Hull City Council

Briefing Paper

13 December 2019

PERFORMANCE REPORT – 2019 (Early) KEY STAGE DATA

Briefing Paper of the of Corporate Director for Children, Young People and Family Services

1.   Purpose of the Paper and Summary

1.1   To provide summary results of the formative key stage assessments and examinations that took place during summer 2019.

2.   Background

2.1   At this point in the year the DfE has released local authority and England level data at Key Stage 1, Key Stage 1 Phonics, (early) Key Stage 2 and Key Stage 4 2019.

The following (final) data release will be made as follows:

- Key Stage 4 – 23 January 2020.

2.2   Most of the measures in this paper are expressed as a percentage of pupils achieving a certain standard at a particular key stage, for example, a Good Level of Development at the Early Years Foundation Stage Profile. Statistically, the correct way to express any increase or decrease at such measures would be to refer to a 'percentage point' increase or decrease. For ease, throughout this paper, the expression 'point' is used as opposed to percentage point.

The tables that appear throughout this paper document trends, including 2019 data at four levels: city; region; statistical neighbour (SNA)[i], and England. The tables also provide an indication of change between 2018 and 2019.

3.   Issues for Consideration

### 3.1   Early Years Foundation Stage Profile

The city has faced challenges across the Early Foundation Stage Profile for a number of years. Data at Good Level of Development (see table below) suggests improvement between 2018 and 2019 for the city – in excess of that seen nationally.

|	2014	2015	2016	2017	2018	2019
City	51	61	65.0	65.1	65.9	67.7
Region	59	65	67.4	68.8	69.4	70.1
Statistical Neighbour (Av.)	57	64	66.6	68.3	68.6	69.1
England	60	66	69.3	70.7	71.5	71.8

At the 'Inequality Gap'[ii], another summary measure of the Profile, the gap has widened for the third consecutive year in the city.
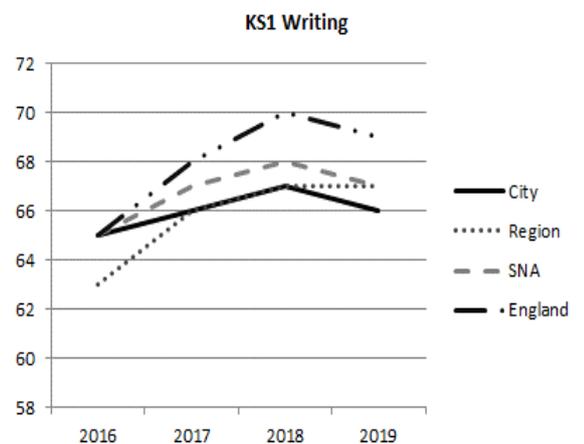
3.2 Phonics
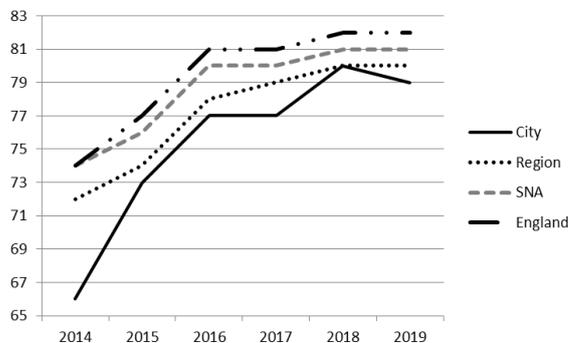
The city has struggled with Phonics since its inception in 2014. (See chart - left). Although there were signs of the city catching up with comparators in 2018, 2019 sees the city's position worsen as the England average stands still.
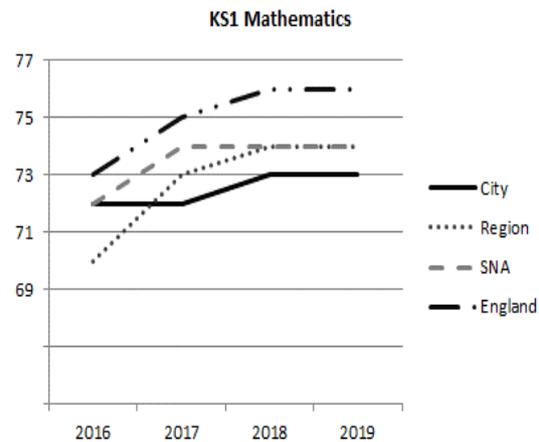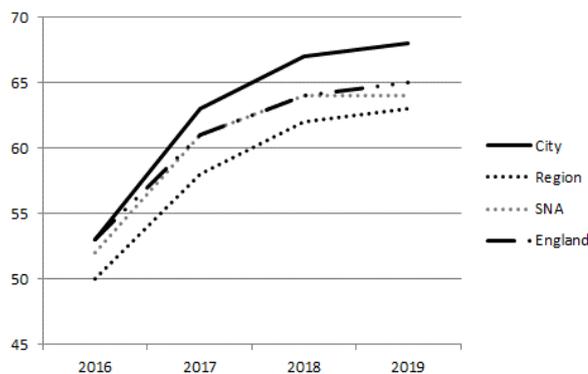
3.3 Key Stage 1
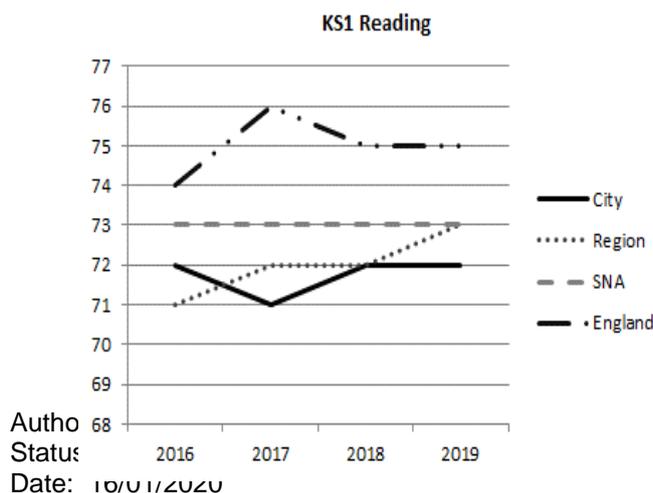
Although the city's response to the introduction of a new assessment

regime in 2016 was positive, it has struggled at Key Stage 1 ever since. At Expected Standard, a lack of improvement between 2018 and 2019 across the separate core subjects of Reading, Writing and Mathematics maintains the stubborn gaps between local and national averages.

The positon is similar at greater depth.

KS1 Mathematics

3.3 Key Stage 2

The city has excelled at Key Stage 2 since the introduction of a new assessment programme in 2016. At the **Combined Measure** (the percentage of pupils achieving the expected standard in ALL of Reading, Writing and Mathematics), the city has demonstrated year on year improvement since 2016 and has been above the England average for the last three years.

	2016	2017	2018	2019
City	53	63	67	68
Region	50	58	62	63
SNA	52	61	64	64
England	53	61	64	65

(Both the visual and the table relate to the Combined Measure).

At Higher Standard/ Greater Depth, historically an area of weakness for the city, there is a similarly positive story – year on year improvements between 2016 and 2019 have moved the city from below to in line with the England average.

The subject specific progress scores, measuring the journey between Key Stage 1 and Key Stage 2, for the city, are above England norms and in 2019 are some of the highest in the country.

3.4 Key Stage 4

At **Attainment 8**, there is no change to the city's 2018 result – nationally results also stood still. The city remains above the statistical neighbour average.

	2015	2016	2017	2018	2019

City	43.1	47.7	42.6	43.3	43.3
Region	46.9	48.9	45.4	44.9	45.2
Stat. Neigh. (Av.)	45.0	47.0	42.9	42.2	41.6
England	47.4	48.5	44.6	44.5	44.5

	Standard			Strong		
	2017	2018	2019	2017	2018	2019
City	51	57	55	30	33	32
Region	62	62	62	41	41	41
Stat. Neigh.	57	57	56	35	35	34
England	59	59	60	40	40	40

At **'The Basics'** (combined success in BOTH English and Mathematics), Grade 4 and above (a standard pass), an early result of 55% for the city is a fall on 2018 and below all comparators in 2019. At Grade 5 and above (a strong pass, and the emerging single measure at The Basics), the city's result, again revealing a decline on 2018, is below all comparators.
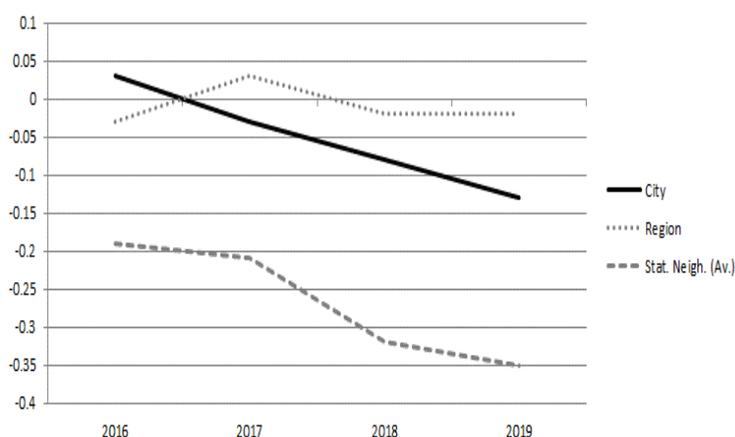
At **Progress 8**, further to making a positive start at the introduction of the measure – the city's performance has slowly declined year on year.

4. **Next steps**

A further paper will be provided following the release of final Key Stage 4 2019 data.

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Officer Interests: None
Background Documents: None

[i] Every local authority in the country has been assigned ten 'statistical neighbours' – local authorities with similar characteristics. Often averages of values across statistical neighbours or values relating to a closest neighbour are useful for benchmarking and comparative purposes. In the case of Hull, for example, it is often more fair, appropriate and useful to compare ourselves with statistical neighbours than with the Region or England. Of course, at the same time, we should neither negate nor ignore the latter measures – Ofsted and the DfE would be keen to point out, for example, that if a poorly performing authority always benchmarked itself against its (possibly) equally poorly performing statistical neighbours then where is the challenge coming from?

This sort of comparison allows us to answer the question: *'how do similar local authorities perform?* 'Or, more appropriately perhaps – *'what is the level of free school meals in similar local authorities'*.

Originally, in 1996, the underlying, complex methodology and naming of statistical neighbours was the domain of Ofsted. More recently it has crept into the domain of the DfE. There is no particular pattern to the refresh of the groupings – in other words 'refresh' is neither annual nor once every three years.
The city's current statistical neighbours are:
- **Blackpool**, Hartlepool, **Middlesbrough**, North East Lincolnshire, Plymouth, Portsmouth, Salford, Southampton, South Tyneside, and **Stoke on Trent**

(Those in bold are deemed to be the city's closest neighbours – this proximity is referred to as the Euclidean distance, see below).

It should be noted that the city is not necessarily a neighbour to all of the above named local authorities – in other words – Hartlepool is one of our neighbours but this does not necessarily mean that the city is one of Hartlepool's neighbours. The distance between any two local authorities is defined as the weighted Euclidean distance between the authorities using each of the background variables. It is the application of this complex methodology that dictates the often lack of coterminosity between statistical neighbour groups.

[ii] The gap is calculated as the percentage difference between the mean average of the lowest 20% and the median average for all children.