

Early Years Foundation Stage 2013

Note: The information below is based on Provisional Results

Key Messages:

- In 2013, 52% of children achieved a Good Level of Development (GLD). This is the same as the National average.
- More girls achieved a Good Level of Development than boys, 59% girls (60% nationally) compared with 45% boys (44% nationally).
- The average score achieved on the EYFSP is 32.9 points, with the National average at 32.8. 34 points is the equivalent of children achieving the expected level across all early learning goals.
- In each of the 17 early learning goals, a higher proportion of girls than boys achieved at least the expected level.

GLD	
Surrey	52
England	52
Stat Neighbour Ave	55
Stat Neighbour Rank	8 th /11

Average Score	
Surrey	32.9
England	32.8
Stat Neighbour Ave	33.8
Stat Neighbour Rank	10 th /11

1. Number achieving a Good Level of Development (GLD)

52% of children in Surrey (same as National average) achieved a Good Level of Development (those achieving at least the expected level within the three prime area of learning: communication and language, physical development and personal, social and emotional development and in the early learning goals within the literacy and mathematics areas of learning).

At a local Authority level, the proportion achieving a GLD ranged from 28% in Leicester to 69% in Greenwich (Isles of Scilly have 100% achieving a GLD but may be viewed as an outlier due to their very small numbers of children included).

2. Number achieving at least the expected level in all early learning goals within an Area of Learning

The proportion of children achieving at least the expected level in all early learning goals within an Area of Learning.

Figure 2.1

	Surrey	National	Difference
Communication & Language	74	72	+2
Physical Development	85	83	+2
Personal, social & Emotional Development	77	76	+1
Literacy	64	61	+3
Mathematics	70	66	+4
Understanding the World	80	75	+5
Expressive Arts and Design	83	78	+5

Please note: calculations are rounded and based on pupil level data imported into Keyphas by 152 LAs. Data is not validated or published. Data as of 11/09/13.

The lowest proportion of children achieved at least the expected level in the literacy and mathematics Areas of Learning. 64% (61% nationally) of children achieved at least the expected level in all early learning goals in Literacy and 70% (66% nationally) in mathematics. In comparison 85% (83% nationally) of children achieved at least the expected level in all the early learning goals within the physical development Area of Learning. Surrey follows the same trend as National in these areas.

Girls outperformed boys in all areas of learning which was also the case nationally. Figure 1.2 shows the percentage point difference in achievement between girls and boys. Surrey's gender gap is much narrower than the national.

Figure 2.2 Gender Gap

	Surrey Girls	Surrey Boys	Surrey Gender Gap	National Gender Gap
Communication & Language	80.1	74.1	6	13
Physical Development	91.0	85.2	5.8	12
Personal, social & Emotional Development	83.2	76.9	6.3	13
Literacy	71.4	64.1	7.3	16
Mathematics	71.6	69.6	2	7
Understanding the World	83.4	80.2	3.2	8
Expressive Arts and Design	91.9	83.2	8.7	17

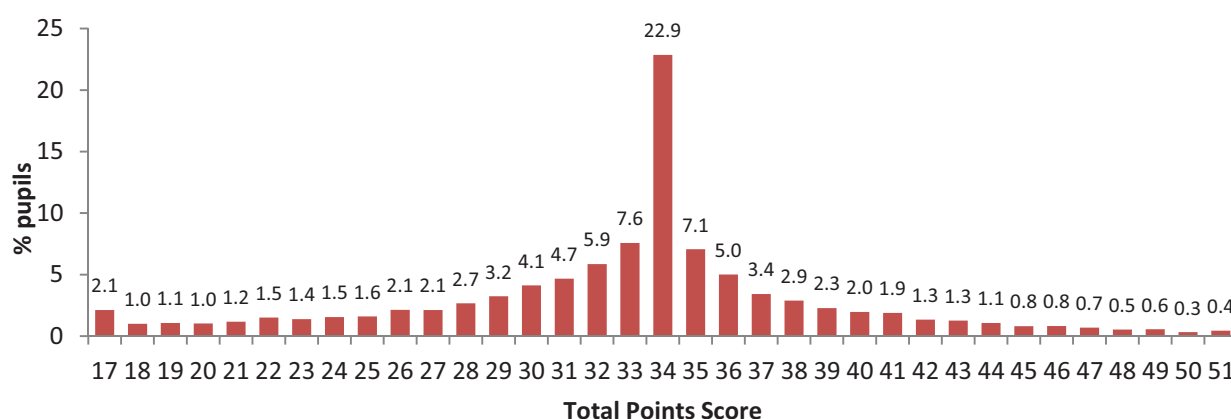
Please note: national calculations are rounded.

Girls performed best in the expressive arts and design and physical development (nationally this is the other way around) where 92% and 90% respectively achieved at least the expected level in all the early learning goals. Boys performed the best in physical development with 85% and expressive arts and design with 83%. Nationally boys performed best in physical development with 77% and understanding the world with 72%.

3. The total points score across all the early learning goals

The National average score was 32.8 points. Surrey was 32.9 points (boys 32, girls 33.9 points). 34 points is the equivalent of children achieving the expected level across all early learning goals. Figure 3.1 illustrates the distribution of points across the whole profile; it shows that the greatest proportion of children 22.9% (18.7% nationally) achieved 34 points which is the equivalent to children achieving the expected level across all the early learning goals. Only 2.1% of children achieved 17 points (equivalent to emerging in each early learning goal), nationally this is 3.8%. Only 0.4% of children achieved the maximum of 51 points which is lower than national at 1%.

Figure 3.1 Total Points Score distribution



4. Narrowing the Gap

The achievement gap between the lowest attaining 20% of children and the mean

At a National level, the achievement gap between the lowest attaining 20% of children and the mean is 36.6%, within Surrey this is 31.2% (smaller being better). 91 Local Authorities including Surrey have an achievement gap which is less than the national figure; the remaining 61 are above.

The percentage of children who achieved at least the expected level in the Areas of Learning, by national deprivation status of child residency.

Of those children in the 30% most deprived Super Output Areas (SOA) in England, 44% achieved a Good Level of Development. This compares with 56% of children resident in other areas and shows a gap of 12 percentage points. Within Surrey 35% of children in these deprived SOA's achieved a Good Level of Development, with a statistical neighbour average of 40%. This is a gap of 17% and 15% respectively to children resident in the other areas.

Surrey is under the national average scores for all areas of learning for this 30% SOA cohort.

Figure 4.1 Achievement of pupils in the 30% most deprived Super Output areas

	Surrey	National	Stat Neigh. Average	SN Rank (Out of 10*)
Communication & Language	58	64	63	8
Physical Development	76	77	77	5
Personal, social & Emotional Development	68	70	70	5
Literacy	43	53	48	9
Mathematics	50	58	56	9
Understanding the World	64	66	68	6
Expressive Arts and Design	69	70	74	7
% achieving a good level of development	35	44	40	8

*Bracknell Forest data suppressed.

2013 Key Stage 1 Provisional Results Briefing

Key Messages

- Reading and writing improved Level 2+ both improved by one percentage point. National increases were greater further narrowing the gaps on Surrey. As a result our national ranking in reading has dropped five places and one place respectively.
- Maths Level 2+ remained the same nationally and in Surrey. Our national rank also dropped on place.
- There is a similar picture at Level 2B+ with modest improvements in all subjects in Surrey maintaining a higher than national performance. However, greater levels of increase nationally has narrowed the gap between Surrey and the national percentage and led to a slight fall on our national ranking (5 places for reading, 4 places for writing and 2 places for maths)
- Last year saw the introduction of phonics testing for Year 1 pupils. This year 71 percent of pupils were judged to have reached the expected level, ten percentage points higher than last year. This is two percentage points above the national level.
- Forty six percent of pupils known to be eligible for Free School Meals reached the expected level in the phonics test at the end of Year 1 in Surrey. This compares to 56% nationally.
- Pupils who were not at the required standard at the end of Year 1 were tested again at the end of year 2. Eighty-four percent of pupils in Surrey met the expected standard in phonics testing by the end of year 2 compared to 85% nationally.

% Level 2+	2011	2012	2013	Change '12 to '13	Gap to national	SN Rank	National Rank
Reading	89	90	91	+1	+2	6	13
Writing	86	87	88	+1	+3	5	11
Maths	93	94	94	-	+3	3	4

% Level 2B+	2011	2012	2013	Change '12 to '13	Gap to national	SN Rank	National Rank
Reading	79	82	83	+1	+4	4	9
Writing	67	69	71	+2	+4	5	19
Maths	81	82	83	+1	+5	3	7

% Level 3+	2011	2012	2013	Change '12 to '13	Gap to national	SN Rank	National Rank
Reading	39	39	41	+2	+12	1	2
Writing	18	18	19	+1	+4	3	15
Maths	31	33	33	-	+10	1	2

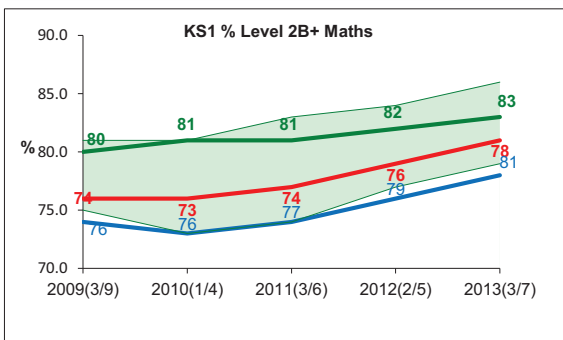
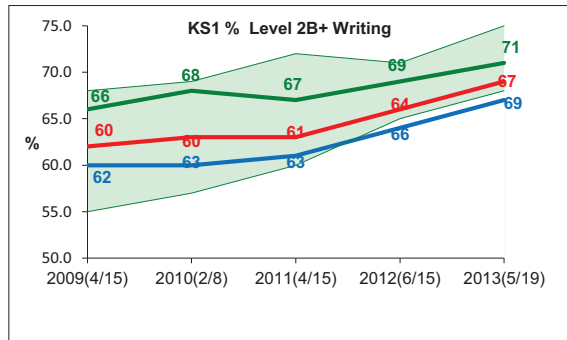
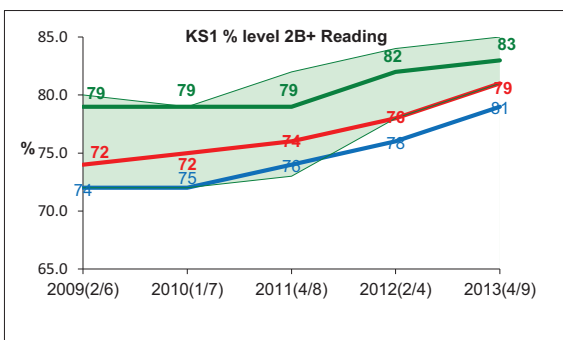
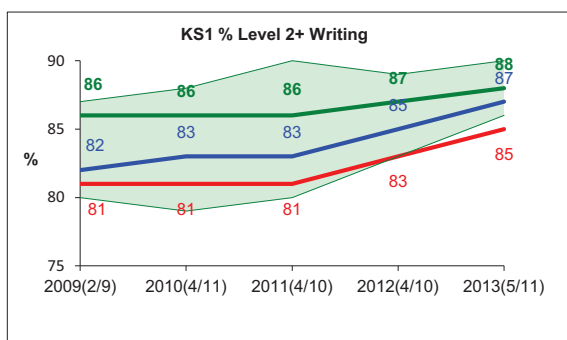
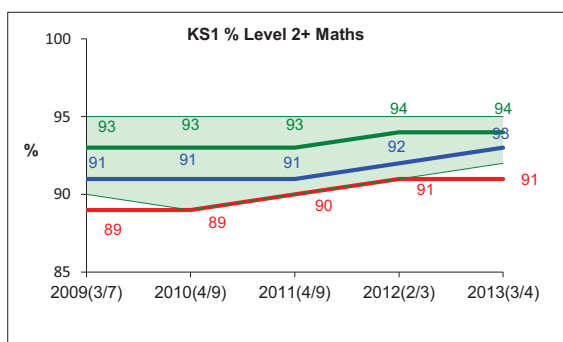
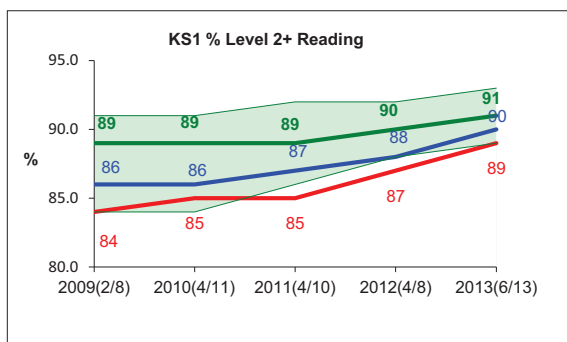
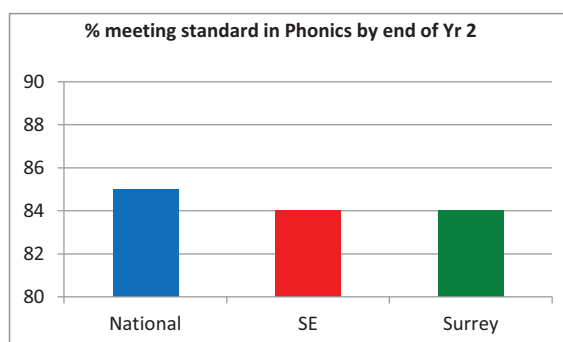
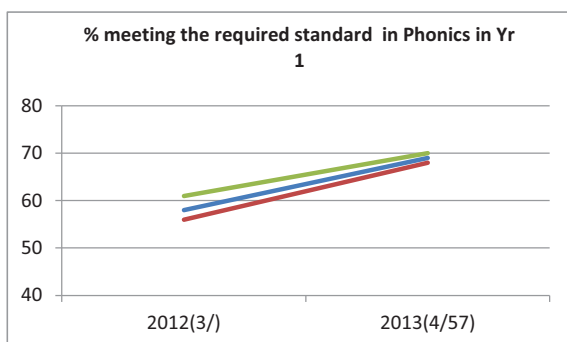
Technical Notes

The DfE recommend that children reach Level 2B or higher at Key Stage 1 to have the best chance of gaining Level 4+ at Key Stage 2.

Children are normally aged seven when they are assessed, although a minority may be slightly younger or older.

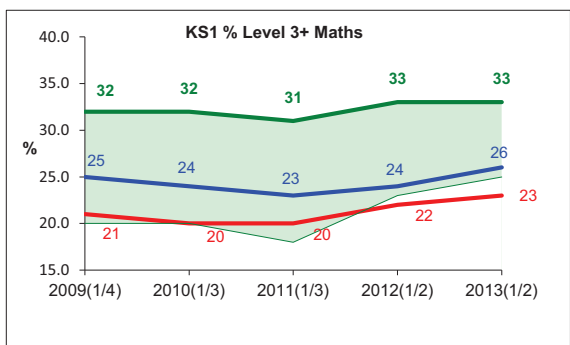
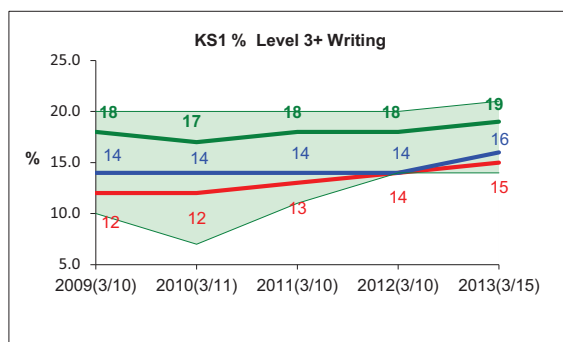
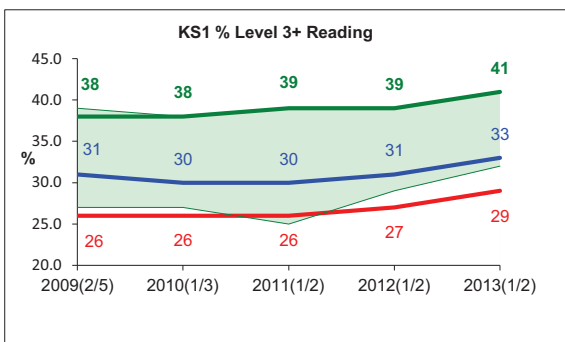
The tables based on DfE Statistical First Releases are rounded to 0 decimal places. Reports in the appendices are taken from Keypas which are rounded to 1 decimal places. This may results in slight variations between the tables.

Key Stage 1 Dashboard



<ul style="list-style-type: none"> — National — South East — Surrey 	<p>Minimum and maximum statistical neighbours (Bucks, Bracknell Forest, Cheshire East, Cambs, Hampshire, Herts, Oxon, Windsor & Maidenhead, West Berkshire and Wokingham). Note that these may not be the same from year to year.</p> <p>Figures in brackets represent Surrey's ranking (statistical neighbour/national)</p>
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NOTES
General - All years are academic year. i.e. 2011 results are for children taking tests/ examinations/ assessments in Summer 2011.
 All figures are DfE FINAL data except where 'p' denotes provisional results.
 TA = Teacher Assessment



2013 Key Stage 2 Final Results Briefing

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The Department of Education announced a number of changes to Key Stage 2 for 2013.

They no longer calculate an English level but report the reading and writing TA levels individually.

As a result the floor targets indicator is now based on progress in reading, progress in writing, progress in maths and Level 4+ in reading, writing and maths.

We have tried to provide trends in this document wherever possible.

Key Messages

- Surrey's results remain above both national and south east attainment average.
- The percentage of pupils making the expected level of attainment ie Level 4 or above in reading, writing TA and maths is 78% (2 percentage points higher than national levels). This is one percentage point more than last year. A similar level of increase was made at Level 5+
- Surrey is ranked 6th in the statistical neighbour ranking position for level 4 or above in reading, writing and maths, the same as last year. Nationally, Surrey is ranked 41st out of 152 local authorities for Level 4 and above in reading, writing and maths, eight places lower than last year
- The percentage of pupils who made expected progress in reading is 89%, this is a drop of one percentage point on last year. Surrey is ranked 61st out of 152 local authorities. This is a rise of 1 place on last year. The national average has decreased two percentage points since last year leaving Surrey one percentage points above national
- The percentage of pupils who made expected progress in writing is 90%, two percentage points higher than last year. Surrey is ranked 116th out of 152 local authorities for expected progress in writing. This is an improvement of 12 places on last year. The gap between the percentage of pupils making expected progress nationally and the percentage in Surrey has remained the same since 2012
- The percentage of pupils who made expected progress in maths is 86%, the same as last year. Surrey is ranked 119th out of 152 local authorities for expected progress in maths. This is a drop of 22 places on last year. The gap between the percentage of pupils making expected progress nationally and the percentage in Surrey has widened from one percentage point in 2012 to two percentage points
- Seven schools in Surrey were below the government floor standard which incorporates attainment and progress measures; this equates to 4% of Surrey's state-funded mainstream schools.
- Sixty-eight percent of the KS2 cohort were in schools rated Good or Outstanding (as at 1st August 2013)

Key Stage 2 Attainment

- The percentage for Level 4+ has decreased by 1 percentage points in the reading test, increased by 2 percentage points in writing TA and remained the same in the maths test
- The percentage of pupils attaining Level 4+ in the new grammar, punctuation and spelling test is 78%, 70% attaining Level 4B+ and 53% attaining Level 5

% Level 4+	2011	2012	2013	Change '12 o '13	Gap to National	SN Rank	National Rank
Grammar, Punctuation, Spelling			78		+4	6	31
Reading	87	90	89	-1	+3	3	15
Writing (TA)		83	85	+2	+1	7	38
Maths	82	86	86	-	+1	7	55
RWM		77	78	+1	+2	6	41

% Level 4B+	2011	2012	2013	Change '12 o '13	Gap to National	SN Rank	National Rank
Grammar, Punctuation, Spelling			70		+5	5	27
Reading			81		+6	4	12
Maths			75		+2	7	55
RWM			68		+5		

% making expected progress	2011	2012	2013	Change '12 o '13	Gap to National	SN Rank	National Rank
Reading		90	89	-1	+1	6	61
Writing		88	90	+2	-2	7	116
Maths	81	86	86	-	-2	9	119

Key Stage 2 Number of schools below all three floor standards

The government assesses maintained mainstream primary schools' performance against defined floor standards. Considered against these, a school would be seen as underperforming if:

- fewer than 60% of pupils at the end of Key Stage 2 (KS2) achieved level 4 or above in reading, writing and maths; and
- below the average percentage of pupils at the end of KS2 made expected progress in reading (2013 national median is 91%); and
- below the average percentage of pupils at the end of KS2 made expected progress in writing (2013 national median is 95%); and
- below the average percentage of pupils at the end of KS2 made expected progress in maths (2013 national median is 92%).

Schools are only included in these calculations if they have 11 or more pupils and if they have published results for all four measures above. It is harder for a school to get 60% of pupils to level 4+ in reading, writing and maths than in the previous measure of level 4+ in English and maths. However, there are now three progress indicators and schools only need to be above the median in one to be above the floor target.

In addition, DfE now exclude schools which closed during the year (even if they reopened as a different type of school eg sponsored academy) from the official floor target figures.

The number and percentage of Surrey schools below floor target have decreased this year. The results have improved our national ranking by 35 places.

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KEY STAGE 2	2012	2013	Change '12 - '13	SN Rank	National Rank
Number of school below floor target	13	7	-6		
% of schools below floor target	7	4	-3	6	57

The following table includes details of schools covered by the floor target plus those who have closed/re-opened as new schools during the year. It provides a guide to the number of schools where there are vulnerabilities in one or more floor standard factors. The government have announced that the element of the floor target relating to the percentage of Level 4+ in reading, writing (TA) and maths will increase next year from 60% to 65%. There are currently 6 schools in Surrey who are below 65% in this indicator and already below in three progress indicators.

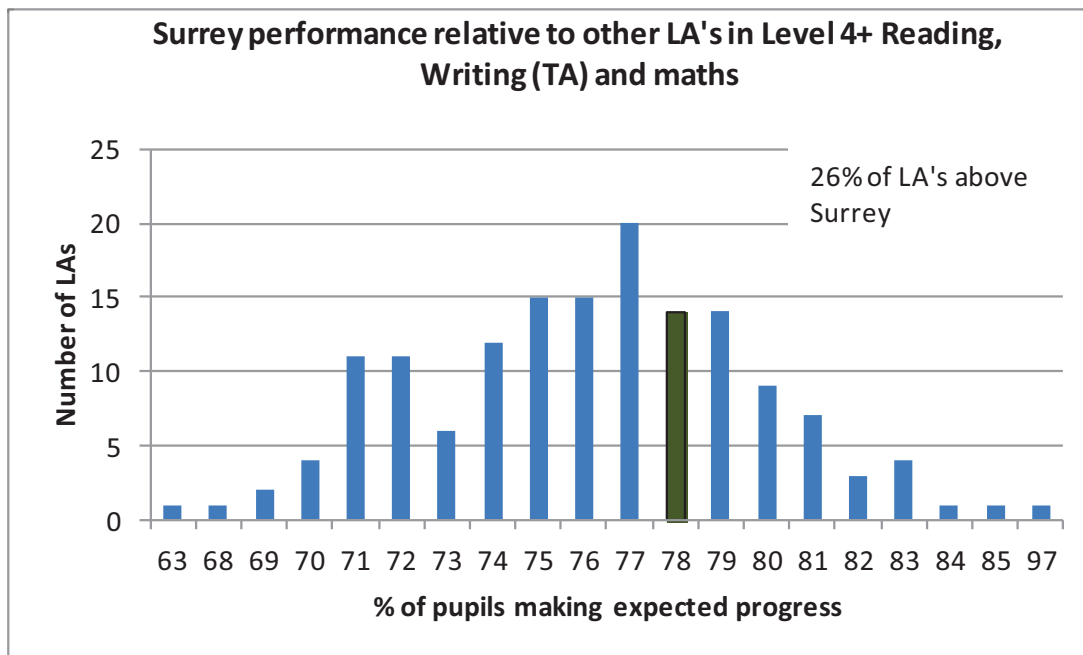
Key Stage 2 Number of schools below all three floor standards: 2 year trend

KEY STAGE 2	Number of schools		
	2012	2013	Change '12 to '13
Number of schools below all floor standards	10	11	+1
Number of schools with less than 60% Level 4+ in Reading, Writing (TA) and Maths		16	
Number of schools below median expected levels of progress			
reading		101	
writing		116	
maths	120	135	+15

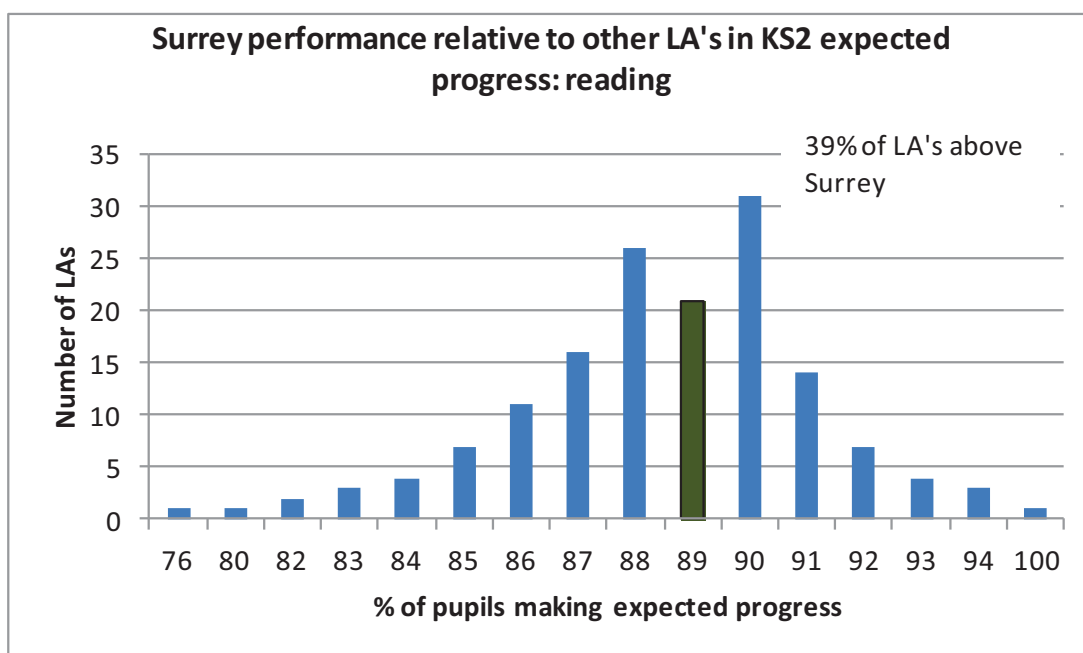
Source: KS2 2013 Master workbook v6

Range of performance across Surrey Schools

The following graphs provide an indication of the range of performance on the four key indicators.

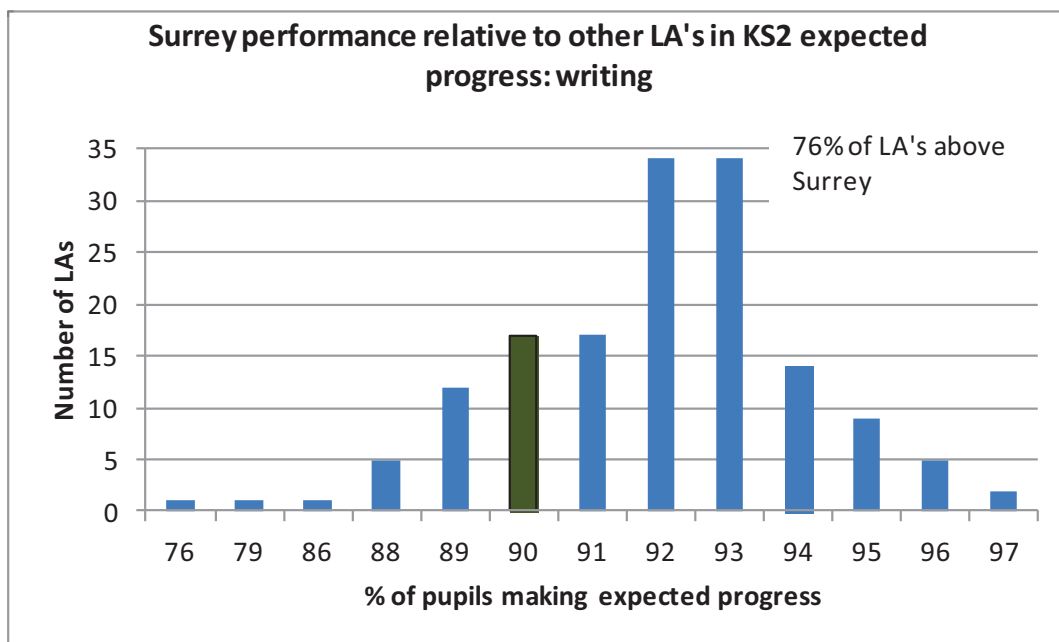


Thirty seven percent of Surrey schools have a lower percentage of pupils achieving Level 4+ in reading, writing and maths than the national percentage of 75%¹.

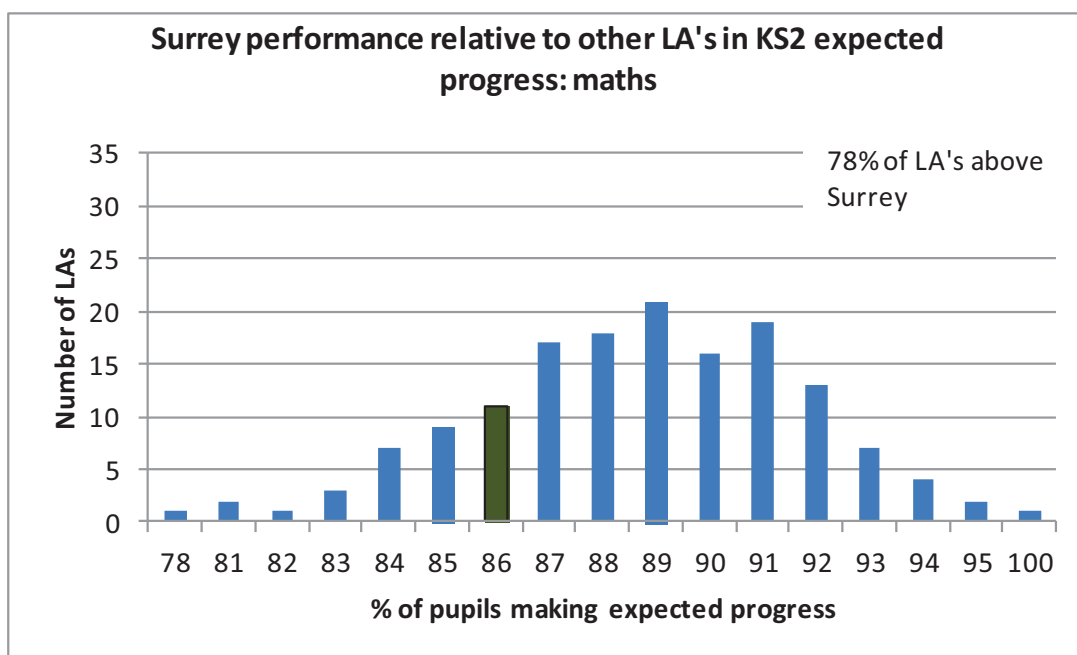


Thirty eight percent of Surrey schools have a lower percentage of pupils making expected progress in reading than the national percentage of 88%.

¹ Included mainstream, specials and academies



Forty-three percent of Surrey schools have a lower percentage of pupils making expected progress in writing than the national percentage of 92%.



Forty-eight percent of Surrey schools have a lower percentage of pupils making expected progress in reading than the national percentage of 88%.

Pupil results based on prior attainment band

DfE now publish results based on Prior Attainment banding. As the indicators have changed we can only make a direct comparison on the percentage making expected progress in maths. The percentage of pupils with low prior attainment in Surrey increased since last year the gap between the performance of this group and their national peers increased.

Pupils in the higher prior attainment band continue to perform at similar levels to their national peers. Pupils in the lower prior attainment band in Surrey are still not performing as well as their national peers.

KEY STAGE 2 - 2012	Below L2 at KS1		At L2 at KS1		Above L2 at KS1	
	Surrey	National	Surrey	National	Surrey	National
% Achieving L4+ in both English and maths	24	34	85	87	100	100
% Making expected progress English	76	83	91	93	87	87
% Making expected progress maths	63	71	87	90	91	92

KEY STAGE 2 - 2013	Below L2 at KS1		At L2 at KS1		Above L2 at KS1	
	Surrey	National	Surrey	National	Surrey	National
% Achieving L4+ in reading, writing TA and maths	19	26	79	82	99	99
% Making expected progress reading	72	76	92	92	90	89
% Making expected progress writing	79	84	90	93	94	94
% Making expected progress maths	65	74	87	90	92	93

Source: Performance tables

Technical Notes

The 2013 information has been taken from the revised Department for Education Statistical First Release, which was published on 12th December 2013 and the performance tables.

Children are normally aged eleven when they are assessed, although a minority may be slightly younger or older. Please note that the expected progress methodology for 2011 uses the KS2 test result if that is Level 3, 4 or 5. In other cases, the teacher assessment level is taken into account in deciding the appropriate KS2 level. The methodology was revised again in 2013 and was no longer based on an English calculation

The English Level as calculated differently in 2012 to 2011 so caution is required when making comparisons to previous years. The English figures are based Writing TA figures and Reading Test levels.

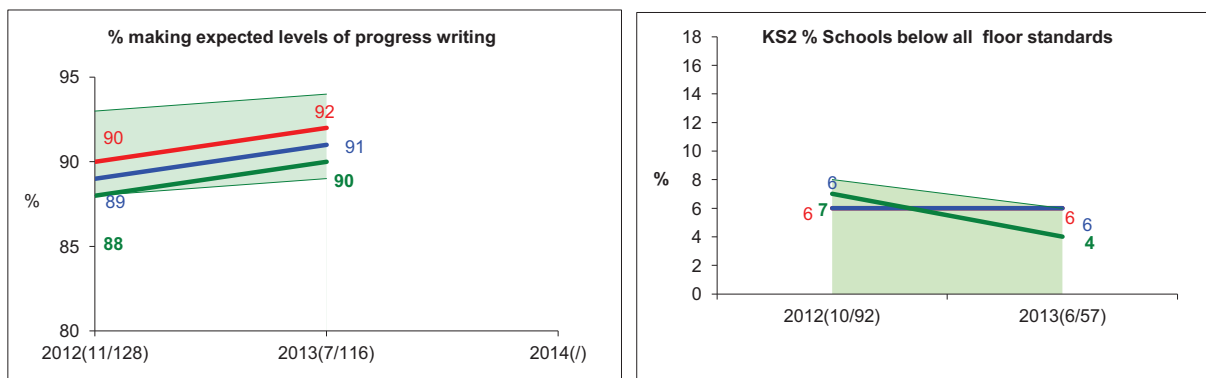
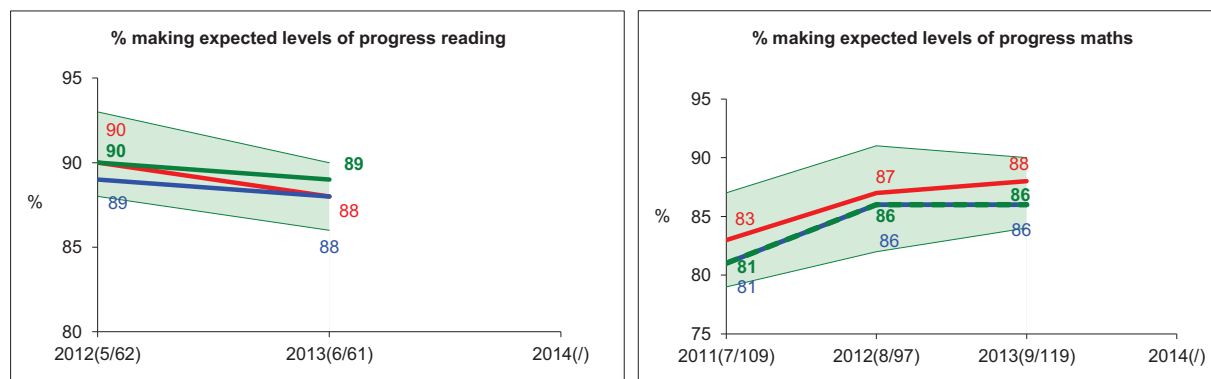
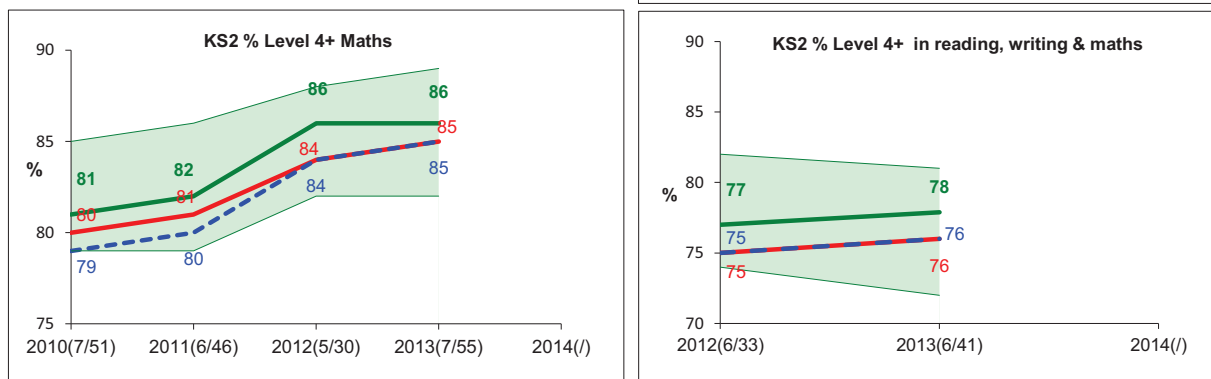
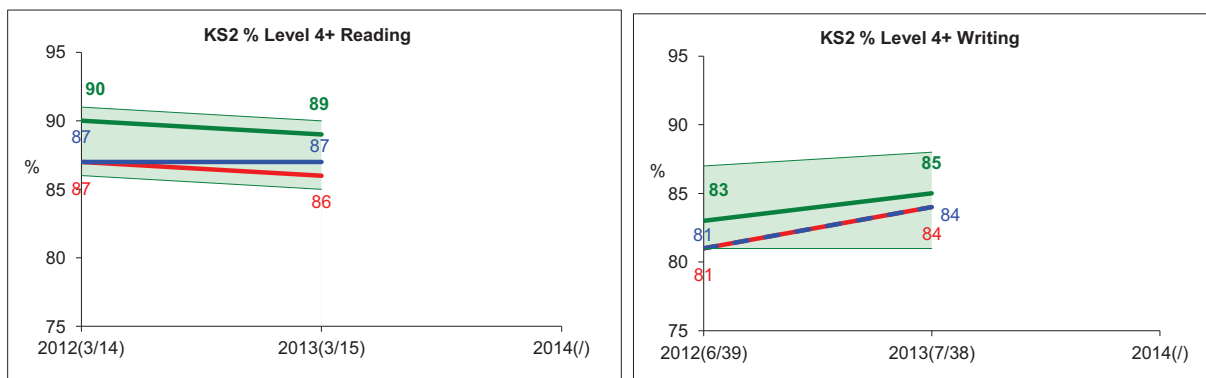
The methodology for calculating progress measures was amended in 2012 to take into account Level 6 at Key Stage 2. A pupil with Level 4 at Key Stage 1 now needs to achieve Level 6 at Key Stage 2 to make expected progress. Not all pupils were entered for the Level 6 test in Reading.

The tables based on DfE Statistical First Releases are rounded to 0 decimal places.

Further detailed information can be obtained from the Department for Education 2013 Primary Performance Tables via their website:

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Key Stage 2 Dashboard



<p>— National</p> <p>— South East</p> <p>— Surrey</p>	<p>Minimum and maximum statistical neighbours (Bucks, Bracknell Forest, Cheshire East, Cambs, Hampshire, Herts, Oxon, Windsor & Maidenhead, West Berkshire and Wokingham). Note that these may not be the same from year to year.</p> <p>Figures in brackets represent Surrey's ranking (statistical neighbour/national)</p>
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NOTES
General - All years are academic year. i.e. 2013 results are for children taking tests/ examinations/ assessments in Summer 2013.
 All figures are DfE Final data as published on 12th Dec in SFR51

2013 Key Stage 2 analysis by school type

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Background

Nationally, junior and primary schools achieve similar levels of overall attainment but primary schools perform better than junior schools in the progress measures.

Key Messages

- Surrey has a higher than national proportion of junior schools (22% of Surrey schools are junior compared to 8% of key stage 2 schools nationally)
- Analysis of attainment at the end of Key Stage 1 in Surrey indicates a continuing pattern of higher overall attainment in infant schools than in primary schools
- Similarly, at Key Stage 2 overall attainment is higher in Surrey junior schools than in primary schools. This is not the case nationally, where attainment outcomes are largely the same in primary and junior schools
- Primary schools perform better in the progress measures than junior schools in Surrey. This pattern is also reflected in the national results
- However, when Surrey progress measures are evaluated like for like against the national figures (junior against junior, primary against primary), the performance of junior schools compares more favourably than that for primary schools
- An analysis of Performance Indicators in Primary Schools (PiPs) aptitude tests by school type suggests that, on the whole, Key Stage 1 assessments are accurate. However, a continuing process of refining our moderation processes has been undertaken to help build confidence among receiving schools
- There is evidence to suggest that the transitions from one school to another play an important factor in a child's progress
- Analysis of progress by prior attainment indicates that the biggest difference between the school types is in the lower attainment band

Attainment and progress by school type: trend data

Key Stage 2 2013	Junior			Primary		
	Surrey	National	Gap	Surrey	National	Gap
% L4+ in Reading	91	87	4	89	86	3
% L4+ in Writing	87	84	3	85	84	1
% L4+ in Maths	88	86	1	86	86	-
% L4+ in RWM	80	76	4	78	76	2
Expected Progress reading	88	86	2	90	89	1
Expected Progress writing	88	90	-2	92	93	-1
Expected Progress maths	85	86	-1	87	89	-2

Key Stage 2 2012	Junior			Primary		
	Surrey	National	Gap	Surrey	National	Gap
% L4+ in English	90	86	4	88	86	2
% L4+ in Maths	88	85	3	86	85	1
% L4+ in English & maths	85	80	5	81	80	1
Expected Progress English	86	87	-1	89	91	-2
Expected Progress maths	85	85	-	87	88	-1

Cohort differences

A review of composition of the cohorts in junior and primary schools indicate that primary schools have a higher percentage of disadvantaged pupils, those with English as a second language, pupils with high mobility and pupils with low prior attainment (PA).

The percentage of disadvantaged pupils in primary schools has increased since last year (up from 17.5%) but remained fairly constant in junior schools. The percentage of EAL pupils in junior schools has increased since last year (up from 6.7%) but remained fairly constant in primary schools. It is known that EAL pupils often make good progress once language issues are overcome.

	2013			
	Junior	%	Primary	%
Disadvantaged Pupils	493	13.7	1244	19.1
EAL	294	8.2	716	11.0
Mobility	192	5.3	430	6.6
Low PA	258	7.2	961	14.8
Middle PA	1625	45.2	3345	51.4
High PA	1533	42.6	1913	29.4

Key Stage 1 baseline

The analysis undertaken in 2011 found a complex range of factors that might be impacting on the different levels of performance between infant, junior and primary schools. The provision of national figures in 2012 confirmed that this was not solely a Surrey phenomenon.

The integrity of the Key Stage 1 results had been questioned and some had suggested that this was a possible cause of poor performance of junior schools in progress measures ie children assessed as level 3 at Key Stage 1 were not secure and then went on to struggle to achieve a level 5.

In 2012, a more targeted moderation regime was recommended and further analysis was undertaken to look at the differences in performance by school type.

The analysis based on 3 years worth of data showed that the average points score at the end of Key Stage 1 was significantly higher for those that attended infant schools compared with those who attended primary schools. However, the scores in the Performance Indicators in Primary Schools (PiPs) aptitude tests taken at the beginning of year 3 were also significantly higher among those that had attended infant schools compared to those that attended primary schools. This suggests that, on the whole, the Key Stage 1 assessment profile is accurate.

Analysis of progress by prior attainment this year indicates that those not making progress are not focused at one prior attainment level (see appendix for detailed figures). The biggest difference between Junior and Primary progress is seen among those who were at the lower levels at Key Stage 1. Further analysis of these cohorts is recommended.

Transition between schools

The earlier analysis completed in 2011 had identified that, "Pupils who start in an infant and move to a junior perform best. Those starting in a Primary and moving to a junior have the lowest attainment levels". This could be explained by the higher developed ability of those from infant schools.

The majority of pupils attending an infant school at the end of Key Stage 1 move on to a junior school in Key Stage 2. Conversely, almost all pupils that were attending a primary school at the end of Key Stage 1 stay within this school type for Key Stage 2. However, the research also found that "pupils who attend a primary school for both Key Stage 1 and 2 show the highest levels of expected progress across the majority of Key Stage 1 Prior Attainment levels in English and in maths. Pupils that move from an infant to a primary school tend to show the lowest levels of expected progress whilst pupils from all Key Stage 1 starting points make less progress in Junior schools than in Primary schools, particularly in English". This seems to indicate that transitions between schools play a part in children's progress.

Analysis undertaken by FFT has indicated that transitions from one school to another can have a temporary impact on progress. The 2011 research supports this. The management of transitions, particularly those from infant to junior, is a possible area for future research in Surrey.

The selection of schools for moderation at Key Stage 1 in 2014 will include schools chosen from an analysis for their previous results data. This should dispel any concerns receiving schools have about the integrity of the data. Moderation processes have been reviewed and will include further checks prior to submission to DfE.

Appendix

Comparison of Progress matrix by prior attainment

The tables below show the progress made by pupils between Key Stage 1 and 2 in junior and primary schools broken down by the level achieved by each pupil at the end of Key Stage 1. As this shows, a smaller proportion of pupils tend to make expected progress in junior schools than primary schools, regardless of their Key Stage 1 starting point.

Expected progress in Reading

Level at KS1	Junior			Primary			Difference in % not making progress Jun-Pri
	% making progress	% not making progress	No. not making progress	% making progress	% not making progress	No. not making progress	
None	40	2	3	50	1	3	1
0*	73	26	11	87	13	16	-13
1	74	26	52	79	20	139	-6
2	90	10	159	93	7	249	-3
3	88	12	184	89	10	217	-2
4	13	88	14	25	75	3	-13
Total	88	12	423	90	10	627	-2

Expected progress in Writing

Level at KS1	Junior			Primary			Difference in % not making progress Jun-Pri
	% making progress	% not making progress	No not making progress	% making progress	% not making progress	No not making progress	
None	50	2	3	43	1	4	1
0*	69	32	17	89	11	20	-21
1	86	14	30	90	10	85	-4
2	91	9	227	93	7	298	-2
3	84	16	123	90	10	87	-6
4	0	100	1	0	0	0	
Total	88	12	401	92	8	494	-4

Expected progress in Maths

Level at KS1	Junior			Primary			Difference in % not making progress Jun-Pri
	% making progress	% not making progress	No not making progress	% making progress	% not making progress	No not making progress	
None	95	1	1	96	0	1	1
0*	76	24	6	81	19	12	-5
1	68	33	42	77	23	102	-10
2	85	15	296	87	13	507	-2
3	86	14	187	90	10	163	-4
4	100	0	0	100	0	0	
Total	85	15	532	87	13	785	-2

*0 denotes pupils working below the level of the assessment at Key Stage 1. These pupils tend to have SEN

Source data: EPAS Revised data – please note percentages are rounded.

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Key Messages

- The proportion of pupils achieving 5+ A*-C including English and mathematics at the end of KS4 has been continuously improving, and in the 2012/13 academic year 67.5% of pupils achieved good GCSEs. This is an improvement of 3.3 percentage points from the previous year. There was a small increase of 0.3 percentage points between the publication of provisional and final data for Surrey pupils.
- National results for pupils achieving 5+ A*-C or equivalent including English and mathematics increased by 0.2 points between the publication of provisional and final data, and show that 60.8% of pupils nationally achieved good GCSEs.
- Surrey is ranked as 15th best performing local authority in England and has been showing continuous improvement (was 19th in 2011/12 and 23rd in 2010/11). Among eleven statistical neighbours Surrey maintained 4th position.
- There was an improvement in the proportion of young people in Surrey achieving 5+ GCSEs or equivalents at grades A*-C: from 82.8% in 2011/12 to 83.9% in 2012/13. Surrey's performance is 0.8 percentage points higher than national, placing us 76th out of 152 local authorities.
- The proportion of pupils entered for English Baccalaureate has rapidly risen: nearly half of pupils (45.6%) were entered in 2012/13, compared with one third of pupils in the previous year. Of those who were entered, 30.0% achieved this measure. Across England 35.6% pupils were entered for English Baccalaureate, while 22.9% achieved this grade.
- In 2012/13 76.4% of pupils made expected progress in English, which is increase of over 5 percentage points. The progress in mathematics has also improved compared with the previous year by 3 percentage points (77% in 2012/13). Nationally 70.5% of pupils made expected progress in English, and 70.8% in mathematics.
- Surrey is ranked 27th for both the English and maths progress measures this year, an improvement in both subjects. We remain 3rd amongst our statistical neighbours for English progress, and have climbed one place to 4th for maths progress.
- There are no schools in Surrey that performed below the national standards in all 3 key measures (proportion of pupils achieving good GCSEs and proportion of pupils making the expected progress in English and maths), compared with one last year. There has been a sizeable drop in the number of schools where pupils do not make expected progress. Eight schools were below the floor standard for the percentage of pupils making expected progress in English compared with 22 last year. The corresponding figures for maths were 11 in 2012/13 compared with 18 in 2011/12.
- 96.1% of Surrey pupils who achieved high results at the end of KS2 (above the expected level), obtained 5+ A*-C at the end of KS4, compared with 94.7% nationally. 62% of pupils who worked securely by the end of KS2 achieved good GCSEs, compared with 57.4% nationally.
- The difference between the proportion of pupils from a disadvantaged background who achieved 5+ A*-C grades including English and mathematics and their peers is considerable on both national and local levels. Nationally 38% of pupils known to be eligible for Free School Meals achieved good GCSEs compared with 65% of their peers not receiving FSM. In Surrey 39.3% of pupils who are eligible for Free School Meals achieved good GCSEs compared with 69.4% of their non eligible peers (the gap in Surrey is 3 percentage points wider than national).

ALL PUPILS - SURREY	2010	2011	2012	2013	Change '12 to '13	National	Gap to National	SN Rank	National Rank
% 5+ A* - C inc. English and mathematics	62.0	63.5	64.2	67.5	+3.3	60.8	+6.7	4	15
% 5+ A* - C	77.5	79.9	82.8	83.9	+1.1	83.1	+0.8	6	76
% 5+ A* - G	95.0	95.4	95.8	96.2	+0.4	96.0	+0.2	8	65
% making expected progress English	74.6	75.2	70.9	76.4	+5.5	70.5	+5.9	3	27
% making expected progress maths	69.4	71.0	74.0	77.0	+3.0	70.8	+6.2	4	27
% Eng Bacc	22.0	22.0	22.8	30.0	+7.2	22.9	+7.1	4	18

Source: DfE SFR 01/2014

Key Stage 4 Number of schools below all three floor standards

The government assesses maintained mainstream secondary schools' performance against defined floor standards. Considered against these, a school would be seen as underperforming if:

- fewer than 40% of pupils achieved 5+ A* - C including English and mathematics; and
- less than 70% of pupils would make an expected 2 level progress in English between KS2 and KS4; and
- less than 70% of pupils would make an expected 2 level progress in mathematics between KS2 and KS4.

Schools are only included in these calculations if they have 11 or more pupils and if they have published results for all three measures above.

In 2012/13 academic year there was no school in Surrey that underperformed in all 3 categories.

Key Stage 4 Number of schools below all three floor standards: 2 year trend

KEY STAGE 4	Number of schools			
	2011	2012	2013	Change '12 to '13
Number of schools below all three floor standards	1	1	0	-1
Number of schools with less than 40% achieving 5+ A*-C including English and maths	1	1	0	-1
Number of schools below median expected levels of progress in English	20	22	8	-14
Number of schools below median expected levels of progress in maths	19	18	11	-7

Source: DfE 2013 Performance Tables

Pupil results based on gender

In the vast majority of schools in Surrey, girls outperform boys for the attainment of 5+ A*-C including English and mathematics. In Surrey 63.3% of boys and 71.9% of girls achieved this measure. A similar difference in achievements is observed nationally: in 2012/13 65.9% girls and 55.9% of boys achieved good GCSEs across England.

However, there are 3 schools in Surrey where boys outperformed girls for this measure in the last academic year. These are: Therfield School, All Hallows Catholic School and The Bishop David Brown School. Only one of those schools achieved above the Surrey average (All Hallows – 73% of pupils obtained 5+ A*-C GCSEs or equivalent including English and Mathematics).

There are 3 schools in Surrey where equal proportion of boys and girls obtained 5+ A*-C GCSEs or equivalent including English and mathematics. All those schools performed better than Surrey average. The proportion of pupils who pupils with 5+ A*-C grades including English and mathematics was: 71% (The Winston Churchill School), 69% (The Priory CofE School) and 69% (Ash Manor School).

Pupil results based on prior attainment band

In 2011 the government introduced new measures to show attainment and progress for different ability pupils, based on their prior attainment at the end of key stage 2.

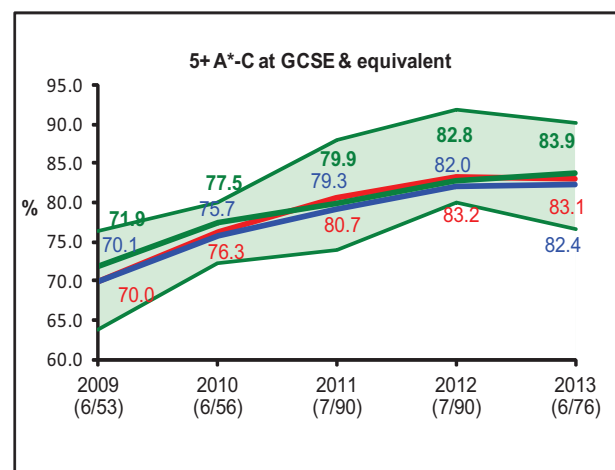
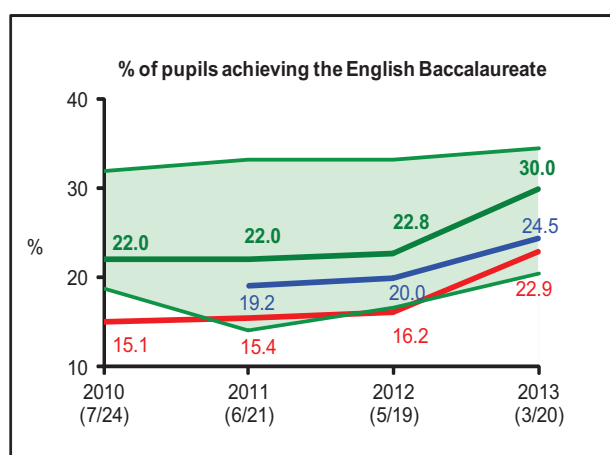
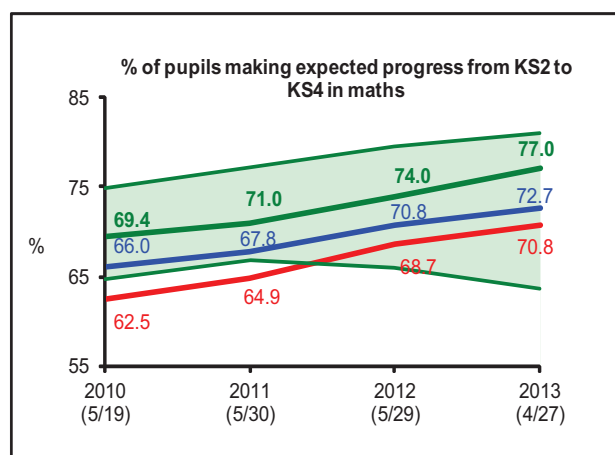
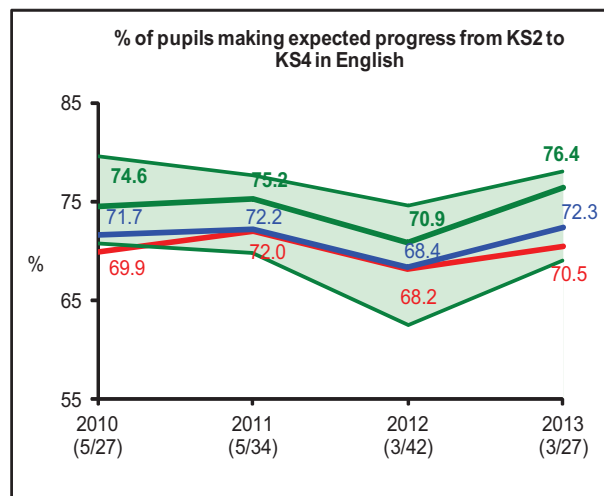
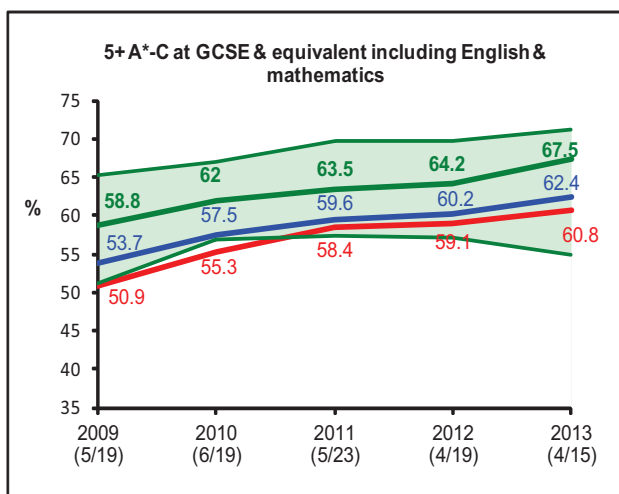
In all but one instance Surrey pupils performed better than their peers nationally. The exception was the proportion of low PA pupils achieving (% of low PA pupils achieving 5+ A* - C including English and maths, where attainment was on a par with the national figure. It is noticeable that for the group that worked securely in KS2, the proportion of pupils achieving good progress and good GCSEs was nearly five percentage points higher in Surrey than across England.

In Surrey the proportion of pupils achieving good progress and 5+ A*-C GCSEs including English and mathematics has improved for each prior attainment category.

KEY STAGE 4	Below L4 at KS2		At L4 at KS2		Above L4 at KS4	
2012/13	Surrey	National	Surrey	National	Surrey	National
% achieving 5+ A* - C including English and maths	6.8	6.9	61.9	57.4	96.1	94.7
% making expected progress English	49.3	45.2	73.5	68.6	89.2	86.2
% making expected progress maths	31.0	29.7	77.2	72.6	91.8	87.8

Source: DfE 2013 Performance Tables

Key Stage 4 Dashboard



	National		Statistical neighbour range. (Statistical neighbours: Bucks, Bracknell Forest, Cheshire East, Cambs, Hants, Herts, Oxon, Windsor & Maidenhead, West Berks and Wokingham)
	South East		
	Surrey		
Figures in brackets represent Surrey's ranking (statistical neighbour/national)			

Technical Notes

These tables provide a summary of the GCSE and equivalent results for pupils at the end of Key Stage 4 in state-funded schools (mainstream schools, special schools and academies) in the 2012/13 academic year. The latest results have been taken from the revised Department for Education (DfE) Statistical First Release (SFR), which was published on 23 January 2014 as well as the DfE Performance Tables, also published on 23 January 2014.

Where figures are included in both publications, the SFR data is used as this is the source of the local-authority level figures which allow a ranking calculation to be carried out. The SFR figures for state-funded schools do not include pupils recently arrived from overseas and so may not match with state-funded figures in the Performance Tables.

The English Baccalaureate (EBacc) was announced in the Education White Paper in 2010. This is based on pupils achieving A* - C in the following subject areas: English, mathematics, science, humanities and modern foreign languages

Further detailed information can be obtained from the Department for Education 2013 Secondary Performance Tables via their website:

<http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&superview=sec&view=aat&sort=&ord=&no=936&pg=1>