scores across the five pillars of the EBacc – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.
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## 3.6 Summary of 2018 academic outcomes

### 3.6.1 The good news:

#### Early Years and Foundation Stage

- The percentage of 'all pupils' and 'boys' achieving Good level of development (GLD) in 2018 has increased at a rate faster than national.
- The rate of improvement for boys, achieving at least the expected level in all areas, increased at a faster rate than National.
- The gender gap reduced in 2018. Attainment for Kirklees boys eligible for free school meals (FSM) is now 1 percentage points above national the national FSM boy's average.

#### Key Stage 1

- The pass rate in the Year 1 phonics check has increased year on year since 2012.
- Science, writing and maths at the expected standard all improved by at least 2% compared to the previous year's outcomes.
- Improvement in line or faster than national were seen in all subject areas at both the expected and greater depth standards. As a result all (except reading EXP and maths GDS) subjects moved several places up the LA ranking.
- Improved performance in writing has seen an increase in the LA's position the national ranking (from 127) to 116 out of 152.
- Attainment for FSM 'All pupils' group increased across each key measure at the expected standard.
- We continue to diminish the gap between all pupils and disadvantaged pupils.
  - Kirklees FSM girls group is now 3% below the national FSM girls group in reading at the expected standard.( It was 5% in 2017)
  - Kirklees FSM boys are 1% above National FSM boys in maths.
- A greater percentage of black boys met the national standard in reading, maths and science compared to their national comparators.
- Achievement at the higher standard improved in Reading: +2% and Maths +1%. The reading improvement was at a faster than national pace. This may be related to the SSIF bids and LA phonics and reading interventions that took place in 2017 – 2018.

## **Key Stage 2**

- Proportion of children reaching the expected standard in Reading , writing and RWM combined scores improved on 2017 outcomes reading +6%, writing +2%, WRM +5% ( LAIT Dec 2018)
- Attainment at the higher standard improved in all areas except maths. Reading +4%, writing +3%, WRM +2%, GPS +5% ( LAIT Dec 2018)
- Boy's attainment has improved in reading, writing and RWM combined measures. The rate of improvement in reading at the expected standard is faster than national resulting in a reduced gap.
- The proportion of girls meeting the higher standard in reading and writing is improving at a faster pace than national, thereby reducing the gap.
- The proportion of Kirklees disadvantaged learners reaching the expected standard in the combined RWM measure has improved at a faster rate than national. Thereby reducing the gap with disadvantaged learners nationally. Internal data suggests a similar pattern was seen in all subject areas at the expected standard for this group.

## **Key Stage 4**

Kirklees learners in KS4 have outperformed local, statistical neighbours and national figures since 2012 (5 A\* - C (EM) and Attainment 8)

- The overall Progress 8 (-0.04) score is well above the floor and coasting standard and above that of statistical neighbours and national Rank 73 (68 in 2017).
- Attainment 8 is 45.20, 0.3 above the average for regional LA's (44.9) , 0.06 above statistical neighbours (45.14) and 0.9 above all schools nationally (44.3) and now ranked 90 out of 152 LA's ( Rank 91 in 2017).
- The percentage of children achieving the grade 9 – 5 pass in English and maths (42.5%) is above our regional LA's (41.1%), statistical neighbours (41.16%) and national average (40.02%). (LAIT Jan 2019). Rank 75 Band C (Rank 82 in 2017). Our rate of improvement in this measure is more than twice as fast as that of national. Kirklees improvement 1.1%, National 0.6%.
- The percentage of children achieving the grade 9 – 4 pass in English and maths (63.6%) is above our regional LA's (62.4%), statistical neighbours (62.44%) and national average (59.4%). (LAIT Jan 2019). Rank 80 Band C. (Rank in 2017 89 Band C). Our rate of improvement in this measure is greater than that of national. Kirklees improvement 1%, National 0.3%.
- EBacc entry percentage was 41.6% and has increased by 7.50% in Kirklees compared to 0.2% nationally. Currently 6.4% above national. Ranking the LA at 51 out of 152 LA Band B. (Rank 102 Band C in 2017).
- EBacc APS is a new measure in 2018. Kirklees average point score is currently 3.96, 0.11 above national (3.85). This places Kirklees in Band C ranked 83 out of 152 LA's.
- The Kirklees APS across the EBacc pillars (Humanities 3.43, Maths 4.43, Science 4.45 and English 4.87) was above national for each component. The Language pillar is below national with an APS of 2.12 compared to 2.30.
- Based on provisional data there are two schools below floor. In 2017 there were 2 schools below floor compared to an average of 3 schools with statistical neighbours. In 2018 11.6% of schools in England were below floor compared to 8 % in Kirklees, Rank 63 Band B.
- In 2018 the percentage of schools below the floor target based on Progress 8 is lower than statically neighbours, and 3.6% below national average.

- There are currently 11 schools below -0.25 this academic year however, there are 4 schools meeting the full coasting measure with a 3 year trend. In 2017 there were 3 schools coasting compared to an average of 3.4 schools with statistical neighbours. In 2018 9.2% of schools in England were coasting compared to 16.7 % in Kirklees, Rank 112 Band C.
- In 2018 the percentage of schools meeting the coasting measure (Progress 8) is 7.5 percent above the national average and 3% above statistical neighbours.

Most Kirklees schools continue to provide a rich curriculum for their students ensuring the correct balance between meeting national requirements and addressing diversity. ( FFT Dec 2018 & % entered for Ebacc). Six schools have an entry level per pupil below 8, statistically significantly below national.

### **3.6.2 Strategic areas for improvement (LA priorities)**

Overall, our key areas for improvement lie within the primary sector, from early years through to the end of key stage 2. Most measures show an improvement in attainment from 2016. We have diminished the difference in a number of measures. However, there are still some attainment and progress gaps that we are addressing as outlined below: -

#### **Early Years and Foundation Stage**

- Continue to reduce the gender gap to be at least in line with the national gender gap.
- Continue to increase outcomes in CLLD impacting on reading and writing.
- Supporting improvements in the teaching of maths.
- To increase the number of children leaving reception with secure phase 3 phonics to enable a higher proportion to pass the phonics check in year 1.

#### **Key Stage 1**

- To improve the pass rate in phonics.
- To diminish the attainment gap between Kirklees children when compared to all children nationally in reading, writing and maths (at the expected and higher standard)
  - for disadvantaged and SEND (especially SEN support) children.
  - for Asian and mixed children (especially boys)

#### **Key Stage 2**

- Continue to improve outcomes in reading and diminish the gap between the LA's outcomes and national.
- Continuing to improve the attainment and progress of boys in reading, writing and maths.
- Continue increase the pace of improvement in attainment for the disadvantage group in all measures.(Free school meals – particularly boys)
- Improve the proportion of SEND children that attain in line with their national comparators.

#### Key Stage 4

- Continue to increase the percentage of pupils entered on EBacc routes to ensure Kirklees meet the government target of 75% in 2022 ( Particularly in Humanities and languages (currently 77% entered for humanities and 48% for languages)
- Raise percentage of pupils attaining grade 5+ in the EBacc Pillars (Mathematics, English, Science, Humanities, and Languages). Particularly in Humanities and Languages ( 0.16 APS below national)
- Raise percentage of pupils attaining grade 5+ in the EBacc Pillars (Mathematics, English, Science, Humanities, and Languages). Particularly in Humanities and Languages and with particular reference to certain groups: -
  - Boys
  - Disadvantaged
  - SEND
  - EAL
  - Pakistani
- To continue to diminish the difference between Kirklees pupils and pupils nationally at attaining grade 5+
  - In English language
  - In maths.



### 3.7 Outcomes for different groups of pupils

Securing the best possible outcomes for all requires a focus on diminishing the difference between the achievements of potentially vulnerable learners. In identifying differences in outcomes, comparisons are made relating to:

- gender
- disadvantage (grouping pupils entitled to free school meals and thus pupil premium funding, looked after children and care leavers)
- ethnicity
- English as an additional language (EAL)
- special educational needs and / or disabilities (SEND)
- children referred to Social Care and identified as either being a child in need or a child with a protection plan ( April 2019)

During monitoring visits with each school, Kirklees Learning Partners provide challenge to the school in relation to provision, safeguarding, attendance, exclusions, in-year progress and outcomes for these groups of children. SENDACT colleagues are reviewing the proportion of SEN support and EHCP children in Kirklees compared to other local authorities nationally and our statistical neighbours.

#### 4.1 OUTCOMES 2018 EARLY YEARS AND FOUNDATION STAGE (EYFS) 2015 onwards EYFS outcomes

##### 4.1.1 Headline figures

% Children gaining a Good Level of development	2015			2016			2017			2018 (SFR & LAIT Oct 18)			Difference		
	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
<b>Kirklees</b>	65.2	73.7	57.2	66.9	75.8	58.5	68.1	75.5	60.6	69.4	76.2	62.9	+1.3	-+0.7	+2.3
<b>England</b>	66.3	74.3	58.6	69.3	76.8	62.1	70.7	77.7	64.0	71.5	78.4	65.0	+0.8	+0.7	+1
<b>Yorkshire and The Humber</b>	64.6	73.1	56.5	67.4	75.2	60.0	68.8	75.9	61.9	69.4	76.5	62.7	+0.6	+0.6	+0.8
<b>Statistical Neighbours</b>	62.4			66.1			67.4			68.7					
<b>Latest national rank</b>				109			117			115					
<b>Quartile banding</b>				C			D			D					

At a national level, 71.5% of children achieved a good level of development, an increase of 0.8% on 2017. In Kirklees we saw a 1.3% rise on 2017 figures to 69.4%. Whilst the percentage of children gaining a good level of development has increased year on year, Kirklees learners have not kept pace with other children nationally and are 2.1% below national outcomes. 2017 saw the LA drop into the bottom quartile for the first time in a number of years, with a national ranking of 117. A slight increase was seen in 2018, moving up the national ranking to 115 (the top of band D was 69.48%, Kirklees were only 0.08% from band C). The LA Matrix shows 2015 – 2017 3 year improvement progress rank 75 band C and 2016- 2017 year on year improvement progress rank 38 band B.

% achieving at least expected level across all ELGs	2015			2016			2017			2018 (SFR & LAIT Oct 18)			Difference		
	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
<b>Kirklees</b>	62.6	71.3	54.5	65.3	74.5	56.5	66.5	74.5	58.3	67.6	75.0	60.6	+1.1	+0.5	+2.3
<b>England</b>	64.1	72.6	56.0	67.3	75.4	59.7	69.0	76.5	61.8	70.2	77.5	63.2	+1.2	+1	+1.4
<b>Yorkshire and The Humber</b>	62.1	71.1	53.5	65.1	73.5	57.1	67.1	74.7	59.7	68.0	75.4	60.8	+0.9	+0.7	+0.9
<b>Statistical Neighbours</b>	59.4			63.5			65.1			67.1					
<b>Latest national rank</b>				78			112			118					
<b>Quartile banding</b>				C			C			D					

In Kirklees, the percentage achieving at least the expected level across all early learning goals increased by 1.1%. Nationally the increase was 1.2%. The gap between Kirklees and national learners is becoming wider. For the second consecutive year Kirklees has seen the gap between boys and girls narrow, but we need to take into consideration that girl's outcomes were not as positive as in previous years; the gap between Kirklees girls and girls nationally is currently 2.5%, the largest it has been in 5 years. Kirklees boys have slowly been closing the gap with boys national, the gap is the smallest it has been since 2015. It is now 2.6% below national. In 2017, whilst the LA remained in quartile banding C, Kirklees dropped 34 places in the national ranking. 2018 saw a further drop of 6 positions to rank 118 Band D. Writing, reading, number and the communication strands saw a large number of 1's attained by Kirklees children compared to the other areas of development. The table below shows the percentage of children achieving the expected standard (2) in each area of development.

### Percentage of Children Reaching at least the Expected levels of development 2018

Areas of Development (SFR October 2018)		National	Kirklees	Kirklees rank/band
		All		
<b>Communication and language</b>	Listening & Attention	86.3%	85.6%	97 Band C
	Understanding	86.0%	85.4%	
	Speaking	85.6%	85.2%	
<b>Physical Development</b>	Moving & Handling	89.5%	88.8%	103 Band C
	Health & self-care	91.2%	90.6%	
<b>PSED</b>	Self-Confidence & self-awareness	88.9%	89.9%	58 Band B
	Managing feelings & behaviour	87.9%	88.8%	
	Making relationships	89.7%	90.4%	
<b>Literacy</b>	Reading	77.0%	75.4%	116 Band D
	Writing	73.7%	71.2%	
<b>Mathematics</b>	Numbers	79.6%	77.2%	111 Band C
	Shape Space and Measures	81.7%	80.1%	
<b>Understanding of the world</b>	People & communities	85.9%	86.3%	93 Band C
	The world	85.8%	85.8%	
	Technology	93.1%	91.2%	
<b>Expressive Arts and design</b>	Exploring and using media & materials	89.0%	88.8%	95 Band C
	Being Imaginative	88.7%	88.2%	

Greater than national year on year improvements were seen in most development areas (but not in literacy or expressive arts) In summary the pattern of attainment across the learning goals; Number is 2.4% below national, writing is 2.5% below national, Reading and Shape, Space and Measures are both 1.6% below national. Boys' attainment in Number and Writing have the largest gaps compared to boys nationally. The attainment gap in writing is also a concern, in 2018 this is particularly the case for girls. SSIF bids and research projects are being used to support improvement in these areas. Early indications show that some improvements are beginning to be seen.

#### **4.1.2 In summary: EYFS outcomes and improvement strategy**

The number of children gaining a good level of development in their reception year, has increased each year. However, there is still a gap between Kirklees and national outcomes (2.1% below National).

#### **Focus Areas**

- Reducing the gender gap to be at least in line with the national gender gap.
- Continue to increase outcomes in CLLD which in turn will support Literacy outcomes.
- Supporting improvements in the teaching of Mathematics.
- Diminishing the difference in outcomes between boys and girls for the Good Level of Development (GLD) score
- Reduce the attainment gaps for 'at least expected standard' in all areas to be at least in line with the national gap.

## 4.2.1 OUTCOMES 2018 KEY STAGE 1

In 2018, at the end of Key Stage 1 (age 7), 5,672 pupils (2766 girls and 2906 boys) in Kirklees schools were assessed in reading; writing; mathematics and science. Local attainment in each of the subject areas of reading, writing and maths is around 3% below that seen nationally at both the expected and the national standard. Science outcomes are 2% below that seen nationally. The local authority continue to remain in quartile band D but increased attainment in 2018 has resulted in some significant increases in the LA's position in the national rank. Context data found in appendix 4

SFR Dec 2017 & Sep 2018	2016				2017 (LAIT)				2018 (LAIT ALL & SFR Gender)												
	Reading	Writing	Maths	Science	Reading	Writing	Maths	Science	Reading			Writing			Maths			Science			
									All	Girls	Boys	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys	
% Pupils achieving Key Stage 1 Expected Standard																					
<b>Kirklees</b>	71	63	70	79	72	64	71	78	72	77	68	67	75	60	73	75	72	81	83	78	
<b>England</b>	74	65	73	82	76	68	75	83	75	80	71	70	77	63	76	77	75	83	85	80	
<b>Yorkshire and The Humber</b>	71	63	70	79	72	66	73	80	72	77	68	67	74	61	74	75	73	80	83	78	
<b>Statistical Neighbours</b>	71.2	61.9	70.2	79.6	72.8	65.5	72.8	79.8	73.2			67.5			74.3			80.8			
<b>Latest national rank</b>					123	127	133	128	124			116			126			102			
<b>Quartile banding</b>					D	D	D	D	D			D			D			D			

There has been an improvement in Maths and Science which is faster than national rate of improvement in these areas. Therefore the gap with national has been reduced in these subject areas. The LA has moved 7 position up the national ranking in maths and 26 positions up the ranking in science.

In 2018, Reading attainment remained at 72%. The national percentage decreased by 1%, therefore the gap between the LA and national reduced. Despite the reduction with the LA gap reading has dropped one position to 124 out of 152.

In writing, 67% of pupils reached the expected standard in 2018. Changes made within the 2017/18 writing TA frameworks mean judgements in 2018 are not directly comparable to those made using the previous interim frameworks. The LA moved 11 positions up the national ranking as a result of a greater proportion of pupils achieving the standard.

Attainment in Reading, Writing and Maths is 3% below national and science is 2% below national at the expected level. Attainment remained lowest in writing Teacher Assessment, at 67%, and highest in science Teacher Assessment, at 81%.

More girls reached the expected standard than boys in all KS1 subjects. The subject with the largest difference in attainment by gender continued to be writing, with a gap of 15 percentage points between girls (75%) and boys (60%). The gender attainment gap was 9 percentage points in reading, with 77% of girls and 68% of boys reaching the standard. The gap was narrowest for maths at 3 percentage points, where 75% of girls reached the standard compared to 72% of boys. The gap has increased in writing and maths by 1 %. The reading gap remains the same in 2018 compared to 2017.

SFR Dec 2017 & Sept 2018	2016			2017 (LAIT)			2018 (All LAIT, Gender SFR)								
	Reading	Writing	Maths	Reading	Writing	Maths	Reading			Writing			Maths		
							All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
% Pupils achieving Key Stage 1 Higher standard															
<b>Kirklees</b>	18	11	15	21	13	18	23	26	20	13	17	10	19	16	22
<b>England</b>	24	13	18	25	16	21	26	29	22	16	20	12	22	20	24
<b>Yorkshire and The Humber</b>	21	12	16	22	14	19	23	27	20	14	19	11	20	18	22
<b>Statistical Neighbours</b>				22.4	13.9	18.5	22.9			14.1			19.7		
<b>Latest national rank</b>				121	117	107	107			115			116		
<b>Quartile banding</b>				D	D	D	D			D			D		

The percentage of learners meeting the higher standard at KS1 reading has increased more rapidly than national and at the same pace for maths in 2018. Kirklees learners continue to reduce the gap in attainment for reading at the higher standard this has resulted in a 14 position increase up the national ranking. Girls attainment is higher than boys in reading and writing which mirroring the national picture.

Whilst the proportion of Kirklees children attaining the higher standard has remained the same in writing, the LA has moved 2 positions up the national ranking.

Despite an increase of 1% on 2017 mathematics outcomes, the LA has dropped 9 positions on the national rank to 116 out of 152. Boy's attainment is highest in mathematics. Girl's mathematics at the higher standard has the biggest gap with national comparators of all subjects by gender breakdown.

There is a gap between girls in Kirklees and girls nationally for each subject area. There is a gap between boys in Kirklees and boys nationally. The boys' gap is 2 % in all subjects, narrower than the female gap which is 3% at its smallest. The gap in Kirklees appears to have reduced. However, we need to take account of girls' performance reducing which impacts on this measure.

#### 4.2.2 2012 – 2018 Key Stage 1 Phonics Outcomes (all pupils)

The phonics screening check is a statutory assessment for all pupils in year 1 (typically aged 6) to assess whether they have met the expected standard in phonic decoding. All state-funded schools with a year 1 cohort must administer the check. Those pupils who did not meet the standard in year 1 or who were not checked, must take part in the check at the end of year 2 (typically aged 7). Teachers administer the check one-on-one with each pupil and record whether their response to each of the 40 words is correct. Each pupil is awarded a mark between 0 and 40 and in 2018, as in previous years, the threshold to determine whether a pupil had met the expected standard is 32. Since 2014, this threshold mark has not been communicated to schools until after the screening check has been completed, however its year-on-year stability means it is predictable.

% Pupils achieving the expected level in Phonics decoding	2012	2013	2014	2015	2016		2017			2018 (SFR & LAIT)			
	All	All	All	All	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
<b>Kirklees</b>	59.0	70.0	76.0	76.0	78.0	82	75	79	84	74	80	84	76
<b>England</b>	58.0	69.0	74.0	77.0	81.0	84	77	81	85	78	82	86	79
<b>Yorkshire and the Humber</b>	57.0	67.0	72.0	74.0	78.0	83	74	79	83	75	80	84	77
<b>Statistical neighbours</b>	58.4	68.2	73.9	76.7	80.8			80.5			82.0		
<b>Latest national rank</b>								112			125		
<b>Quartile banding</b>								D			D		

80% of pupils met the expected standard in the phonics screening check at the end of year 1, an increase of 21 percentage points since the introduction of the check in 2012. The LA is placed 125 / 152 on the national ranking, dropping 13 positions on 2017.

The gap between Kirklees learners and national learners has remained the same in 2018 (2%). A greater proportion of girls continue to meet the phonics standard, with 84% of girls and 76% of boys meeting the standard in 2018. In Kirklees boy's attainment is significantly lower than boy's attainment nationally.

### 4.2.3 In summary: Key Stage 1 outcomes and improvement strategy

By the end of Key Stage 1 outcomes are below those seen nationally. This can be evidenced in the LA's position in national ranking systems. However, LA matrix suggests that year on year improvements are now in Band A for reading GDS, writing EXP and science. LA officers are aware that this needs to continue in all subject areas in order to close the gap with national and move into Band c or above for attainment in Key stage 1.

In the Phonics check outcomes have fallen below national over three years and this is particularly an issue for disadvantaged pupils identified as entitled to free school meals and SEN support children. This drop in standards could have implications for future progress in reading. The LA matrix suggests that the 3 year improvement progress ranking is now 57 Band C, and year on year improvement ranking is 70 (Band D).

#### Areas of focus

- To improve the pass rate in phonics, thereby diminishing the difference with national.
- To diminish the attainment gap between Kirklees children compared to children nationally in reading, writing and maths ( at the expected and higher standard) internal data suggests this is particular the case for -
  - for disadvantaged and SEND (especially SEN support) children.
  - for Asian and mixed ethnicity children ( particularly boys)



### 4.3.1 OUTCOMES 2018 KEY STAGE 2

In 2018, at the end of Key Stage 2 (Year 6), 5,311 pupils in Kirklees schools were assessed in reading; grammar, punctuation and spelling (GPS); writing; and mathematics. Local attainment in the combined measure of reading, writing and maths (RWM) is around 2% below that seen nationally placing the LA 110 out of 152 in the national rank. Context data found in appendix 5.

#### 2018 Key Stage 2: Attainment (LAIT & DFE SFR)

Across separate subjects, attainment was below the national average for the percentage of pupils achieving the 'expected standard' in reading, writing and maths. The difference is most marked, and similar, in reading and maths. In writing, outcomes have improved over the last two years and are closer to the national average (2% below).

% Pupils meeting expected standards	Reading			Writing(TA)			Maths			RW&M			GPS		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
<b>Kirklees</b>	62.0	67.0	73.0	70.0	74.0	76.0	67.0	73.0	73.0	49.0	57.0	62.0	69.0	76.0	76.0
<b>England</b>	66.0	72.0	75.0	74.0	76.0	78.0	70.0	75.0	76.0	53.0	61.1	64.0	73.0	77.0	78.0
<b>Yorkshire and the Humber</b>	62.0	68.0	73.0	73.0	75.0	77.0	67.0	73.0	74.0	50.0	58.0	62.0	70.0	75.0	76.0
<b>Statistical neighbours</b>	64.3	69.3	74.1	72.2	75.1	77.3	69.2	74.0	75.0	51.8	59.0	63.4	72.7	76.9	77.40
<b>Kirklees LA ranking (out of 150 Las)</b>	122	124	113 (D)	126	121	121 (D)	113	110	119(D)	123	114	110 (D)	127	104	110 (D)

Since 2016, the percentage of Kirklees learners meeting the expected standard has increased in every subject area and significantly in some. The gap between Kirklees and national average has reduced in all area except maths. RWM combined now has a 2% gap with National. All measures except maths have moved up the national ranking system since the new standards were introduced. This year, whilst still in quartile D, a huge improvement has been seen in reading (up 11 positions) and RWM (up 4 positions). Writing is the lowest ranked subject area at the expected level. The LA dropped 6 positions in the national ranking at the expected level for GPS.

In 2018, a higher percentage of girls met the national expected standard than boys. This was the case across all subject areas: reading, writing, maths and the combined score for these (RWM). The greatest gender gap was seen in writing, where approximately 13% more girls attained the expected standard compared to boys. The smallest difference was within maths, where attainment of boys and girls was the same. Whilst the gaps between Kirklees girls and girls nationally has reduced in reading and RWM, it has grown by 1 percent in writing and maths.

Kirklees boys have reduced the gap further in reading to 3 percent below national, but have been unable to reduce the gap in writing, maths and the combined measure which have increased by 1% on 2017.

% Pupils meeting higher standards	Reading			Writing(TA)			Maths			RW&M			GPS		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
<b>Kirklees</b>	15	21	25	8	12	15	15	21	21	3	6	8	20	28	33
<b>England</b>	19	25	28	15	18	20	17	23	24	5	9	10	23	31	34
<b>Yorkshire and the Humber</b>	16	22	26	14	17	19	14	20	21	4	7	9.0	19	27	32
<b>Statistical neighbours</b>	16.5	21.7	25.9	12.9	15.7	17.5	15.4	20.9	21.7	4.5	7.4	8.4	21.1	29.7	33.3
<b>Kirklees LA ranking (out of 150 Las)</b>	NA	116	114 (D)	137	135	137 (D)	NA	99	103 (D)	129	127	109 (D)	NA	96	88 (C)

At the higher level, year on year improvements have been seen in all measures except maths and the gap with national has reduced slightly in all measures except maths. As a result Kirklees has moved up the national rankings in reading (2 positions), GPS (8 positions) but has moved down 4 position in maths and 2 positions in writing. Writing continues to be the lowest ranked subject area for pupils achieving the higher level.

A larger proportion of girls attained the higher standard in Reading and writing, but a larger proportion of boys still meet the higher standards in maths. Girls reading and writing is improving at a faster rate than national therefore reducing the gap, however Kirklees girls are losing pace in maths at the higher standard with their national comparisons. Boys have significantly reduced the gap with national at the higher standard in writing over the past 2 years, gaps with boys nationally in reading and maths have been variable over three years with no clear pattern emerging.

#### **4.3.2 2018: Key Stage 2: Progress**

Overall progress made by pupils from Key Stage 1 through to the end of Key Stage 2, measured as the new Progress Score. Progress Scores are used to determine whether a school has achieved the national Floor Standard – the minimum standard expected by the DFE. In 2018, 5100 children counted in the reading progress measure, 5108 children in the writing progress measure and 5097 in the maths progress measure. Approximately 5311 children sat the end of key stage tests and 5308 were teacher assessed for writing.

The progress score at KS2 for all pupils in Kirklees:-

% Pupil Progress Scores by the end of Key Stage 2	2016 (LAIT)			2017 (LAIT)			2018 (LAIT)		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
<b>Kirklees</b>	- 1.2	-1.3	- 0.70	-1.3	-1.2	-0.50	-1.1	-1.0	-0.7
<b>England</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Yorkshire and the Humber</b>	- 0.5	+ 0.1	- 0.10	-0.3	+0.1	0.00	-0.2	+0.1	+0.1
<b>Statistical neighbours</b>	- 0.07	- 0.06	+ 0.26	-0.29	-0.03	+0.11	-0.03	+0.01	+0.01
<b>Kirklees LA ranking</b>	144	133	118	144 (D)	139 (D)	104 (C)	146 (D)	142 (D)	124 (D)
<b>Floor standard trigger</b>	- 5.0	- 7.0	- 5.0	- 5.0	- 7.0	- 5.0	- 5.0	- 7.0	- 5.0

- Reading:** In 2018 average progress score was -1.1. This was below the England standard (measured as '0') and below both Yorkshire and the Humber and statistical neighbours. All prior attainment groups were below zero. The lowest progress scores were seen children in the lower ability bands 3 – 10 APS and 14 – 15.5 APS at KS1. This was also seen in the children that had experienced a first / middle education and those who had an infant /junior experience. Reading progress ranking has dropped to 2 places to 146 (Band D)
- Writing:** In 2018 the average progress score was -1.0, Children who achieved 1, 2c and 3 in the old levels systems had the most negative progress scores and at least 30% of these cohorts achieving a progress score less than -6. More than 50% of the most able children in Kirklees based on KS1 scores had a progress score of -4 or below. In junior schools children attaining 1's and 3's in the old levels system at KS1 had the lowest progress scores, a patterned mirrored by the children in the first / middle schools system. This was below the England standard and below both Yorkshire and the Humber and statistical neighbours. A drop of 3 places to rank 142 band D was seen in 2018.
- Maths:** In 2018 the average progress score was -0.7. This was below the England standard and Yorkshire and the Humber. The most able those with a KS1 APS of greater than 20 and the least able had the most negative progress scores. Less than 43% of the most able scored a progress score above 0 and only 35% of the SEN children with a score <3 at KS1 had a progress score above 0. Children that achieved 2c and 2b in the old levels system (aps 14 – 15.5) had the lowest progress scores. Those children in the first / middle school system had the lowest progress at this APS (-4.9) with only 8% achieving a positive progress score. 52% of junior school children with the same starting point achieve a positive progress score and the group have a cumulative progress score of -0.2. Junior schools had a large number of children in the 10 – 14 APS band that struggled to achieve a progress score above zero. A drop of 20 places to rank 124 band D was seen in 2018. Based on average progress scores, the overall Key Stage 2 outcomes are well below national, regional and statistical neighbour outcomes.

Between the end of KS1 and KS2, the progress made by girls was above boys in reading and writing, but less in maths. This trend is seen in Girls nationally. Kirklees girls are making less progress than girls nationally, 1.2 progress points lower in reading, 1.0 points in writing and 0.8 points in maths.

Kirklees boys are making less progress than boys nationally, 0.9 points lower in reading, 1.0 points lower in writing and 0.6 points lower in maths. Progress of girls in reading, writing and boy's progress in maths is of grave concern. Further work with schools will consider the relative attainment and progress of boys and girls with different levels of prior attainment at the end of KS1.

### **KEY STAGE 2: SUB-GROUPS OF PUPILS: PUPILS WITH A MAJOR LANGUAGE OTHER THAN ENGLISH**

In 2018, 803 girls and 746 boys had a first language other than English (29.5% in total), a similar proportion to that seen in 2017. Nationally, approximately 20 % of the year 6 cohort had a first language other than English in 2018 decreased from 28.2% in 2017 (taken from FFT).

### **Attainment: % pupils with a major language other than English meeting expected standards – RWM Combined published in DfE SFR**

% Pupils attaining expected standards by first language (NEXUS)	RW&M (SFR)		
	2016	2017	2018
Kirklees - English	51	50	63
Kirklees – All other pupils	44	53	58
England - English	54	62	65
England – All other pupils	52	61	65

The proportion of Kirklees children with a first language other than English meeting the expected standard has increased at a faster than national pace in all measures since 2016. The gap between Kirklees – other than English children and their national comparisons is now 6.3 percentage points below in reading, 4.6 percentage points below in writing, 6 percentage points below in maths, 7 percentage points below in RWM and 4 percentage points below in GPS. Reading remains the subject with the largest gap between Kirklees children with a first language English and those where it is not.

### **Progress: KS1 – KS2 progress scores for pupils with a major language other than English (Nexus sept 2018) SFR Dec 2018**

KS1 – KS2 Progress Scores (SFR)	Reading			Writing			Maths		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Kirklees - English	-1.1	-1.0	-0.9	-1.7	-1.5	-1.3	-1.0	-1.0	-1.0
Kirklees – All other pupils	-1.5	-2.0	-1.4	-0.3	-0.4	-0.3	+0.4	+0.4	+0.1
Kirklees – NOT (NEXUS)	-1.9	-5.5	+1.63	-3.1	-3.8	-4.81	-2.0	-2.7	-1.0
England - English	-0.1	-0.1	-0.1	-0.3	-0.3	-0.2	-0.4	-0.5	-0.4

<b>England – All other pupils</b>	<b>+0.3</b>	<b>+0.2</b>	<b>+0.6</b>	<b>+1.5</b>	<b>+1.3</b>	<b>+1.3</b>	<b>+2.0</b>	<b>+2.0</b>	<b>+2.1</b>
<b>England – NOT (NEXUS)</b>	<b>-0.9</b>	<b>+0.3</b>	<b>-0.6</b>	<b>-1.2</b>	<b>+0.4</b>	<b>-0.7</b>	<b>-1.4</b>	<b>+0.4</b>	<b>-0.8</b>
<b>National Floor Standard</b>		<b>-5.0</b>			<b>-7.0</b>			<b>-5.0</b>	

Nationally pupils whose first language is other than English make more progress in all subjects compared to pupils with similar prior attainment nationally. This pattern is also seen in Kirklees with the exception of reading, where children with a first language other than English make least progress.

Between the end of KS1 and KS2, pupils with a major language other than English made the best progress in maths, well above that seen for other pupils in Kirklees. Progress in writing for this group was greater than locally. Progress in reading was below that for other pupils. Further work with schools will consider comparisons relating to national progress for all pupils

### 4.3.3 KEY STAGE 2

#### In summary: Key Stage 2 outcomes and improvement strategy

Overall, by the end of Key Stage 2, attainment was significantly below that seen nationally. Whilst still in quartile D, 8 out of the 10 headline measures at expected and greater depth have moved up the LA ranking.

#### Areas of focus.

- Support schools in making further improvements in the proportion of children meeting the reading for all children
- Improving the attainment of boys (an increase in boys attainment would improve results for all key measures)
- Improving outcomes for higher attaining girls in maths
- Further diminishing the attainment gap in reading, writing and maths, between disadvantaged pupils and all other children

#### 4.4.1 OUTCOMES 2017 KEY STAGE 4

At the end of Key Stage 4 (Year 11), around 4490 pupils took GCSE or equivalent qualifications in Kirklees. 7.8% (10.2% nationally) of the cohort qualified for SEN support and 3.8% (3.7% nationally) had an EHCP in place. The 2018 headline accountability measures for secondary schools are:

- Progress 8 (adjusted);
- Attainment 8;
- the percentage of pupils achieving a grade 5 or above in English and maths;
- the percentage of pupils entering the EBacc;
- EBacc Average Point Score (APS) – new measure in 2018
- the percentage of students staying in education or employment after key stage 4 (destinations).

In 2018, an additional 20 reformed GCSEs graded on a 9-1 scale were sat by pupils for the first time, along with the English language, English literature and mathematics GCSEs which were reformed in 2017. Further reformed GCSEs in other subjects will be phased in over the next 3 years. To ensure all pupils benefit from the reformed qualifications, only the new GCSEs will be included in secondary school performance measures as they are introduced for each subject.

The tables below show increases across some headline measures in 2018, compared to 2017 validated data, however any change in Attainment 8 may have been affected by the introduction of further reformed GCSEs graded on the 9-1 scale which have a higher maximum score than unreformed GCSEs.

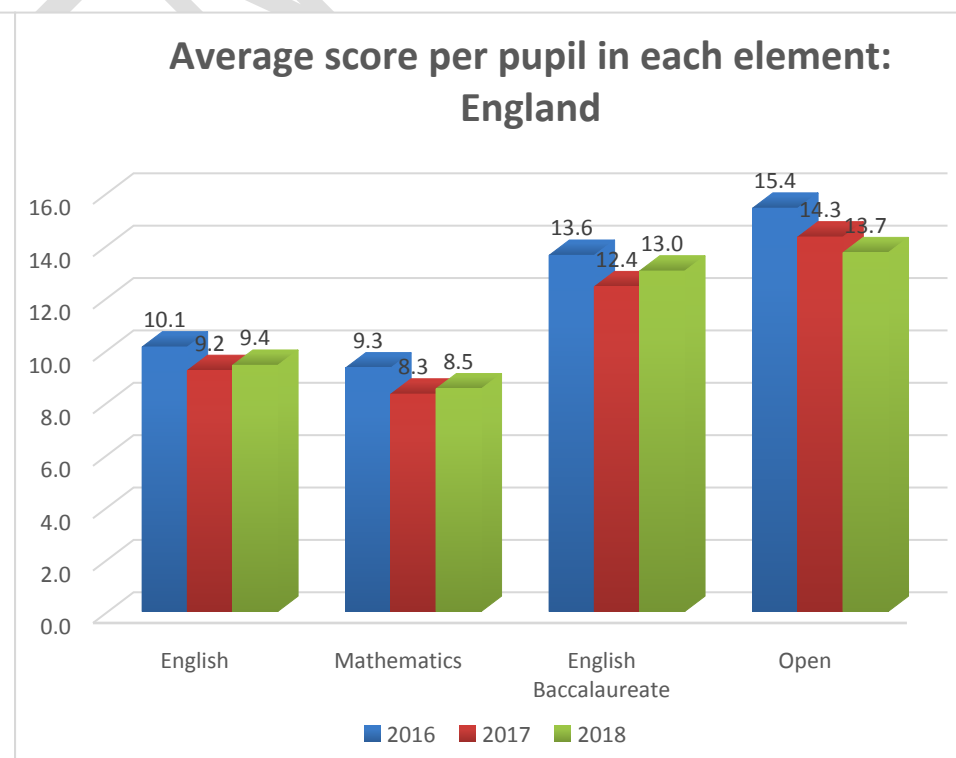
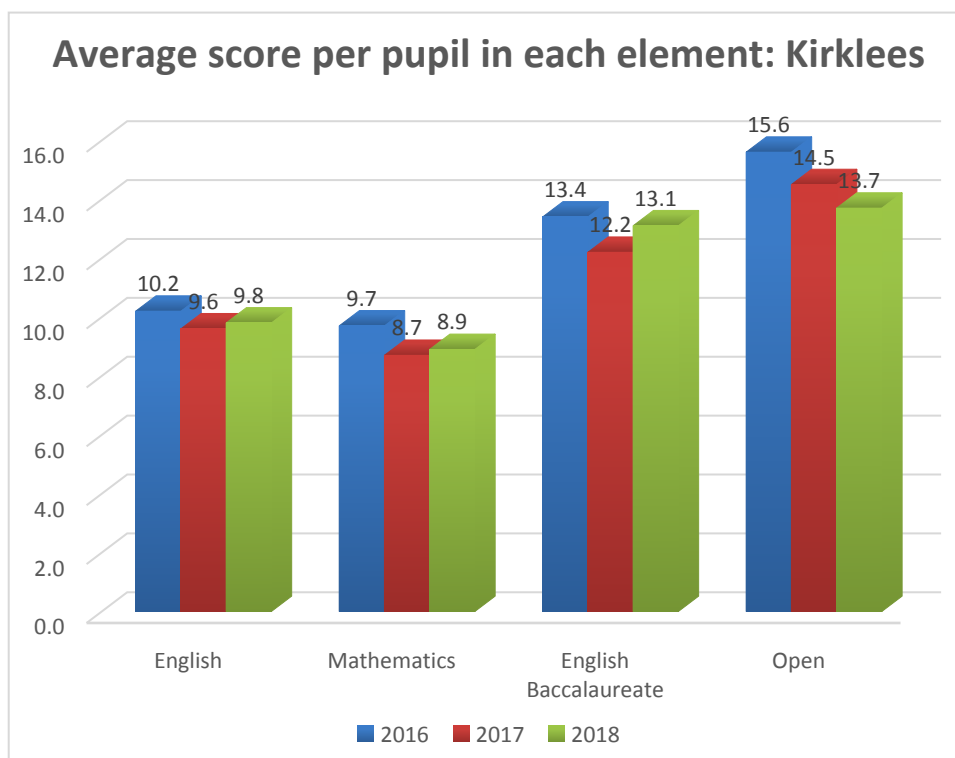
#### **Headlines**

Schools continue to adapt their curricula to match the headline measures. If a pupil has not taken the maximum number of qualifications that count in each pillar of the attainment 8 measure, then they will receive a point score of zero where a slot is empty. In 2018, Kirklees pupils filled on average 2.7 EBacc slots, compared to 2.8 in state funded schools.

**Attainment 8 score** - The methodology for this measure has changed from 2016 to 2017 and 2018. In 2018, Attainment 8 had a maximum point score of 90, compared to a maximum of 87 to 2017 (80 in 2016). as a result of the phased introduction of reformed GCSEs. This difference should be taken into account when considering any change in Attainment 8 scores between 2017 and 2018.

	2016 (LAIT)	2017 (LAIT)	2018 (SFR & LAIT)	Trend	2018 Boys	2018 Girls
Kirklees	48.9	45.3	45.4	+0.1	42	48.9
National	48.5	44.6	44.5	-0.1	41.5	47.7
Yorkshire and Humber	48.9	45.4	45.1	-0.3	42.4	47.9
Statistical Neighbours	49.1	44.95	45.3	+0.19		
Ranking	101	91 ↑	90			
Quartile band	C	C	C			

In comparison to 2017 (LAIT), the average Attainment 8 score per pupil increased by 0.1 points to 45.4. National attainment 8 decreased by 0.1 points to 44.5. Girls continue to outperform boys by 6.9 points – almost 1 grade per subject. Kirklees has moved 1 position up the national ranking system to 90 out of 152 maintaining its position in Band C.





Across each element of Attainment 8, there were increases in the average score per pupil with the exception of the open slots which decreased from 14.3 in 2017 to 13.7 in 2018 (all schools nationally). The patterned was mirrored in Kirklees schools with improvements seen in all measures except for the open bucket.

Kirklees average score per pupil in the EBacc slots increased by 0.9 points to 13.1, a faster than national rise, taking the LA above the national APS in the EBacc bucket. The English and maths elements both had slight (0.2) increases compared to 2017, again an exact mirror of improvements seen nationally.

### **Progress 8**

Progress 8 is a relative measure, which means that the overall national score remains the same between years. In 2018 the Kirklees provisional progress 8 score was -0.04 is well above the floor and coasting standard and above that of statistical neighbours and national (state funded schools was -0.02, LAIT Dec 2018) ranked 73 out of 152 LAs (statistically significantly below). We will look further at patterns in Progress 8 in the sections when we review pupil characteristics, as Progress 8 is more relevant where we can compare between groups. 2018 is the third year in which Progress 8 scores have been published for all state-funded schools. The distribution of Progress 8 scores by school is shown below. Progress 8 scores for mainstream schools at school level run from -3 to 1.8, (compared with -2.09 to +0.71 in Kirklees, including special schools) with approximately 99% of schools' scores between -1.3 and +1.3 nationally in 2018.

In 2017, a new methodology was implemented which changed the basis for calculating key stage 2 prior attainment. Previously attainment had been calculated using an average for English (reading and writing) and maths scores. This was revised to be just reading and maths. This resulted in a larger proportion of pupils with higher key stage 2 prior attainment scores.

The Progress 8 measure should not be compared year on year, however, at school level it may be useful to compare a school's percentile rank based on Progress 8. For example, knowing a school had a Progress 8 score of -0.2 in 2016 and a score of -0.2 in 2017 tells you how the school did compared to national average in those years but not whether their performance improved across years. However, knowing that they were in the 68th percentile in 2017 and in the 76th percentile in 2018 tells you they have declined over time compared to other schools. Percentile ranks should still be comparable despite possible changes in the distribution of Progress 8 scores and are a good starting point for understanding performance on this measure over time.



	2016 (LAIT)	2017 (LAIT)	2018 (SFR & LAIT)	2018 Boys	2018 Girls
Kirklees	-0.11	-0.02 ↑	-0.04	-0.36	0.27
Yorkshire and Humber	-0.03	0.03	-0.02	-0.25	0.23
Statistical Neighbours	-0.13	-0.11	-0.11		
State funded National Average		-0.03	-0.02	-0.25	0.22
Kirklees Ranking	100	68 ↑	73 ↓		
Quartile banding	C	B	C		

The progress gender gap in Kirklees (0.63) is bigger than national (0.48) gender gap. The gender gap has increased in Kirklees. 8 Kirklees schools were significantly above national average (1 maintained, 7 academies), 18 Kirklees schools were significantly below national average (6 maintained schools, 5 academies, 7 special schools)

### Key Stage 4: Progress (Raise / SFR)

#### Progress 8 outcomes.

Progress Scores (average)	2016					2017					2018 (SFR & LAIT)				
	P8	English	Maths	EBacc	Open	P8	English	Maths	EBacc	Open	P8	English	Maths	Ebacc	Open
<b>Kirklees</b>	-0.11	-0.2	0.0	-0.1	-0.1	-0.02	-0.04	0.02	-0.01	-0.03	<b>-0.04</b>	<b>-0.04</b>	<b>0.00</b>	<b>-0.03</b>	<b>-0.11</b>
<b>National state funded</b>						-0.03	-0.04	-0.02	-0.03	-0.04	<b>-0.02</b>	<b>-0.04</b>	<b>-0.02</b>	<b>-0.03</b>	<b>-0.04</b>
<b>Yorkshire and Humber</b>	- 0.03					0.03	0.07	0.02	0.00	0.13	-0.02	-0.06	0.02	-0.06	0.00
<b>Statistical neighbours</b>	- 0.13					-0.11					-0.11				
<b>National Floor Standard</b>	- 0.5					-0.5					-0.5				
<b>Kirklees national ranking</b>	100					68					73 (C)				

The overall Progress 8 score was -0.04 which is below the national state funded average. For English and EBacc, progress was in line with the national state schools averages. Progress for maths was above with average. The open pillar saw a steep decline in 2018.

### Threshold in English and Maths Grade 5+

This measure was introduced in summer 2017.

Percentage of children achieving the threshold in English and maths	2017 9–5 grade (LAIT)	2018 (SFR & LAIT)	2018 Boys (PT)	2018 Girls (PT)
Kirklees	41.4	42.5	37.5	47.7
National	39.6	40.2	36.8	43.9
Yorkshire and Humber	40.7	41.1	37.5	44.8
Statistical Neighbours	39.6	41.16		
Kirklees Ranking	82	75		
Quartile banding	C	C		

The proportion of Kirklees pupils achieving the headline measure of grades 5 or above in English and maths was 42.5% an increase of 1.1% on 2017 data and a faster than national improvement. The LA remains above the national average for all schools (40.2%) in 2018 moving up 7 positions to rank 75 out of 152.

A larger than national gender gap exists in Kirklees with the proportion of boys gaining grade 5+ was 10.2 percentage points below the girls (47.7%)

The lowest attaining groups are the black males (23.8% attaining grade 5+ EM) and mixed males (24.8% attaining 5+ EM). The highest attaining group behind Chinese girls and boys (very small cohort) is the white girls where 49.6% of the cohort attain grade 5+ in English and maths.

The proportion of males with a first language other than English that achieved EM5+ is 34.5%. The proportion of girls with English as their first language attaining EM5+ is almost 10.5 % higher with 44%.

When considering the prior ability of the learners, the groups with the lowest proportion of children achieving at least grade 5 in English and maths compared to their national comparators is high ability boys.

A higher than national proportion of Kirklees children (7.1%) with an EHCP achieving at least grade 5 in English and maths compared to their national comparators (5.3%)

## **Threshold in English and Maths Grade 4+**

The methodology for this measure has changed from 2016 to 2017 and 2018

	<b>2016 provisional (C+)</b>	<b>2017 9–5 grade (LAIT)</b>	<b>2018 (SFR &amp; LAIT)</b>	<b>2018 Boys (PT)</b>	<b>2018 Girls (PT)</b>
Kirklees	61.4%	62.6 ↑	63.6	58.3	68.9
National	58.7%	59.1	59.4	55.5	63.7
Yorkshire and Humber	60.9%	61.8	62.4	58.5	66.5
Statistical Neighbours		61.55	62.44		
Kirklees Ranking	97	89 ↑	80 ↑		
Quartile banding		C	C		

The proportion of Kirklees learners meeting the Grade 4 threshold in English and Maths increased at a greater than National rate to 63.6%; moving the LA 9 places up the national ranking to 80<sup>th</sup> out of 152 LA's. The percentage of boys and girls meeting the grade 4 measure is above their national comparators. The gender gap continues to grow with the percentage of girls meeting the benchmark now 10.6% above boys at 68.9%. A higher proportion of Kirklees girls continue to achieve Grade 4+ than girls nationally.

A smaller proportion of Kirklees children (60.1%) with a first language other than English meet the standard pass for English and maths when compared to national (64.4%) first language other than English learners. The gender gap between these children and their counter parts is larger in Kirklees.

Only the white Kirklees group have a higher proportion of children achieving the standard pass in English and maths grade 4+ compared to national outcomes. The proportion of all other ethnicity groups in Kirklees achieving the standard pass is below national comparators. Mixed children particularly the boys group have the largest gap with national at grade 4+ in English and maths.

A higher number of Kirklees children with an EHCP achieve the standard pass when compared to national (5%). EHCP children. A lower percentage of Non-Sen Kirklees boys achieve the standard pass compared to their national comparators, and a smaller percentage of both boys and girls in receipt of SEN support meet the standard pass compared to national SEN support learners.

## EBacc – entry

The EBacc was first introduced into the performance tables in 2009-10. It allows people to see how many pupils reach the attainment threshold in core academic subjects at key stage 4. The EBacc is made up of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the English Baccalaureate list of qualifications.

	2016 provisional (C+) (LAIT)	2017 (LAIT)	2018 (SFR & LAIT)
Kirklees	36.1	↓ 34.1	41.6
National	36.8%	35.0	35.2
Yorkshire and Humber	36.6%	35.9	35.1
Statistical Neighbours	36.9%	35.58	36.2
Kirklees Ranking	97	↓ 102	51 ↑
Quartile banding		C	B

There has been a huge increase in the percentage of Kirklees pupils entered for all components of the EBacc measure. The LA has moved up to quartile B and rank 51 in the national ranking. Almost half of all Kirklees girls are entered for all components of the EBacc measure compared to a third of boys (33.9%).

The percentage of mixed and black children (particularly boys) entered for all components of the EBacc measure is at least 10% lower than their national comparators. With only 28% of mixed boys and 32% of black boys entered for the languages pillar.

A greater fraction of the Kirklees white group are entered for all the EBacc components compared to national.

When reviewing the percentage entered for each component of the EBacc by prior ability, all abilities in the different components are above national comparators except humanities for the lower ability group of Kirklees learners.

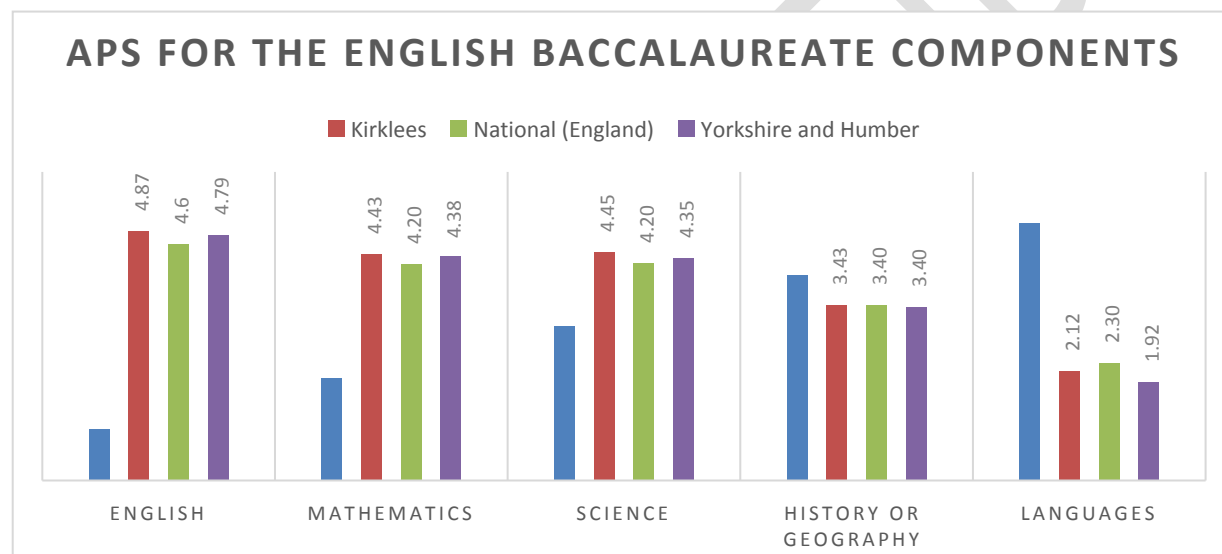
When considering the percentage of Kirklees children with SEN entered for EBacc, a smaller proportion of EHCP were entered compared to national, but a larger proportion of SEN support were entered for the EBacc elements except humanities.

## Average Point Score per pupil – English Baccalaureate

The EBacc average point score (Ebacc APS) is a new headline measure introduced in 2018. EBacc APS has replaced the old threshold attainment measure. As this is a new measure, there is no comparison available for earlier years. The maximum possible EBacc APS is 10.75, which is possible by achieving an A\* in an AS level qualification in each EBacc pillar. Some subjects' EBacc APS is heavily affected by the number of pupils not sitting these subjects and thus scoring zero.

APS per pupil (SFR & LAIT)	2018
Kirklees	3.96
National (England)	3.85
Yorkshire and Humber	3.86
Statistical Neighbours	3.90
Latest National Rank	Rank 83 (band C)

The EBacc APS for all schools nationally was 3.85 averaged an EBacc APS of 3.96 was recorded for Kirklees schools. This places the LA 83 out of 152 on national ranking. In Kirklees the range of EBacc APS was 2.92 – 6.78 for the full cohort (0.00 – 0.50 for special schools).



Across the EBacc subject areas the APS for languages (2.12) was the lowest followed by humanities (3.43), maths (4.43), science (4.45) and English (4.87) was the highest scoring of the 5 areas. This mirrors the national pattern with all areas except languages above the national APS.

## 4.4.2 KEY STAGE 4

### In summary: Key Stage 4 outcomes and improvement strategy

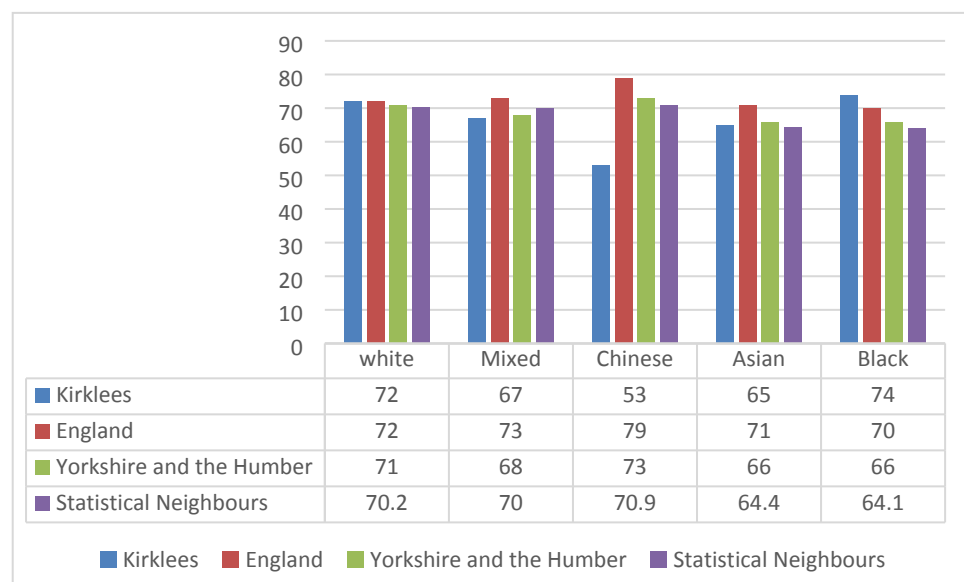
Overall, by the end of Key Stage 4, attainment and progress overall are at least in line with national expectations, if not above. However, whilst overall outcomes are relatively good there is underlying underachievement for some key sub groups and these inform priorities for improvement.

### Areas of focus

- Continuing to strive to improve outcomes and raise aspiration for **all** groups:
  - To build on the priority of improving reading at the end of Key Stage 2 to ensure all pupils' literacy levels are optimised in order to improve their ability to access the secondary curriculum
  - Disadvantaged learners, particularly those in receipt of pupil premium
  - SEND learners
  - Broadening the curriculum to maximise opportunities for learners to access and achieve the full suite of Ebacc subjects particularly Humanities and languages.
  - Considering the impact of social disadvantage on provision relating to behaviour support, exclusions and attendance in order to optimise opportunities for learning
  - Removing barriers for Black and mixed children particularly boys
  - Reducing the gender differential.
- Further investigating outcomes at a broader subject level within secondary schools

## 5.1 Group Analysis

### 5.1.1 Percentage of EYFS attaining GLD by Ethnicity 2018



In 2017, White children lost pace with national comparators, but remained in line with other white children within the Yorkshire and Humber region. The gap between white girls and boys was larger than the national gap; with girls achieving 15% more than the boys within Kirklees. Whilst girls are still 1% below girls nationally, boys are attaining in line with white boys nationally. This has seen the LA move up to rank 65 (and the very top of Band C – Band B is 72.01% and above).

Children with mixed heritage dropped further down the LA ranking to rank 129 in 2018. The gender gap closing further, as a result of girls under performance.

The Chinese cohort is so small that the figures vary widely year on year. 2017 saw a rise in attainment to above national figures, but 2018 saw a steep decline to rank 98 band D. The needs of individual children impact on this measure more than any other major ethnicity group in Kirklees.

Kirklees children of Asian descent have shown improved outcomes year on year between 2013 and 2017. In 2018, the percentage of Asian children attaining GLD remained the same in Kirklees, whilst improvements were seen nationally. As a result, the LA dropped down the national rankings to rank 113 and band D. Reductions seen with the national gap in recent years has also been affected by this lack of improvement seen in 2018. Asian boys are the lowest attaining ethnicity group within Kirklees at this phase.

The cohort (110 children) of Kirklees Black learners is fairly volatile in numbers and the significance changes rapidly. In 2017 Black Kirklees learners achieved in line with national comparators for the first time in 5 years. In 2018, Kirklees black children made greater than national improvements moving beyond the national average. As a result this group of Kirklees children are now in band A rank 20 nationally.

### **5.1.2 Percentage of children attaining the expected standard at KEY STAGE 1 by ethnicity**

In 2018, the Year 2 cohort constituted of 63% pupils are defined as white British, 18.8% Pakistani and 5.1% Indian. The remaining 13% of the pupil population is made up of youngsters from a wide range of ethnic groups.

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In 2018, white children made faster than national improvements in writing, maths, and science. In reading, boys made an improvement but girls remained the same as 2017. The gender gap remains inline or smaller than national in all measures. The largest gap with national is white British boys (3% below national).

Attainment for children with a mixed ethnic background is below the regional and nationally averages in all measures for the second year. Standards in reading have dropped by 5 % for all pupils, with boys dropping 7%. Slight improvements can be seen in the 'all pupils' and 'girls' group for writing, maths and science, but boys attainment has remained the same or dropped. The gap with national has increased in reading and writing and slightly reduced in maths and science, mainly as a result of improved attainment from girls

The proportion of Kirklees Asian children attaining the expected standard is below national for all subject areas for the third consecutive year. The gap with national has reduced in writing, maths and science but increased by 1% in reading.

Black children's attainment continue to fall below national averages in all measures for 'all pupils' group and girls. Boy's attainment in all areas except writing is above or in line with national outcomes for this group.

The Chinese populations is a very small and is subject to large variations in data. 2018 data shows a sharp increase in attainment in all subject areas against 2017 figures. Kirklees Chinese boys are out performing Kirklees Chinese girls and all pupils nationally in 2018.

### **5.1.3 Key Stage 1 Phonics Outcomes: Ethnicity (SFR Sep 2018)**

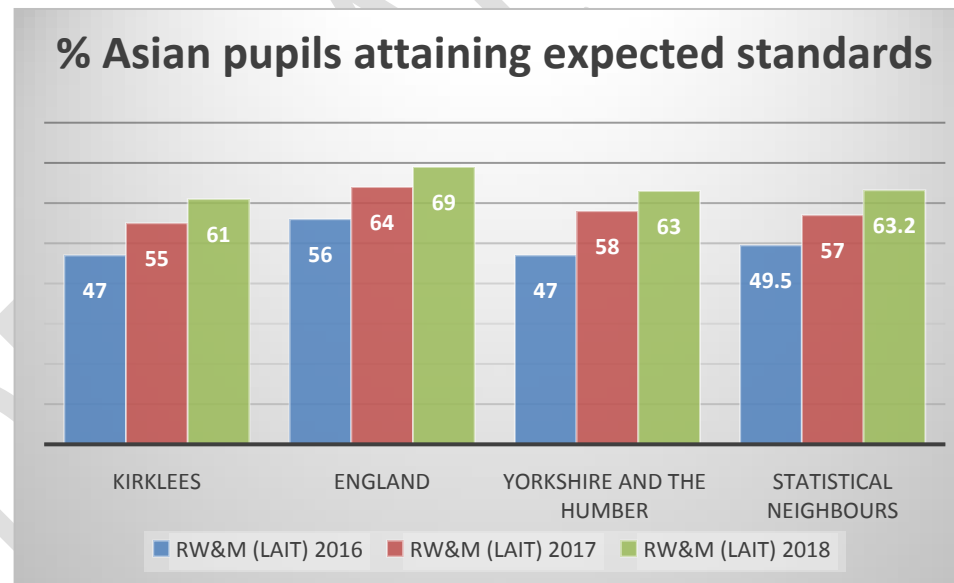
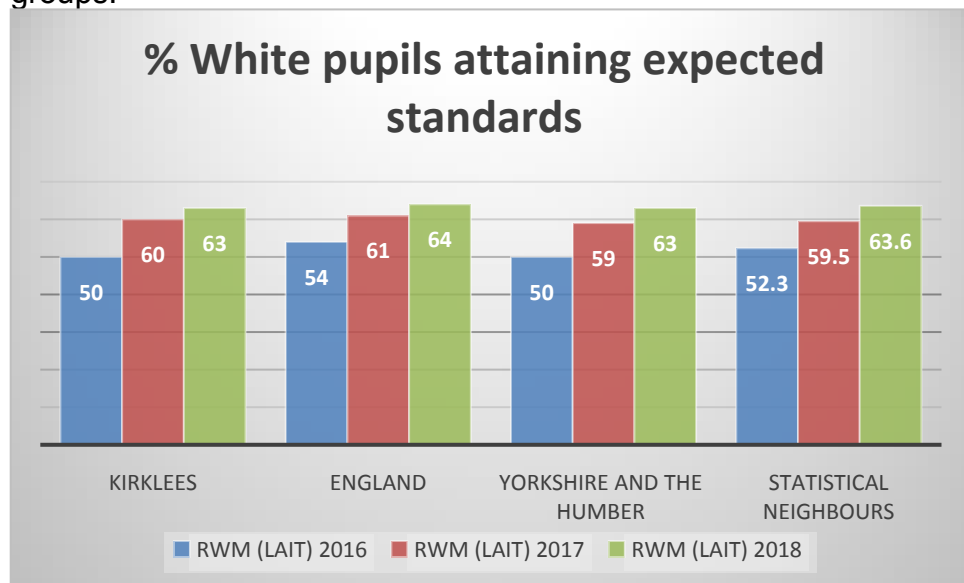
Whilst the attainment of white children national has improved by 1 %, the percentage of Kirklees children passing the phonics check remains static at 79%. The percentage of Kirklees mixed children passing the phonics check has increased by 5% and is now only 1 % behind mixed children nationally. This is a relatively small group so the results are often influenced by other factors.

The proportion of Kirklees Asian children passing the phonics check has increased by 2% for all pupils, with girls improving by 3% and boys by 1%. Asian children have increased attainment at a faster than national rate but still remain 3 % below national for 'all pupils' group. Asian boys (and black girls) are have the biggest gaps with their national comparators (both 6% below).

A three year improvement trend has been seen with the proportion of black children meeting the expected standard, with the gap reducing from 9% in 2016 to 3% in 2018. For the second year boys have attained in line with black boys nationally. The proportion of black girls meeting the expected standard has increased 6 % on 2017. However, the proportion of black girls meeting the expected standard has the largest gap with its national comparators (6%) alongside Asian boys.

### 5.1.4 KEY STAGE 2: SUB-GROUPS OF PUPILS: ETHNICITY SFR / LAIT / NEXUS)

In Kirklees, 63 percent of pupils are defined as white British, 19% Pakistani and 6% Indian. The remaining 12% of the pupil population is made up of youngsters from a wide range of ethnic groups. The graphs below show attainment in the combined measure for the White and Asian groups.



The attainment gap between Kirklees White British children and national comparisons has stayed the same or reduced in all subjects. Reading is now only 0.3% below national, writing is 1.1% below national and maths is 0.8% below national. Despite greater than national rates of improvement in all three subjects and a 3% improvement in RWM combined in 2018, the LA dropped 4 position as on the national ranking to rank 90 band C (RWM).

The gap between Kirklees Asian children and Asian children in the region / statistical neighbours has increased for the last three years and as a result Kirklees Asian children have dropped down the national ranking to 134 in the combined measure. Kirklees are now 8% behind national comparators for the RWM measure.

Children with a mixed ethnic background are underachieving in all measures when compared to regional and national averages. However, year on year improvements have been seen in all subjects except writing. The largest gap with national is seen in reading (13.1%). Kirklees children from a mixed ethnic background are still within the bottom 5 for this group and attainment measure. Kirklees Black children are below national

averages in all measures. Attainment has increased year on year (except writing in 2017) in all subject areas at a faster than national rate. RWM is now in line with the region but still lags behind statistical neighbours and national. This group of learners is ranked 118 on the national scale, 2 positions higher than 2017. The Chinese population is a very small sample size and subject to large variations in data.

#### **5.1.5 Progress: KS1 – KS2 progress scores for pupil groups – SFR Dec 2018**

Progress in reading was closest to national for the white Kirklees learners, and the largest gap seen for mixed ethnic learners and Chinese learners. Progress in writing was closest for black, Chinese and other learners, with the largest gap between white British Kirklees learners and white British learners nationally. The largest gap in maths is for black children. Kirklees Asian children have a neutral progress score for maths but this is still 1.9 points behind progress made in Maths by the national Asian population.

#### **5.1.6 KS4 - Attainment 8 outcomes for Kirklees pupils from different ethnic groups**

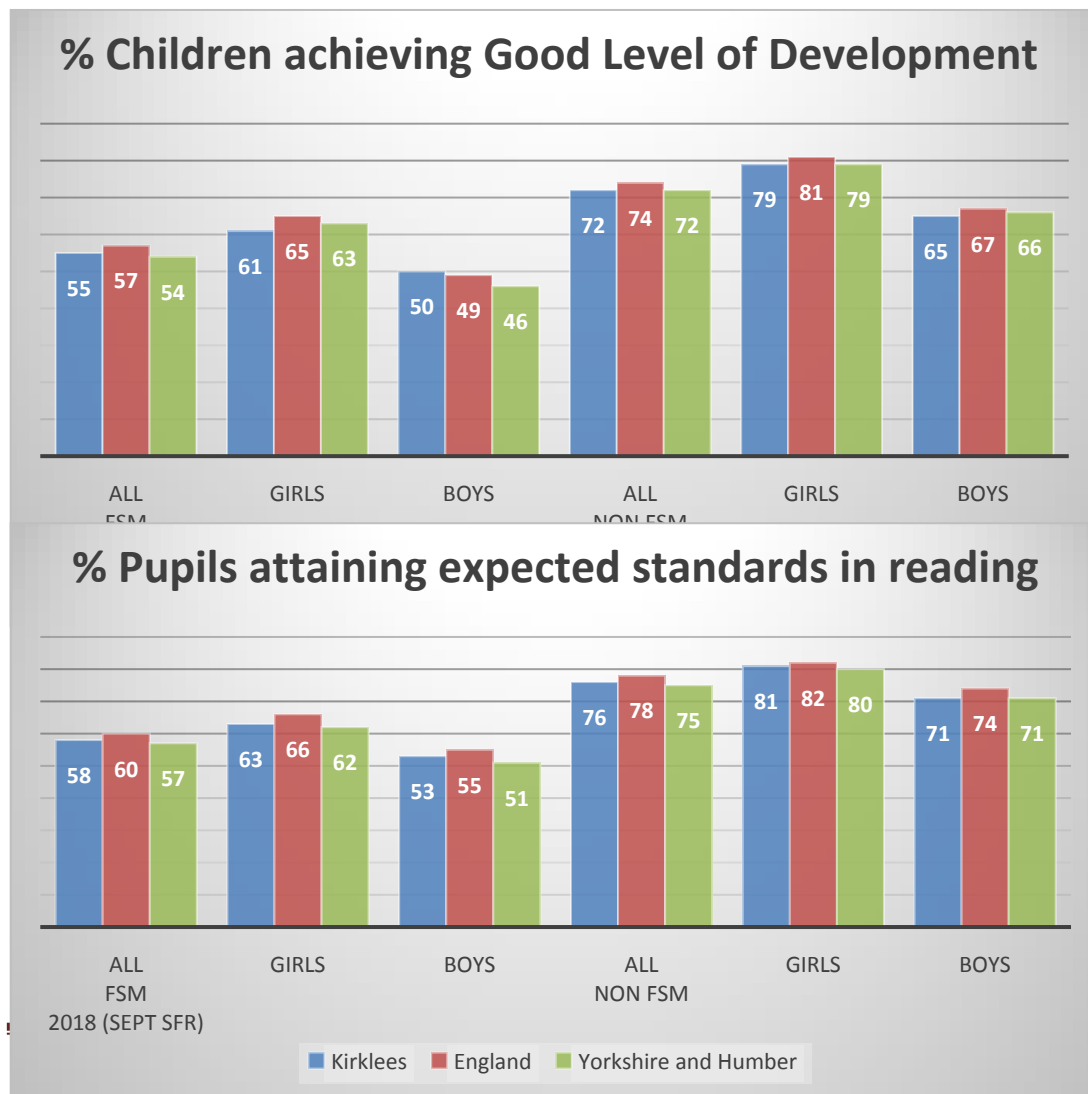
White boys continue to underperform compared to Kirklees girls. Boys underperformance is a contributing factor to the 4 position drop down the LA tables to rank 70 Band B in 2018. The Mixed ethnic group has dropped down the ranking and is now 4<sup>th</sup> from the bottom of the LA tables in position 148. Children who identify as Asian (particularly boys) continue to underperform compared to Asian children nationally. The LA has dropped 5 ranking to 133 out of 152. The attainment of Black pupils has dropped 33 places down the LA ranking to position 138 in 2018. The performance of black boys has taken a sudden drop in 2018. The Chinese group is a very small cohort of children and individual's data has a large sway on the overall figures. Whilst still in Band B, the ranking position has dropped to 38 in 2018. The attainment of Boys has held the measure back.

#### **5.1.7 KS4 - Progress 8 outcomes for Kirklees pupils from different ethnic groups**

Progress of white boys has dropped significantly when compared to boys nationally in 2018. This drop has reduced the overall progress score and resulted in a 10 position drop to rank 77 Band C. Progress of white girls in Kirklees continues to be better than progress nationally. Progress of mixed children but particularly boys has resulted in a very low progress score for the LA and a drop of 10 positions to rank 141 Band D. Kirklees mixed boys achieve half a grade lower in each subject compared to similar boys nationally. The progress of Asian girls in Kirklees is one of the highest performing groups in terms of progress, however this lags behind national comparators. Asian boys are underperforming compared to Asian boys nationally. As a result the group has dropped down the LA rank to 133 band D. Progress of Black boys is -0.33 more than twice as negative as the national Black boys progress score. This has contributed to a 13 position drop to rank 123 Band D.

The Chinese group is a very small population and individuals sway the data quite significantly. Progress of Chinese boys was lower than that of Chinese boys nationally, this has reduced the ranking to position 69 band B. Very strong progress made by girls has meant that the overall group progress is just above the national progress score for this ethnic group.

## 6.1



### 6.1.1 2018 EYFS: FSM eligible Pupils (LAIT Jan 2018)

For the group of FSM learners, in 2018, the attainment improved. Kirklees FSM attainment is now 2% lower than the performance of learners nationally, this gap has narrowed from 3% in 2016. The greatest gap is seen between Kirklees FSM girls and national FSM girls (4% below national).

The gap between Non FSM learners and FSM learners is slightly less than the national gap - 17%. Kirklees FSM ranking improved from Band D to Band C with an increase of 14 places to rank 90 in 2017 and by a further 6 places in 2018 to rank 84. Kirklees Non FSM ranking also moved up the LA ranking but still remains in Band D.

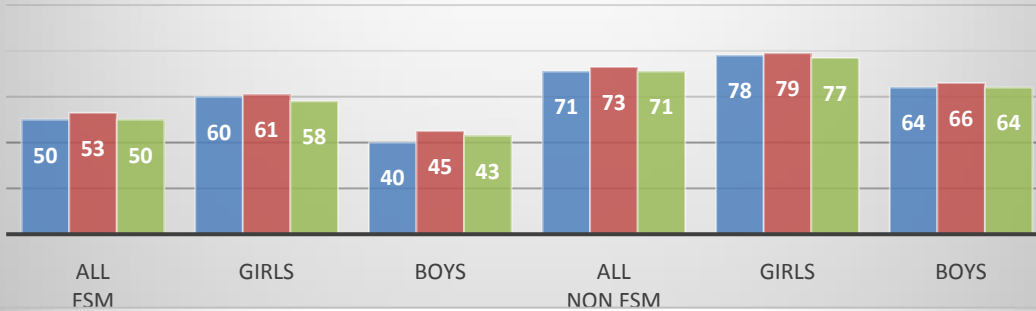
### 6.1.2 KEY STAGE 1: 2018 Attainment: % pupils entitled to free school meals meeting expected standards

1078 KS1 children were entitled to FSM at time of testing 19% compared to 12.8% nationally. This is a reduction of 2% when compared to 2017. 1168 children were entitled to FSM6 funding, this represents 20.5% pupils, above the national average (19.8%).

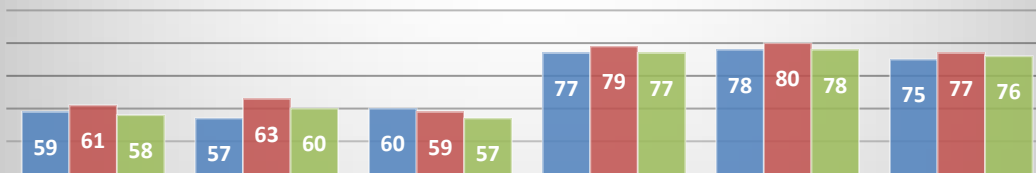
**Reading** - There has been a 1% increase in outcomes for the FSM Group. Whilst girls made an improvement, FSM boys remained the same as 2017. FSM children are achieving above Y&H, and the gap between Kirklees FSM pupils and national comparators has reduced to 2% for all pupils. The gap between FSM girls in Kirklees and their comparators nationally is still an area for concern.

As available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

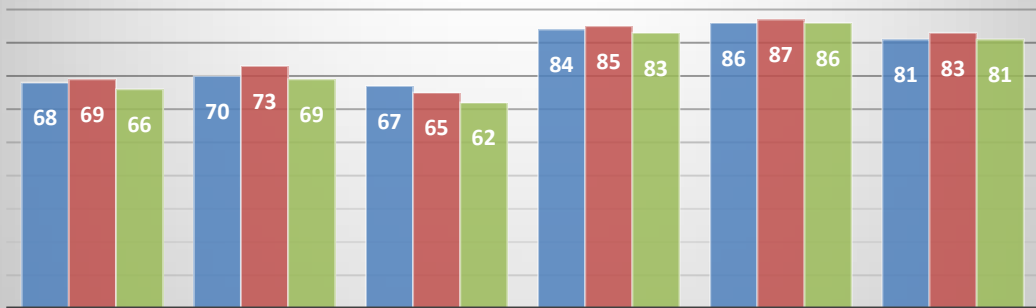
## % Pupils attaining expected standards in writing



## % Pupils attaining expected standards in maths



## % Pupils attaining expected standards in Science



2018 (SEPT SFR)

■ Kirklees ■ England ■ Yorkshire and Humber

### Writing

The proportion of children in receipt of free school meals (FSM) that achieved the expected standard in writing increased by 3%. FSM girls attained 5% more than in 2017, returning Kirklees to the position it was in during 2016. For Kirklees FSM 'all pupils' and 'girls' the rate of progress was better than for the Kirklees non FSM children. The key focus will be on improving outcomes for boys in receipt of FSM.

FSM children remain below national comparators. Attainment of non FSM children increased in 2018 keeping pace with national.

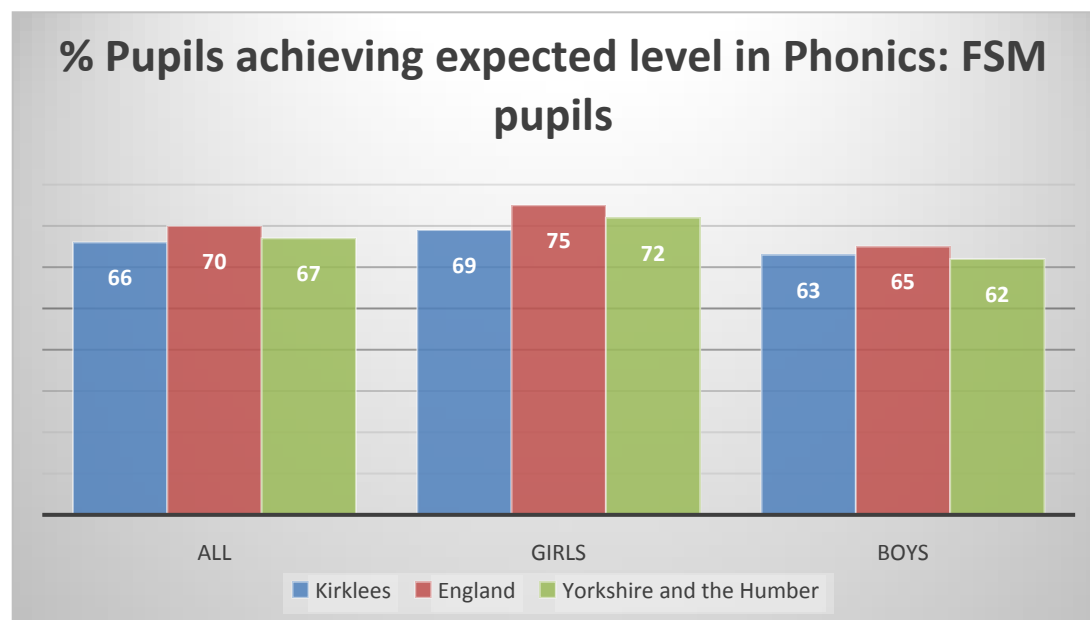
### Maths

FSM 'all pupil' group attainment increased by 4% in 2018. FSM girls sustained the same attainment as 2017, FSM boys improved by 6%. Non FSM pupils increased attainment compared to 2017 at a greater rate than national comparators.

### Science

is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

FSM science attainment in 2018 increased to 1% above 2016 figures for all pupils, a 6% increase on 2017. Whilst girls had a 4% increase, taking it above the YH figure, it still remains 3% below national. Boys attainment increased by 8% in 2018, taking it above national and region boys FSM comparisons. The FSM gender gap has reduced from 10% gap in 2016 to a 3% gap in 2018.



### **6.1.3 Key Stage 1 Phonics Outcomes: pupils entitled to free school meals (FSM)**

In 2016 and 2017 Kirklees FSM learners' outcomes took a sharp dive and outcomes were 4% below national figures. In 2018, the attainment gap remained the same, at 4 percentage points. 66% of pupils eligible for free school meals (FSM) met the expected standard, compared to 82% of all other pupils (a gap of 16 percentage points).

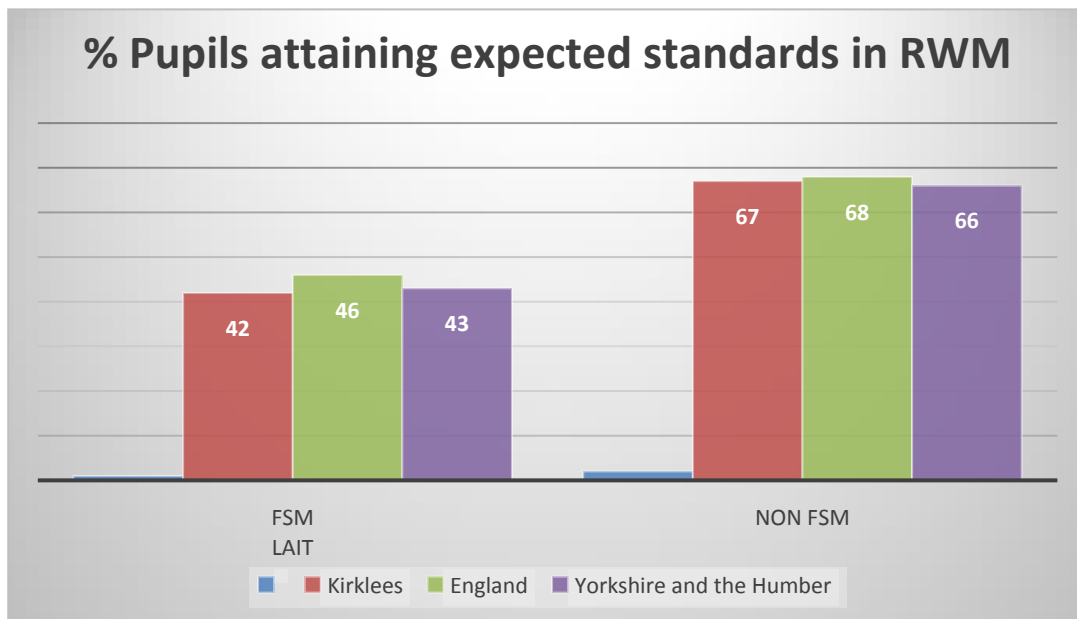
FSM Boys attainment has increased and the gap with national FSM boys is now only 2%. The gap between Kirklees FSM boys and non FSM boys is currently 15 percentage points. The gap between Kirklees FSM girls and national FSM girls has increased (6% below) and are now 17 percentage points behind Kirklees non FSM girls – a growing gap. The attainment of FSM children in Kirklees places the local authority 118 out of 152 a drop of 8 positions compared to 2017.

### **6.1.4 KEY STAGE 2: Attainment: % pupils entitled to free school meals meeting expected standards**

In the year 6 Kirklees cohort that was assessed in summer 2018, 21.2% pupils were eligible for FSM, above the national average of 13.6%. In Kirklees, 10.4% of all girls and 10.8% of all boys were eligible for the additional funding and support almost 4% above national comparators. When considering the proportion of children that had accessed FSM in the last 6 years (FSM6), the figures increased again and markedly so for National to 28.4%. Kirklees FSM6 was 29.9% overall, 14.8% for girls and 15.1% for boys. This suggests that Kirklees children were eligible for a more sustained period of time.



## RWM - Published Data



For the combined measure the gap between the proportion of Kirklees FSM children and national FSM children achieving the expected standard remained static at 4% below national in 2018. Despite this the LA dropped 9 places on the national rank to 104 (Band C). The gap reduced to 1% below national for Kirklees non FSM children, moving 12 places up the national rank to 87 (Band C). A lower proportion of FSM children in Kirklees (42%) achieved the combined measure than national FSM children (46%). When considering the impact of gender on the FSM / Non FSM gap, it is clear that the FSM boys (6.1%) gap is larger than the FSM girls (4.7%).

In all subject areas, there is a wide variation in through schools, middle schools and junior schools.

**Reading** - Kirklees FSM children saw a 5.2% rise in attainment at the expected level in reading. A 5.4% rise was seen nationally, thereby increasing the FSM gap with national. Kirklees Non FSM children are beginning to close the gap with national comparators. The proportion of Kirklees FSM children reaching the expected standard is below national comparators. The largest gap exist between Kirklees FSM (62.5%) and their national comparators (69.0%), a gap of 6.5%. The bigger gap exist between Kirklees FSM boys and Kirklees Non FSM boys. (18.5% gap).

**Writing** - In 2017, the Kirklees / National FSM gap diminished by 1.2% in writing and a further 0.7% in 2018. Kirklees FSM children are 2.5% behind national comparators (4.1% for girls and 5.4% for boys). When considering the gap between Kirklees FSM and non FSM children the gaps are larger than the national gaps. In females that gap is 15% and in males 21.8%.

**Maths** - FSM gap has diminished in maths from a 3.2% gap with national in 2016 to a 2.4% gap in 2017 and a 2.2% gap in 2018. Over the same time period, the gap has grown for non FSM children by 1.1%. Kirklees FSM girls are 4% behind FSM girls nationally and Kirklees FSM boys are 3.2% behind FSM boys nationally. The biggest gap exist with Kirklees FSM and non FSM at 17.2%.

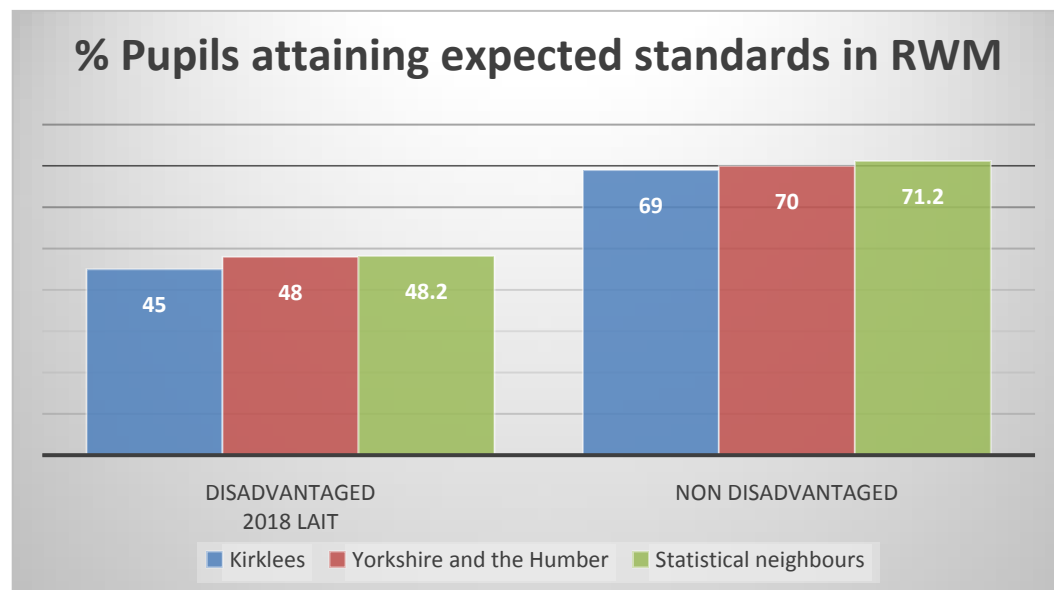
**GPS** - The rate of pace of improvement in Kirklees FSM children was greater than the national rate of improvement for GPS for the second consecutive year. The gap has reduced to 1.3% below national for FSM children. For non FSM children, the gap closed in 2017, but has reopened in 2018 with Kirklees children attaining 1.1% below national.

### 6.1.5 Progress: Expected progress for pupils entitled to FSM (Published Data LAIT)

Progress scores achieved by pupils entitled to FSM were significantly lower than those seen both regionally and nationally for all subject areas. Whilst the progress score for maths is closest to the national average it has dropped one position on the national ranking. Writing has moved 6 positions up the national ranking to rank 123 and reading has moved 9 positions up the national ranking to rank 129.

### 6.1.6 2018 Attainment: % disadvantaged pupils meeting expected standards

In 2018, 30.3% (15.3% of the boys, 15.0% of the girls) of the cohort were identified as disadvantaged compared to 28.9% nationally.



#### RWM – published data

Kirklees disadvantage learners had a faster than national rate of improvement in 2018. Disadvantaged learners are now 6% behind national comparators with 45% of disadvantaged learners meeting the standard for the combined measure.

The Kirklees disadvantaged / non disadvantaged gap for both genders continue to be larger than the disadvantage / non disadvantaged national gap. The outcome gap between disadvantaged and non-disadvantaged learners was widest for maths.

**Reading** - The proportion of Kirklees disadvantaged learners meeting the expected standard increased by 5.8% in 2018. This was a faster than national increase. The boy / girl gap for disadvantaged learners is also smaller in Kirklees than the national gap.

**Writing** - In writing the proportion of disadvantage learners meeting the standard has increased year on year since 2018 closing the gap with national from 6% in 2016 to 4.9% in 2018. Disadvantaged boys in Kirklees have the widest gap with their national comparators at 5.6%.

**Maths** - Whilst attainment of all pupils in maths has remained the same as 2017, disadvantaged learners in Kirklees continue to diminish the difference with national comparators. The gap has reduced from 4.5% in 2016 to 4.1% in 2018. The gap between disadvantaged and non-disadvantaged learners is bigger for boys in Kirklees.



**GPS** - In 2018, disadvantaged learners in Kirklees attained significantly lower outcomes than non-disadvantaged Kirklees learners for GPS. Whilst disadvantaged learner in Kirklees made improvements at a faster rate than their national comparators, the attainment of non-disadvantaged learners dropped slightly in Kirklees, widening the gap.

#### **6.1.7 Progress: KS1 – KS2 progress scores for pupils within the disadvantage group (LAIT)**

Between the end of KS1 and KS2, pupils within the disadvantaged group made significantly less progress than their national comparators. There is a gap of 0.90 between Kirklees disadvantaged learners and non-disadvantaged learners in each subject area. Kirklees disadvantaged learners in all subjects moved up the national ranking by 8 places in Reading (to rank 135), 4 places in writing ( to rank 134) and 10 places in maths ( to rank 100) moving into band C. Non disadvantaged learners slipped down the ranking in both reading and maths.

#### **6.1.8 KS4 Attainment 8 for disadvantaged learners**

In 2018, pupils from the disadvantage group attained a higher average score than the Yorkshire and the Humber region but significantly below their national counterparts in the 'All pupils' and 'Girl' groups. Due to the change in assessments the attainment 8 score between 2017 and 2018 are not comparable, however the ranking can be compared. The LA remained the same for Kirklees disadvantaged learners ( rank 80 band C) and moved up 3 places for non-disadvantaged learners to rank 93 Band C.

#### **6.1.9 KS4 Progress 8 for disadvantaged learners**

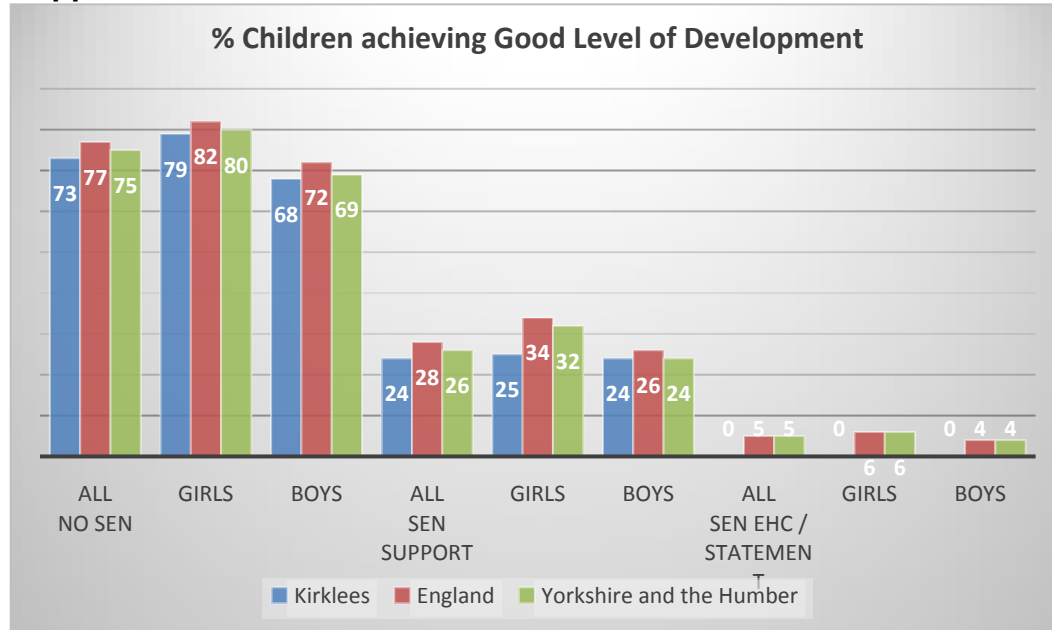
For pupils within the disadvantage group, the average progress score was -0.40 which is above national average progress and above the floor standard. For pupils not in this group, the progress score was +0.08, indicating above national. The ranking for disadvantaged learners' progress in now in quartile band B and ranked 48, Non disadvantaged learners have slipped 18 places down the ranking in 2018 to rank 91.

### **7.1**

#### **7.1.1 2018 EYFS: Special Educational Needs**

In 2018, 371 EYFS pupils (96 girls, 275 boys) received SEN support and 69 EYFS pupils (19 girls, 50 boys) have a statement or an Education Health and Care Plan. For SEN EHCP / Statement, this equates to 1.3% compared to 1.4% nationally; and for SEN support 6.9% of Kirklees EYFS children, compared with 7.26% nationally. SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. For the purposes of this report, outcomes for pupils receiving SEN support in school are reviewed separately from outcomes for pupils with either a statement or an Education Health and Care Plan.

**Suppressed data \***



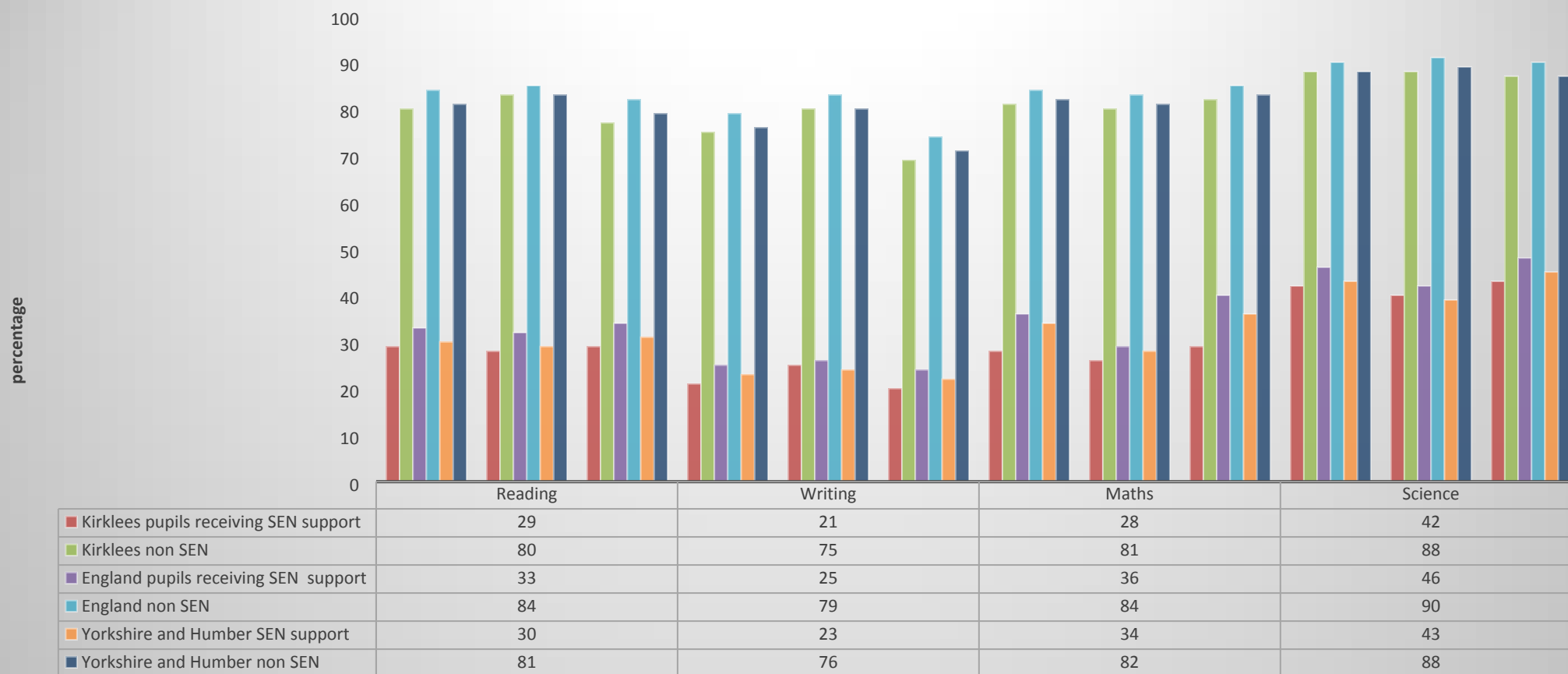
In the past SEN learners with a statement have performed broadly in line with, or better than this group nationally. However in 2018, SEN EHC/S boys (50 boys in total) had significant gaps in the Prime areas of learning, which impacted on the GLD scores for this group and the overall local authority GLD outcome.

SEN learners without a statement (SEN support) are losing ground against national learners for the third consecutive year. Our SEN children are considerably behind Y&H learners in SEN support. SEN support is a school applied threshold. The difference between Kirklees, Y&H regions and national suggests that there needs to be further investigation around early identification and intervention of these children.

## 7.2.1 KEY STAGE 1: SUB-GROUPS OF PUPILS: PUPILS RECEIVING SEN SUPPORT, WITH SPECIAL EDUCATIONAL NEEDS OR EDUCATION HEALTH CARE PLANS

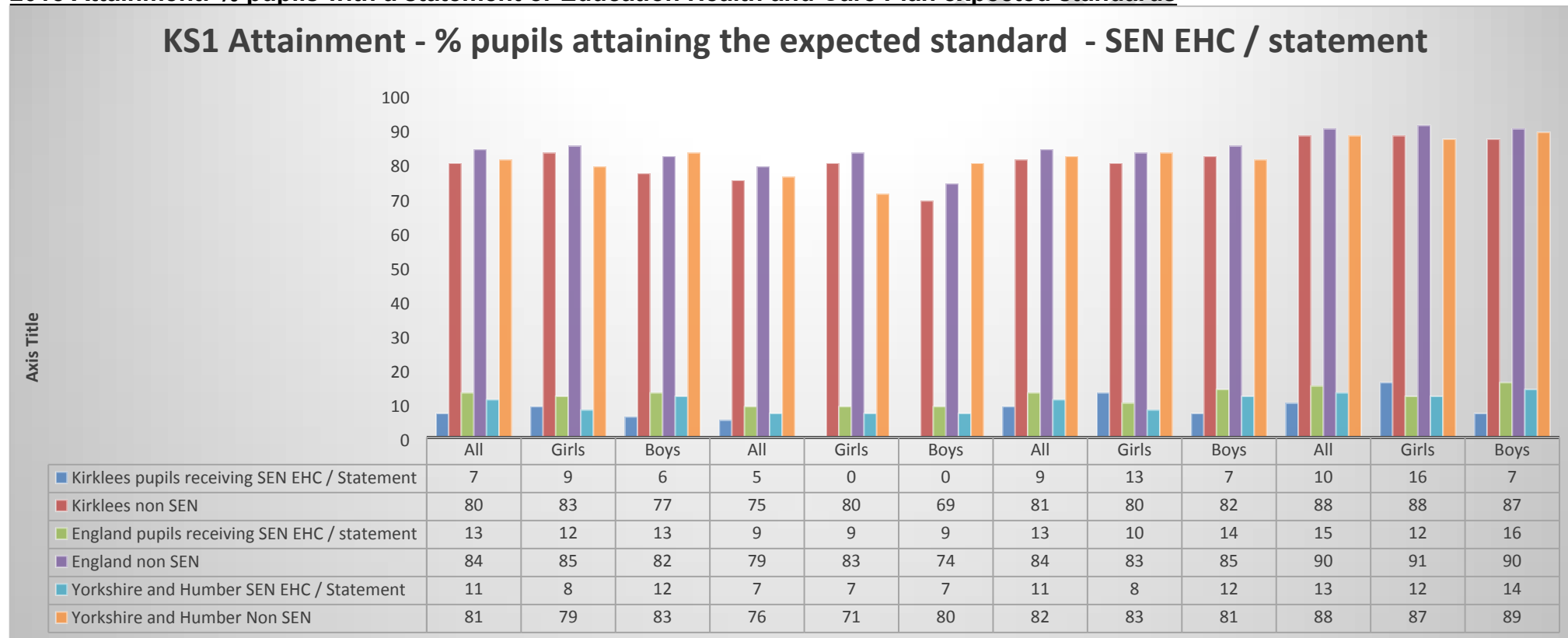
In 2018, 686 KS1 pupils received SEN support and 108 KS1 pupils have a statement or an Education Health and Care Plan. In 2018, the proportion of children in year 2 with an EHCP / S was 1.9% compared to 2.1% nationally and 12% of the population had SEN support, compared with 11.9% nationally. SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. For the purposes of this report, outcomes for pupils receiving SEN support in school are reviewed separately from outcomes for pupils with either a statement or an Education Health and Care Plan.

### % of pupils attaining expected standards in SEN Support



In 2018, an increase in attainment was seen in all measures and the gap with national reduced significantly in reading, writing and science. (The writing measure cannot be compared with 2016/2017). In Kirklees the SEN support group continue to attain significantly lower than national comparators in all subject areas. Girl's attainment is lower than boys in all areas except writing. The largest gap exist in maths, particularly boys (11% gap). The Kirklees gender gap has reduced in all areas except science. The gender gap in Kirklees is smaller than the Kirklees national gap in all areas except in writing.

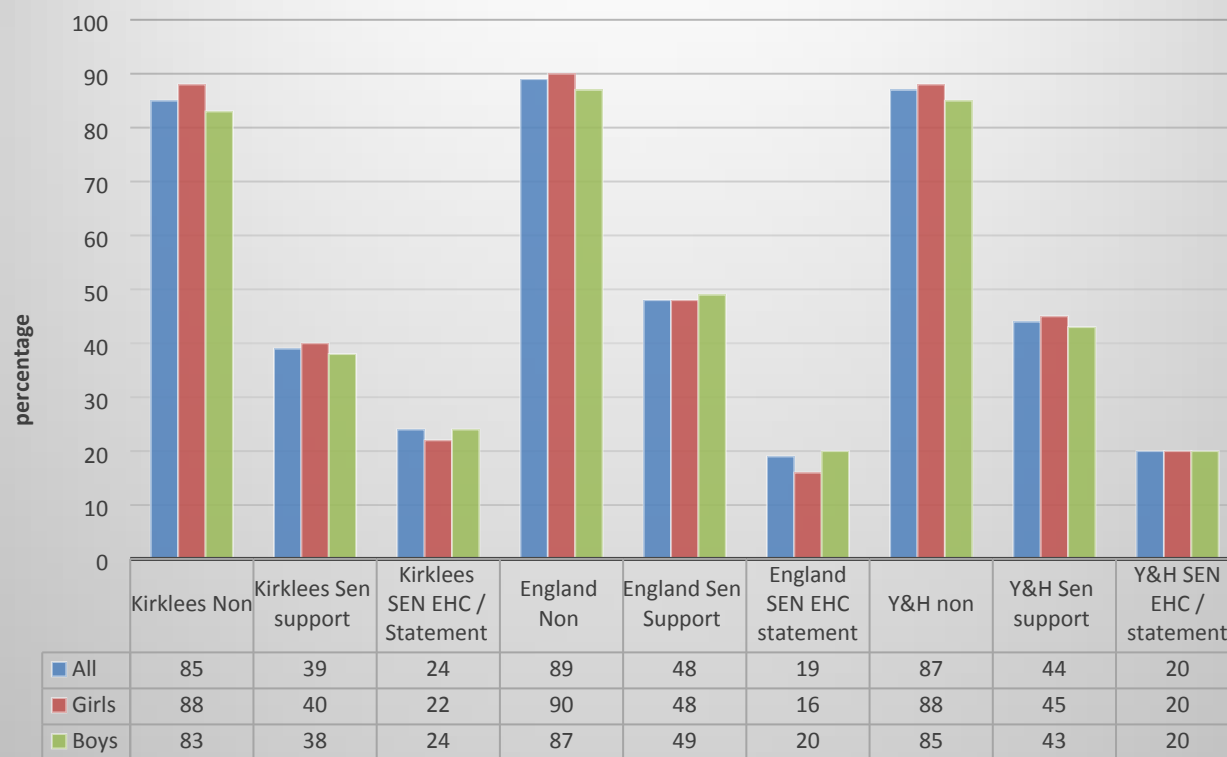
**2018 Attainment: % pupils with a statement or Education Health and Care Plan expected standards**



The percentage of children with an EHC or statement meeting the expected standard in reading writing and science at KS1 saw a significant decrease in 2018. Girls achieved better than boys in all subject areas, which is indirect proportion to national data. There is a downward trend for attainment of children on EHCP plans over three years.

## 7.2.2 2018 Key Stage 1 Phonics Outcomes: SEND) (SFR Dec 2017 & Sep 2018)

### % Pupils achieving expected level in Phonics: Sen support pupils



The largest pupil characteristics attainment gap is between pupils with special educational needs (SEN) and those with no identified SEN, with less than half of pupils with SEN meeting the standard (35.2%) and 85.8% of pupils with no identified SEN meeting the expected standard. The gap between these groups is 50.2 percentage points.

EHCP children are achieving above national averages with girls achieving 6 percentage points higher than EHCP girls nationally.

Children with 'SEN support' have improved by 5 percentage points (for both genders) but the gap remains between 8 and 11 points below national comparators.

## 7.3.1 KEY STAGE 2: SUB-GROUPS OF PUPILS: PUPILS RECEIVING SEN SUPPORT, WITH SPECIAL EDUCATIONAL NEEDS OR EDUCATION HEALTH CARE PLANS. This data has not been updated for 2018 publically

In Kirklees, within primary aged schools, 684 pupils receive SEN support and 155 pupils have a statement or an Education Health and Care Plan. SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. For the purposes of this report, outcomes for pupils receiving SEN support in school are reviewed separately from outcomes for pupils with either a statement or an Education Health and Care Plan.

## Attainment of pupils at the end of KS2 in Reading, writing and maths by SEN Provision – LAIT

RWM Combined 2018	% Pupils with no identified SEN			% SEN Support			% SEN with a statement or EHC plan		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
<b>Kirklees</b>	55.0	65.0	70.0	11.0	13.0	18.0	3.0	8.0	11.0
<b>Yorkshire &amp; Humber</b>	58.0	67.0	72.0	14.0	17.0	22.0	6.0	7.0	8.0
<b>Statistical Neighbours</b>	60.7	68.4	72.8	14.0	18.3	23.6	7.0	7.8	8.9
<b>England</b>	62.0	71.0	74.0	16.0	21.0	24.0	7.0	8.0	9.0
<b>Kirklees National Ranking</b>		135 (D)	129 (D)		142 (D)	139 (D)		60 (C)	37 (B)

A year on year increase has been seen in the RWM combined measure since 2016, for both Kirklees SEN support and SEN EHC / statement pupils. Despite moving up the national ranking from 142 to 139 (band D) in 2018, the rate of improvement seen over the last 3 years for SEN support children has been slower than that of national and regional comparators. Children in receipt of an EHC plan or a statement have improved at a faster than national and regional pace over the past 3 years and the percentage of these children in Kirklees attaining the combined measure at the expected standard is 2 % higher than that seen nationally. As a result of this the LA has moved 23 positions up the national ranking to 37 in band B.

**Reading** - Whilst children in Kirklees identified as SEN support have made year on year increase in reading this has occurred at a slower than national rate and therefore the gap with national has grown to 10.2% below national. This means in 2018 approximately 70 SEN support children didn't achieve the expected standard in reading that may have done elsewhere. Kirklees children with an EHC or statement however, have made better than national progress and 1.8% more children in Kirklees attain the expected standard in Reading compared to national.

**Writing** - Similarly in writing Kirklees SEN support children have made year on year improvements, however these improvements have been at a slower than national pace and as such the gap between Kirklees SEN support and SEN support children national has almost doubled ( 5.3% behind national). Kirklees children in receipt of an EHCP or a statement achieve 0.2% better than national SEN EHCP / statement children following three year of better than national improvements in attainment.

**Maths** - In keeping with reading and writing, attainment at the expected level for Kirklees SEN support children has also seen a year on year increase at a slower than national rate. The gap between local and national SEN support children has increased to 9.7% below in 2018 (was 3.8% in 2016). For children with an EHCP or statement, the percentage of children attaining the expected standard has increased by 9.2 % in the last 3 years and is now 2.2% above the proportion of similar children attaining the expected standard in maths.

## Progress: KS1 – KS2 progress scores for pupils by SEN Provision (LAIT)

2018	% Pupils with no identified SEN			% SEN Support			% SEN with a statement or EHC plan		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
<b>Kirklees</b>	-0.70	-0.60	-0.30	-3.00	-2.90	-2.50	-4.1	-4.6	-3.6
<b>Yorkshire &amp; Humber</b>	0.10	0.60	0.40	-1.20	-1.79	-0.90	-3.7	-3.9	-3.5
<b>Statistical Neighbours</b>	0.23	0.47	0.41	-0.86	-1.68	-0.80	-3.19	-3.64	-3.63
<b>England</b>	0.30	0.50	0.30	-1.00	-1.80	1.00	-3.8	-4.1	-3.8
<b>Kirklees National Ranking</b>	145 (D)	142 (D)	118 (D)	148 (D)	129 (D)	144 (D)	91 (C)	93 (C)	66 (B)

Between the end of KS1 and KS2, pupils receiving SEN support made less progress than other SEN support pupils nationally. This has seen the Kirklees drop down the ranking in maths to rank 144. Despite less than national progress in both reading and writing the ranking has remained the same in reading at rank 148 and has moved up in writing to rank 129. Kirklees children with SEN EHCP or statement have moved up the national rank to band B. The most significant increase has been seen in maths where Kirklees has moved from rank 124 (band D) in 2017 to 66 (band B) in 2018. Reading is now rank 91 and writing rank 93 both in band C.

### 7.4 Key Stage 4 Attainment 8: Pupils with special educational needs receiving SEN support in school or with a statement / Education Health Care plan

Children with an EHCP continue to improve and now achieve an attainment 8 score above national. This group have moved up 47 positions on the LA ranking to rank 66 Band B. Both girls and boys with SEN support are now below the average score for group nationally and as such have moved down the ranking to band D rank 123. Children with No Sen needs are slowly rising in ranking and are now rank 98 Band C.

#### 7.4.1 Key Stage 4 Progress 8: Pupils with special educational needs receiving SEN support in school or with a statement / Education Health Care plan

Progress of SEN support boys is a particular area for improvement. Improvements in the ranking position have been seen for EHCP children for progress and attainment, the opposite has been seen for SEN support with ranking and quartile dropping into Band C.

### 8.1.1 Kirklees outcomes compared with the National Floor Standard and new DFE Coasting measures

#### The number of schools below the national floor standard at KS2

KS2 schools below the floor target	2016		2017		2018	
	%	No	%	No	%	No
Kirklees	6	6	7	8	6	7
Yorkshire & Humber	5	81	4	62	3	44
Statistical Neighbours	4.20	4.20	4.40	4.70	2.38	2.2
England	5	665	4	511	3	364
Kirklees National Ranking	106		131		85	
Quartile Banding			D		D	

#### The number of schools below the national floor standard at KS4

KS4 schools below the floor target	2016		2017		2018	
	%	No	%	No	%	No
Kirklees	8.0	2	7.7	2	8.0	2
Yorkshire & Humber	8.0	23	7.6	22	6.8	19
Statistical Neighbours	12.22	3	12.68	3	13.59	2.80
England	9.3	282	12.0	365	11.6	346
Kirklees National Ranking	74		48		63	
Quartile Banding			B		B	

### 8.1.2 % of primary schools meeting the coasting criteria

KS2 schools meeting the coasting criteria	2016		2017		2018	
	%	No	%	No	%	No
Kirklees	10	10	13	14	11	11
Yorkshire & Humber	4	59	5	77	5	77
Statistical Neighbours			4.40		4.44	
England	3	477	4	524	5	640
Kirklees National Ranking			147		104	
Quartile Banding			D		D	



## % of secondary schools meeting the coasting criteria

KS4 schools meeting the coasting criteria	2016		2017		2018	
	%	No	%	No	%	No
Kirklees	8.7	2	12.5	3	16.7	4
Yorkshire & Humber	10.6	28	8.90	24	5.5	14
Statistical Neighbours	17.68	4.10	13.89	3.40	13.7	3.00
England	11.3	319	9.6	271	9.2	257
Kirklees National Ranking	66		99		112	
Quartile Banding			C		C	

### APPENDIX 1: List of Kirklees' Statistical Neighbours in 2016

The following local authorities are deemed, by the DFE, to be statistically similar to Kirklees and are used to compare outcomes locally with similar areas in England

- Bolton
- Calderdale
- Bury
- Dudley
- Derby
- Lancashire
- Stockton-on-Tees
- Leeds
- Rochdale
- Telford & Wrekin

### APPENDIX 2:

#### 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.

#### Progress 8

\*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT  
Emma Brayford & Nicky Sykes updated January 2019

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. When including pupils at special schools the national average is not zero as Progress 8 scores for special schools are calculated using Attainment 8 estimates based on pupils in mainstream schools. In 2018, Progress 8 has been adjusted to take account of a small number of cases where pupils can have extremely negative progress scores that disproportionately affect a school's overall progress score. For more information please see the secondary accountability guidance.

#### Attainment in English and maths (9-5)

This measure looks at the percentage of pupils achieving a grade 5 or above in both English and maths. Pupils can achieve the English component of this with a grade 5 or above in English language or literature. There is no requirement to sit both exams.

#### The English Baccalaureate (EBacc) entry

The EBacc was first introduced into the performance tables in 2009-10. It allows people to see how many pupils reach the attainment threshold in core academic subjects at key stage 4. The EBacc is made up of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the English Baccalaureate list of qualifications.

#### EBacc average point score

From 2018, the headline EBacc attainment measure is the EBacc average point score (EBacc APS). This replaces the previous threshold EBacc attainment measure. EBacc APS measures pupils' point scores across the five pillars of the EBacc – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

APPENDIX 3 – context EYFS

TBC

APPENDIX 4 – Context KS1

Pupils			Proportion	
			LA	National
Summary	All Pupils	5672	100%	100%
Gender	Male	2906	51%	51%
	Female	2766	49%	49%
Prior Attainment	Higher attainers	1972	35%	35%
	Middle attainers	1749	31%	32%

	Lower attainers	1814	32%	29%
Pupil Premium	FSM (in last 6 years)	1105	19%	20%
	Not FSM (in last 6 years)	4517	80%	79%
FSM	FSM	1030	18%	14%
	Not FSM	4592	81%	86%
Term of Birth	Summer Term	1891	33%	34%
	Spring Term	1823	32%	32%
	Autumn Term	1958	35%	34%
SEN Group	SEN Support	621	11%	12%
	EHC Plan	93	2%	2%
EAL	First language not English	1547	27%	20%
	First language English	4075	72%	79%
Ethnicity	White	3542	62%	74%
	Black Caribbean	201	4%	3%
	Black African	112	2%	5%
	Indian	297	5%	3%
	Pakistani	1071	19%	4%
	Bangladeshi	17	0%	2%
	Other Asian	192	3%	3%
	Chinese	15	0%	0%
	Any Other	169	3%	4%
	Unknown	32	1%	1%
	No Ethnicity Data	24	0%	0%

APPENDIX 5 – Context KS2

Pupils			Proportion	
			LA	National
Summary	All Pupils	5311	100%	100%
Gender	Male	2661	50%	51%
	Female	2650	50%	49%
DFE Prior Attainment	Higher attainers	1682	32%	31%
	Middle attainers	2962	56%	55%
	Lower attainers	488	9%	9%
Pupil Premium	FSM (in last 6 years)	1582	30%	30%
	Not FSM (in last 6 years)	3707	70%	69%
FSM	FSM	1144	22%	15%
	Not FSM	4145	78%	85%
FSM Ever	FSM (ever)	1599	30%	31%
	Not FSM (ever)	3690	69%	69%
Term of Birth	Autumn Term	1791	34%	33%
	Spring Term	1693	32%	32%
	Summer Term	1827	34%	35%
SEN Group	SEN Support	684	13%	15%
	EHC Plan	155	3%	3%
	No SEN	4472	84%	82%
EAL	First language not English	1541	29%	20%

	First language English	3770	71%	80%
Mobility	Joined in Y5 or Y6	631	12%	7%
	Joined before Y5	4680	88%	93%
Ethnicity	White	3325	63%	74%
	Black Caribbean	187	4%	3%
	Black African	97	2%	6%
	Indian	335	6%	3%
	Pakistani	1012	19%	4%
	Bangladeshi	17	0%	2%
	Other Asian	171	3%	3%
	Chinese	13	0%	0%
	Any Other	131	2%	4%
	Unknown	23	0%	1%

#### APPENDIX 6 – Context KS4

Pupils		Proportion		
		LA	National	
Summary	All Pupils	4560	100%	100%
Gender	Male	2298	50%	51%
	Female	2262	50%	49%
DFE Prior Attainment	Higher attainers	1733	38%	39%
	Middle attainers	1944	43%	42%

	Lower attainers	729	16%	14%
Pupil Premium	FSM (in last 6 years)	1172	26%	26%
	Not FSM (in last 6 years)	3374	74%	72%
FSM	FSM	923	20%	13%
	Not FSM	3623	79%	86%
FSM Ever	FSM (ever)	1513	33%	33%
	Not FSM (ever)	3033	67%	66%
Term of Birth	Autumn Term	1582	35%	33%
	Spring Term	1447	32%	32%
	Summer Term	1531	34%	34%
SEN Group	SEN Support	400	9%	12%
	EHC Plan	180	4%	4%
	No SEN	3976	87%	84%
EAL	First language not English	1039	23%	16%
	First language English	3521	77%	84%
Mobility	Joined in Y10 or Y11	131	3%	4%
	Joined before Y10	4429	97%	96%
Ethnicity	White	2900	64%	75%
	Black Caribbean	164	4%	3%
	Black African	58	1%	5%
	Indian	284	6%	3%
	Pakistani	880	19%	4%

\*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT  
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Bangladeshi	11	0%	2%
Other Asian	148	3%	3%
Chinese	15	0%	0%
Any Other	75	2%	3%
Unknown	21	0%	1%
No Ethnicity Data	4	0%	1%

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