

EMERGING PRIORITY OUTCOMES FOR RAISING ACHIEVEMENT IN NORFOLK

Education Achievement and Early Years Service

OVERVIEW

This summary gives the emerging priority outcomes for raising achievement in Norfolk using the latest available data. We have evaluated educational outcomes for Norfolk's primary phase in 2017 based on currently available unvalidated data, and validated results across all phases up to 2016. For more detail please see "Early Needs analysis v1, Test and teacher assessment outcomes primary phase" and the "Education Standards Report 2016".

HEADLINE OUTCOMES

At the Early Years Foundation Stage, the percentage of Norfolk pupils achieving a Good Level of Development remains in line with the national average. The percentage of learners exceeding Early Learning Goals in 2017 is around half the 2016 national average.

Overall at the end of Key Stage 1 Norfolk outcomes are very similar to national averages by age 7. In year 1, outcomes of the phonics screening check remain below national averages.

At Key Stage 2 nationally outcomes rose across the board. In Norfolk outcomes in all subjects are below national figures. Mathematics results in Norfolk improved most significantly by 7 percentage points.

GCSE results in 2016 showed that overall average attainment was slightly below the national average. Attainment in mathematics was in line with national averages, but in English remained below.

In school sixth forms, outcomes at A Level have been in line with national averages. Performance at higher grades has been lower than national averages.

The number of students in some subjects (including modern foreign languages) has declined. The number of young people going on to HE destinations below the national average.

NORFOLK DATA PRIORITIES EMERGING FROM THE 2017 EARLY NEEDS ANALYSIS AND 2016 STANDARDS REPORT

ACROSS ALL PRIMARY AND SECONDARY SCHOOLS

- Raise standards in English for disadvantaged boys across all year groups
- Reduce rates of fixed term and permanent exclusion
- Strengthen governance and leadership at all levels

ACROSS PRIMARY AND SUBJECTS – INDIVIDUAL SCHOOL OUTCOMES PAGES 13- 20

- Focus on curriculum design to:
 - enable all pupils to embed their learning through adequate opportunity for independent application
 - secure development of language and reading – especially for disadvantaged boys
 - ensure that teaching and intervention addresses gaps in understanding from previous years and key stage
- Raise achievement for disadvantaged pupils in small schools

EARLY YEARS

- Increase the number of pupils, especially disadvantaged who exceed the Early Learning Goals.

KEY STAGE ONE

- Raise standards in Phonics in those schools where the percentage of pupils achieving expected standards remains below national averages

KEY STAGE TWO

- Continue to raise standards in Mathematics by focussing more on:
 - pupil's abilities to multiply and divide across all year groups
 - developing understanding of calculations with fractions in upper key stage 2
 - the number of girls achieving a high standard
- Raise standards in the lowest performing schools so that no school is below floor standards or meets coasting school criteria

KEY STAGE 4 AND POST 16

- Increase the number of students achieving the EBACC
- Ensure sustainability for a broad A level curriculum offer available to students, especially focussing on languages
- Increase the number of students achieving higher grades at A level
- Increase the percentage of students progressing to higher education