

Summary of Barking and Dagenham Schools' Results 2016

This report provides a summary of the overall Local Authority results in national tests and examinations in 2016. Some of the data remains provisional.

Primary

The 2016 Key Stages 1 and 2 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. As a result of these changes, figures for 2016 are not comparable with previous years. New tests and interim frameworks for teacher assessment have been introduced to reflect the revised curriculum. Results are no longer reported as levels, and each pupil has received their test results as a scaled score and teacher assessments based on the standards in the interim framework. As a result of these changes, figures for 2016 are not comparable to those for previous years. The expectations for pupils at the end of Key stages 1 and 2 have been raised. Given the differences in the curriculum and assessments, levels are not comparable with scaled scores or teacher assessment outcomes.

Early Year Foundation Stage 2016 (for ease percentages have been rounded to the nearest whole number, the gap to national is shown in brackets)

National 69%, Barking and Dagenham 70%. The percentage of LBBD pupils achieving a Good Level of Development has improved at a faster rate than national and is now above national for the second year running.

Good level of development	2014	2015	2016	London 2016	National 2016
LBBD	60 (=)	67 (+1)	70 (+1)	71	69

Key Stage 1 2016 (for ease percentages have been rounded to the nearest whole number, the gap to national is shown in brackets)

These are a positive set of results with Barking and Dagenham above the national standard for Reading, Writing and Maths. The percentage of pupils achieving a higher standard is at the national average for Reading and above for both Writing and Maths.

Measure	B & D 2016	London 2016	National 2016
Reading Expected Standard	75 (+1)	77	74
Higher Standard	24 (=)	26	24
Writing Expected Standard	68 (+3)	70	65
Higher Standard	14 (+1)	17	13
Maths Expected Standard	75 (+2)	77	73
Higher Standard	21 (+3)	22	18

Key Stage 2 2016 (for ease percentages have been rounded to the nearest whole number, the gap to national is shown in brackets)

This is a strong set of results which sees the Borough above national and London for the Combined Expected Standard in Reading, Writing and Maths.

Measure		B & D 2016	London 2016	National 2016
Combined Expected Standard in Reading, Writing and Maths		58 (+5)	57	53
Reading	Expected Standard	65(-1)	68	66
	Average Scaled Score	102 (-1)	103	103
Writing	Expected Standard	79 (+5)	76	74
	Teacher assessment			
Maths	Expected Standard	77 (+7)	76	70
	Average Scaled Score	104 (+1)	104	103
GPS	Expected Standard	78(+6)	77	72
	Average Scaled Score	105 (+1)	105	104

Brief commentary:

Early Years Foundation Stage – A ‘good level of development’ is the percentage of pupils achieving at least the expected level within the three prime areas of learning: communication and language, physical development and personal, social and emotional development and the early learning goals within the literacy and mathematics areas of learning., The average ‘good level of development’ for LBBB is 70%. This represents a nearly 10% increase compared to 2014 results and remains above the national average (69%).

Key Stage 1 – Achievement at the expected standard is above the national in reading (75% compared with 74%), writing (68% compared with 65%) and mathematics (75% compared with 73%). At the higher standard reading is in line with the national (24%) while both writing (14%) and mathematics (21%) are above.

Key Stage 2 – This is a positive set of results with the Borough 5% above national (53%) and 1% above London (57%) for the expected standard in combined reading, writing and mathematics. Writing at 79% is 5% above national and 3% above London. Mathematics at 77% is just above London and nearly 7% above national. However, there is unexpected fluctuation in reading results when compared to mathematics in some schools. This has led to reading being 1% below national and 3% below London, indicating that there is further work to do.

Secondary

From 2016 the KS4 / GCSE floor standard is based on schools' results in the new Progress 8 measure. This replaces the percentage of pupils achieving five or more GCSEs at grades A*-C including English and mathematics and indicates the importance of this new measure.

Progress 8 is based on students' progress measured across eight subjects: English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification.

There have also been significant changes in headline measures at A level / Post 16. From 2016 the APS per entry will be calculated separately for each provider reported in the performance tables reflecting the results achieved with the provider. This may mean that a student is counted in more than one institution. In addition, new performance point scores for level 3 qualifications have been developed to allow qualifications of different sizes and grade structures to be compared. As a result, APS per entry cannot be compared directly with previous years.

Key Stage 4 / GCSE 2016 (for ease percentages have been rounded to the nearest whole number, the gap to national is shown in brackets)

Measure	B&D 2013	B&D 2014	B&D 2015	B&D 2016	London 2016	National 2016
Progress 8 score	-	-		0.16	0.16	-0.03
Attainment 8 score	-	-	48.1 (+0.7)	49.6	51.7	48.2
% A*-C En & Ma	61 (+1)	62 (+6)	56 (=)	59 (=)	66	59
English						
% A*-C	74 (+8)	77 (+11)	72 (+6)	76 (+6)	78	70
% A*/A	15 (=)	14 (+1)	13 (+2)	18 (+8)	-	10
maths						
% A*-C	66 (-6)	67 (+2)	63 (-3)	64 (-1)	71	65
% A*/A	14 (-5)	16 (-2)	17 (-2)	18 (-1)	-	19
% EBacc (all subjects)	14 (-9)	20 (-3)	20 (-3)	22 (-1)	32	23

Key Stage 5 post 16 2016 (for ease percentages have been rounded to the nearest whole number, the gap to national is shown in brackets)

GCE A level only	B&D 2013	B&D 2014	B&D 2015	B&D 2016	National 2016
A*-E	99 (=)	99 (=)	99 (=)	100 (+1)	99
A*-C	73 (-5)	75 (-2)	76 (-2)	78 (=)	78
A*-B	41 (-12)	46 (-7)	47 (-6)	47 (-7)	54
A*/A	15 (-12)	15 (-12)	16 (-11)	15 (-11)	26

APS per entry	B&D 2016		London 2016		National 2016	
	Pts	Grade	Pts	Grade	Pts	Grade
Level 3 students	29.76	-	31.03	-	32.23	-
A level students	28.77	C	30.22	C	31.52	C
Academic students	28.86	C	30.32	C	31.83	C+
Tech level students	28.44	Merit+	31.53	Dist-	30.83	Dist-
Applied general students	32.28	Dist-	33.32	Dist-	34.70	Dist

Brief commentary:

Key Stage 4 / GCSE results – The new Progress 8 measure was published for the first time this year as a key performance indicator which tracks the progress of all pupils. The local authority performed strongly on this indicator achieving a Progress 8 score of 0.16, in line with London and above national.

For the A*-C in English and mathematics measure overall LA results have increased by 3% to 59% and remain in line with the national but below London. In English the A*-C improved by 4% to 76%, 6% above the 2016 national (70%). Results in mathematics also improved to 64%, 1% below the 2016 national (65%). There has been a significant improvement in the performance of the higher attainers with the A*/A in English increasing by 5% to 18% (2016 national 10%). Maths has also seen an improvement in A*/A of 1% to 18% (2016 national 19%). The EBacc has risen by 2% to 22%, closing the gap to the 2016 national average (23%) to within 1%.

Key Stage 5 / post 16 school results – While early national pass rates have remained similar to last year there has been a rise of 2% at A*-C to 78% which has moved in line with the national for the first time. A*-B remains unchanged at 47% but the A*-A has fallen by 1% and the gap to national remains stubbornly challenging. However, the overall improvement in higher grades and the increased number of entries means that higher numbers of students have the opportunity to study at the more competitive universities.

Some students take a mix of A Levels and other Level 3 qualifications while others take only vocational Level 3 qualifications. These are measured by average point scores as set out in the earlier table. This shows the average grade as a C, with those purely vocational courses averaging merit and distinction.

Further Information:

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