DfE Performance Tables

2014

Background information

The DfE Performance Tables provide an opportunity to compare progress and attainment outcomes for SJS students against local and national standards. The tables also include contextual information. The tables themselves contain hundreds of performance indicators from which about 40 have been extracted for further investigation. Additionally, apart from the 31 Cornish schools, information for several Devon schools is included. The data used for comparative purposes is included in the first spreadsheet. This data has been processed to produce rank tables for the 31 Cornish secondary schools – this can be found in the second spreadsheet.

The DfE Performance Tables 2014

Background guidance.

The performance tables contain a range of measures, 461 in total, which can be used to gain an insight into different aspects of school performance. However, performance may be affected by a number of factors such as the prior attainment and socio-economic background of the pupil intake, school size and type, teaching quality and school governance. When using the performance tables to judge the effectiveness of a school, be aware that the data published gives only part of the picture of each school and its pupils' achievements.

Some important things to consider when interpreting performance measures are

School/college context:

Each school/college is working in a specific context, due to its characteristics and the type of pupils they teach. It is important that you look at the school size, type and pupil intakes, as this may help to explain some of the patterns you see in their results. The 'cohort information' section of the user guidance provides background information on pupils for whom results have been published in the primary, secondary and 16-18 performance tables. You can also use the 'similar schools' function to compare schools that are operating in a similar context and see whether a certain school is performing statistically better than another.

Schools are often described as being on a continuum from constrained to confident starting with those whose context places constraints on how they operate. Small rural schools set in deprived areas, such as Sir Jim's, are often constrained by virtue of their size, breadth of curriculum, inability to employ a variety of grouping arrangements, non-specialist teachers, small teams, one-teacher departments and so on.

Comparing types of performance measures:

To get a rounded view of school/college performance, it is important to look at more than one performance measure when comparing schools. For example, while attainment figures tell you about the performance at the end of a key stage for a certain group of pupils, it doesn't tell you how far they have progressed from their starting point. Differences in attainment between schools may tell you more about the ability of the cohort than how effective teaching has been.

Expected progress and value added measures give you further context about how effective a school is for pupils, taking their level of attainment at the previous key stage into account. For example, you may find that a school's pupils achieve low results if you consider only their overall attainment at the end of the key stage. However, if you look at their pupil progress or value added results, their pupils may actually be achieving higher results than would be expected given their starting points.

Where schools have intakes that are below average on intake and large numbers of disadvantaged students, value added may be a better performance measure to use when comparing schools.

The Performance Measures

There are two spreadsheets accompanying this paper. Spreadsheet 1 contains information extracted from the DfE site. Of the 461 items of data around 40 have been selected for more detailed comparison. Sir Jim's is compared against the other 30 Cornish secondary schools as well as four schools in Devon, one of which is 'Outstanding' and the other three 'Good'. Two of the Cornish schools also appear in the similar schools list, they are Bodmin College and Looe Academy, both 'Good' schools. No information on school finance or student destinations has been included.

Spreadsheet 2 ranks all the data for the 31 Cornish schools. This gives a useful visual impression of how Sir Jim's compares in terms of its context and performance. Of particular interest are those schools with strong outcomes especially in English and maths. However, it is important to consider the school context especially the ability of the cohort, the proportion disadvantaged and the type of English GCSE entered.

Similar schools

The DfE have provided a clever function that allows a school to compare itself against schools with similar intakes, this is based on KS2 average point scores. Sir Jim's is compared against 54 other schools from across the country. Apart from this common measure these schools present a varied picture; some are single-sex, others denominational schools, at least one is a 13-19 High School and one is an all-through school. Most are set in cities. The top performers are all part of the London Challenge; they include: Burlington Danes Academy a large school in Hammersmith where students achieved 79% %ACEM; and Northwood School, Hillingdon (74%). Both schools serve ethnically diverse communities where parental support for education is high. None of the top 10 similar schools have much in common with Sir Jim's. The most appropriate comparator school is Looe Academy which has very strong English and maths teams!

Each of the chosen indicators is listed below with an explanation and, where possible, the national average and local authority average outcomes for comparison. It is important that school outcomes are ALWAYS set against national averages even when the ability of the cohort is below the national average, as is the case in 2014.

The EBacc and Disadvantaged Students

In this report the focus has included EBacc outcomes and how well disadvantaged perform.

The EBacc performance indicators include a combination of traditional academic subjects. Whilst there is evidence that some schools are still 'gaming', for example English iGCSE has resulted in some extraordinary outcomes, it is not possible to game across the mix of EBacc subjects. This means the EBacc measure is probably one of the more reliable for purposes of comparison.

The reason for a focus on disadvantaged students is clear – in most years about 1/3 of the year group is 'disadvantaged'. Research has shown engaging and motivating white working class boys, and increasingly girls, to be one of the biggest challenges facing schools. This is an issue here at Sir

Jim's. if we can ensure our middle ability disadvantaged students are better and more effective learners, exam outcomes would be transformed.

DfE Performance Tables 2014		
Cornish schools summary with national averages (NA) and local authority averages (LA)		
Row 1	Indicator	Definition and evaluative comment
1A	**Number in Yr11 2014** Context	**Number of students in the year group**. Larger year groups can support a wider curriculum and a variety of grouping arrangements – both of which advantage the larger school. SJS with just 95 in the year group was the second smallest cohort out of 31 Cornish schools. Cornish schools ranged from 271 to 82.
1B	**KS2 APS** Context NA 27.9 (RAISE) LA 27.5	**Key stage 2 average points score.** This is an indication of the ability of the cohort on intake. Even small differences are significant. SJS with an APS of 27.1 is below national average and is one of the weaker schools in Cornwall. Cornish schools ranged from 28.6 to 26.6.
1C	**Higher Achieving Pupils (HAP)** Context NA 32.9% LA n/a SJS 30%	**Proportion of cohort in high ability band (KS2 L5).** More able students make better progress and attain better grades. Most should reach or exceed grade 'B' and all have the potential to attain the benchmark 5ACEM. In 2014 30% of the SJS cohort was more able, the strongest year group for many years. Cornish schools ranged from 42% to 20%.
1D	**Middle Achieving pupils (MAP)** Context NA 52.5% LA n/a SJS 51%	**Proportion of cohort in middle ability band (KS2 L4).** For most schools, the performance of this sub-group will determine the overall 5ACEM and progress outcomes. In 2014 51% of the SJS cohort was middle ability. However, weak level 4s find it more of a challenge to make 3LoP and achieve 'C' grades than stronger level 4s. Cornish schools ranged from 47% to 63%
1E	**Lower Achieving Pupils (LAP)** Context NA 14.6 LA n/a SJS 19%	**Proportion of cohort in low ability band (KS2 L3 and below**). In 2014 19% of the SJS cohort was low ability – the lowest for several years. These students find it difficult to make 3LoP and attain grade 'C's. Cornish schools ranged from just 9% to 22%.
1F	**3LoP English** Performance measure NA 70.9% LA 71.2% SJS 65%	**Proportion of students making expected progress in English KS2-KS4.** This is a key performance indicator. The national average is 70.9%. In 2014 65% of the SJS cohort made 3LoP. Cornish schools ranged from 95% to 56%. The top schools entered their English students for the iGCSE. ACTION POINT 1
1G	**3LoP Mathematics** Performance measure	**Proportion of students making expected progress in maths KS2-KS4.**

	NA 65.3% LA 65.55 SJS 48%	This is a key performance indicator. The national average is 65.3%. In 2014 48% of the SJS cohort made 3LoP placing the school 31/31. Cornish schools ranged from 83% to 48%. ACTION POINT 2
1H	**5+ A*-C inc Eng & M (5+ACEM)** Performance measure NA 55.6% LA 55.3% SJS 46%	**Proportion of students achieving 5 or more grades A*-C including English and maths.** This is an important benchmark performance indicator but not as useful as progress. In 2014 the SJS cohort attained 46%. The national result was 55.9%. SJS was below national and well below what could have been achieved given the ability of the cohort. Cornish schools ranged from 71% to 43%. ACTION POINT 3
1I	**5ACEM 3yr av** Performance measure NA 58.7% LA 56.8% SJS 56%	**3 year average for proportion of students achieving 5+ACEM.** In 2014 the 3-year running average for SJS was 56% which placed us 27/31. SJS ability on intake is normally well below national averages which means it will struggle to reach NA; this disadvantaged is further compounded by historic underperformance in maths.
1J	**5ACEM HAP** Performance measure NA 92.8% LA 93.3% SJS 100%	**Proportion of high ability students attaining 5+ACEM.** In 2014 100% of our HAP students achieved this benchmark. Cornish schools ranged from 100% to 84%. The normal expectation is that all HAP students will exceed grade 'C'.
1K	**5ACEM MAP** Performance measure NA 50.9% LA 50.3% SJS 32%	**Proportion of middle ability students attaining 5+ACEM.** In 2014 32% of SJS students achieved this benchmark. This places SJS 31/31. Cornish schools ranged from 75% to 32%. Given that the majority of students are in this ability band it is imperative more convert L4 to grade 'C's and above. ACTION POINT 4
1L	**Best 8 Value Added**	**Best 8 Value Added** Value added is a progress performance indicator to show how well students have achieved in relation to their starting points. This is for their best eight GCSEs and equivalents. This includes all students regardless of ability and whether disadvantaged or not. In 2014 the Best 8 score for SJS was 1003.8 placing the school 12/31. Cornish schools ranged from 1029 to 961.
1M	**Average grade** C 25 schools inc SJS D 6 schools	**Average GCSE or equivalent grade.** GCSE grades range for A* to G with grade C the level 2 threshold. The average grade is calculated from the total number of points, divided by number on roll divided by 8. In 2014 the average grade for SJS students was C- one of ten schools. 9 schools achieved an average grade of C (1/3 of a grade better). 6 schools achieved an average grade of C+ equivalent to 2/3rd grade better. 4 schools achieved an average grade of D+ (1/3 grade worse) and 2 schools D (2/3 grade worse).
<mark>Row 2</mark>		
2A	**E Bacc (all stds)** Performance measure NA 24.2% LA 21.3%	**Proportion of students attaining the E Bacc combination of subjects.** Eng and maths + Science + geog or history + MFL. This indicator gives an idea about the nature of the curricular offer – this is the 'hardest' combination of subjects.

	SJS 24%	In 2014 24% of SJS students achieved the EBacc placing the school 11/31 beating many schools with more able cohorts. Cornish schools ranged from 40% to 6%
2B	**E Bacc entries HAP** Performance measure NA 68.8% LA 66.7%	**Proportion of higher ability students entered for the E Bacc combination of subjects**. HAP are those students expected to progress to university and therefore in need of EBacc success. In 2014 86% of our more able students were entered for the EBacc much higher than national and local. 6/31. Cornish schools ranged from 98% to 29%
2C	**E Bacc HAP outcomes** Performance measure NA 55.0% LA 53.1% SJS 64%	**Proportion of higher ability students attaining the E Bacc combination of subjects**. In 2014 64% of HAP attained the EBacc placing SJS 8/31 in Cornwall and well above NA and LA. Cornish schools ranged from 84% to 20% success.
2D	**Diff** NA -13.8 LA -13.6 SJS -22	**Difference between 2B and 2C in percentage points** This is a measure of how successful the school has been in converting HAP EBacc entries to actuals. In 2014 the difference between the proportion of HAP entered and their success rate was -22 which is worse than NA and LA. Poor outcomes in history is the principle reason. Cornish schools ranged from -4 to -44. ACTION POINT 5
2E	**Ebacc MAP entries** Performance measure NA 31.5 LA 31.0% SJS 23%	**Proportion of middle ability students entered for the E Bacc combination of subjects**. In 2014 23% of MAP students were entered for the EBacc subjects. MAP students find this combination of subjects a challenge. EBacc is not compulsory at SJS. Cornish schools ranged from 73% to 6%
2F	**E Bacc MAP outcomes** Performance measures NA 12.7% LA 11.0% SJS 11%	**Proportion of middle ability students entered for the E Bacc combination of subjects**. In 2014 11% of MAP students attained the EBacc which is in line with NA and LA. Cornish schools ranged from 24% to 2%
2G	**Diff** Performance measure NA -18.8 LA -20.0 SJS -12	**Difference between 2E and 2F in percentage points** This is a measure of how successful the school has been in converting MAP EBacc entries to actuals. In 2014 the difference between the proportion of MAP entered and their success rate was -12 which is better than NA and LA. Cornish schools ranged from -3 to -65
2H	**Similar schools position** Performance measure SJS 34/55	**Position out of 55 similar schools for 5+ACEM**. This is where the 5ACEM outcome for SJS is compared to outcomes for schools with similar ability intake. This is based on KS2 APS. In 2014 SJS came 34/55 similar schools. Within this group there are two Cornish schools (Bodmin 40/55 and Looe 20/55) and one school in Somerset (West Somerset College 54/55). Cornish schools ranged from 2/55 to 49/55. ACTION POINT 6
2I	**Disadvantaged %**	**Proportion of the cohort categorised as disadvantaged.**

	Context NA 26.9% LA 22.9% SJS 33%	This is the proportion of students who are EVER6 and CiC. In 2014 33% of the year group was disadvantaged placing SJS 30/31 Cornish schools. Cornish schools ranged from 13% (least) to 34% (worst).
2J	**Dis VA score** Performance measure NA 977.6 LA n/a SJS 993	**Value added score of disadvantaged cohort.** This shows how well our disadvantaged performed. In 2014 the value added score for disadvantaged students was 993 placing SJS 9/31 and well above the NA. Cornish schools ranged from 1016 to 930.8. Our disadvantaged students do well compared to disadvantaged students in other schools.
2K	**Disad points gap** Performance measure NA -27.2 LA -26.0 SJS -17	**Points gap between outcomes for disadvantaged students compared with non-disadvantaged students using 5+ACEM any.** In 2014 the points gap was -17 placing SJS 3/31. However the gap may have been compressed by the overall %+ACEM any at 57%. Cornish schools ranged from -14 to -33. In 2013 the DfE sent out letters to all schools where the gap was 20% or larger.
2L	**Dis stds 3LoP Eng**	**Disadvantaged students making expected progress in English** In 2014 58% of disadvantaged students made expected progress placing the school 15/31. Cornish schools ranged from 91 to 33. Both the top and bottom schools entered for iGCSE English!
2M	**Dis stds 3LoP M**	**Disadvantaged students making expected progress in maths** In 2014 45% of disadvantaged students made expected progress placing the school 24/31. Cornish schools ranged from 74 to 24. ACTION POINT 7
2N	**Total APS capped**	**Total average point score capped** In 2014 the TAPS was 308.2 placing SJS 18/31. Cornish schools ranged from 340.6 to 269.9

Action points:
1. Ref 1F. To raise progress in English. Progress to be in line with or exceed national averages for the ability profile. Target 70%.
2. Ref 1G. To raise progress in mathematics. Progress in maths needs to be raised substantially. 2015 will be the first year that has been taught by the new maths team. Target 60%.
3. Ref 1H. To raise overall 5ACEM to at least national average. Target 55% (but adjusted for ability of sig neg cohort)
4. Ref 1K. To increase the proportion of MAP students achieving grade 'C's especially in English and maths. Target 50%.
5. Ref 2D. To increase the proportion of HAP entered for EBacc actually attaining the EBacc. Target -10 points difference
6. Ref 2H. To raise outcome in maths so that overall 5ACEM is improved compared to similar schools. Target top 20 position.
7. Ref 2M. To ensure improvements in maths allow disadvantaged students to make better progress. Target 65%

Appendix 1. Similar Schools

Similar school groups are based on KS2 attainment and teacher assessment which allows schools with similar intakes to be identified. This information is used to calculate the 5ACEM estimates for each of the schools. 54 schools with similar estimates are chosen, 27 above and 27 below. This means each school has a unique group of 55 schools. The actual (2014) 5ACEM is then compared across the similar schools group.

KS4 2014 Results data last updated on 29 Jan 2015

1. Burlington Danes Academy Hammersmith and Fulham 79% B-
2. Northwood School Hillingdon 76% C+
3. Ash Green School Warwickshire 73% C
4. Hodge Hill Girls' School Birmingham 72% C
5. Loxford School of Science and Technology Redbridge 70%5 B-
6. Wheelers Lane Technology College Birmingham 68% C+
7. Blessed Thomas Holford Catholic College Trafford 66% C+
8. Rossington All Saints Academy Doncaster 64% C-
9. St Augustine's CofE High School Westminster 63% C+
10. Altrincham College of Arts Trafford 62% C-
11. Millfield Science & Performing Arts College Lancashire 62% C-
12. Consett Academy Durham 60% C
13. The Derby High School Bury 60% C+
14. Jo Richardson Community School Barking and Dagenham 60% C-
15. Holyhead School Birmingham 59% C
16. Longslade Community College Leicestershire 59% C-
17. Tile Hill Wood School and Language College Coventry 59% C-
18. Walthamstow Academy Waltham Forest 59% C
19. Settle College North Yorkshire 58% C+
20. Looe Community Academy Cornwall 57% C+
21. The Lacon Childe SchoolPhase information Shropshire 55% C
22. Kemnal Technology College Bromley 53% C-
23. Rushcroft Foundation School Waltham Forest 53% D+
24. The Ferrers School Northamptonshire 52% C
25. Helenswood Academy East Sussex 51% D+
26. Hodge Hill College Birmingham 50% D+
27. Beaufort Community SchoolPhase information Gloucestershire 49% D+
28. Kings International College Surrey 49% C-
29. Landau Forte Academy, QEMS Staffordshire 49% C
30. Hebburn Comprehensive School South Tyneside 48% C
31. Medina College Isle of Wight 48% D+
32. Stanley Park High School Sutton 48% C-
33. Sir William Ramsay School Buckinghamshire 47% C
34. The Dean Academy Gloucestershire 46% D+
35. Kingstone High School Herefordshire 46% D+
36. Mount Grace School Hertfordshire 46% D+
37. Sir James Smith's Community School Cornwall 46% C-
38. Haughton Academy Darlington 45% D+
39. Langdon SchoolPhase information Newham 45% D+

40. Bodmin College Cornwall 44%   D
41. Eltham Hill School Greenwich 44%   C
42. Portchester Community School Hampshire 44%   C-
43. Sale High School Trafford 44%   C
44. Andrew Marvell College Kingston upon Hull 43%   D
45. Brownhills School Walsall 43%   D+
46. Reddish Vale Technology College Stockport 43%   D-
47. Applemore College Hampshire 42%   C-
48. Royds School Leeds 42%   D+
49. King Arthur's Community School Somerset 40%   D+
50. Newland School for Girls Kingston upon Hull 40%   D-
51. Wrenn School Northamptonshire 39%   D
52. Blessed Robert Johnson Catholic College Telford and Wrekin 37%   D+
53. Cecil Jones College Southend on Sea 37% 52/55 D 38%
54. The West Somerset Community College Somerset 36%   D+
55. Darlington School of Maths and Science Darlington 29%5 D

As there is no statistically better performing school (more than 15% higher) in this group that is within a 75 mile radius of the focus school, an additional school has been highlighted (Okehampton) – the method for selecting a school from outside of this group is explained in the similar schools guidance.