

# Outcomes of Children and Young People in Hampshire schools

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# Performance in 2016

- Unprecedented change in standards, assessment methods and the way schools are judged
- Outcomes for children and young people in Hampshire have improved relatively
- Strong performance against our statistical neighbours.



- Data is the latest available, some still provisional
- Analysis of groups of children and young people – boys / girls, ethnicity, vulnerable children will be subject to a further report once final data is received



# Early Years Foundation Stage

Good Level of Development (GLD)	2016	2015	2014
National	69.3%	66.3%	60.4%
Hampshire	75.2%	72.6%	67.5%

- Well above national average
- 2<sup>nd</sup> against statistical neighbours
- Significant work by the Early Years Team to support schools and settings in this area



# Key Stage 1

- The performance standard has changed
- Levels replaced by the expected standard or age related expectation (ARE)
- Group top in reading, writing, 3<sup>rd</sup> for mathematics

Age related expectation in 2016	Reading	Writing	Mathematics
National	74%	65%	73%
Hampshire	80%	70%	77%



# Key Stage 2

- The performance standard has changed - levels replaced by the expected standard or age related expectation (ARE)
- Schools measured on proportion of pupils who attain ARE in reading, writing and mathematics combined
- Well above national average, group top against statistical neighbours

Age related expectation in 2016	Reading	Writing	Mathematics	Reading, writing and maths
National	66%	74%	70%	54%
Hampshire	71%	80%	71%	59%

# Why have Hampshire schools performed so well

- Correlation between assessment training and the schools that have improved relative to the new standards
- Three areas of training: moderation, updates of information and support to develop teaching using the new standards
- For schools that attended up to three meetings across the range offered, there was a 2.4% relative improvement. The comparative figure for the group that attended between four to six meetings was 3.4%, and those that attended seven or more improved by 6.6%
- However, there is now more variation between schools.



# Key Stage 4

- New GCSE courses – more challenging specifications
- Assessment has changed and will change again in 2017 and 2018
- Performance standards for schools have changed
- 5A\*-C including English and mathematics replaced by:
  - The Basics
  - English Baccalaureate
  - Attainment 8
  - Progress 8



# 5A\*-C including English and mathematics

Needs care in interpretation...

	Hampshire	National
2014	58.9%	56.8%
2015	59.7%	57%
2016	60.3%	57%



# The Basics

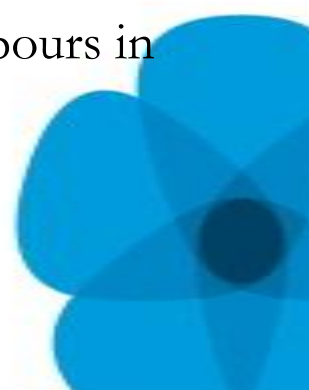
- Hampshire schools perform above those nationally and have improved at a greater rate over the past three years.
- Performance is above the average for our statistical neighbours such that we are placed 3<sup>rd</sup> in the group

	Hampshire	National
2014	61.0%	59.1%
2015	62.1%	59.5%
2016	66.3%	62.8%



# EBacc

- In Hampshire, a higher proportion of children than nationally qualified for the EBacc (41.2% against 39.7%)
- 25.8% of pupils achieved the EBacc this year against 24.6% nationally, with Hampshire performing largely in line with its statistical neighbours
- There is significant variation between schools in performance against this measure and we will be working with them across two main areas to secure improvement
- First of all, there is a need for greater co-ordination of pupils' performance across this basket of subjects
- Secondly, data from the individual subject areas shows that Hampshire schools on average perform better than those in our statistical neighbours in English, mathematics and the sciences but not so in the humanities



# Attainment 8

- In 2016, the A8 for Hampshire schools was 51.0 - equivalent to the average grade being just above a C grade
- The national figure was 49.9 – equivalent to an average grade just below a C grade
- Hampshire schools also outperformed most statistical neighbours, with the performance being 3<sup>rd</sup> in the group



# Progress 8

- P8 is a measure of the progress pupils have made across the A8 basket of subjects relative to their peers nationally
- There is no way, therefore, of being able to predict P8 accurately ahead of the examinations being taken
- In a school with a P8 of zero, pupils have on average performed in line with pupils with similar starting points nationally. If the score is positive, then pupils have made more progress; if it is negative, pupils have made less progress



- P8 in Hampshire was identical to the national average of -0.03
- Middle of statistical neighbour group
- In general, the performance of the different subject elements of P8 is in line with that nationally. Pupils made better progress in mathematics in Hampshire than they did nationally, but marginally less progress in English
- Again, at a school level, there is greater variation than this. One of the themes that emerges is that the weaker elements of P8 performance tend to lie in the Ebacc and other subjects than they do in the core. Schools have worked hard in the past to secure strong outcomes in the core and will need to work with equal rigour in the foundation subjects



# Key challenges

- Secure the success at KS2 by working with schools to help secure an accurate understanding of the new standards and translating them into effective teaching
- Securing the understanding of the new standards through KS3 and KS4 in secondary schools and challenging schools in which expectations are too low
- Further understanding of pupils' performance in the humanities subjects
- Supporting schools with curriculum design and challenging them where necessary around their entry policy



# On the horizon...

- In 2017, new English and mathematics GCSEs will be examined for the first time
- They will be “graded” on the new number scale of 1 to 9
- Other courses will remain as letter grades. The fact that these two subjects are graded on a nine point scale and the other GCSEs on an eight point scale will create challenges in calculating A8 and P8 and raise the issue of the validity of comparison with those in 2016

