

## 2014 Key Stage 4 Final Results Briefing

Two major reforms have been implemented by the Department for Education which affect the calculation of key stage 4 (KS4) performance measures data in 2014. In addition, there have been three further changes which apply to the 2013/14 results but not to previous years.

As a result, care must be taken when comparing the 2013/14 results with those for previous years. Please see pages 6-7 of this document for further details.

### Key Messages

- The percentage of Surrey pupils achieving 5+ A\*-C including English and mathematics based on first entry is 63.5%. This compares to 56.8% nationally.
- Surrey has gone from 15<sup>th</sup> in 2012/13 to 17<sup>th</sup> in 2013/14 in the national rankings for the percentage of pupils achieving 5+ A\* - C including English and mathematics. Compared with statistical neighbours, Surrey has maintained its position of 4<sup>th</sup> (out of 11) for this measure.
- In 2012/13 the published statistics were calculated using a different methodology (see pages 3-4 for more details). The percentage of Surrey pupils achieving 5+ A\*-C including English and mathematics using this 'best grade' method was 67.5%. The national figure was 60.8%.
- The proportion of Surrey young people who achieved five or more GCSEs at grades A\* to C in 2013/14 is 73.2%. Surrey remains above the national average of 65.8%.
- Surrey is ranked 16<sup>th</sup> for this measure in 2013/14, up from 76<sup>th</sup> the previous year. This puts Surrey in the top 10% of local authorities.
- In 2012/13 the percentage of Surrey pupils achieving 5+ A\*-C was 83.9% compared with 83.1% nationally.
- The changes to the methodology used for calculating the attainment statistics in 2013/14 have also had a significant impact upon the Key Stage 2 to 4 progress calculations.
- The proportion of pupils making expected progress in English is 75.8% in 2013/14 in Surrey compared with 71.8% nationally. Surrey has gone from 27<sup>th</sup> to 39<sup>th</sup> in the national rankings. Compared to its statistical neighbours, Surrey has gone from 3<sup>rd</sup> to 6<sup>th</sup>.
- The proportion of pupils making expected progress in mathematics in 2013/14 is 73.4% compared with 65.6% nationally. Surrey has climbed one place to 3<sup>rd</sup> position in the statistical neighbour rankings. Surrey is ranked 21<sup>st</sup> nationally for this measure, compared with 27<sup>th</sup> in 2012/13.
- Forty-six percent of pupils in Surrey were entered for all components of the English Baccalaureate in 2013/14 compared with 39 percent nationally. Of those who were entered, 30.6% of pupils in Surrey achieved this measure compared with 24% nationally.
- Surrey is ranked 5<sup>th</sup> compared to statistical neighbours and 25<sup>th</sup> nationally for the percentage of pupils achieving the English Baccalaureate.

ALL PUPILS - SURREY	2012	2013	2014	Change '13 to '14	National	Gap to National	SN Rank	National Rank
% 5+ A* - C inc. English and mathematics	64.2	67.5	63.5	-4.0	56.8	6.7	4	17
% 5+ A* - C	82.8	83.9	73.2	-10.7	65.8	7.4	3	16
% 5+ A* - G	95.8	96.2	95.2	-1.0	93.5	1.7	6	26
Any Passes	99.3	99.3	98.2	-1.1	98.3	-0.1	7	80
% making expected progress English*	70.9	76.4	75.8	-0.6	71.8	4.0	6	39
% making expected progress maths*	74.0	77.0	73.4	-3.6	65.6	7.8	3	21
% EngBacc	22.8	30.0	30.6	0.6	24.3	6.3	5	25

\*Includes all pupils in state-funded schools. DfE have also published results for state-funded mainstream schools only

### 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 74% of pupils would make an expected 2 level progress in English between KS2 and KS4; and
- less than 67% 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 2013/14 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			
	2012	2013	2014	Change '13 to '14
<b>Number of schools below all three floor standards</b>	1	0	0	-
Number of schools with less than 40% achieving 5+ A*-C including English and maths	1	0	2	+2
Number of schools below median expected levels of progress in English	22	8	19	+11
Number of schools below median expected levels of progress in maths	18	11	14	+3

Source: DfE 2014 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 59% of boys and 68% of girls achieved this measure. A similar difference in achievements is observed nationally: in 2013/14 62% girls and 52% 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, The Winston Churchill School and Thomas Knyvett College. Only one of those schools achieved above the Surrey average (The Winston Churchill – 70% of pupils obtained 5+ A\*-C GCSEs or equivalent including English and Mathematics).

There is only one school (Rydens Enterprise School & Sixth Form College) in Surrey where equal proportion of boys and girls obtained 5+ A\*-C GCSEs or equivalent including English and mathematics.

### 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.

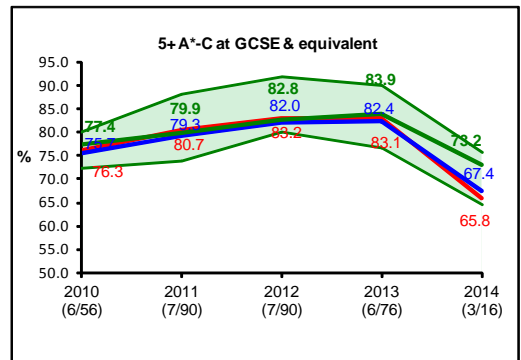
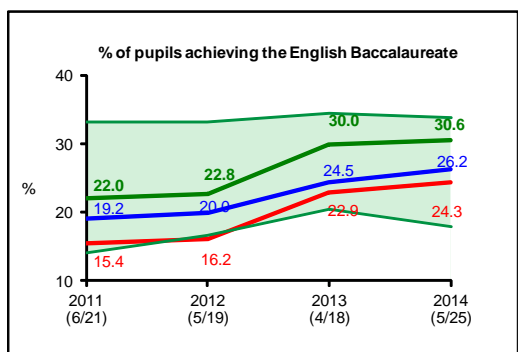
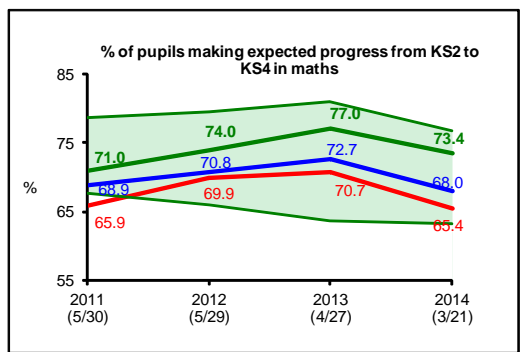
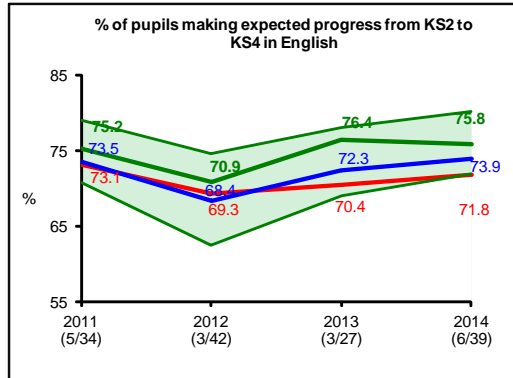
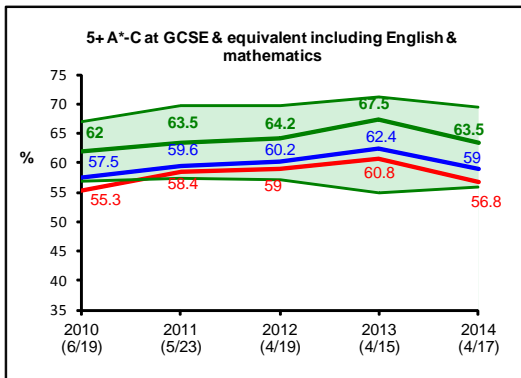
In all but one instance Surrey pupils performed better than their peers nationally. The exception was the proportion of low PA pupils achieving expected progress in Maths where progress was on a par with the national figure. It is noticeable that for the group that worked securely in KS2, the proportion of pupils achieving good progress and good GCSEs was nearly seven 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 decreased in the majority of the prior attainment categories this year. This is due to the change in methodology used to calculate the performance indicators this year- please see pages 6-7 of this briefing for further details.

KEY STAGE 4	Below L4 at KS2		At L4 at KS2		Above L4 at KS4	
<b>2013/14</b>	Surrey	National	Surrey	National	Surrey	National
% achieving 5+ A* - C including English and maths	5.7	5.5	57.0	50.9	93.0	92.8
% making expected progress English	51.5	48.5	73.4	70.2	86.8	85.6
% making expected progress maths	26.0	26.4	72.0	65.3	90.4	84.7

Source: DfE 2014 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 2013/14 academic year. The latest results have been taken from the revised Department for Education (DfE) Statistical First Release (SFR), which was published on 29 January 2015.

The total number on roll in Surrey for this academic year was 10,780.

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

Data for previous years is taken from the revised SFRs published by the DfE.

## Changes to performance reporting 2013/14

There are two major reforms that have an impact on the 2013/14 GCSE and equivalent results. These should be taken in to consideration when looking at the latest results alongside previous years. These changes only apply to figures shown for 2013/14. The new methodology has not been applied to previous years.

### Reform of vocational qualifications

The recommendations adopted from Professor Alison Wolf's Review of Vocational Education<sup>1</sup> take effect for the first time in the calculation of the data underpinning this SFR:

- 1) Only include qualifications in performance measures which meet the new quality criteria. This has led to the removal of around 3,000 unique qualifications from the performance measures between 2012/13 and 2013/14.
- 2) Adjust the associated point scores for non-GCSEs so that no qualification will count as larger than one GCSE in size. For example, where a BTEC may have previously counted as four GCSEs it will now be reduced to the equivalence of a single GCSE in its contribution to performance measures.
- 3) Restrict the number of non-GCSE qualifications that count in performance measures at two per pupil.

### Introduction of early entry policy

In the past, school performance measures have been calculated using the best result that a pupil achieved in a subject, regardless of the number of times they may have been entered for it. In September 2013, the DfE announced that only the first result a pupil achieved would count in performance measures from 2013/14. This new rule came into effect immediately with regard to English Baccalaureate subjects and will be expanded to apply to all subjects in 2014/15. This new rule only affects a school's performance measure calculations; pupils will still be accredited with every grade achieved, regardless of the number of entries.

### Performance measures using the 'new 2014 methodology'

The 2014 performance measures will be published on the basis of only including qualifications which were identified as part of the Wolf review and also applying the rules regarding the changes in early entry policy.

## Other changes from last year's results

In addition to the major reforms outlined above there are a number of other changes that have been made in the 2013/14 academic year. Again these do not apply to 2012/13 or earlier years.

### **Discounting across qualification type**

Qualification discounting ensures that, where a pupil has taken two or more qualifications with an overlap in curriculum, the performance measures only give credit once to the school for teaching a single course of study (qualification discounting does not impact on the individual results achieved by pupils). For the first time this year, discounting will be applied across qualification types. For example, where there is an overlap in curriculum, a GCSE can now discount against a BTEC and vice versa. This may reduce the total number of qualifications a pupil is shown as achieving or entered for on the performance measures.

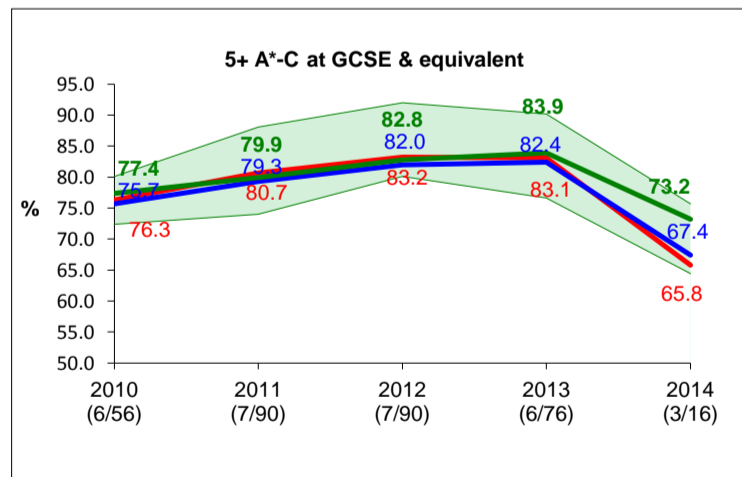
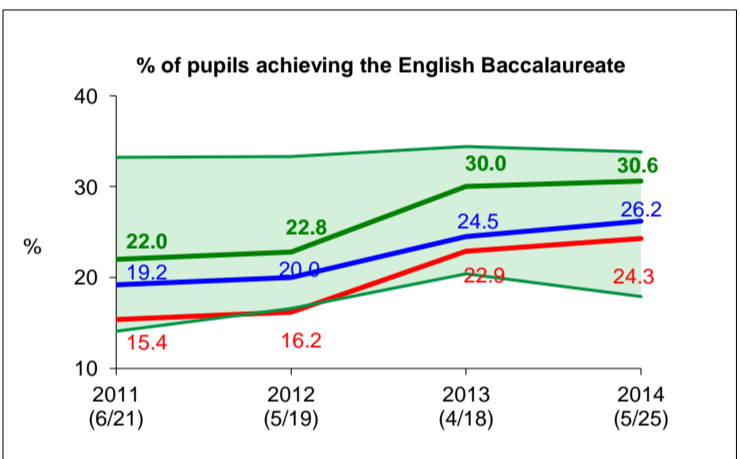
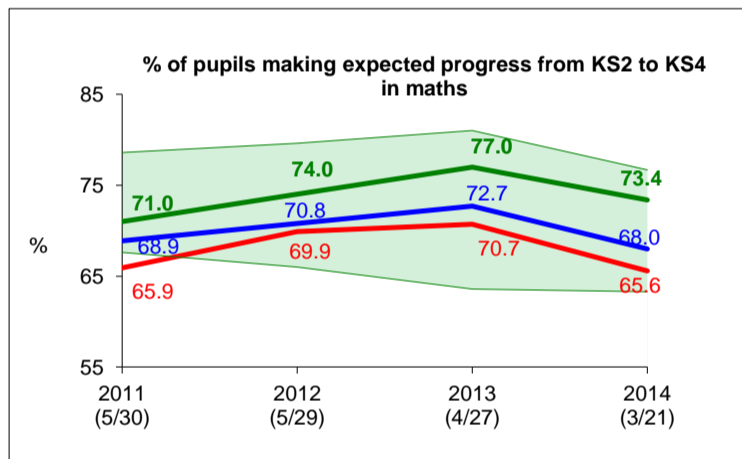
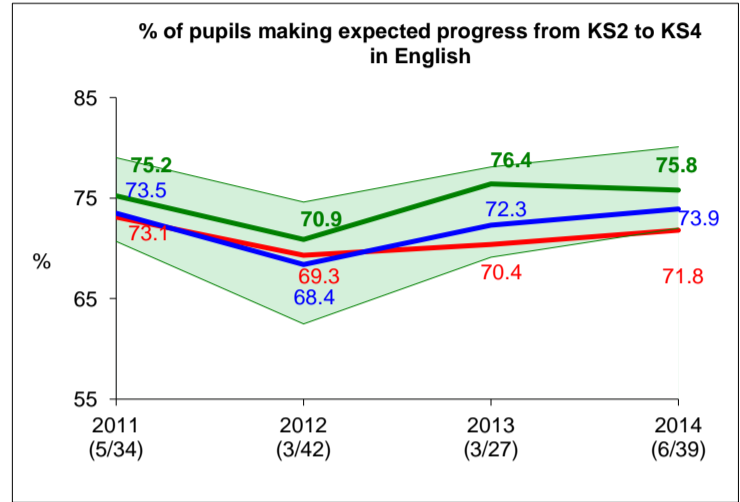
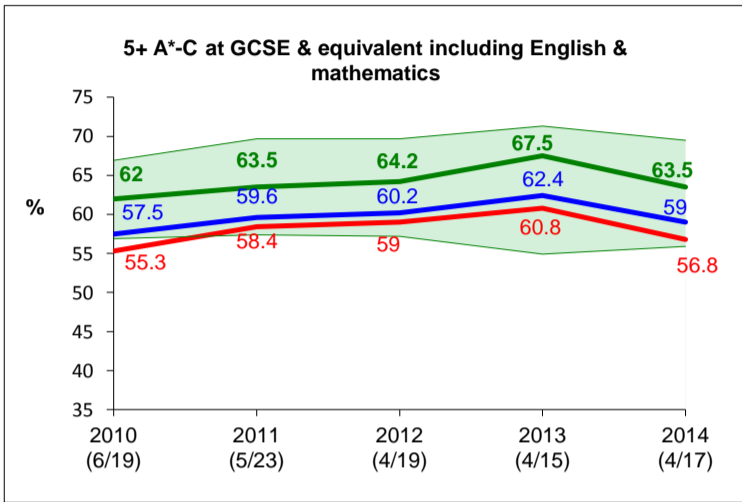
### **Move to linear GCSE formats**

In 2010 the Government set out its education policy aims in the White Paper, The Importance of Teaching. One of these was to reform GCSE qualifications and, in particular, course structures so that examinations are taken at the end of the course, as opposed to a modularised approach<sup>4</sup>. Ofqual consulted upon and implemented this reform. For two-year GCSE courses starting in September 2012 all examinations had to be sat at the end of the course, in summer 2014. This affects the cohort of pupils that this SFR is based upon and may have had an impact on the grades they achieved.

### **Removal of the speaking and listening component from English examinations**

Ofqual also reformed the constitution of GCSE English and GCSE English language results. From summer 2014, performance in speaking and listening no longer contributes to the overall grade achieved by a pupil but is separately reported. The GCSE grade is now calculated from the other component parts of the qualification. Ofqual considered the impact, noting that overall results in these qualifications would fall because pupils generally do better in speaking and listening than in the rest of the qualification. To mitigate for this, Ofqual have used a comparable outcomes approach to setting standards. This means that where the group of pupils is basically the same from one year to the next, their results should look broadly the same. However, individual schools and pupils may have been affected

## Key Stage 4 Dashboard



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