

Report of the Strategic Director of Children's Services to the meeting of Children's Services Overview and Scrutiny to be held on Wednesday 15th January 2020

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**Subject: Educational Standards 2019 – Early Years to Key Stage 5 –
Provisional Report**

Summary statement:

This report outlines and updates some of the key outcomes for Bradford schools from the 2019 national tests and teacher assessments for the following key stages:

- Early Years Foundation Stage – 5 year olds (Revised Results: 17th October)
- Phonics & Key Stage 1 – 7 year olds (Final Results: 26th September)
- Key Stage 2 – 11 year olds (Final Results: 13th December)
- Key Stage 4 – 16 year olds (Final Results: 31st January 2020)
- Key Stage 5 – 18 Year olds (Final results: 31st January 2020)

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Overview & Scrutiny Area:
Children's Services

1. SUMMARY

- 1.3 The improvements in primary phase attainment this year have reduced performance gaps that existed against the national averages at the end of key stage 1 and key stage 2. Improvements in the proportion of pupils achieving the expected standard at Key Stage 1 are particularly notable.
- 2.3 However, gaps in the test results between various groups within the primary phase persist. The performance gaps between disadvantaged pupils and non-disadvantaged pupils have widened or have remained the same. Disadvantaged boys have some of the lowest levels of performance at Key Stage 1 and 2 out of all pupil characteristic groupings.
- 3.3 Provisional Key Stage 4 outturns indicate a general downturn in performance since 2016 for Attainment 8, and a decline in performance for Basics compared to 2018.
- 4.3 Provisional information about Key Stage 5 outcomes also indicate decline.

2. BACKGROUND

The outcome data for the 2018/19 academic year are as follows:

2.1 Early Years Foundation Stage (EYFS) Outcomes

Table 1 details the performance trend for Good Level of Development (GLD) and gap to national over the last four years.

Charts 1 and 2 looks at the gender split for GLD. **Girls continue to outperform the boys** but the rate of improvement over the four years for boys is higher than that for the girls, indicating the continued positive impact of the Early Years initiatives targeting boys' achievement.

The 2019 performance gap between boys and girls in Bradford is on a par with the 2018 national gender gap of 14 percentage points.



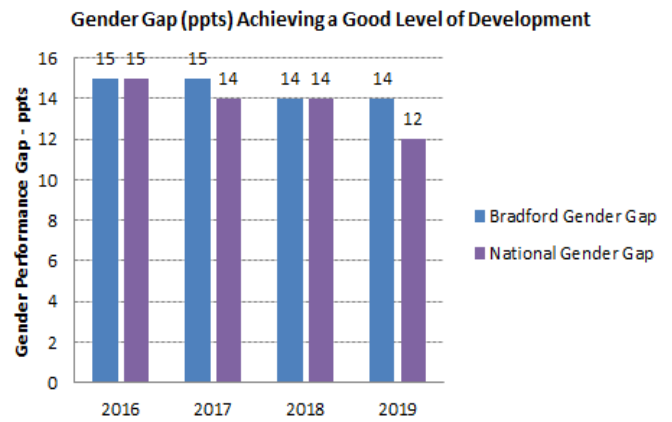
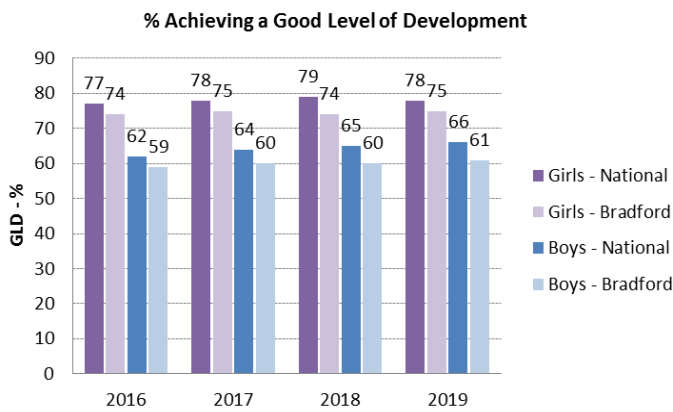
	2016	2017	2018	2019	Improvement 2016 - 2019	4 Year Trend
Bradford	66	68	67	68	+2	
National	69	71	72	72	+3	
Gap	-3	-3	-5	-4		

Table 1: % of pupils achieving the Expected Standard in Good Level of Development (GLD) – rounded to nearest whole number

Number of Bradford schools below the national average for GLD: **96 out of 160** (does not include Special schools).



Charts 1 & 2: % of pupils by gender achieving a Good Level of Development, and the performance gender gap (Bradford & National) – rounded to nearest whole number

Mean average points score

The DfE report a supporting measure which is the mean average point score; this is calculated across all 17 Early Learning Goals (ELGs) and takes account of all children's results, not just those who have achieved the GLD. **The Bradford result has improved noticeably in 2019 to 34.0 points from 33.5 points in 2018. The 2019 national average is 34.6 points (up from 34.5 points in 2018).**

2.2 EYFS Summary

The overall outcomes in the Early Years show an improving picture but there is still more to be done to reach the national average. Children's Services teams continue to work with partners. These include the Literacy Hub in Bradford to tackle boys' underperformance in reading and writing and Better Start Bradford to look at early intervention with children from 0-2 years-of-age to tackle early language development. Two Teaching School Alliances target schools with wide performance gaps between boys and girls, as well as those who have large gaps for the most disadvantaged children.

2.3 Phonics Outcomes

Tables 2 & 3 detail the performance trend for pupils at the end of Year 1 and 2 (end of Key Stage) achieving the required standard in Phonics over the last four years.

Girls continue to perform better than boys, although the longitudinal rate of improvement for boys in Bradford is higher than the rate for girls in Bradford and the national rates of improvement for both boys and girls (Table 4).

	Bradford		Y1 to Y2 (ppts)
	Year 1	Year 2	
2019	81	91	+10
2018	81	90	+10
2017	80	90	+11
2016	79	(90)	

	National		Y1 to Y2 (ppts)
	Year 1	Year 2	
2019	82	91	+9
2018	82	92	+11
2017	81	92	+11
2016	81	(91)	

Tables 2 & 3: % Year 1 and Year 2 pupils meeting the Expected Standard in Phonics – rounded to nearest whole number

	2016	2017	2018	2019	Improvement 2016 - 2019	4 Year Trend
Girls - Bradford	84	84	85	85	1	
Girls - National	84	85	86	85	1	
Girls - Gap	0	-1	-1	0		
Boys - Bradford	74	76	76	77	3	
Boys - National	77	78	79	78	2	
Boys - Gap	-3	-2	-3	-1		
Bradford Gender Gap	10	8	9	7		

Table 4: % of pupils **by gender** achieving the Expected Standard in Phonics at the end of Year 1 – rounded to nearest whole number

Number of Bradford schools below the national average for Phonics: **73 out of 160** at the end of Year 1 and **67 out of 160** by the end of Year 2 (does not include Special schools)

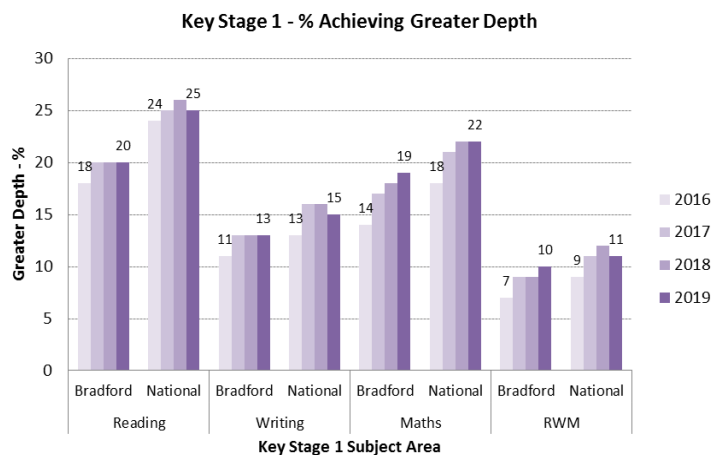
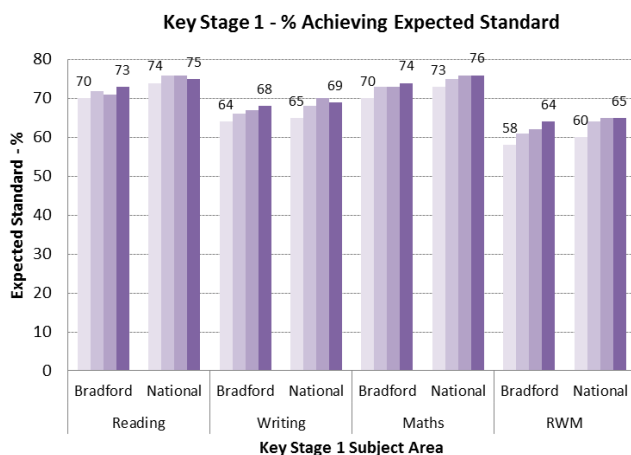
2.4 Phonics Summary

In the academic year 2018/19, schools with phonics scores 10% or more below the national average were identified. A programme of support and challenge was implemented with opportunities to learn from the best practice in the LA made available. The impact of this was monitored. Outcomes for the majority of the targeted schools improved.

2.5 Key Stage 1 Outcomes

Charts 3 and 4 detail the progress made by Bradford across the four Key Stage 1 subject areas and shows that the performance gap to national average in 2019 has narrowed considerably for pupils achieving the expected standard.

The proportion of Bradford pupils achieving Greater Depth (the higher standard) has increased from 2016 to 2019 in all subject areas, with the gap to national narrowing in Reading, Maths and Reading, Writing and Mathematics combined (RWM), and staying constant across the years for Writing.



Charts 3 & 4: % of pupils achieving the Expected Standard and Greater Depth across the different subject areas at the end of Key Stage 1 – rounded to nearest whole number

Number of Bradford schools below the national average for:
 Reading: **93 out of 160**; Writing: **88 out of 160**; Maths: **89 out of 160** (excludes Special schools)

2.6 Key Stage 1 Performance by Characteristic Groups:

- Girls continue to outperform boys in all three subject areas. The largest difference in attainment by **gender** continues to be in writing with a gap of 15 percentage points (girls = 75%, boys = 60%), which has widened from 14 points in 2018.
- The average gap across subjects between **disadvantaged and non-disadvantaged children** is 13 percentage points, which has widened from 10 points in 2018.
- The average gap across subjects for pupils eligible for free school meals (**FSM**) pupils is slightly wider at 15 percentage points, up from 13 points in 2018.
- Also of note are the improvements in performance of black pupils across all subject areas between 2018 and 2019, and the continued improvement of performance for Asian pupils.

Appendix 1 gives a tabular breakdown of performance for 2019 across key characteristic groupings and broad ethnicity groupings, as well as a comparison to national rates and 2018 outcomes.

2.7 Key Stage 2 Outcomes

Charts 5 and 6 detail the progress made by Bradford across five Key Stage 2 subject areas, and shows that the performance gap to the national averages in 2019 for both the expected standard and for those pupils achieving Greater Depth has narrowed or remained the same. **Bradford's expected standards are, at the most, 3 percentage points away from the national average** (in Reading, narrowed from 4 points in 2018), and in the case of Grammar, Punctuation and Spelling (GPS) has met the national average, having narrowed the gap increasingly since 2016. **Longitudinal improvement rates across Reading, Maths, GPS and RWM are higher than the national rates of improvement**

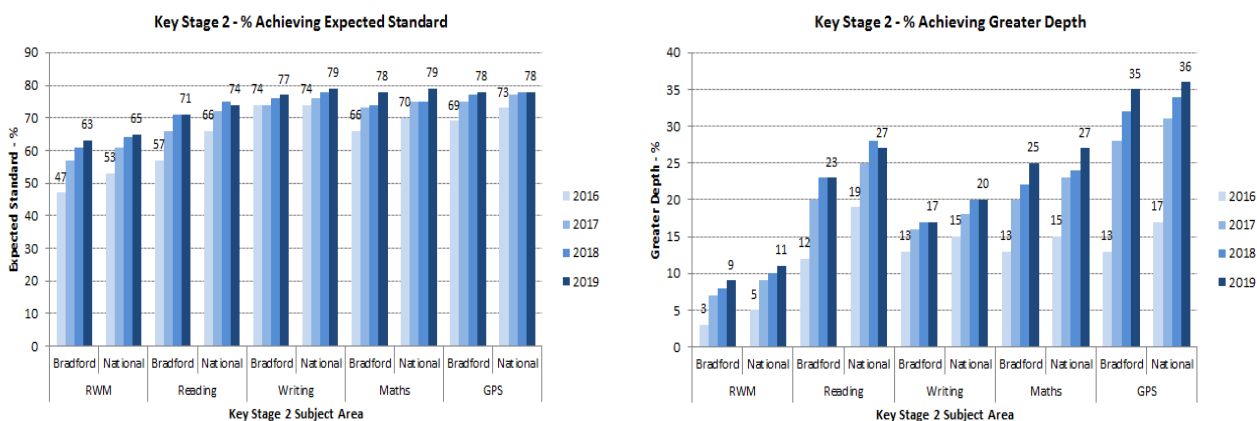


Chart 5 & 6: % of pupils achieving the Expected Standard across the different subject areas at the end of Key Stage 2 – rounded to nearest whole number

Number of Bradford schools below the national average for:

Reading: **86 out of 159**; Writing: **82 out of 159**; Maths: **72 out of 159**; RWM: **89 out of 159**
 GPS: **68 out of 159** (excludes Special schools)

2.8 Key Stage 2 Performance by Characteristic Groups:

- Girls continue to outperform boys in all subject areas. Maths is the subject area where both gender groups are closest in terms of expected attainment (77.7% boys, 78.1% girls). The largest difference in **attainment by gender** continues to be in writing with a gap of 11.6 percentage points (reduced from 13 points), but the gap has widened for Reading (7 to 10 points), and for Reading, Writing and Maths combined (8 to 10 points).
- Performance gaps for **disadvantaged and FSM** pupils remain largely the same as in 2018, with FSM pupils' attainment lower than those of disadvantaged pupils (14 percentage points lower on average per subject area). Both of these groups perform better in Bradford against the national average for all subject areas.
- Also of note are the improvements in performance of black pupils across all subject areas except Maths between 2018 and 2019, and the continued improvement of performance for Asian pupils. White pupils in Bradford (British, Irish and White-Other), are amongst the lowest performing ethnic groups across all subject areas.

Appendix 2 gives a tabular breakdown of performance for 2019 across key characteristic groupings and broad ethnicity groupings, as well as a comparison to national rates and 2018 outturns.

2.9 Key Stage 2 Expected Standard Ranking

Table 5 compiles the performance ranking of Bradford against Statistical Neighbours, taken from the 2019 Statistical First Release (SFR) for Key Stage 2, and compared to the 2018 rankings.

Bradford's ranking against its statistical neighbours has improved in all subject areas, apart from Maths where it has fallen by one place.

Local Authority	RWM		Reading		Writing		Maths		GPS	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Bradford	7	5	9	6	7	6	5	6	6	6
Blackburn with Darwen	2	1	2	2	3	2	1	1	1	1
Bolton	2	2	2	3	1	1	2	2	2	2
Derby	9	8	9	9	10	10	10	9	9	10
Kirklees	5	7	4	8	7	5	9	5	8	7
Oldham	4	5	4	5	4	8	3	4	3	4
Peterborough	11	11	11	11	11	11	11	11	11	11
Rochdale	9	10	6	10	9	9	5	10	3	3
Sheffield	5	4	6	4	4	4	5	7	10	9
Telford and Wrekin	1	2	1	1	1	3	3	3	3	5
Walsall	7	8	6	7	4	7	5	8	6	8

Table 5: Ranking of Bradford and Statistical Neighbours: 2018 to 2019 comparison – KS2 Expected Standard across Subject areas

2.10 Key Stage 1 to 2 Value Added Progress

Value Added progress from Key Stage 1 to Key Stage 2 is measured for Reading, Writing and Maths. There is no national benchmark for these measures.

Chart 7 details the progress scores for 2016 to 2019, and shows an overall improvement in Reading, a decline in Writing and a longitudinal improvement in Maths over the four years.

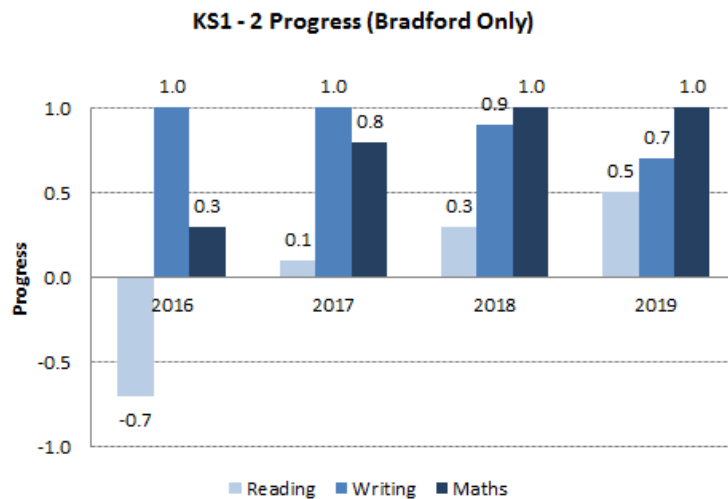


Chart 7: Value Added Progress, Key Stage 1 to 2

2.11 Primary Issues and actions

- The key issues for primary schools in the district remain the need to continue to improve attainment and accelerate progress in all subject areas across both key stages.
- School leaders and governors are encouraged to use the assessment information available to them to challenge low expectations and low aspirations and model high expectations of pupils in their care.
- Schools are encouraged to provide appropriate and effective interventions and use a more rigorous monitoring and evaluation system in order to accelerate pupil progress. Schools are encouraged to ensure that they track individual progress across reading, writing and mathematics combined (RWM) to ensure pupils are best prepared for accessing the secondary curriculum.
- There is evidence that targeting schools for improvement, together with opportunities to learn from best practice has impact on improved outcomes in phonics. This approach will be continued in the new academic year.
- An enlarged school education adviser team will be able to work with more schools and to provide monitoring keeping in touch visits (KIT) to all primary schools to ensure that the LA knows its schools and knows where best practice is to share it.

2.12 Key Stage 4 Outcomes

- A new secondary school accountability system at Key Stage 4 (KS4) was introduced in 2016. Further changes came into force in 2017 and 2018. A summary of the new arrangements was appended in the 2018 Standards report and can be found for reference in **Appendix 3** of this report.
- Table 6 gives performance scores across four of the Key Stage 4 measures. The 2019 data is below is **provisional**. The national Progress 8 figure given in the table is for all state funded schools. The average Progress 8 score for **all schools** is -0.08 in 2019, the

same as in 2018.

		2016	2017	2018	2019	Improvement to 2019	Trend
Attainment 8	Bradford	45.7	42.4	42.7	42.3	-3.4	
	National	48.5	44.6	44.5	44.5	-4.0	
Progress 8	Bradford	-0.15	0.02	0	-0.01		
	National	-0.03	-0.03	-0.02	-0.03		
Basics 9-4	Bradford	52.1	56.1	56.3	54.5	2.4	
	National	59.3	59.1	59.4	59.5	0.2	
Basics 9-5	Bradford		35.1	36.2	34.2	-0.9	
	National		39.6	40.2	39.8	0.2	

Table 6: Key Stage 4 Attainment Scores (LA State-funded excluding PRU)

- Table 7 shows the Attainment 8 and Progress 8 scores and improvement / change rank from 2018 to 2019.
- Bradford's Attainment 8 score has declined from 2018, resulting in an overall national rank of **139 out of 150** (placing us third lowest in our statistical neighbour group with Oldham and Peterborough ranking lower), and an improvement ranking of 108 out of 150.
- Whilst Bradford has seen a slight decrease in its Progress 8 score, the rate of change is lower than other authorities, resulting in an overall national rank of **63 out of 150** (placing us second in our statistical neighbour group with only Blackburn and Darwen ranking higher), and an improvement ranking of 73 out of 150. Other statistical neighbours have seen greater declines in their Progress 8 score resulting in a lower improvement ranking nationally.
- Table 8 details Bradford's Basis 9-4 and 9-5 scores in the same way as Table 7.
- Declines in both scores have led to a decline in improvement ranking as detailed below, as well as a decline in overall ranking at a national level. Bradford ranks **145 out of 150** and **139 out of 150** respectively for Basics scores, which places us at the bottom of our statistical neighbour group for Basics 9-4 and second from bottom for our Basics 9-5 score (only Peterborough ranks lower at 145).

	Attainment 8					Progress 8				
	2018	2019	Change	Trend	Change Rank	2018	2019	Change	Trend	Change Rank
England	44.5	44.5	0.0	↔		-0.08	-0.08	0.00	↔	
Bradford	42.7	42.3	-0.4	↓	108	0.00	-0.01	-0.01	↓	73
Blackburn with Darwen	45.8	46.3	0.5	↑	33	0.02	0.13	0.11	↑	14
Bolton	44.6	44.5	-0.1	↓	87	-0.12	-0.19	-0.07	↓	125
Derby	43.2	43.1	-0.1	↓	87	-0.19	-0.24	-0.05	↓	108
Kirklees	45.4	45.1	-0.3	↓	100	-0.04	-0.10	-0.06	↓	122
Oldham	42.7	42.1	-0.6	↓	116	-0.30	-0.38	-0.08	↓	132
Peterborough	42.0	42.1	0.1	↑	60	-0.20	-0.15	0.05	↑	30
Rochdale	43.5	42.4	-1.1	↓	132	-0.14	-0.32	-0.18	↓	150
Sheffield	44.6	44.8	0.2	↑	56	0.00	-0.03	-0.03	↓	92
Telford and Wrekin	45.4	46.0	0.6	↑	27	-0.13	-0.19	-0.06	↓	115
Walsall	43.8	43.8	0.0	↔	71	-0.19	-0.11	0.08	↑	21

Table 7: Attainment 8 & Progress 8 Score with national improvement ranking – Bradford & Statistical Neighbours

	Basics 9-4					Basics 9-5				
	2018	2019	Change	Trend	Change Rank	2018	2019	Change	Trend	Change Rank
England	59.4	59.5	0.1	↑		40.2	39.8	-0.4	↓	
Bradford	56.3	54.5	-1.8	↓	124	36.2	34.2	-2.0	↓	117
Blackburn with Darwen	64.2	65.8	1.6	↑	24	41.4	43.2	1.8	↑	15
Bolton	61.3	62.3	1.0	↑	41	39.8	40.9	1.1	↑	29
Derby	59.2	59.1	-0.1	↓	80	38.2	38.0	-0.2	↓	68
Kirklees	63.6	63.1	-0.5	↓	91	42.5	42.4	-0.1	↓	63
Oldham	57.1	56.5	-0.6	↓	98	35.8	35.1	-0.7	↓	85
Peterborough	55.5	55.2	-0.3	↓	83	35.5	31.7	-3.8	↓	144
Rochdale	58.9	56.8	-2.1	↓	128	36.7	34.5	-2.2	↓	121
Sheffield	59.8	59.2	-0.6	↓	94	40.0	38.5	-1.5	↓	110
Telford and Wrekin	59.3	59.9	0.6	↑	61	39.9	40.4	0.5	↑	35
Walsall	56.9	57.7	0.8	↑	48	36.3	35.8	-0.5	↓	77

Table 8: Basics 9-4 and 9-5 scores with national improvement ranking – Bradford & Statistical Neighbours

2.13 **Key Stage 5 Outcomes**

- Since 2016 results have been published relating to four cohorts of students in each school or provider (where applicable): A Level; Academic; Applied General; and Tech Level.
- Table 8 details performance against each of the cohorts across a four year period.

		2016	2017	2018	2019	Improvement 2016 to 2019	4 Year Trend
Academic	Bradford	26.9	27.6	29.4	28.5	1.6	
	National	31.8	32.4	33.3	34.1	2.3	
A Level	Bradford	26.9	27.7	29.5	28.5	1.5	
	National	32.1	32.7	33.7	33.8	1.7	
Applied General	Bradford	32.8	33.1	30.1	29.5	-3.3	
	National	30.8	32.3	28.1	28.4	-2.4	
Technical Level	Bradford	38.4	38.6	29.4	29.1	-9.4	
	National	34.7	35.7	28.5	28.4	-6.3	

Table 9: Key Stage 5 Attainment Scores (LA State—funded schools and colleges)

- The DfE publication 'Destinations of KS4 and 16-18 Students, England, 2017-18' was published on the 17th October 2019, and looks at a wider range of outcomes than the standard Key Stage 5 outcomes detailed in Table 9.
- At Level 3, 6% of Bradford's overall cohort progressed into an apprenticeship, compared to the national average of 7%.
- At Level 2, 14% of Bradford's overall cohort progressed into an apprenticeship, compared to the national average of 16%.

3. OTHER CONSIDERATIONS

3.1 There are no further considerations.

4. FINANCIAL & RESOURCE APPRAISAL

4.1 None.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

5.1 None.

6. LEGAL APPRAISAL

6.1 None.

7. OTHER IMPLICATIONS

None.

7.1 EQUALITY & DIVERSITY

Not applicable.

7.2 SUSTAINABILITY IMPLICATIONS

Not applicable.

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

Not applicable.

7.4 COMMUNITY SAFETY IMPLICATIONS

Not applicable.

7.5 HUMAN RIGHTS ACT

Not applicable.

7.6 TRADE UNION

Not applicable.

7.7 WARD IMPLICATIONS

Not applicable.

8. NOT FOR PUBLICATION DOCUMENTS

8.1 None.

9. OPTIONS

9.1 None.

10. RECOMMENDATIONS

10.1 That the report on the performance of Bradford's Children and Young People in Key Stage tests for 2019 be noted.

10.2 That Members continue to encourage families in their wards to become more actively engaged with their children's learning, attendance, health and well being in order to further improve their children's learning capacity and resilience.

11. APPENDICES

11.1 Key Stage 1 Performance: Expected Standard (Characteristic Breakdown) 2 Year Comparison.

11.2 Key Stage 2 Performance: Expected Standard (Characteristic Breakdown) 2 Year Comparison.

11.3 Changes to the Key Stage 4 Examination system explained.

12. BACKGROUND DOCUMENTS

12.1 None.

Appendix 1. Key Stage 1 Performance: Expected Standard (Characteristic Breakdown) 2 Year Comparison

		All	Male	Female	Disadvantaged	Non-Disadvantaged	FSM	Non-FSM	SEN Support	EHCP	No SEN Support	EAL	Non-EAL
Bradford													
Reading	2019	73	68	78	63	76	61	76	33	10	82	69	75
	2018	71	67	77	65	74	61	74	33	11	80	68	74
Writing	2019	68	60	75	56	71	55	70	27	6	77	65	69
	2018	67	60	74	59	69	55	70	25	4	76	65	68
Maths	2019	74	72	76	64	77	63	77	36	10	83	71	76
	2018	73	71	74	65	75	63	75	35	9	81	70	74
RWM	2019	64	58	70	52	67	51	67	23	5	73	61	66
	2018	62	57	71	52	66	50	64	22	4	71	61	63

Asian	Black	Chinese	Mixed	Other	Unclassified	White
75	72	89	74	60	76	72
74	64	100	73	58	58	70
71	70	67	68	56	61	65
70	61	100	66	57	62	65
76	73	100	73	68	71	73
75	58	83	73	65	56	72
67	66	56	63	51	59	62
66	54	83	62	53	47	60

National													
Reading	2019	75	71	79	62	78	60	78	33	13	83	72	76
	2018	75	71	80	62	79	60	78	33	13	84	72	76
Writing	2019	69	63	76	55	73	53	72	24	9	78	68	70
	2018	70	63	77	55	74	53	73	24	9	79	69	70
Maths	2019	76	75	77	62	79	61	79	36	14	84	75	76
	2018	76	75	77	63	80	61	79	36	13	84	75	77
RWM	2019	65	60	70	50	69	49	68	21	7	73	64	65
	2018	65	60	71	50	69	48	68	21	8	74	64	66

77	76	84	77	67	72	75
77	77	84	77	68	73	75
73	71	83	71	64	67	69
74	71	83	72	64	68	69
78	74	91	76	71	73	76
78	74	91	77	72	74	76
69	66	80	67	59	63	64
69	66	80	67	59	64	65

Appendix 2. Key Stage 2 Performance: Expected Standard (Characteristic Breakdown) 2 Year Comparison

		All	Male	Female	Disadvantaged	Non-Disadvantaged	FSM	Non-FSM	SEN Support	EHCP	No SEN Support	EAL	Non-EAL	Asian	Black	Chinese	Mixed	Other	Unclassified	White (exc. Traveller and Roma)	
Bradford																					
Reading	2019	71	66	76	62	76	59	74	40	13	80	68	73	73	71	71	71	66	56	66	
	2018	71	67	74	61	76	58	73	41	15	79	65	74	71	64	67	72	64	69	70	
Writing	2019	77	72	83	68	83	64	82	39	14	89	77	77	81	76	86	76	71	72	74	
	2018	76	69	82	66	81	62	79	38	12	87	74	76	80	65	100	74	69	78	72	
Maths	2019	78	78	78	68	84	64	82	49	16	87	79	77	84	76	100	78	76	70	74	
	2018	74	72	74	63	79	59	77	43	14	82	72	74	76	78	100	70	70	71	71	
GPS	2019	78	74	82	69	84	64	82	44	18	89	79	78	85	80	100	77	75	72	73	
	2018	78	72	80	66	82	62	89	41	12	86	74	77	80	66	100	74	70	78	72	
RWM	2019	63	58	68	52	69	48	69	26	9	74	62	63	67	65	71	63	61	49	60	
	2018	61	56	64	49	66	44	63	25	8	70	58	61	62	53	67	58	61	59	58	

National

Reading	2019	74	69	78	62	79	59	77	42	16	82	72	74	76	71	84	76	70	67	76
	2018	75	72	79	64	80	60	78	43	17	83	71	77	75	74	83	77	68	74	75
Writing	2019	79	73	85	68	84	64	81	40	14	89	79	79	84	77	89	80	77	70	79
	2018	79	72	85	67	83	62	81	37	13	88	77	79	82	78	89	79	73	77	79
Maths	2019	79	79	80	67	84	63	82	48	17	88	82	78	85	76	95	79	81	70	81
	2018	75	75	76	64	81	59	79	42	15	84	78	75	81	74	94	75	75	76	76
GPS	2019	78	74	83	68	83	66	81	43	17	88	82	78	87	80	92	80	80	71	79
	2018	78	73	82	67	82	62	80	39	16	87	79	77	84	81	89	79	76	78	78
RWM	2019	65	61	70	51	72	49	66	27	9	75	66	65	71	63	81	67	64	57	67
	2018	64	61	68	51	70	46	68	24	9	74	63	65	68	63	81	65	60	65	64

Appendix 3. Changes to the Key Stage 4 Examination system explained

GCSEs in England are being reformed and will be graded with a new scale from 9 to 1, with 9 being the highest grade. Results in England this summer will receive a mixture of number and letter grades - English language, English literature and maths are the first subjects to use the new number system, with most other subjects adopting numbers by 2019. Eventually all GCSEs taken in England will receive numerical grades.

The Department for Education recognises grade 4 and above as a 'standard pass' which is the equivalent of an old grade C. A grade 5 and above is recognised as a 'strong pass' which is the equivalent of an old grade C+.

The old and new grading scales do not directly compare. A grade 5 and above ('strong pass') is not comparable to the old grade C, and therefore no comparisons can be made to previous years for this measure.

The headline accountability measures that were introduced in 2016 remain the same (although some grades are expressed numerically rather than letters):

Progress 8; Attainment 8; percentage of pupils achieving at least a grade 5 (C or above) in English and maths; percentage of pupils entering the English Baccalaureate; and percentage of pupils achieving the English Baccalaureate.

Attainment 8 measures a student's average grade across eight subjects – the same subjects that count towards Progress 8. This measure is designed to encourage schools to offer a broad, well-balanced curriculum.

The eight subjects fit into three groups:

- English and maths. These are double-weighted, which means they count twice.
- English Baccalaureate (Ebacc). These are the highest scores from the sciences, computer science, geography, history and languages.
- Open group. Any remaining GCSEs and other approved academic, arts or vocational qualifications.

Source : Information Management Team
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