

Educational attainment in Gloucestershire

An evidence base report to support Understanding Gloucestershire 2015

August 2015

Strategic Needs Analysis Team

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Introduction

This report provides the evidence base for the Educational attainment section of *Understanding Gloucestershire - A Joint Strategic Needs Assessment 2015*.

It describes achievement from Early Years to Key Stage 5 with regional, statistical neighbour and national comparisons over the last five years where applicable.

It is divided into four parts:

1. **Educational outcomes** for all pupils resident in Gloucestershire
2. **Vulnerable groups** relating to pupils from Black and Minority Ethnic groups, pupils whose first language is other than English, pupils eligible for Free School Meals and pupils with Special Educational Needs.
3. **Gender differences** focusing on the difference in outcomes between male and female pupils
4. **District summaries** deals with attainment for the six districts and County of Gloucestershire.

The data was obtained from Department for Education Statistical First Releases and is therefore in the public domain.

Two major reforms have been implemented which effect the calculation of key stage 4 (KS4) performance measures data and therefore prevent comparison of 2014 data with previous years:

1. Professor Alison Wolf's Review of Vocational Education recommendations which;
 - restrict the qualifications counted
 - prevent any qualification from counting as larger than one GCSE
 - cap the number of non - GCSEs included in performance measures at two per pupil
2. An early entry policy to only count a pupil's first attempt at a qualification.

For more detailed analysis of the possible effects of these reforms at a national level, please see the statistical release SFR02/2015 "Revised GCSE and equivalent results in England, 2013 to 2014" for further details. It is not possible to determine the effects of these reforms on smaller pupil groups.

1. Educational outcomes

This section covers educational attainment and where applicable educational progress from Early Years through to Key Stage 5 with comparisons at regional, statistical neighbour¹ and national level for the last five years up to 2014.

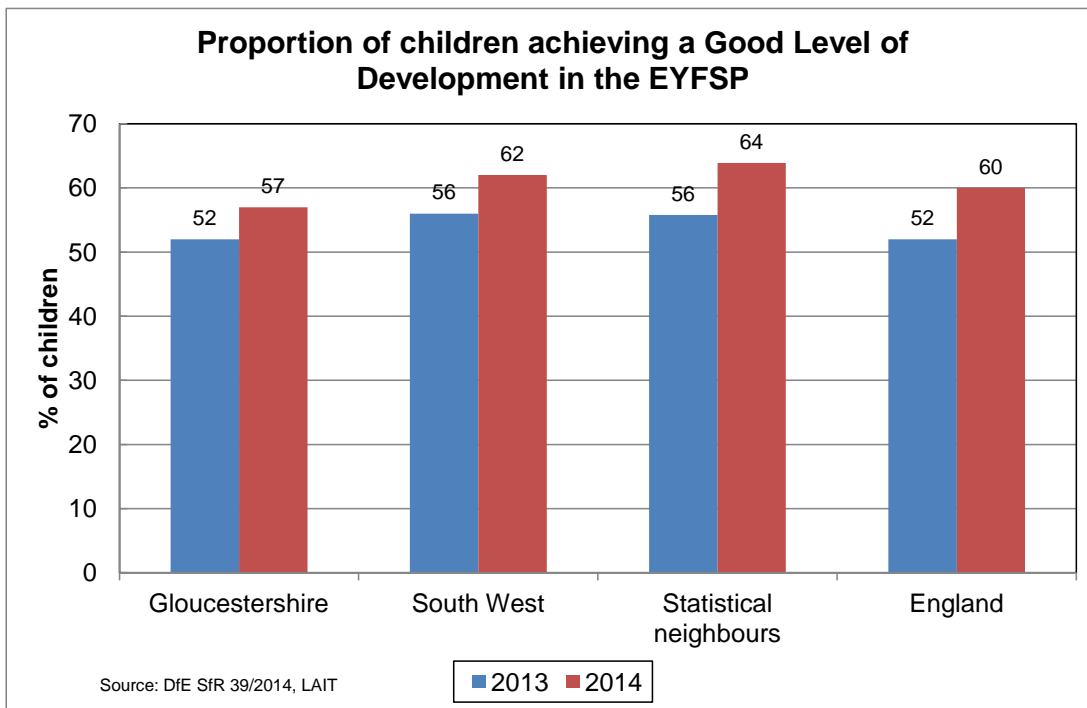
In this report attainment is described as the standard of academic attainment, typically shown by test and examination results. Progress is described as the extent to which pupils have progressed in their learning from their starting points and capabilities and achievement takes into account the standards of attainment reached by pupils and the progress they have made to reach those standards.

1.1 Early Years

A new Early Years Foundation Stage Profile (EYFSP) was introduced in 2012. The Good Level of Development (GLD) measure relates to the number and proportion of children achieving at least the expected level within three prime areas of learning and within the specific areas of literacy and numeracy.

Figure 1 indicates that in 2014 although with 57% achieving a GLD which was an improvement on 2013, Gloucestershire remains below the regional and national averages of 62% and 60% respectively. The County position in relation to its statistical neighbours has worsened from a 4% difference in 2013 and a middle ranking to a 7% difference in 2014 and ranked last.

Figure 1: Percentage of children achieving a Good Level of Development in the EYFSP²



¹ There are 10 statistical neighbours of Gloucestershire: Bath and North East Somerset, Cambridgeshire, Devon, Dorset, Hampshire, Shropshire, South Gloucestershire, West Sussex, Wiltshire and Worcestershire

² DfE SfR 39/2014, SfR 46/2014 & LAIT

1.2 Phonics

Table 1 shows the last three years results for Year 1 phonics tests and that Gloucestershire has not only improved by 14 percentage points but is above the regional and national average and its statistical neighbours. In terms of the latter ranking the County has dropped from third to fourth place.

Table 1: Year 1 Phonics Screening Check: 2014³

Phonics	Phonics Screening Check 2014: All Pupils Year 1		
	2012	2013	2014
Gloucestershire	61	72	75
South West	58	70	74
Statistical neighbours	59	70	74
England	58	69	74

1.3 Key Stage 1: Level 2+

Table 2 depicts KS1 achievement at Level 2 or above in Reading, Writing, Speaking and Listening, Mathematics and Science over the last five years. Standards have improved for all subjects apart from Science which in Gloucestershire showed a slight decline in 2013 before improving in 2014.

In 2014 Gloucestershire at 89% was 1% below the national average in Reading. For the remaining subjects the County is either the same or above the national average. In terms of statistical neighbours, Gloucestershire has shown a decline in ranking across all subject areas over the last five years.

Table 2: Percentage of pupils achieving Level 2 or above⁴ in KS1 teacher assessments⁵

KS1		All pupils (% Level L2+)				
		2010	2011	2012	2013	2014*
Reading	Gloucestershire	87	87	88	89	89
	Statistical neighbours	87	87	89	90	91
	South West	85	86	88	89	90
	England	85	85	87	89	90
Writing	Gloucestershire	83	84	85	85	86
	Statistical neighbours	84	84	85	87	88
	South West	82	82	84	86	87
	England	81	81	83	85	86
Speaking and Listening	Gloucestershire	-	89	89	89	90
	Statistical neighbours	-	90	90	91	91
	South West	-	88	89	90	90
	England	-	87	88	89	89
Mathematics	Gloucestershire	91	91	91	91	92
	Statistical neighbours	91	91	92	93	93
	South West	90	90	91	92	93
	England	89	90	91	91	92
Science	Gloucestershire	90	90	91	89	90
	Statistical neighbours	92	91	91	93	92
	South West	90	90	91	92	92
	England	89	89	89	90	91

Table 3 shows achievement at Level 2b or above in Reading, Writing and Mathematics and comparison with regional and national averages. Gloucestershire has improved in all areas over the past five years but at a slower rate than nationally.

³ DfE Sfr 34/2014 & LAIT

* 2014 data is provisional

⁴ Level 2 is the expected level of achievement for pupils at the end of KS1

⁵ DfE Sfr 34/2014 & LAIT

Table 3: Percentage of pupils achieving Level 2b or above⁶ in KS1 teacher assessments⁷

KS1		All pupils (Level L2b+) %				
		2010	2011	2012	2013	2014*
Reading	Gloucestershire	77	78	79	80	81
	South West	74	75	77	80	81
	England	72	74	76	79	81
Writing	Gloucestershire	64	66	68	67	70
	South West	61	62	65	68	70
	England	60	61	64	67	70
Mathematics	Gloucestershire	77	77	79	79	80
	South West	75	75	77	79	80
	England	73	74	76	78	80

(Data not available for Statistical neighbours)

Table 4 shows achievement at Level 3 and above in Reading, Writing, Speaking and Listening, Mathematics and Science with regional and national comparisons. The percentage of pupils attaining Level 3 and above in Gloucestershire has improved by 2 to 3 percentage points since the dip in 2013. For Reading the County figure is equal to the national average but in Writing and Mathematics figures amount to one percentage point less.

Table 4: Percentage of pupils achieving Level 3 and above⁸ in KS1 teacher assessments⁹

KS1		All pupils (Level L3+) %				
		2010	2011	2012	2013	2014*
Reading	Gloucestershire	30	30	30	28	31
	South West	28	28	29	31	32
	England	26	26	27	29	31
Writing	Gloucestershire	13	13	14	13	15
	South West	13	13	14	16	16
	England	12	13	14	15	16
Speaking & Listening	Gloucestershire	-	-	20	19	21
	South West	-	-	22	23	23
	England	-	-	22	23	24
Mathematics	Gloucestershire	23	22	23	21	23
	South West	21	21	22	24	24
	England	20	20	22	23	24
Science	Gloucestershire	23	21	20	19	19
	South West	21	20	21	22	21
	England	21	20	21	22	22

(Data not available for Statistical neighbours)

1.4 Key Stage 2: Level 4+

Key Stage 2 results continue to improve in Gloucestershire and are also above both regional and national averages as shown in Table 5.

⁶ Includes pupils who achieved level 2B, level 2A, level 3 or level 4. Level 2 is the expected level of achievement for pupils at the end of KS1. Speaking and listening and science do not report level 2A, 2B and 2C, only level 2, therefore are not included in this table

⁷ DfE Sfr 37/2013 & LAIT

⁸ Includes pupils who achieved level 3 or level 4. Level 2 is the expected level of achievement for pupils at the end of key stage 1

⁹ DfE Sfr 50/2014 & LAIT

* 2014 data is provisional

Table 5: Achievement at KS2 in Reading test, Writing teacher assessments and Mathematics test¹⁰ L4+, L4B+¹¹, L5+¹²

KS2	Achievement KS2 in RWM								
	% L4+			% L4B+		% L5+			
	2012	2013	2014*	2013	2014*	2012	2013	2014*	
Gloucestershire	78	79	81	68	70	24	25	27	
South West	75	76	79	64	67	21	22	23	
England	75	76	79	63	67	20	21	24	

Table 6 shows achievement at Key Stage 2 in terms of individual subjects at Level 4 and above. Attainment in Gloucestershire has improved over the last five years and maintained high levels across all subjects with the highest level achieved in Reading at 91% and 2% higher than the South West and national averages and the lowest at 87% for Writing.

Gloucestershire has also maintained a high level of achievement in Science at 90% over the last three years while the South West and England experienced a decline in 2013.

For the combined Reading, Writing and Mathematics subjects Gloucestershire attainment levels increased by 12% to 81% in 2014 compared to a 14% increase to 79% at regional and national level.

The County also performed well in relation to its statistical neighbours over the last five years and has ranked in the top three out of eleven for all subjects at this level.

Table 6: Achievement at KS2 Level 4+ and above by subject¹³

KS2		Percentage of pupils achieving L4+				
		2010	2011	2012	2013	2014*
Reading	Gloucestershire	87	87	89	88	93
	South West	85	85	87	87	91
	Statistical neighbours	85	85	88	87	90
	England	83	84	87	86	91
Writing	Gloucestershire	75	79	84	86	87
	South West	71	75	81	84	86
	Statistical neighbours	72	76	82	83	86
	England	71	75	81	84	86
English	Gloucestershire	84	85	89	88	90
	South West	81	82	86	87	89
	Statistical neighbours	81	83	86	87	89
	England	80	82	86	87	88
Mathematics	Gloucestershire	82	83	86	86	88
	South West	80	81	85	85	86
	Statistical neighbours	72	76	82	83	86
	England	79	81	84	85	86
Science	Gloucestershire	88	87	90	90	90
	South West	86	86	88	89	89
	Statistical neighbours	87	87	89	89	90
	England	85	85	87	88	88
Grammar, punctuation and Spelling	Gloucestershire	-	-	-	77	79
	South West	-	-	-	75	75
	Statistical neighbours	-	-	-	73	76
	England	-	-	-	74	77
Reading, Writing and Mathematics	Gloucestershire	69	72	78	79	81
	South West	65	67	75	76	79
	Statistical neighbours	65	68	75	75	79
	England	65	67	75	76	79

¹⁰ Ibid

¹¹ Level 4b is not included in the STA data but is derived from the test level and marks. A pupil with a mark in the top two thirds of the level 4 mark range or with level 5 or 6 is deemed to be at level 4b or above. It should be noted that these figures are not subject to the same statistical equating as the level thresholds to ensure that national standards are maintained. In addition, the level 4 mark range is not always an exact multiple of three. Changes over time at level 4b or above should therefore be interpreted with care

¹² Level 6 tests were re-introduced in 2012. Any pupils achieving level 6 are included in the level 5 or above figures

¹³ DfE SfR 36/2010, 31/2011, 33/2012, 51/2013, 50/2014 & LAIT

* 2014 data is revised

1.4.1 Key Stage 2: Two Levels of Progress

As with attainment, it is evident from Table 7 that progress at Key Stage 2 has improved for all subjects over the past three years. Pupils making expected progress in Gloucestershire primary schools have been consistently above regional, national and statistical neighbour averages. In 2014 the County ranked 1st of its eleven statistical neighbours in all subjects.

Table 7: Percentage of pupils making expected progress¹⁴ in Reading, Writing and Maths between KS1 and KS2¹⁵¹⁶

KS2		KS2 Progress levels %		
		2012	2013	2014*
2 levels of progress in Reading	Gloucestershire	91	90	92
	South West	90	88	91
	England	90	88	91
2 levels of progress in Writing	Gloucestershire	91	93	95
	South West	90	91	93
	England	90	92	93
2 levels of progress in Mathematics	Gloucestershire	88	89	91
	South West	87	87	89
	England	87	88	90

1.5 Key Stage 4: GCSE and equivalents

Gloucestershire values for achieving 5+ A*-C GCSEs including English and Mathematics experienced a slight decline from 2011 to 2013 which is the reverse of the picture at regional and national level as shown in Table 8.

The 2014 results are based on a different methodology and therefore cannot be compared with previous years. However, Gloucestershire appears to be four percentage points above both the regional and national averages for this year. In 2014 the County also ranked 2nd of the eleven statistical neighbours thus maintaining the high rank that has been a continuing trend for the last five years.

In terms of achievement relating to 5+ A*-C GCSEs there was steady improvement up to 2013 at all levels. Again the 2014 results cannot be compared to previous years. In 2014 the County figures were well above regional and national levels and also ranked 3rd among its statistical neighbours which is the reverse after being last or close to last in the preceding three years.

¹⁴ Pupils are expected to make at least two levels of progress between KS1 and KS2

¹⁵ Where a pupil has a non-numerical KS2 test result, the teacher assessment result is taken into account in deciding the KS2 level

¹⁶ DfE Sfr 50/2014 & LAIT

* 2014 data is revised

Table 8: GCSE and equivalent results of pupils at the end of KS4¹⁷

KS4		Percentage of pupils at the end of KS4 achieving at GCSE and equivalents				
		2010	2011	2012	2013	2014**
5+ A*-C inc. English & Mathematics GCSEs	Gloucestershire	60.1	62.9	62.3	61.8	60.8
	South West	55.4	57.9	57.5	59.5	56.7
	Statistical neighbours	57.3	59.7	57.9	60.4	57.5
	England	55.3	58.4	59.1	60.8	56.8
5+ A*-C	Gloucestershire	76.1	79.4	82.0	83.0	69.6
	South West	72.7	76.8	79.8	79.8	66.2
	Statistical neighbours	73.9	77.3	79.1	79.6	67.1
	England	76.3	80.7	83.2	83.1	65.8

1.5.1 Key Stage 4: GCSE and equivalents Progress

It is evident from Table 9 that a decrease in the proportion of pupils making expected progress in English between 2011 and 2012 was reflected at national and local level. In 2014 the County was ranked 3rd among the group of eleven statistical neighbours.

In terms of progress in Mathematics the reverse holds with Gloucestershire peaking slightly earlier in 2012 than regionally and nationally. In 2014 Gloucestershire with 69% was still above the regional and national averages and had the top ranking of its statistical neighbours.

Table 9: Percentage of pupils in state-funded schools¹⁸ making expected progress in English and Mathematics between KS2 and KS4: 2009 to 2014¹⁹

Progress: KS2 and KS4		Percentage of pupils in state-funded schools making expected progress in English and Mathematics between KS2 and KS4				
		2010	2011	2012	2013	2014**
Making expected progress in English	Gloucestershire	71.7	74.1	68.1	68.7	73.3
	South West	70.6	72.4	67.0	69.5	71.8
	Statistical neighbours	71.4	73.2	66.5	69.6	71.5
	England	69.3	71.8	68.0	70.4	71.6
Making expected progress in Mathematics	Gloucestershire	68.8	71.0	73.7	73.1	69.0
	South West	63.0	64.6	67.7	70.3	65.7
	Statistical neighbours	65.7	67.1	68.6	71.4	66.4
	England	62.0	64.8	68.7	70.7	65.5

¹⁷ DfE SfR 02/2012, 02/2013, 01/2014, 02/2015 & LAIT

** Figures for 2013/14 are based on the new 2014 methodology and therefore not comparable with previous years

¹⁸ State-funded schools include academies, free schools, city technology colleges and state-funded special schools. They exclude independent schools, independent special schools, non-maintained special schools, hospital schools, pupil referral units and alternative provision. Alternative provision includes academy and free school alternative provision

¹⁹ DfE SfR 02/2015 & LAIT

1.6 Key Stage 5: A level and Level 3

Gloucestershire's good performance is carried over into the advanced level examinations as shown in Table 10. For Level 3 qualifications there are two measures of performance²⁰, one is the average point score per student and the other is the average point score per exam entry, both of which need to be taken into account.

Despite all areas undergoing decline, Gloucestershire well outperforms both the South West and England in terms of Average Point score per student which at 751.9 is 63 points, 60 points and 38 points higher than the South West, Statistical neighbours and England respectively. The County was ranked 1st among its statistical neighbours and has maintained a high ranking for the last five years.

In terms of the Average Point score per exam entry Gloucestershire has outperformed all areas and has been ranked 1st among its statistical neighbours for the last five years.

The combination of these scores reflects the fact that students in Gloucestershire are studying for not only more qualifications but also for better grades compared to their statistical neighbours, regionally and nationally.

Regarding the proportion of students achieving two passes at A level although higher than the regional and national average, at 93% reflects a steady decline for all areas in the last five years as shown in Table 10.

Although the results in terms of the proportion of students achieving 3A*-A grades have been fairly static, Gloucestershire has shown improvement since 2010 compared to South West, statistical neighbours and nationally which experienced a slight decrease between 2013 and 2014. Again Gloucestershire has ranked in top place among its statistical neighbours for the last two years.

Table 10: A level and level 3 results²¹ of state-funded students^{22,23}

KS5		A level and Level 3 results of state-funded students				
		2010	2011	2012	2013	2014
Average point score by students achieving all Level 3 qualifications: Per student	Gloucestershire	777.3	783.3	765.4	762.1	751.9
	South West	728.0	729.5	713.4	707.3	688.8
	Statistical neighbours	732.3	729.7	712.1	698.6	692.1
	England	726.5	728.2	714.3	706.3	696.0
Average point score by students achieving all Level 3 qualifications: Per entry	Gloucestershire	218.7	219.9	215.2	215.5	216.7
	South West	213.6	215.0	210.8	212.5	213.0
	Statistical neighbours	211.1	212.6	209.0	210.0	210.6
	England	211.1	213.1	209.3	210.5	211.5
Percentage of students achieving at least 2 substantial Level 3 qualifications	Gloucestershire	96.3	95.5	95.8	94.3	92.6
	South West	94.4	94.1	93.4	92.8	89.5
	England	94.8	94.0	93.6	92.3	90.5
Percentage of students achieving 3 A*-A grades or better at A level or Applied single/double award A level	Gloucestershire	12.5	13.2	12.9	13.3	14.0
	South West	10.0	10.6	10.4	10.5	10.1
	Statistical neighbours	10.0	10.1	9.9	9.3	9.2
	England	12.8	13.1	12.8	12.5	12.0

²⁰ The **average point score per student** provides a measure of the average number of A level equivalent studied and the grades achieved. The more qualifications undertaken by a student and the higher the grades achieved, the higher the average point score per student. However, the **average point score per examination** gives an indication of the average A level grade achieved by students at an institution. The higher the grade, the higher the points score per examination entry. Neither performance indicator should be considered in isolation

²¹ Cumulative results for each academic year

²² Students entered for a GCE or Applied GCE A level or other Level 3 qualification equivalent in size to an A level

²³ DfE Sfr 02/2011, 01/2012, 05/2013, 02/2014, 03/2015

2. Vulnerable Groups

This section covers educational attainment across the key stages relating to vulnerable groups including pupils from Black and Minority Ethnic groups, pupils whose first language is other than English, pupils eligible for Free School Meals and pupils with Special Educational Needs. Comparisons at regional and national level and over the last five years have been made where possible.

2.1 Ethnicity gaps

Generally, outcomes for pupils from Asian ethnic groups apart from Early Years is higher than that for White British pupils especially at the higher key stages while the opposite tends to apply to the Black ethnic groups.

In Gloucestershire, as shown in

Table 11 Black and Asian ethnic groups had lower proportions of pupils achieving a (GLD) at EYFSP compared to the Mixed and White ethnic groups. In Gloucestershire for all groups the percentage achieving was below the regional and national average.

Table 11: Percentage of children achieving a Good Level of Development by ethnicity: 2014^{24,25}

EYFSP	Percentage achieving a GLD by ethnicity: 2014					
	White	Mixed	Asian	Black	Chinese	All pupils
Gloucestershire	58	59	55	52	50	57
South West	63	64	57	53	63	62
England	62	62	57	59	58	60

The results in Table 12 show that in Gloucestershire the highest results in the phonics decoding are shown by the Asian ethnic group at 81% which is also reflected at regional level and to some extent nationally. The lowest proportion appears in the Chinese group at 60% which appears to be a County anomaly (very low pupil numbers).

Table 12: Percentage meeting the expected standard of phonic decoding by ethnicity: 2014²⁶

Phonics	Percentage meeting the expected standard of phonic decoding: 2014					
	White	Mixed	Asian	Black	Chinese	All pupils
Gloucestershire	75	75	81	70	60	75
South West	74	76	80	73	79	74
England	74	76	78	76	81	74

At KS1 in 2014 pupils from Asian ethnic groups achieved 92%, compared to 89% of White pupils in Reading in Gloucestershire and 90% compared to 87% of White pupils in Writing in the County as depicted in Table 13. These figures are also above the national average.

The gap in achievements in Mathematics is close across all groups as well as locally and nationally. However, in terms of Science White pupils lead with 90%.

In Table 13 the gap between the Chinese and White pupils in Gloucestershire is 11 percentage points for Reading, 18 percentage points for Writing and 28 percentage points for Science which is not reflected at regional or national level and probably reflects to the low number of Chinese pupils in Gloucestershire.

²⁴ DfE SfR 46/2014

²⁵ All pupils includes pupils of any other ethnic group and those pupils for whom ethnicity was not obtained, was refused or could not be determined

²⁶ DfE SfR 34/2014

Table 13: Percentage of pupils achieving Level 2 or above²⁷ in KS1 teacher assessments by ethnicity: 2014²⁸

KS1	Percentage achieving level 2+: 2014					
	Reading					
	White	Mixed	Asian	Black	Chinese	All pupils
Gloucestershire	89	88	92	88	77	89
South West	90	92	90	91	93	90
England	90	91	91	90	92	90
	Writing					
	White	Mixed	Asian	Black	Chinese	All pupils
	Gloucestershire	87	84	90	86	69
South West	87	88	86	86	89	87
England	86	87	88	87	89	86
	Mathematics					
	White	Mixed	Asian	Black	Chinese	All pupils
	Gloucestershire	92	92	90	91	x
South West	93	93	92	92	95	93
England	92	92	92	91	96	92
	Science					
	White	Mixed	Asian	Black	Chinese	All pupils
	Gloucestershire	90	87	89	85	62
South West	92	92	89	88	89	92
England	91	91	89	88	91	91

X = Figures not shown in order to protect confidentiality

At KS2 in Gloucestershire in 2014 pupils from Black and Asian ethnic groups achieved a percentage of 79% and 67% respectively at Level 4 and above in Reading, Writing and Mathematics compared to 81% of White pupils as shown in Table 14.

Gloucestershire levels were higher for White pupils than both the regional and national averages by 2% and 6% respectively. In contrast the Gloucestershire gap compared to national levels was by 1% lower for Asian pupils and 10% for Black pupils in 2014.

Table 14: Achievement at KS2 in Reading test, Writing teacher assessments and Mathematics test by ethnicity²⁹

KS2	Percentage achieving level 4+ in RWM by ethnicity																	
	White			Mixed			Asian			Black			Chinese			All pupils		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Gloucestershire	78	79	81	80	80	80	75	74	79	60	73	67	64	x	100	78	79	81
South West	75	76	79	76	76	81	75	75	79	60	66	67	81	88	90	75	76	79
England	75	76	75	76	77	80	76	76	80	72	74	77	85	86	89	75	76	79

X = Figures not shown in order to protect confidentiality

Achievement of Asian pupils at 5+A*-C grades including English and Mathematics was well above the regional and national averages and better than White pupil performance as depicted in Table 15. The opposite case applies to Black ethnic group pupils.

²⁷ Level 2 is the expected level of achievement for pupils at the end of KS1

²⁸ DfE SfR 34/2014

²⁹ DfE SfR 50/2014

Table 15: Percentage achieving 5+ A*-C grades including English and Mathematics by ethnicity³⁰

KS4		Percentage achieving 5+ A*-C grades inc. Eng & math GCSEs								
		White	Mixed	Gap White & Mixed	Asian	Gap White & Asian	Black	Gap White & Black	Chinese	Gap White & Chinese
2010	Gloucestershire	60.2	51.5	8.7	72.1	-11.9	46.8	13.4	x	-
	South West	55.6	56.6	-1.0	57.3	-1.7	37.3	18.3	78.4	-22.8
	England+	55.2	55.1	0.1	59.1	-3.9	50.0	5.2	77.1	-21.9
2011	Gloucestershire	63.3	55.2	8.1	72.2	-8.9	40.7	22.6	80.0	-16.7
	South West	58.1	58.4	-0.3	57.0	1.1	42.1	16.0	71.1	-13.0
	England	58.1	58.7	-0.6	62.5	-4.4	55.0	3.1	80.2	-22.1
2012	Gloucestershire	62.6	60.5	2.1	65.3	-2.7	48.1	14.5	81.3	-18.7
	South West	57.7	59.0	-1.3	58.0	-0.3	41.3	16.4	69.5	-11.8
	England	58.7	60.0	-1.3	63.4	-4.7	55.3	3.4	78.8	-20.1
2013	Gloucestershire	61.9	62.8	-0.9	63.9	-2.0	44.1	17.8	43.8	18.1
	South West	59.5	62.8	-3.3	59.3	0.2	44.7	14.8	72.9	-13.4
	England	60.4	62.8	-2.4	64.9	-4.5	58.7	1.7	80.2	-19.8
2014**	Gloucestershire	60.7	61.8	-1.1	66.7	-6.0	42.3	18.4	66.7	-6.0
	South West	56.7	58.5	-1.8	59.8	-3.1	46.1	10.6	74.5	-17.8
	England	56.3	57.9	-1.6	61.5	-5.2	53.7	2.6	76.3	-20.0

- = no data

x = Figures not shown in order to protect confidentiality

2.2 First language gaps

Overall the outcomes for pupils whose first language is other than English are lower than those for the rest of the cohort.

It is evident from Table 16 that at 59%, the proportion of Gloucestershire pupils whose first language is English achieving a GLD at EYFSP is below both the regional and national averages of 64% and 63% respectively. The County attainment gap of 17 percentage points is however, reflected at regional level but to a lesser extent nationally.

Table 16: Percentage achieving a GLD by pupils whose first language is other than English: 2014^{31 32 33}

EYFSP	Percentage achieving a GLD by pupils whose first language is other than English: 2014		
	Pupils whose first language is English	Pupils whose first language is other than English	Gap
Gloucestershire	59	42	17
South West	64	47	17
England	63	53	10

With regard to the Phonics tests the gap in Gloucestershire is slightly wider at 5 percentage points between pupils whose first language is other than English and the rest of the cohort compared to the South West and England as shown in Table 17.

³⁰ DfE SfR 06/2015

+ The England, region and local authority figures do not include pupils recently arrived from overseas

** Figures for 2013/14 are based on the new 2014 methodology and therefore not comparable with previous years

³¹ DfE SfR 46/2014

³² Includes 'Not known but believed to be English'

³³ Includes 'Not known but believed to be other than English'

Table 17: Percentage meeting the expected standard of phonic decoding by pupils whose first language is not English: 2014³⁴

Phonics	Percentage meeting the expected standard of phonic decoding: 2014		
	Pupils whose first language is English	Pupils whose first language is other than English	Gap
Gloucestershire	75	70	5
South West	75	72	3
England	75	74	1

In Gloucestershire in 2014 the gap between achievements of pupils whose first language is other than English and the rest of the cohort at KS1 varies from 6 percentage points in Mathematics to 12 percentage points in Science according to Table 18 which is reflected but to a lesser degree in the South West and England. Also, achievements for pupils whose first language is not English in Gloucestershire is below the regional and national averages.

Table 18: Percentage of pupils achieving Level 2 or above³⁵ in KS1 teacher assessments by pupils whose first language is not English: 2014³⁶

KS1	Percentage of pupils achieving level 2+ by first language: 2014		
	Pupils whose first language is English	Pupils whose first language is other than English	Gap
	Reading		
Gloucestershire	90	81	9
South West	91	85	6
England	91	87	4
	Writing		
Gloucestershire	87	76	11
South West	87	80	7
England	87	83	4
	Mathematics		
Gloucestershire	93	87	6
South West	93	90	3
England	93	90	3
	Science		
Gloucestershire	91	79	12
South West	92	85	7
England	92	86	6

KS2 results for combined Reading, Writing and Mathematics have continued to improve as depicted in Table 19. In Gloucestershire the gap between pupils whose first language is not English and the rest of the cohort reduced from 14% in 2013 to 4% in 2014.

³⁴ DfE Sfr 34/2014

³⁵ Level 2 is the expected level of achievement for pupils at the end of KS1

³⁶ DfE Sfr 34/2014

Table 19: Achievement at KS2 in Reading test, Writing teacher assessments and Mathematics test by first language³⁷

KS2	Percentage achieving L4+ in RWM by first language					
	Pupils whose first language is English			Pupils whose first language is not English		
	2012	2013	2014	2012	2013	2014
Gloucestershire	78	80	81	69	69	77
South West	75	76	79	68	69	75
England	75	76	79	73	73	77

However, at KS4 as reflected in Table 20, the gap in achievement by pupils whose first language is not English and the rest of the cohort appears to have widened over the last five years in Gloucestershire compared to the South West and England.

Table 20: Percentage achieving 5+ A*-C grades including English and Mathematics by first language³⁸

KS4		% achieving 5+ A*-C inc. English & maths		
		Pupils whose first language is English	Pupils whose first language is other than English	Gap
2010	Gloucestershire	60.2	59.7	0.5
	South West	55.6	49.7	5.9
	England+	55.5	54.1	1.4
2011	Gloucestershire	63.0	58.3	4.7
	South West	58.1	50.4	7.7
	England	58.5	57.5	1.0
2012	Gloucestershire	62.6	52.1	10.5
	South West	57.8	49.6	8.2
	England	59.2	58.1	1.1
2013	Gloucestershire	62.1	52.5	9.6
	South West	59.7	52.5	7.2
	England	60.9	60.2	0.7
2014**	Gloucestershire	61.1	52.9	8.2
	South West	56.9	53.6	3.3
	England	56.9	56.5	0.4

2.3 Free School Meals (FSM) gaps

The outcomes for pupils eligible for FSM are generally lower than those pupils that are not eligible. The gap tends to be wider in Gloucestershire compared to regionally and nationally and is the smallest at KS1.

The attainment gap at EYFSP as portrayed in Table 21 between for those pupils who are eligible for FSM and those pupils who are not is the largest in Gloucestershire at 25 percentage points compared to 21 percentage points in the South West and 19 percentage points in England.

³⁷ DfE SfR 50/2014

³⁸ DfE SfR 06/2015

+ The England, region and local authority figures do not include pupils recently arrived from overseas

** Figures for 2013/14 are based on the new 2014 methodology and therefore not comparable with previous years

Table 21: Percentage achieving a GLD by eligibility for Free School Meals: 2014³⁹⁴⁰

EYFSP	Percentage achieving a GLD: by eligibility for FSM: 2014		
	All other pupils	Pupils known to be eligible for free school meals	Gap
Gloucestershire	60	35	25
South West	65	44	21
England	64	45	19

A 21 percentage point gap exists between pupils eligible for FSM at 56% and non eligible pupils at 77% who achieve the expected standard in the phonics test as depicted in Table 22. This is larger than the regional and national gap of 18 and 16 percentage points respectively.

Table 22: Percentage meeting the expected standard of phonic decoding by eligibility for FSM: 2014⁴¹

Phonics	Percentage meeting the expected standard of phonic decoding: 2014		
	All other pupils	Pupils known to be eligible for free school meals	Gap
Gloucestershire	77	56	21
South West	77	59	18
England	77	61	16

At KS1 in 2014 in Gloucestershire the gap between pupils eligible for FSM and other pupils is the largest in Writing at 19 percentage points and the smallest at 13 percentage points for Mathematics as shown in Table 23. This is also reflected to a slightly lesser extent regionally and nationally.

Table 23: Percentage of pupils achieving Level 2 or above⁴² in KS1 teacher assessments by Free School Meal eligibility⁴³

KS1	Percentage of pupils achieving level 2+ by free school meal eligibility: 2014		
	Pupils known to be eligible for free school meals	All other pupils	Gap
	Reading		
Gloucestershire	75	91	16
South West	79	92	13
England	80	92	12
	Writing		
Gloucestershire	70	89	19
South West	73	89	16
England	75	89	14
	Mathematics		
Gloucestershire	81	94	13
South West	84	94	10
England	85	94	9
	Science		
Gloucestershire	75	92	17
South West	82	93	11
England	82	92	10

³⁹ DfE Sfr 46/2014

⁴⁰ Includes pupils not eligible for FSM and for whom FSM eligibility was unclassified or could not be determined.

⁴¹ DfE Sfr 34/2014

⁴² Level 2 is the expected level of achievement for pupils at the end of KS1

⁴³ DfE Sfr 34/2014

According to Table 24, KS2 results for RWM at L4+ in Gloucestershire have continued to improve for pupils who are eligible for FSM and at 62% were 3 percentage points up on 2013, they were however, 2 percentage points below the national average.

Table 24: Achievement at KS2 in Reading test, Writing teacher assessments and Mathematics test by eligibility for FSM⁴⁴

KS2	Percentage achieving L4+ in RWM by eligibility for FSM					
	Pupils known to be eligible for free school meals			All other pupils		
	2012	2013	2014	2012	2013	2014
Gloucestershire	56	59	62	80	82	84
South West	55	56	59	78	79	82
England	59	60	64	78	79	82

The gap in the percentage achieving 5+ A*-C grades including English and Mathematics by eligibility for FSM and the rest of the cohort appears to be relatively consistent at around 30% at KS4 as reflected in Table 25. It is also slightly larger in Gloucestershire compared with the region and nationally.

Table 25: Percentage achieving 5+ A*-C grades including English and Mathematics by eligibility for FSM⁴⁵

KS4		% achieving 5+ A*-C inc. English & maths		
		All other Pupils	Pupils known to be eligible for free school meals	Gap
2010	Gloucestershire	62.4	27.8	34.6
	South West	58.1	27.2	30.9
	England+	59.0	31.4	27.6
2011	Gloucestershire	65.7	30.0	35.7
	South West	60.8	29.1	31.7
	England	62.2	34.7	27.5
2012	Gloucestershire	64.6	32.0	32.6
	South West	60.4	30.9	29.5
	England	62.8	36.5	26.3
2013	Gloucestershire	64.2	33.9	30.3
	South West	62.6	32.2	30.4
	England	64.8	38.1	26.7
2014**	Gloucestershire	63.3	30.7	32.6
	South West	59.8	29.3	30.5
	England	60.7	33.7	27.0

2.4 Special Educational Needs (SEN) gaps

Outcomes for pupils with SEN are lower than for any other vulnerable group in Gloucestershire and lower than the regional and national comparators at all stages apart from KS2 in RWM. The picture is the same for pupils at School Action, School Action Plus and pupils with a statement of SEN. Regarding the latter however, the comparative performance is better at KS4.

⁴⁴ DfE SfR 50/2014

⁴⁵ DfE SfR 06/2015

+ The England, region and local authority figures do not include pupils recently arrived from overseas

** Figures for 2013/14 are based on the new 2014 methodology and therefore not comparable with previous years

In terms of difference in outcome for pupils with and without SEN the gap was wider in Gloucestershire than for the regional and national comparators apart from KS2 in RWM. The gap is widest at KS4 although this has reduced over the last five years and is narrowest at KS1.

With regard to the EYFSP the proportion of pupils with no identified SEN who achieved a GLD was at 61% some 47 percentage points higher than the proportion of pupils with SEN but without a statement at 14% as shown in Table 26.

Table 26: Percentage achieving a GLD by SEN provision 2014^{46,47}

EYFSP	Percentage achieving a GLD by SEN provision: 2014									
	Pupils with no identified SEN	Pupils at School Action	Pupils at School Action Plus	Pupils with SEN but without a statement	Pupils with a statement of SEN	All pupils	Gap Pupils with no SEN & Pupils with SEN without statement	Gap Pupils with no SEN & Pupils at School Action	Gap Pupils with no SEN & Pupils at School Action Plus	Gap Pupils with no SEN & Pupils with a statement of SEN
Gloucestershire	61	12	15	14	x	57	47	49	46	x
South West	67	25	23	24	4	62	43	42	44	63
England	66	23	19	21	3	60	45	43	47	63

x= Figures not shown in order to protect confidentiality

In Gloucestershire in 2014 the proportion of pupils with no identified SEN who achieved the expected standard of phonic decoding was at 83% some 48 percentage points higher than the proportion of pupils with SEN but without a statement. A similar but smaller attainment gap at 41 percentage points was reflected by the South West and England average as shown in Table 27. A similar picture was evident for pupils at School Action and School Action Plus. The gap between pupils with no SEN and those pupils with a statement of SEN was the widest at 70 percentage points in Gloucestershire which was also some 6 percentage points below the regional and national gaps.

Table 27: Percentage meeting the expected standard of phonic decoding by SEN: 2014⁴⁸

Phonics	Percentage meeting the expected standard of phonic decoding: 2014									
	Pupils with no identified SEN	Pupils at School Action	Pupils at School Action Plus	Pupils with SEN but without a statement	Pupils with a statement of SEN	All pupils	Gap Pupils with no SEN & Pupils with SEN without statement	Gap Pupils with no SEN & Pupils at School Action	Gap Pupils with no SEN & Pupils at School Action Plus	Gap Pupils with no SEN & Pupils with a statement of SEN
Gloucestershire	83	34	36	35	13	75	48	49	47	70
South West	81	42	39	40	17	74	41	39	42	64
England	81	41	39	40	17	74	41	40	42	64

Table 28 shows that in 2014 the gap between pupils with and without SEN was the widest for Writing and the narrowest for Mathematics at KS1 which was also the case at regional and national level. In terms of pupils at School Action and School Action Plus and those pupils with no SEN the gap was wider at County level compared to regionally and nationally in the former case. In terms of pupils with a statement of SEN and those without SEN the gap was widest for Writing and Science and above the regional and national averages. Only in Reading the gap at 70 percentage points was below the English average.

⁴⁶ DfE SfR 46/2014

⁴⁷ SEN without a Statement is comprised of School Action and School Action Plus

⁴⁸ DfE SfR 34/2014

Table 28: Percentage of pupils achieving Level 2 or above⁴⁹ in KS1 teacher assessments by SEN provision: 2014

KS1	Percentage of pupils achieving Level 2+ by SEN provision: 2014									
	Pupils with no identified SEN	Pupils at School Action	Pupils at School Action Plus	Pupils with SEN but without a statement	Pupils with a statement of SEN	Gap Pupils with no SEN & Pupils with SEN without statement	Gap Pupils with no SEN & Pupils at School Action	Gap Pupils with no SEN & Pupils at School Action Plus	Gap Pupils with no SEN & Pupils with a statement of SEN	
Reading										
Gloucestershire	97	62	55	60	27	37	35	42	70	
South West	97	69	58	65	29	32	28	39	68	
England	97	69	57	64	25	33	28	40	72	
Writing										
Gloucestershire	95	54	44	51	20	44	41	51	75	
South West	95	58	47	54	21	41	37	48	74	
England	94	58	47	54	19	40	36	47	75	
Mathematics										
Gloucestershire	98	74	61	71	26	27	24	37	72	
South West	98	79	67	74	30	24	19	31	68	
England	98	78	65	73	28	25	20	33	70	
Science										
Gloucestershire	97	68	59	66	22	31	29	38	75	
South West	97	76	66	73	28	24	21	31	69	
England	97	74	62	69	25	28	23	35	72	

At KS2 Table 29 shows that the achievement of pupils identified with SEN for RWM at Level 4 and above in Gloucestershire improved by 2% to 41% in 2014. In terms of the difference in outcomes between pupils with identified SEN and those without SEN, the gap was slightly wider than at regional and national level and had slightly reduced by 1% since last year and 3% since 2012.

The same is true for the pupils at School Action and School Action Plus. The gap between pupils with no SEN and pupils with a statement of SEN appeared to reduce by 3 percentage points from 2012 to 2014 and in the latter year was some 4 percentage points below the national average.

Table 29: Achievement at KS2 in Reading test, Writing teacher assessments and Mathematics test by SEN⁵⁰

KS2	Percentage achieving L4+ in RWM by SEN provision									
	Pupils with no identified SEN	Pupils at School Action	Pupils at School Action Plus	Pupils with SEN but without a statement	Pupils with a statement of SEN	Gap Pupils with no SEN & Pupils with SEN without statement	Gap Pupils with no SEN & Pupils at School Action	Gap Pupils with no SEN & Pupils at School Action Plus	Gap Pupils with no SEN & Pupils with a statement	
2012	Gloucestershire	90	38	24	36	16	54	52	66	74
	South West	88	38	28	35	14	53	50	60	74
	England	88	41	29	36	13	52	47	59	75
2013	Gloucestershire	91	40	35	39	17	52	51	56	74
	South West	88	40	33	38	15	50	48	55	73
	England	88	42	31	38	14	50	46	57	74
2014	Gloucestershire	92	43	33	41	21	51	49	59	71
	South West	90	44	34	40	16	50	46	56	74
	England	90	47	36	42	15	48	43	54	75

⁴⁹ DfE Sfr 34/2014

⁵⁰ DfE Sfr 50/2014

At KS4 the outcomes for pupils with SEN compared to pupils without SEN has improved from 17% since 2010 to 24% in 2013. However, although these results remain below the regional and national average the gap has been closing as outlined in Table 30.

At KS4 the gap between pupils with and without SEN, although wider for Gloucestershire compared to the South West and England did reduce over the last four years. The difference in outcomes for pupils with no SEN and pupils at School Action and School Action Plus was similar with the latter reflecting a slightly narrower gap between County, regional and national comparators. For pupils without SEN and pupils with a statement of SEN the gap in attainment not only decreased between 2010 and 2013 from 63.1 percentage points to 59.8 percentage points but also fell below the national average. The 2014 figures are not comparable as they are based on a revised methodology.

Table 30: Percentage achieving 5+ A*-C grades including English and Mathematics by SEN provision⁵¹

KS4		% achieving 5+ A*-C inc. English & maths								
		Pupils with no identified SEN	Pupils at School Action	Pupils at School Action Plus	Pupils with SEN but without a statement	Pupils with a statement of SEN	Gap Pupils with no SEN & Pupils with SEN without statement	Gap Pupils with no SEN & Pupils at School Action	Gap Pupils with no SEN & Pupils at School Action Plus	Gap Pupils with no SEN & Pupils with a statement of SEN
2010	Gloucestershire	71.1	16.6	18.7	17.0	8.0	54.1	54.5	52.4	63.1
	South West	65.6	26.7	14.7	23.3	7.8	42.3	38.9	50.9	57.8
	England+	66.8	25.9	17.1	22.9	7.3	43.9	40.9	49.7	59.5
2011	Gloucestershire	73.0	20.4	18.5	20.1	9.2	52.9	52.6	54.5	63.8
	South West	68.3	28.2	16.8	25.1	9.2	43.2	40.1	51.5	59.1
	England	69.8	27.6	19.3	24.8	8.5	45.0	42.2	50.5	61.3
2012	Gloucestershire	70.7	21.3	15.3	20.3	9.3	50.4	49.4	55.4	61.4
	South West	67.5	26.0	17.1	23.4	7.8	44.1	41.5	50.4	59.7
	England	69.6	27.8	20.5	25.3	8.4	44.3	41.8	49.1	61.2
2013	Gloucestershire	69.8	24.5	19.5	23.8	10.0	46.0	45.3	50.3	59.8
	South West	68.7	26.7	19.8	24.7	9.8	44.0	42.0	48.9	58.9
	England	70.7	28.5	22.5	26.4	9.5	44.3	42.2	48.2	61.2
2014**	Gloucestershire	68.1	21.5	21.0	21.4	8.1	46.7	46.6	47.1	60.0
	South West	65.7	23.7	19.2	22.4	7.8	43.3	42.0	46.5	57.9
	England	65.7	25.0	20.8	23.5	8.0	42.2	40.7	44.9	57.7

3. Gender Differences

Girls outperform boys at all levels with the exception of Mathematics at KS2. On the whole outcomes are higher than but tend to compare quite closely too regional and national comparators.

The gender gap⁵² is widest at EYFSP and then reduces at KS1 and KS2 before increasing at KS4. Generally, over the last five years the gap has widened at KS1 across all subjects whereas the opposite is the case for most subjects at KS2.

At EYFS the gender gap is quite marked with girls outperforming boys by 16 percentage points in those achieving a GLD as shown in Table 31. This is also reflected at regional and national level with a slight decrease in Gloucestershire in 2014.

⁵¹ DfE Sfr 06/2015

+ The England, region and local authority figures do not include pupils recently arrived from overseas

** Figures for 2013/14 are based on the new 2014 methodology and therefore not comparable with previous years

⁵² The gender gap is calculated as girls' outcomes minus boys' outcomes. A positive gap indicates that girls' outcomes were better than boys' outcomes

Table 31: Gender gap in children achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and numeracy⁵³

EYFSP		A Good Level of Development	
		2013	2014
Girls %	Gloucestershire	60	65
	South West	64	70
	England	60	69
Boys %	Gloucestershire	44	50
	South West	48	55
	England	44	52
Percentage point gender gap	Gloucestershire	16	15
	South West	16	16
	England	16	16

A similar but less pronounced picture is evident for the phonics tests as shown in Table 32. The gap has reduced at County and regional level and both are slightly below the national result.

Table 32: Gender gap for Year 1 Phonics Screening Check⁵⁴

Phonics		Phonics Screening Check: Year 1 Gender Gap		
		2012	2013	2014
Girls %	Gloucestershire	65	76	78
	South West	63	75	78
	England	62	73	78
Boys %	Gloucestershire	58	68	72
	South West	55	66	71
	England	54	65	70
Percentage point gender gap	Gloucestershire	7	8	6
	South West	8	9	7
	England	8	8	8

At KS1 Girls outperform boys at all subjects. Most significant is the increase in gap experienced in Mathematics and Science in 2014 as shown in Table 33 which is not reflected regionally or nationally. At KS1 the largest difference between the genders occurs in Writing where the gap has widened slightly in Gloucestershire to 11 percentage points and to 10 percentage points in the South West but reduced nationally. The gap is also larger for Gloucestershire than the South West and England in 2014.

⁵³ DfE SfR 39/2014 & 46/2014

⁵⁴ DfE SfR 34/2014

Table 33: Gender gap for pupils achieving Level 2 or above⁵⁵ in KS1 assessments⁵⁶

KS1			Percentage of pupils achieving Level 2+				
			2010	2011	2012	2013	2014
Reading	Girls %	Gloucestershire	90	91	91	92	93
		South West	89	89	91	92	93
		England	89	89	90	92	93
	Boys %	Gloucestershire	84	83	85	86	85
		South West	81	82	84	87	87
		England	81	82	84	86	87
	Percentage point gender gap	Gloucestershire	6	8	6	6	8
		South West	8	7	7	5	6
		England	8	7	6	6	6
Writing	Girls %	Gloucestershire	88	89	90	90	92
		South West	87	88	89	90	92
		England	87	87	88	90	91
	Boys %	Gloucestershire	79	78	81	80	81
		South West	76	76	79	81	82
		England	75	76	78	80	82
	Percentage point gender gap	Gloucestershire	9	11	9	10	11
		South West	11	12	10	9	10
		England	12	11	10	10	9
Speaking & Listening	Girls %	Gloucestershire	-	92	92	92	94
		South West	-	91	92	93	93
		England	-	91	91	92	92
	Boys %	Gloucestershire	-	86	87	86	86
		South West	-	85	86	87	87
		England	-	84	85	86	87
	Percentage point gender gap	Gloucestershire	-	6	5	6	8
		South West	-	6	6	6	6
		England	-	7	6	6	5
Mathematics	Girls %	Gloucestershire	92	92	92	92	95
		South West	92	92	93	93	94
		England	91	91	92	93	93
	Boys %	Gloucestershire	90	90	90	90	90
		South West	89	89	90	91	92
		England	88	88	89	90	91
	Percentage point gender gap	Gloucestershire	2	2	2	2	5
		South West	3	3	3	2	2
		England	3	3	3	3	2
Science	Girls %	Gloucestershire	91	91	92	91	92
		South West	91	91	92	93	93
		England	90	90	91	92	92
	Boys %	Gloucestershire	88	88	90	88	87
		South West	89	88	89	90	90
		England	87	87	88	88	89
	Percentage point gender gap	Gloucestershire	3	3	2	3	5
		South West	2	3	3	3	3
		England	3	3	3	4	3

According to Table 34 outcomes at KS2 across all subjects at Level 4 and above for Gloucestershire are better than the regional and national comparators. The gender gap also decreased across all subjects. Notably although the gap is small, boys have outperformed girls for the first time in Mathematics since 2011. The largest gender gap appeared for Grammar, punctuation and Spelling at 10 percentage points for Gloucestershire in 2014.

⁵⁵ Level 2 is the expected level of achievement for pupils at the end of key stage 1

⁵⁶ DfE Sfr 21/2012 & 34/2014

Table 34: Percentage of pupils achieving Level 4 or above in Key Stage 2 tests⁵⁷

KS2			Percentage of pupils achieving L4+				
			2010	2011	2012	2013	2014
Reading	Girls %	Gloucestershire	91	90	92	91	93
		South West	88	88	90	89	91
		England	87	88	90	88	91
	Boys %	Gloucestershire	85	84	86	86	90
		South West	82	81	85	84	88
		England	80	80	84	83	87
	Percentage point gender gap	Gloucestershire	6	6	6	5	3
		South West	6	7	5	5	3
		England	7	8	6	5	4
Writing	Girls %	Gloucestershire	82	84	89	91	91
		South West	79	81	87	89	91
		England	78	82	87	89	90
	Boys %	Gloucestershire	68	75	79	81	84
		South West	64	69	76	79	81
		England	63	69	76	79	81
	Percentage point gender gap	Gloucestershire	14	9	10	10	7
		South West	15	12	11	10	10
		England	15	13	11	10	9
English	Girls %	Gloucestershire	89	89	92	93	93
		South West	86	87	90	91	92
		England	85	86	89	90	92
	Boys %	Gloucestershire	80	82	85	84	87
		South West	77	78	82	84	85
		England	75	77	82	83	85
	Percentage point gender gap	Gloucestershire	9	7	7	9	6
		South West	9	9	8	7	7
		England	10	9	7	7	7
Mathematics	Girls %	Gloucestershire	82	82	87	87	87
		South West	80	80	85	85	86
		England	79	80	84	85	86
	Boys %	Gloucestershire	82	83	86	86	89
		South West	81	81	85	84	86
		England	79	81	84	85	86
	Percentage point gender gap	Gloucestershire	0	-1	1	1	-2
		South West	-1	-1	0	1	0
		England	0	-1	0	0	0
Science	Girls %	Gloucestershire	89	88	91	91	92
		South West	87	87	89	90	91
		England	86	86	88	89	90
	Boys %	Gloucestershire	86	86	88	88	90
		South West	85	85	86	88	88
		England	84	83	85	86	87
	Percentage point gender gap	Gloucestershire	3	2	3	3	2
		South West	2	2	3	2	3
		England	2	3	3	3	3
Grammar, punctuation and Spelling	Girls %	Gloucestershire				82	84
		South West				79	81
		England				79	82
	Boys %	Gloucestershire				71	74
		South West				68	70
		England				69	72
	Percentage point gender gap	Gloucestershire				11	10
		South West				11	11
		England				10	10
Reading, Writing and Mathematics	Girls %	Gloucestershire	74	75	82	83	83
		South West	70	72	79	80	82
		England	70	72	79	79	82
	Boys %	Gloucestershire	64	70	74	75	79
		South West	59	63	71	72	76
		England	59	62	71	72	76
	Percentage point gender gap	Gloucestershire	10	5	8	8	4
		South West	11	9	8	8	6
		England	11	10	8	7	6

Table 35 provides a summary of the gender gap at Level 4 and above, Level 4B and above and Level 5 and above at KS2. The gender gap in Gloucestershire not only decreased at all levels but subsequently did not perform as well as the region or nationally in 2014.

⁵⁷ DfE Sfr 50/2014

Table 35: Attainment at Key Stage 2 in reading Test, writing TA and mathematics test⁵⁸

KS2		Percentage of pupils achieving L4+, L4B+ & L5+								
		%L4+			%L4B+		%L5+			
		2012	2013	2014	2013	2014	2012	2013	2014	
Girls %	Gloucestershire	82	83	83	70	71	28	29	29	
	South West	79	80	82	66	69	24	25	26	
	England	79	79	82	65	69	23	25	27	
Boys %	Gloucestershire	74	75	79	66	69	21	22	24	
	South West	71	72	76	61	65	17	18	20	
	England	71	72	76	61	65	17	18	20	
Percentage point gender gap	Gloucestershire	8	8	4	4	2	7	7	5	
	South West	8	8	6	5	4	7	7	6	
	England	8	7	6	4	4	6	7	7	

At KS4 outcomes are better in Gloucestershire than regionally and nationally according to Table 36 with a gender gap amounting to 10 percentage points at 5+ A*- C including English & Mathematics GCSEs and 12% 5+ A*-C GCSEs in 2014.

Table 36 Achievements at GCSE and equivalent for pupils at the end of Key Stage 4⁵⁹

KS4			Percentage of pupils at the end of KS4				
			2010	2011	2012	2013	2014**
5+ A*-C inc. English & Mathematics GCSEs	Girls	Gloucestershire	64	67	67	67	66
		South West	60	62	63	65	62
		England+	59	62	64	66	62
	Boys	Gloucestershire	57	59	58	57	56
		South West	52	54	53	54	51
		England	52	55	54	56	52
	Percentage point gender gap	Gloucestershire	7	9	10	9	10
		South West	8	8	10	11	11
		England	7	7	10	10	10
5+ A*-C GCSEs	Girls	Gloucestershire	79	83	86	86	76
		South West	77	81	84	84	73
		England	80	84	87	87	72
	Boys	Gloucestershire	73	76	79	80	64
		South West	69	72	76	76	60
		England	73	77	80	80	60
	Percentage point gender gap	Gloucestershire	6	7	7	6	12
		South West	8	9	8	8	13
		England	7	7	7	7	12

In terms of Level 3 outcomes girls again outperform boys reflected by a relatively large gender gap which is considerably larger for Gloucestershire than regionally or nationally as depicted in Table 37.

Regarding the percentage of students achieving at least 2 substantial level 3 qualifications also shown in Table 37, although the outcomes are high and also better than the South West and England the gender gap decreased to the point where boys marginally outperformed girls in 2014. The same picture applies for students achieving 3A-A* grades or better with the gap widened in favour of the boys performance.

⁵⁸ DfE SfR 50/2014

⁵⁹ DfE SfR 06/2015

** Figures for 2013/14 are based on the new 2014 methodology and therefore not comparable with previous years

+ The England, region and local authority figures do not include pupils recently arrived from overseas

Table 37: Level 3 achievements⁶⁰

KS5			A level and level 3 results				
			2010	2011	2012	2013	2014
Average point score by students achieving all Level 3 qualifications: Per student	Girls	Gloucestershire	790.2	800.5	786.3	780.8	773.6
		South West	737.9	744.6	723.8	722.7	703.9
		England	759.5	759.4	747.2	740.3	731.2
	Boys	Gloucestershire	763.7	764.8	742.3	741.4	727.9
		South West	716.7	712.4	701.1	689.7	671.3
		England	728.1	730.7	717.0	706.4	694.7
	Percentage point gender gap	Gloucestershire	26.5	35.7	44.0	39.4	45.7
		South West	21.2	32.2	22.7	33.0	32.6
		England	31.4	28.7	30.2	33.9	36.5
Average point score by students achieving all Level 3 qualifications: Per entry	Girls	Gloucestershire	222.9	223.2	219.5	219.7	220.3
		South West	217.4	219.1	214.8	217.1	217.0
		England	217.6	219.3	216.3	217.4	218.2
	Boys	Gloucestershire	214.2	216.4	210.5	210.7	212.6
		South West	209.2	210.3	206.0	207.1	208.3
		England	210.8	212.7	208.7	209.6	210.4
	Percentage point gender gap	Gloucestershire	8.7	6.8	9.0	9.0	7.7
		South West	8.2	8.8	8.8	10.0	8.7
		England	6.8	6.6	7.6	7.8	7.8
Percentage of students achieving at least 2 substantial level 3 qualifications	Girls	Gloucestershire	96	96	96	94	92
		South West	95	94	92	92	89
		England	96	94	93	92	91
	Boys	Gloucestershire	96	96	96	95	93
		South West	94	95	95	93	90
		England	94	94	94	92	90
	Percentage point gender gap	Gloucestershire	0	0	0	0	-1
		South West	0	-1	-2	-1	0
		England	2	0	0	0	1
Percentage of students achieving 3 A*-A grades or better at level or Applied single/double award A level	Girls	Gloucestershire	13	12	13	13	13
		South West	10	11	10	10	10
		England	13	13	13	12	11
	Boys	Gloucestershire	12	14	13	14	15
		South West	10	10	11	11	11
		England	13	13	13	13	13
	Percentage point gender gap	Gloucestershire	1	-2	-1	-1	-2
		South West	0	0	-1	-1	-1
		England	0	-1	-1	-1	-1

4. District summaries

4.1 Overview

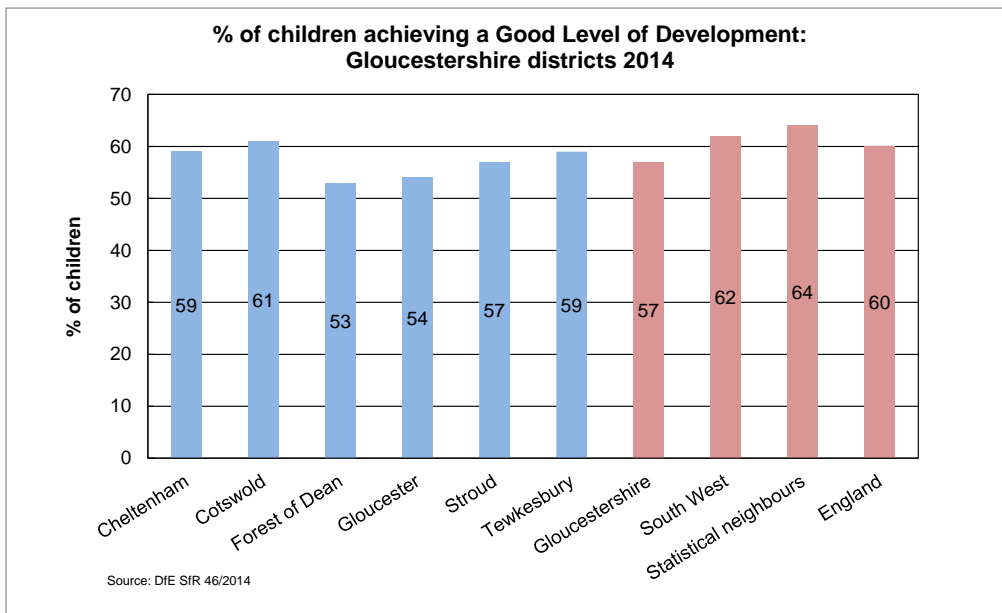
Apart from Key Stage 1 results at district level are based on school location rather than pupil residence location.

Outcomes vary across districts but generally appear to be the lowest in the Forest of Dean and Gloucester districts. However, as described below, these districts have also experienced areas of improvement in the last five years.

In relation to the EYFSP the best performing districts in 2014 appeared to be Cotswold, Cheltenham and Tewkesbury as indicated in Figure 2. Apart from Cheltenham all districts fell below the national average with Gloucester and the Forest of Dean faring the worst.

⁶⁰ DfE Sfr 02/2011, 01/2012, 05/2013, 02/2014 & 03/2015

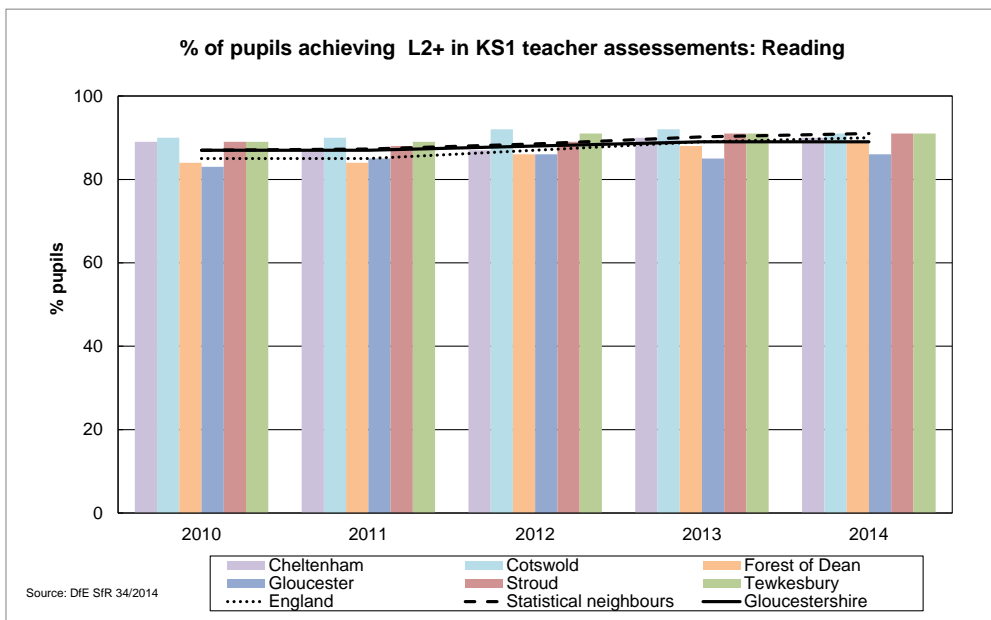
Figure 2: The proportion children achieving a Good Level of Development relating to the EYFSP by district in 2014⁶¹



At Key Stage 1 the following four figures provide a comparison by subject for Gloucestershire districts.

As shown in Figure 3 and Table 38 for Reading, despite having the lowest values compared to the other districts and falling below both the national and statistical averages both Gloucester and the Forest of Dean districts have shown the most improvement over the last five years.

Figure 3: The proportion of pupils achieving Level 2 and above in KS1 teacher assessments for Reading by district⁶²



⁶¹ DfE Sfr 46/2014

⁶² DfE Sfr 34/2014

Table 38: The proportion of pupils achieving Level 2 and above in KS1 teacher assessments for Reading

KS1	% of pupils achieving L2+ in KS1 teacher assessments: Reading				
	2010	2011	2012	2013	2014
England	85	85	87	89	90
Statistical neighbours	87	87	89	90	91
Gloucestershire	87	87	88	89	89
Cheltenham	89	87	87	90	90
Cotswold	90	90	92	92	91
Forest of Dean	84	84	86	88	89
Gloucester	83	85	86	85	86
Stroud	89	88	89	91	91
Tewkesbury	89	89	91	91	91

In terms of Writing Stroud district appears to have made the most improvement in the last five years and along with Tewkesbury district was well above the national average in 2014 as depicted in Figure 4 and Table 39.

Figure 4: The proportion of pupils achieving Level 2 and above in KS1 teacher assessments for Writing by district⁶³

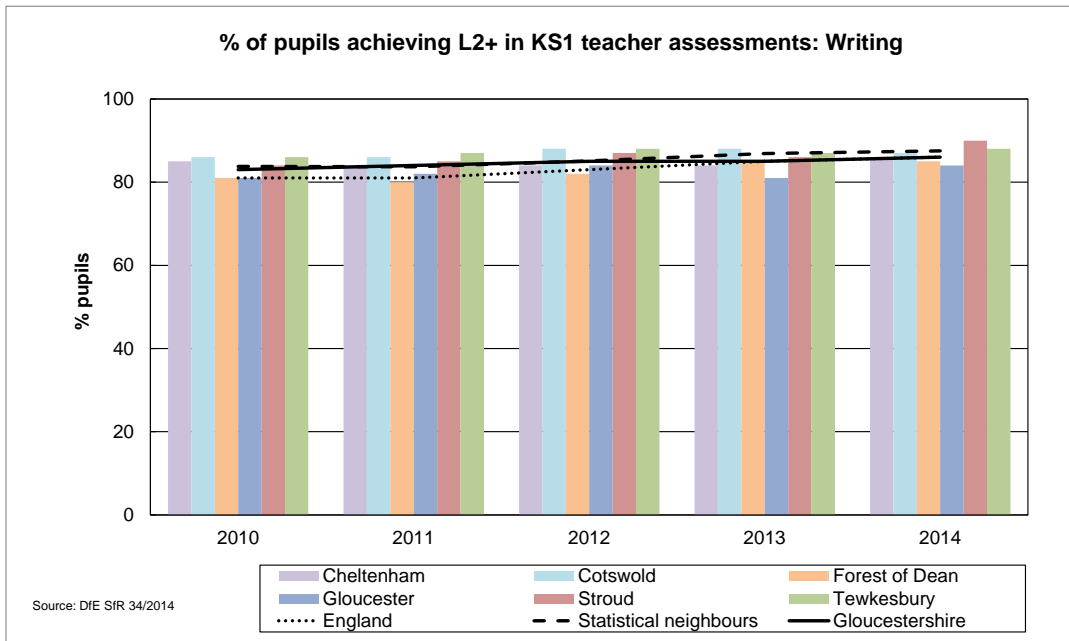


Table 39: The proportion of pupils achieving Level 2 and above in KS1 teacher assessments for Writing

KS1	% of pupils achieving L2+ in KS1 teacher assessments: Writing				
	2010	2011	2012	2013	2014
England	81	81	83	85	86
Statistical neighbours	84	84	85	87	88
Gloucestershire	83	84	85	85	86
Cheltenham	85	84	84	84	86
Cotswold	86	86	88	88	87
Forest of Dean	81	80	82	85	85
Gloucester	81	82	84	81	84
Stroud	84	85	87	86	90
Tewkesbury	86	87	88	87	88

⁶³ Ibid

The picture as shown in Figure 5 and Table 40 for Mathematics reflects little change over the last five years with Cheltenham district showing a slight decline since 2010. In 2014 achievement across districts was close to the national average apart from Cotswold district at 95% lying above and Gloucester district at 90% lying below.

Figure 5: The proportion of pupils achieving Level 2 and above in KS1 teacher assessments for Mathematics by district⁶⁴

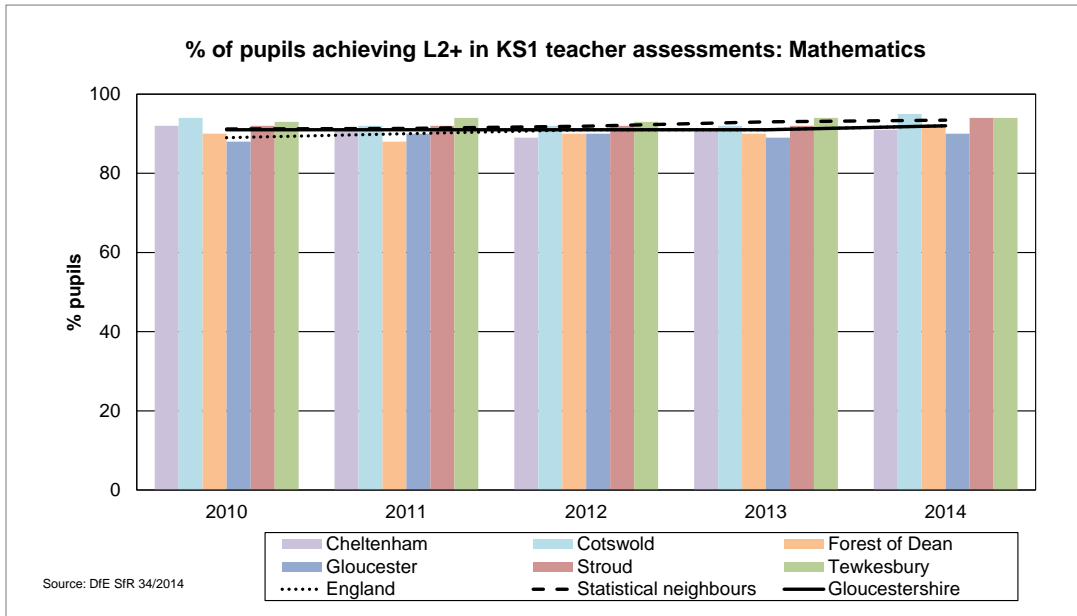


Table 40: The proportion of pupils achieving Level 2 and above in KS1 teacher assessments for Mathematics

KS1	% of pupils achieving L2+ in KS1 teacher assessments: Mathematics				
	2010	2011	2012	2013	2014
England	89	90	91	91	92
Statistical neighbours	91	91	92	93	93
Gloucestershire	91	91	91	91	92
Cheltenham	92	91	89	91	91
Cotswold	94	92	92	92	95
Forest of Dean	90	88	90	90	92
Gloucester	88	90	90	89	90
Stroud	92	92	92	92	94
Tewkesbury	93	94	93	94	94

⁶⁴ Ibid

Outcomes for Science as portrayed in Figure 6 and Table 41 are quite mixed. The Forest of Dean district showed the greatest improvement over the last five years compared to Stroud and Tewkesbury districts which underwent slight decline. In 2014 apart from Gloucester district which fell well below, all the other district results were close to the national average in this subject.

Figure 6: The proportion of pupils achieving Level 2 and above in KS1 teacher assessments for Science by district⁶⁵

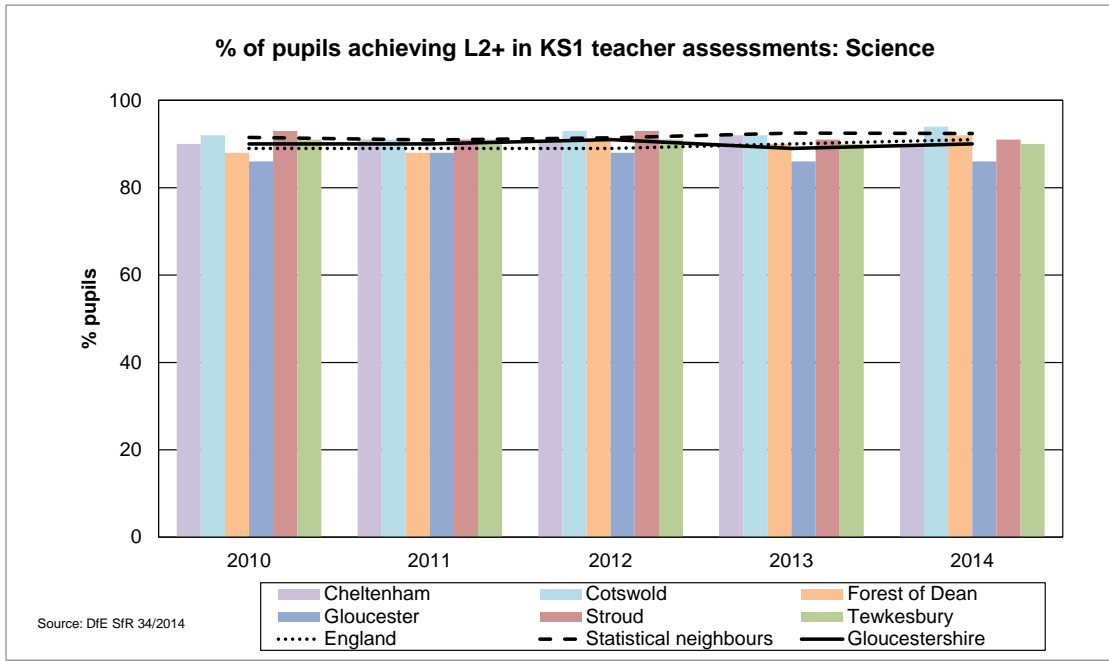


Table 41: The proportion of pupils achieving Level 2 and above in KS1 teacher assessments for Science

KS1	% of pupils achieving L2+ in KS1 teacher assessments: Science				
	2010	2011	2012	2013	2014
England	89	89	89	90	91
Statistical neighbours	92	91	91	93	92
Gloucestershire	90	90	91	89	90
Cheltenham	90	91	91	92	90
Cotswold	92	91	93	92	94
Forest of Dean	88	88	91	90	92
Gloucester	86	88	88	86	86
Stroud	93	91	93	91	91
Tewkesbury	91	91	91	90	90

⁶⁵ Ibid

According to Figure 7 and Table 42 the Forest of Dean district experienced the greatest improvement in the percentage of pupils achieving Level 4 at KS2 in English. In 2014 all districts reflected a high level of achievement which at 90% or above was above the national average. Stroud district had the best result at 94%.

Figure 7: The proportion of pupils achieving Level 4 and above at KS2 in English by district⁶⁶

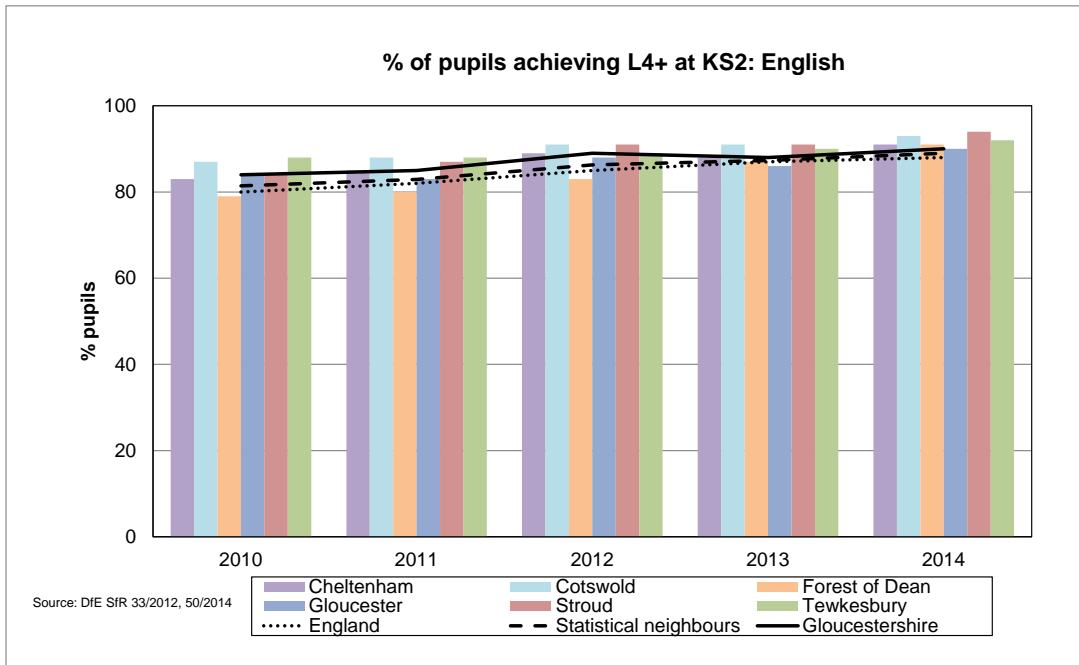


Table 42: The proportion of pupils achieving Level 4 and above at KS2 in English

KS2	% of pupils achieving L4+ at KS2: English				
	2010	2011	2012	2013	2014
England	80	82	85	87	88
Statistical neighbours	81	83	86	87	89
Gloucestershire	84	85	89	88	90
Cheltenham	83	85	89	88	91
Cotswold	87	88	91	91	93
Forest of Dean	79	80	83	87	91
Gloucester	84	83	88	86	90
Stroud	84	87	91	91	94
Tewkesbury	88	88	89	90	92

⁶⁶ DfE Sfr 33/2012 & 50/2014

The proportion of pupils achieving Level 4 and above at KS2 in Mathematics underwent the greatest improvement in the Forest of Dean district over the last five years but was still one percentage point behind the national average in 2014 as shown in Figure 8 and Table 43. Tewkesbury district reflected the least change over this period but along with Stroud was well above the national average in 2014.

Figure 8: The proportion of pupils achieving Level 4 and above at KS2 in Mathematics by district⁶⁷

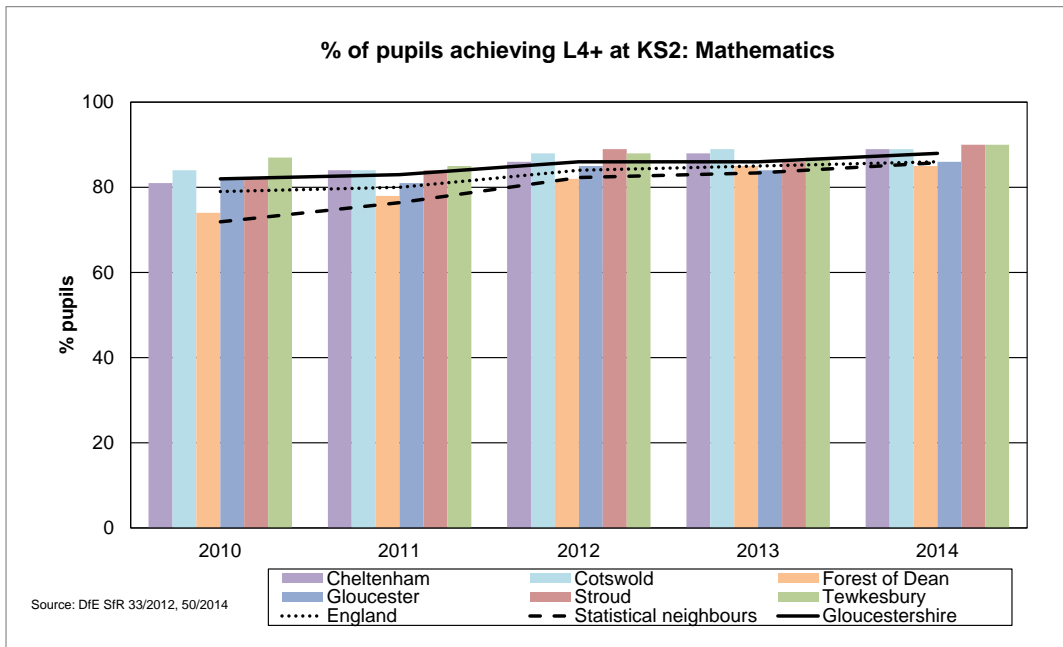


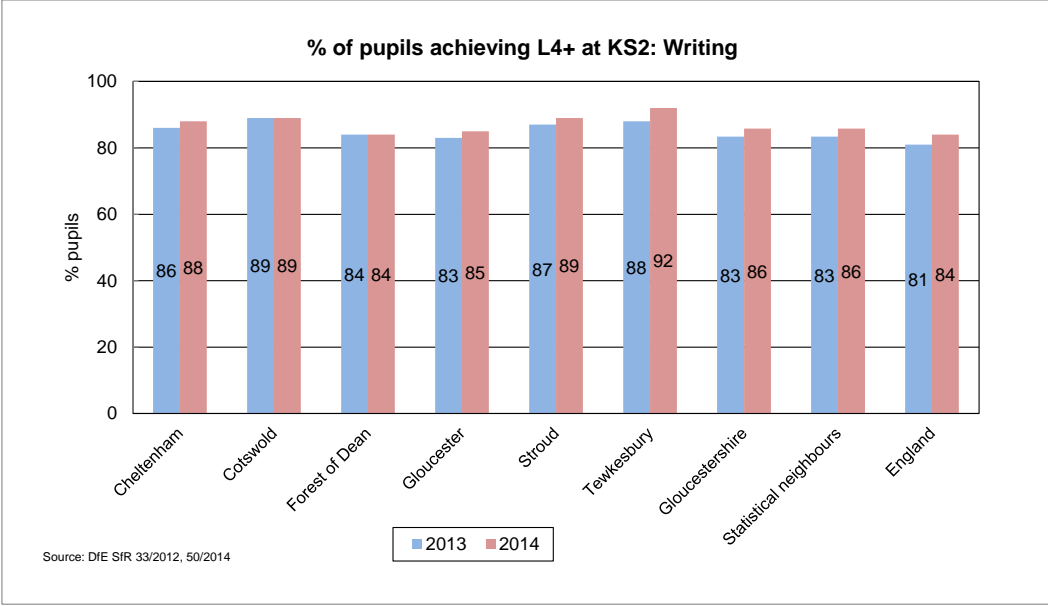
Table 43: The proportion of pupils achieving Level 4 and above at KS2 in Mathematics

KS2	% of pupils achieving L4+ at KS2: Mathematics				
	2010	2011	2012	2013	2014
England	79	80	84	85	86
Statistical neighbours	72	76	82	83	86
Gloucestershire	82	83	86	86	88
Cheltenham	81	84	86	88	89
Cotswold	84	84	88	89	89
Forest of Dean	74	78	82	85	85
Gloucester	82	81	85	84	86
Stroud	82	84	89	86	90
Tewkesbury	87	85	88	87	90

⁶⁷ Ibid

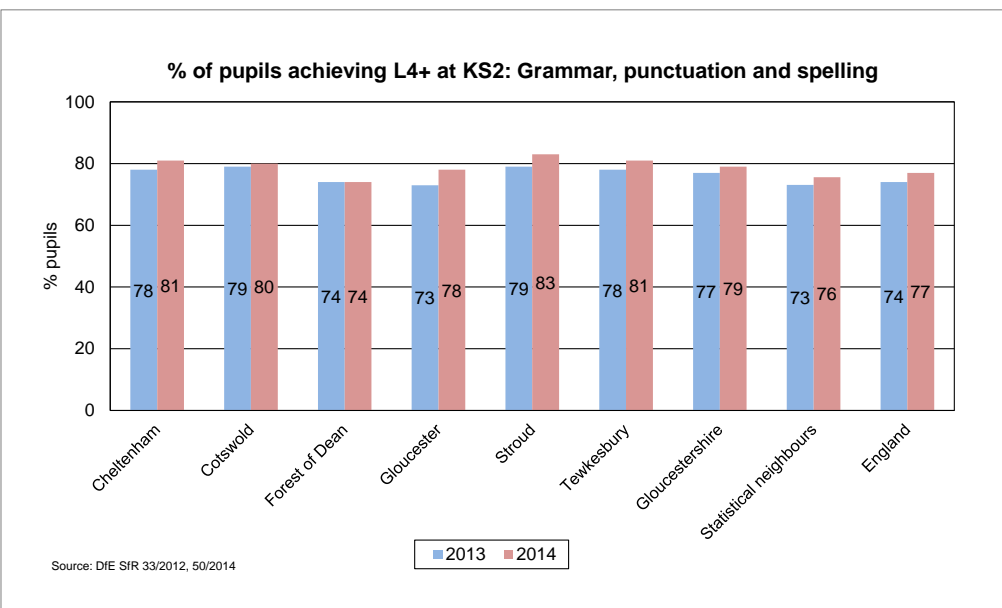
Results are only available for the last two years for outcomes relating to Writing at KS2. In 2014 Tewkesbury district had the highest level of achievement at 92% and the Forest of Dean district the lowest at 84% which matched the national average as depicted in Figure 9.

Figure 9: The proportion of pupils achieving Level 4 and above at KS2 in Writing by district⁶⁸



In terms of Grammar, punctuation and spelling at KS2, data is only available for the last two years. In 2014 according to Figure 10 apart from the Forest of Dean district pupils achieving 74% all the district results were above the national average of 77% with Stroud district achieving the highest position at 83%.

Figure 10: The proportion of pupils achieving Level 4 and above at KS2 in Grammar, punctuation and spelling by district⁶⁹



⁶⁸ Ibid
⁶⁹ Ibid

The proportion of pupils achieving at KS2 in Reading, Writing and Mathematics as shown in Figure 11 and Table 44 showed the greatest improvement in the Forest of Dean district, followed by Gloucester and Stroud districts. In 2014 apart from the Forest of Dean and Gloucester districts achievements in the remaining districts were all above the national average of 79%.

Figure 11: The proportion of pupils achieving Level 4 and above in Reading, Writing and Mathematics by district⁷⁰

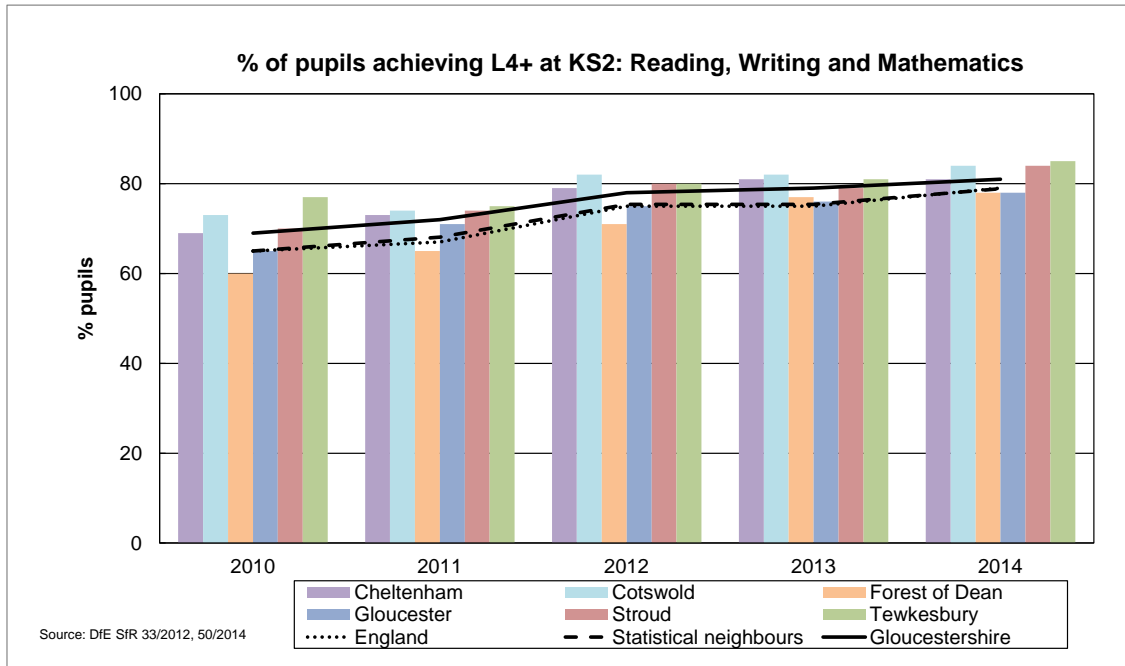


Table 44: The proportion of pupils achieving Level 4 and above in Reading, Writing and Mathematics

KS2	% of pupils achieving L4+ at KS2: Reading, Writing and Mathematics				
	2010	2011	2012	2013	2014
England	65	67	75	75	79
Statistical neighbours	65	68	75	75	79
Gloucestershire	69	72	78	79	81
Cheltenham	69	73	79	81	81
Cotswold	73	74	82	82	84
Forest of Dean	60	65	71	77	78
Gloucester	65	71	75	76	78
Stroud	70	74	80	79	84
Tewkesbury	77	75	80	81	85

⁷⁰ Ibid

At KS5 the proportion of pupils achieving 5+ A*- C grades including English and Mathematics GCSE presents a rather haphazard picture between 2010 and 2013. Although the Forest of Dean district achievement is the lowest at 55% it has progressed steadily as has Stroud district with the latter at 68% presenting the highest level of attainment in 2013. The remaining districts all exhibit a rather erratic progress as shown in Figure 12 and Table 45. In 2014, apart from the Forest of Dean all the districts attainment values were above the national average of 57%.

Figure 12: The proportion of pupils achieving 5 or more A* to C grades including English and Mathematics GCSEs by district⁷¹

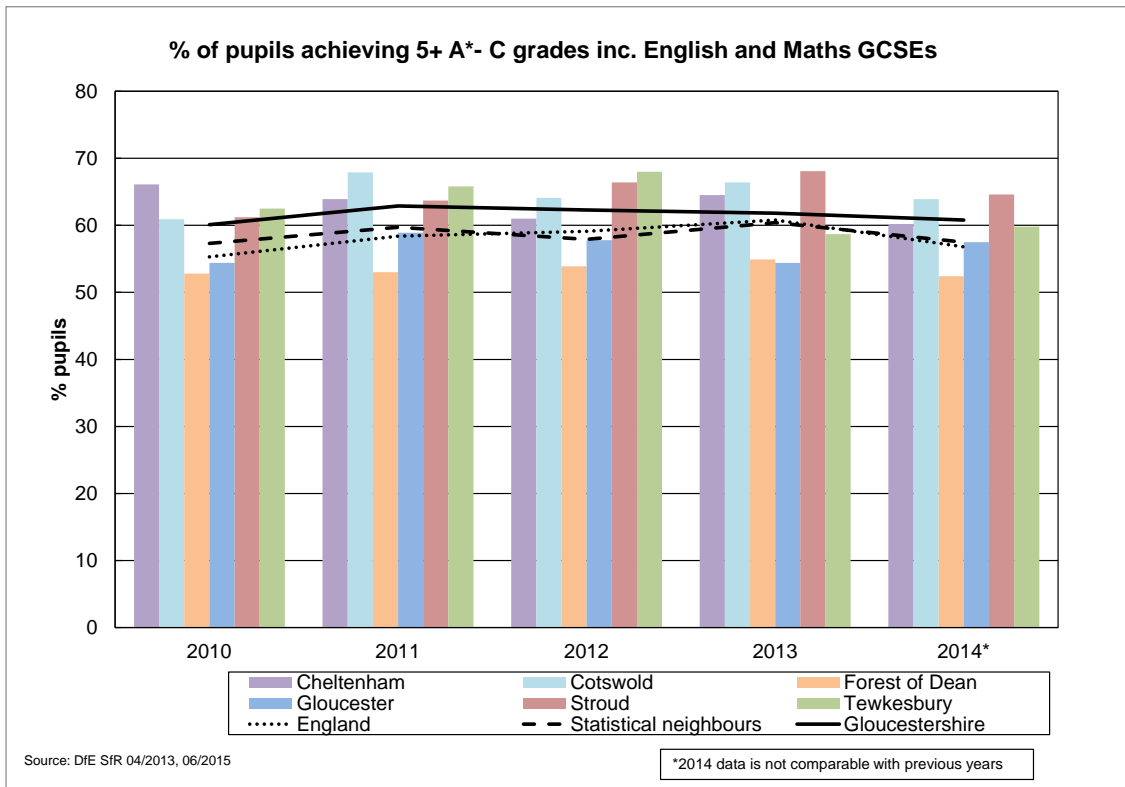


Table 45: The proportion of pupils achieving 5 or more A* to C grades including English and Mathematics GCSEs

KS4	% of pupils achieving 5+ A*- C grades inc. English and Maths GCSEs				
	2010	2011	2012	2013	2014*
England	55.3	58.4	59.1	60.8	56.8
Statistical neighbours	57.3	59.7	57.9	60.4	57.5
Gloucestershire	60.1	62.9	62.3	61.8	60.8
Cheltenham	66.1	63.9	61.0	64.5	60.2
Cotswold	60.9	67.9	64.1	66.4	63.9
Forest of Dean	52.8	53.0	53.9	54.9	52.4
Gloucester	54.4	58.9	57.8	54.4	57.5
Stroud	61.2	63.7	66.4	68.1	64.6
Tewkesbury	62.5	65.8	68.0	58.7	59.8

⁷¹ DfE Sfr 04/2013 & 06/2015

As presented in Figure 13 and Table 46 Stroud district experienced the highest increase in the proportion of pupils achieving 5+ A*-C grades at GCSE between 2010 and 2013 as well as the highest value in 2013 amounting to 87%. The Forest of Dean district at 75% had the lowest attainment and along with Gloucester district at 81% was below the national average. The 2014 data presents a similar picture in terms of comparisons with the national average.

Figure 13: The proportion of pupils achieving 5 or more A* to C grade GCSE by district⁷²

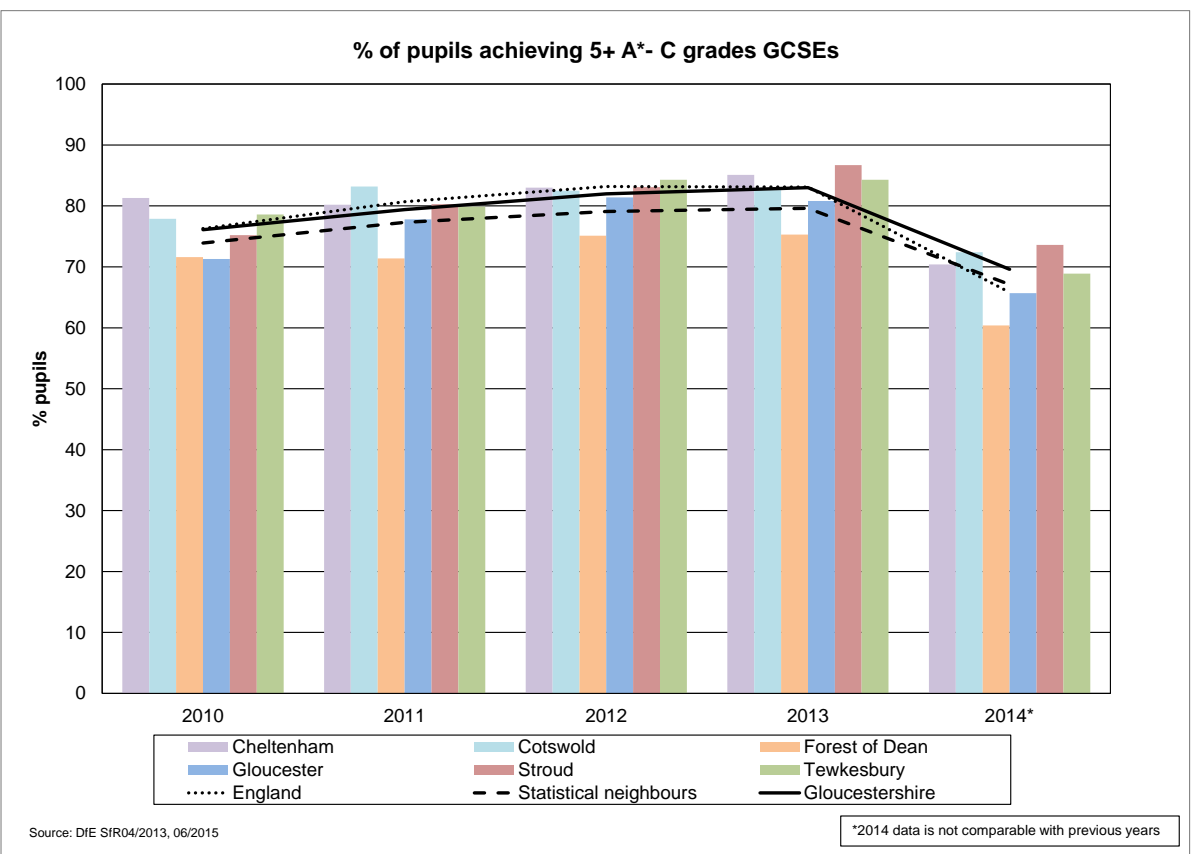


Table 46: The proportion of pupils achieving 5 or more A* to C grade GCSE

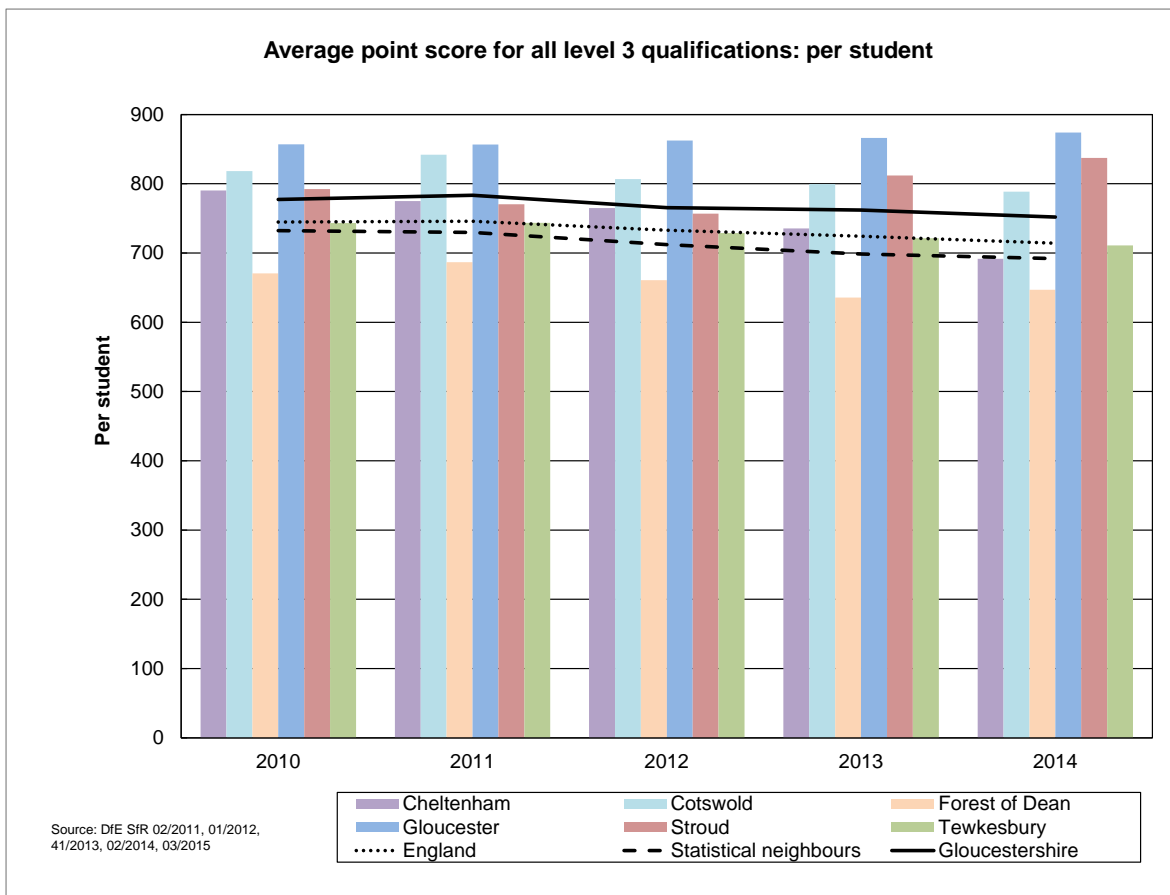
KS4	% of pupils achieving 5+ A*- C grades GCSEs				
	2010	2011	2012	2013	2014*
England	76.3	80.7	83.2	83.1	65.8
Statistical neighbours	73.9	77.3	79.1	79.6	67.1
Gloucestershire	76.1	79.4	82.0	83.0	69.6
Cheltenham	81.3	80.2	83.0	85.1	70.4
Cotswold	77.9	83.2	82.5	82.6	72.4
Forest of Dean	71.6	71.4	75.1	75.3	60.4
Gloucester	71.3	77.8	81.4	80.8	65.7
Stroud	75.2	80.3	83.1	86.7	73.6
Tewkesbury	78.6	79.9	84.3	84.3	68.9

⁷² Ibid

Gloucestershire's good performance has been carried over to the KS5 Level as shown in the following figures. There are two measures of performance⁷³, one is the average point score per student and the other is the average point score per exam entry, both of which need to be taken into account.

The average points score per student as depicted in Figure 14 and Table 47 has shown the greatest increase in Gloucester and Stroud districts over the last five years whereas the Forest of Dean district experienced the greatest decline. Apart from the Forest of Dean and Cheltenham all the district values were above the national average in 2014.

Figure 14: Average point score⁷⁴ for all Level 3 qualifications: per student by district⁷⁵



⁷³ The **average point score per student** provides a measure of the average number of A level equivalent studied and the grades achieved. The more qualifications undertaken by a student and the higher the grades achieved, the higher the average point score per student. However, the **average point score per examination** gives an indication of the average A level grade achieved by students at an institution. The higher the grade, the higher the points score per examination entry. Neither performance indicator should be considered in isolation

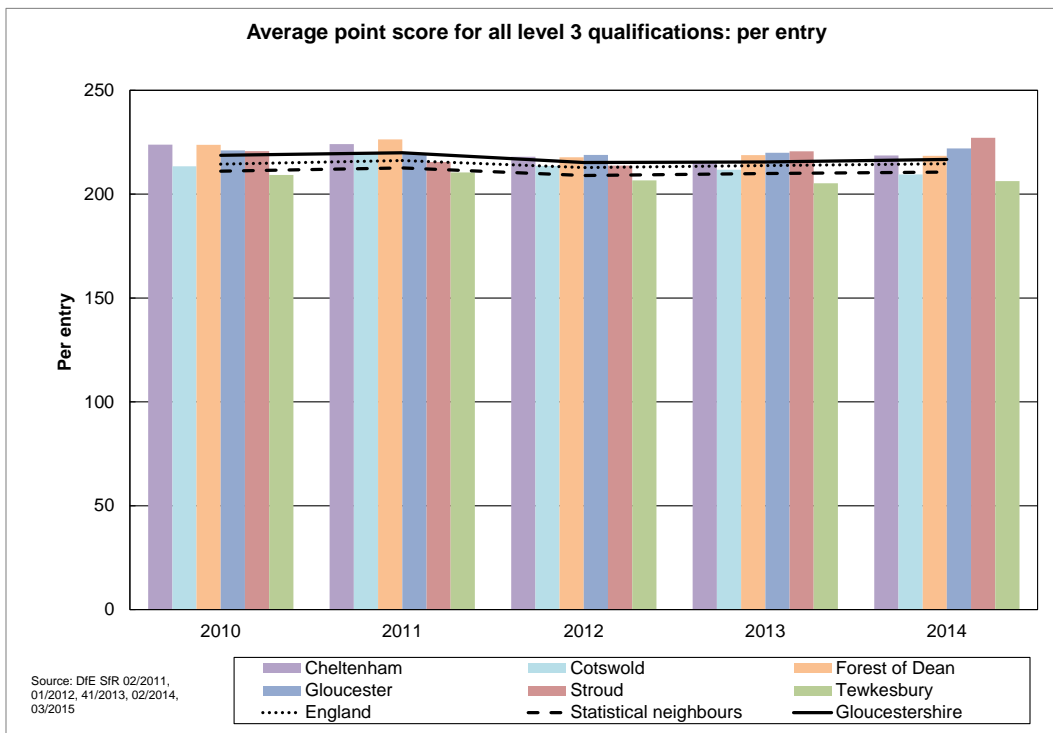
⁷⁵ DfE SfR 02/2011, 01/2012, 41/2013, 02/2014 & 03/2015

Table 47: Average point score for all Level 3 qualifications: per student

KS5	Average point score for all level 3 qualifications: per student				
	2010	2011	2012	2013	2014
England	744.8	745.9	733.0	724.3	714.0
Statistical neighbours	732.3	729.7	712.1	698.6	692.1
Gloucestershire	777.3	783.3	765.4	762.1	751.9
Cheltenham	790.3	775.1	764.8	735.4	691.7
Cotswold	818.2	841.8	806.7	799.5	788.7
Forest of Dean	670.7	686.8	660.8	635.7	646.9
Gloucester	856.8	856.6	862.5	866.3	874.0
Stroud	792.4	770.3	756.8	811.8	837.3
Tewkesbury	743.2	743.7	728.8	721.3	711.1

In terms of grade, the average point score per entry as shown in Figure 15 and Table 48 increased in Cheltenham, the Forest of Dean and Gloucester districts and the most in Stroud district while the other two districts experienced decline over the last five years. Student outcomes for the Cotswold and Tewkesbury districts particularly the latter were below the national average while for Stroud district were 18 points above the national average in 2014. The two point score results indicate that students are doing more A levels particularly in Gloucester and Cotswold districts and also gaining better grades.

Figure 15: Average point score for all Level 3 qualifications: per entry by district⁷⁶



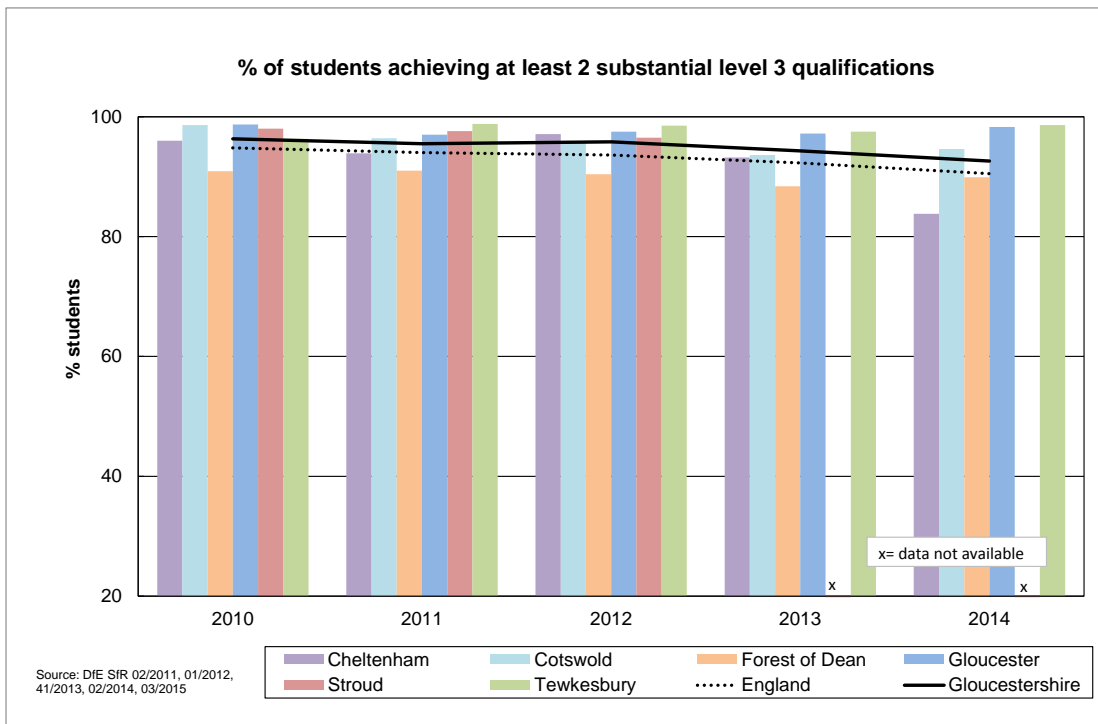
⁷⁶ Ibid

Table 48: Average point score for all Level 3 qualifications: per entry

KS5	Average point score for all level 3 qualifications: per entry				
	2010	2011	2012	2013	2014
England	214.4	216.2	212.8	213.7	214.6
Statistical neighbours	211.1	212.6	209.0	210.0	210.6
Gloucestershire	218.7	219.9	215.2	215.5	216.7
Cheltenham	223.8	224.1	218.0	215.9	218.6
Cotswold	213.4	219.7	213.6	211.7	209.5
Forest of Dean	223.7	226.3	217.7	218.8	218.4
Gloucester	221.0	219.4	218.9	219.9	222.0
Stroud	220.7	215.5	213.7	220.6	227.1
Tewkesbury	209.2	210.4	206.6	205.2	206.3

The proportion of students achieving at least 2 substantial level 3 qualifications declined between 2010 and 2014 across all districts apart from Tewkesbury district as shown in Figure 16 and Table 49. However, in 2014 Gloucester and Tewkesbury districts outperformed the national average by eight percentage points with values of 98.3 and 98.6 respectively.

Figure 16: The proportion of students achieving at least 2 substantial level 3 qualifications by district⁷⁷



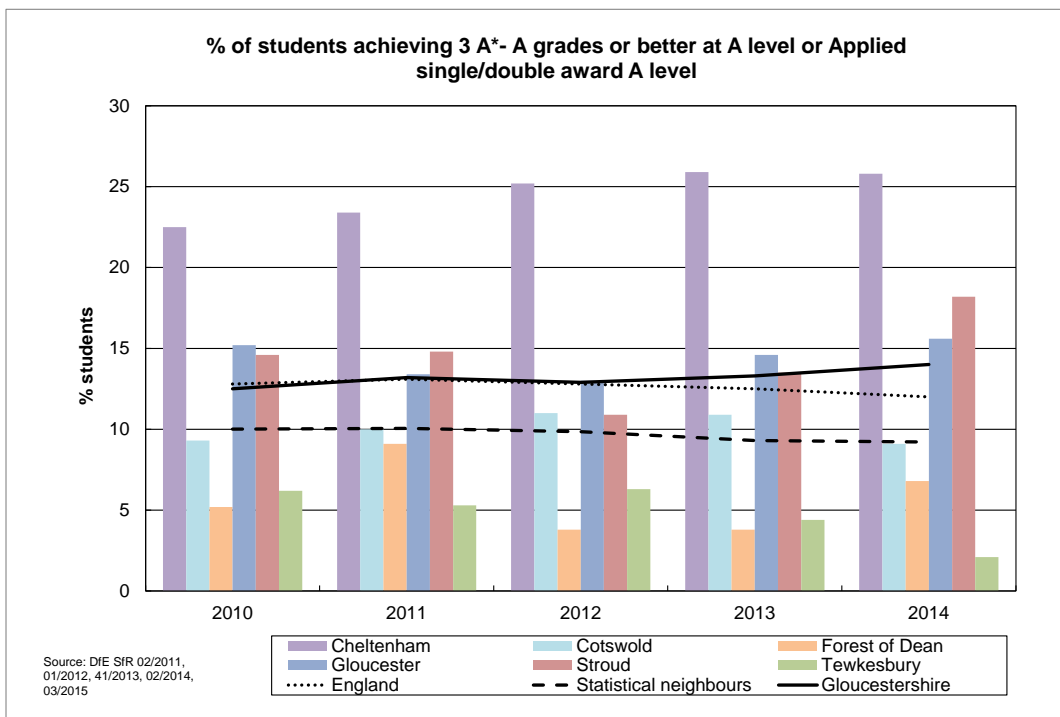
⁷⁷ Ibid

Table 49: The proportion of students achieving at least 2 substantial level 3 qualifications

KS5	Percentage of students achieving at least 2 substantial level 3 qualifications				
	2010	2011	2012	2013	2014
England	94.8	94.0	93.6	92.3	90.5
Gloucestershire	96.3	95.5	95.8	94.3	92.6
Cheltenham	96.0	93.9	97.1	93.2	83.8
Cotswold	98.6	96.4	95.7	93.6	94.6
Forest of Dean	90.9	91.0	90.4	88.4	89.9
Gloucester	98.7	97.0	97.5	97.2	98.3
Stroud	98.0	97.6	96.5	-	-
Tewkesbury	96.3	98.8	98.5	97.5	98.6

It is evident from Figure 17 and Table 50 that the percentage of students achieving 3 A*-A grades or better at A level or Applied single/double award A level over the last five years has been highest in Cheltenham, Stroud and Gloucester districts. Apart from Cotswold and Tewkesbury districts, this proportion has increased slightly for all districts in the last five years. In terms of the national average Cheltenham was 14 points above while Tewkesbury was 10 percentage points below in 2014.

Figure 17: The proportion of students achieving 3 A* to A grades or better at A level or Applied single/double award A level by district⁷⁸



⁷⁸ Ibid

Table 50: The proportion of students achieving 3 A* to A grades or better at A level or Applied single/double award A level

KS5	% of students achieving 3 A*- A grades or better at A level or Applied single/double award A level				
	2010	2011	2012	2013	2014
England	12.8	13.1	12.8	12.5	12.0
Statistical neighbours	10.0	10.1	9.9	9.3	9.2
Gloucestershire	12.5	13.2	12.9	13.3	14.0
Cheltenham	22.5	23.4	25.2	25.9	25.8
Cotswold	9.3	10.0	11.0	10.9	9.1
Forest of Dean	5.2	9.1	3.8	3.8	6.8
Gloucester	15.2	13.4	13.0	14.6	15.6
Stroud	14.6	14.8	10.9	13.5	18.2
Tewkesbury	6.2	5.3	6.3	4.4	2.1