

## READING BOROUGH COUNCIL

### REPORT BY DIRECTOR OF EDUCATION, ADULT AND CHILDREN'S SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	7 NOVEMBER 2013	AGENDA ITEM:	10
TITLE:	SCHOOL PERFORMANCE 2012-13		
LEAD COUNCILLOR:	COUNCILLOR ENNIS	PORTFOLIO:	EDUCATION
SERVICE:	EDUCATION	WARDS:	BOROUGHWIDE
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#### 1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 The academic year 2012-13 was characterised by many changes, announcement of future changes and new tests. This report looks at the provisional performance of schools in Reading for the academic year 2012-13 at five stages:
- Early Years Foundation Stage (Reception year children)
  - Key Stage 1 (Years 1 and 2)
  - Key Stage 2 (Years 3 to 6, ending with "SAT"s)
  - Key Stage 4 (end of compulsory secondary age, typically GCSE qualifications)
  - Key Stage 5 (end of sixth form education, typically GCE 'A' levels)
- 1.2 The overall Reading performance is compared with both the national standards and benchmarks. Where data is published, the performance is also compared with other authorities that are considered to be statistically similar to Reading, our Statistical Neighbours (SN).
- 1.3 Reading schools have been working with a specific focus to reduce the performance gaps in a number of groups as relevant to the individual school. Across the borough there are three key groups including those on free school meals, with special educational needs and in three underperforming ethnic groups.
- 1.4 The report covers the wider view of school performance as assessed by Ofsted through their national programme of inspection. A new framework for inspection was introduced in January 2012 which has seen two further revisions in September 2012 and September 2013. This has continued to 'raise the bar' and has further refined some areas of focus. Under this framework Reading has performed well with the percentage of schools rated as good or outstanding rising by 20% to 74% in the twelve months since August 2012.

- 1.5 There was no Ofsted inspection of the local authority's school improvement service in the academic year 2012-13.
- 1.6 Committee will note that the Council is responsible for ensuring that all pupils in the Borough can and do access education. For maintained schools, that includes the responsibility and authority to intervene as required. For Academy schools, the local authority has no power of intervention but is expected to challenge any underperformance and, if necessary report unresolved concerns to the Secretary of State for Education.
- 1.7 The Head of Education and Senior School Advisor have visited all of these schools since July 2013 to review the action plans that school leadership teams and Governors have put in place in order to improve performance. For maintained schools, local authority resource in terms of advisory time has been allocated to support the improvement activity and engage school to school and other support as appropriate. From September 2013 the expectation for L4+ reading, writing and mathematics individually and combined rises to 65%. The School Improvement Team is already working with a further six schools whose performance, if repeated, would be vulnerable.
- 1.8 The Council is committed to working in partnership with schools so that all children in Reading can benefit from an excellent education. Schools and pupils should be congratulated on the progress that can be demonstrated. Overall this report shows a mixed picture of educational attainment, with significant progress in some areas and real and pressing challenges elsewhere. In order to meet its stated ambition of realising good educational outcomes for all children the Council must focus its improvement activity at Key Stage 2 and 'narrowing the gap' for those children who (historically) are more likely to lag behind their peer group.

## 2. RECOMMENDED ACTION

COMMITTEE is asked to:

- 2.1 confirm its commitment to working with all schools in Reading in order to enable all children in Reading to benefit from an excellent education that meets individual needs, develops great learning skills and helps children to grow in confidence and resilience.
- 2.2 note the levels of performance at each of the five stages as set out in section 4 and to congratulate all of the pupils who have worked hard in the last academic year, along with all of staff in Reading's schools.
- 2.3 note the significant increase in the level of achievement at Key Stage 4 (GCSE) across the borough, with 88% of Reading's young people achieving the benchmark of 5+ A\*-C at GCSE), a figure which is now 5% ahead of the national average, and congratulate all of the schools involved.
- 2.4 note that although there is a year on year trend of improvement at Key Stage 2 from 2009 there continues to be significant challenge to some schools.

- 2.5 confirm that the Education service will prioritise work with schools in this situation as set out in section 4.9
- 2.6 note the progress at Key Stage 2 in relation to narrowing the achievement gaps and confirm that this continues to be a priority for the Education team
- 2.7 instruct officers to review the 'Narrowing the Gap' strategy, refresh the improvement plan and bring a detailed report to the next meeting of this Committee

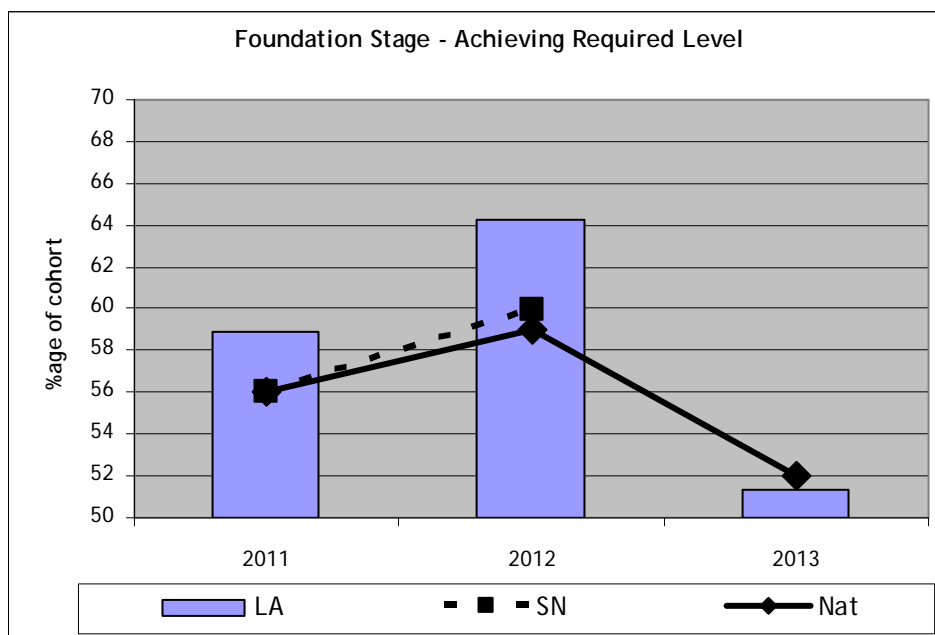
### 3. POLICY CONTEXT

- 3.1 All pupils are subject to a number of tests at the end of each phase during their time at school which determine school performance against national benchmarks in terms of levels and grades (achievement) and progress made from various starting points (progress)
- 3.2 The Government has set minimum standards in key stage 2 and key stage 4. At KS2 the Floor Standard for 2012/13 was 60% of pupils achieving Level 4+ in reading, writing, mathematics and 2 levels of progress in reading, writing, and mathematics compared to the national medians in each subject. At KS4 the Floor Standard is 40% of pupils achieving 5 A\*-to C grades at GCSE including English and mathematics.
- 3.2 Reading's results at all stages is compared with both the national benchmarks and averages and those of our statistical neighbours; 10 other local authorities that are considered to be statistically similar to Reading. The current statistical neighbours are: Bath & NE Somerset, Brighton & Hove, Bristol, Bromley, Derby, Bedford, Milton Keynes, Sheffield, Sutton and Trafford.
- 3.4 All schools are the responsible data owners for the pupil level data in their schools. All schools in Reading have entered a data sharing agreement to allow an aggregated analysis to be provided in this report. The report uses a common format for graphs, showing data for the last three academic years for three sets of data: the Local Authority (the columns); the National average (solid line); and the statistical neighbour performance (dotted line).

### 4. THE PERFORMANCE

#### Early Years Foundation Stage

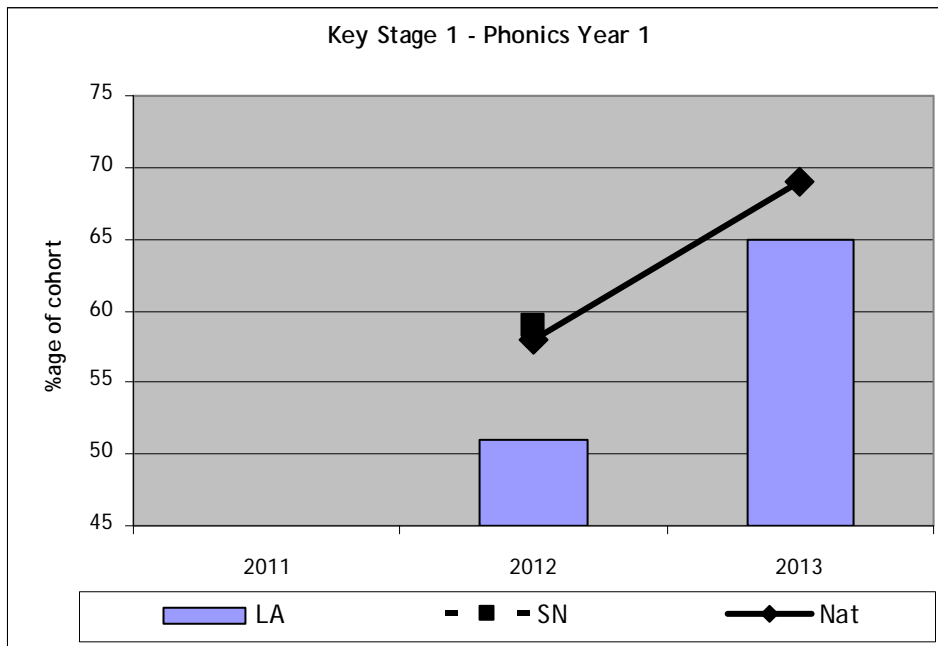
- 4.1 In 2012-13 the benchmark for the Early Years Foundation stage has changed. It is not statistically possible to compare with previous years. The following graph shows the data in the standard format however no conclusion can yet be drawn.



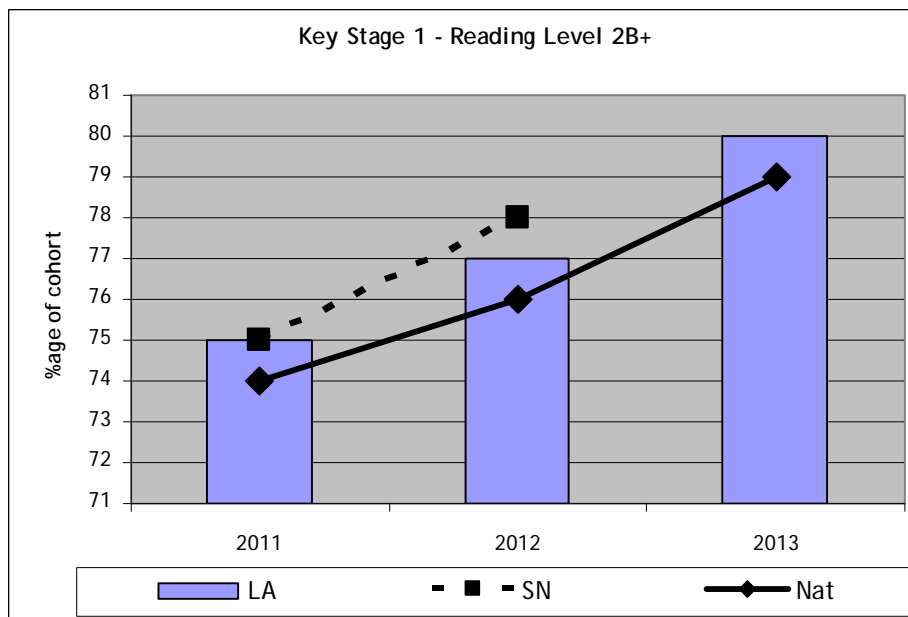
- 4.2 The standard being measured now includes more areas, with all LA's and settings reporting on the same elements. There was extensive moderation within Reading for these results and there is high confidence that children are receiving a good education which is at least in line with the national average.
- 4.3 This dataset was based on the performance of 2002 children, a significant increase as a result of the sustained population growth in Reading. This cohort will progress through schools between now and 2026.

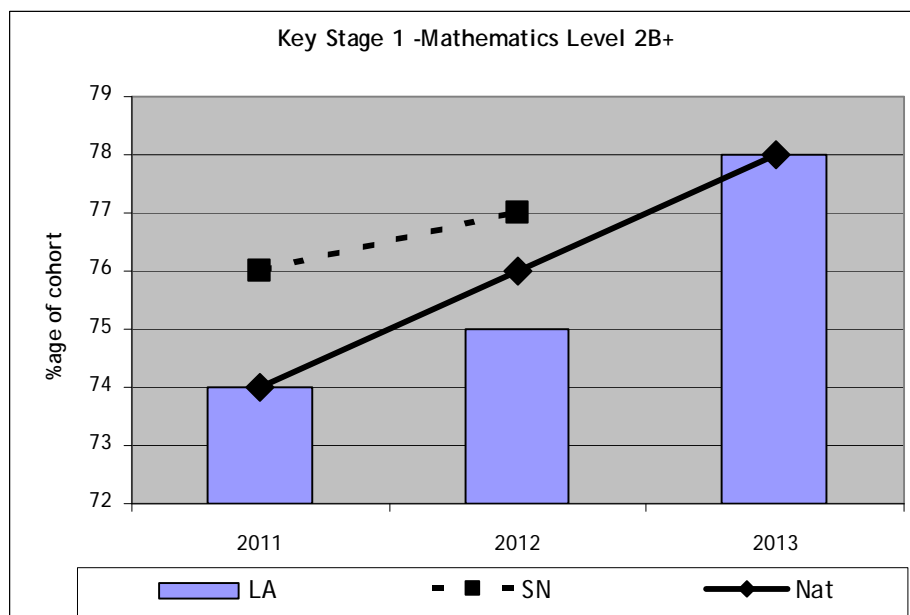
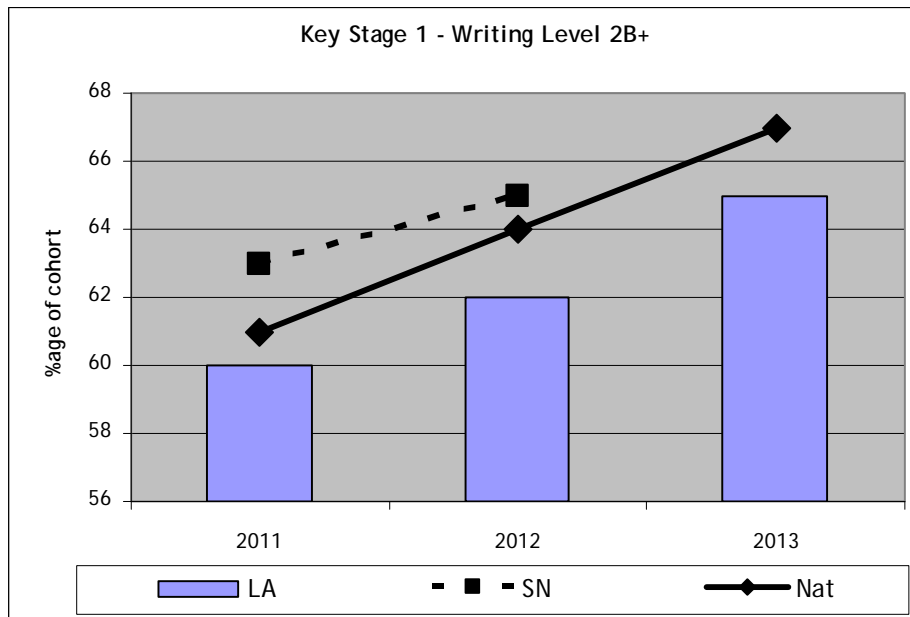
#### Key Stage 1: Years 1 and 2 of the primary phase

- 4.4 Achievement in KS 1 continues to improve in Reading schools. National standards are also rising and Reading schools are keeping pace with that trend. At the end of Year 1, the pupils undertake a "Phonics" screening check and the following graph shows an increase in performance of 14%, which is closing the gap with the national average from 7% points to a 4% point gap. Pupils are required to be rechecked in Year 2 if they had not met the required level in Year 1. Of the pupils being rechecked, 68% of pupils met the required level consistent with the national average of 68%.



4.5 The following three graphs show the performance in reading, writing and mathematics at the end of Key Stage 1 (Year 2) at level 2b+. They all show good year on year improvement over the last three years with similar increases nationally. We continue to be 1% above national for reading and 2% behind for writing.

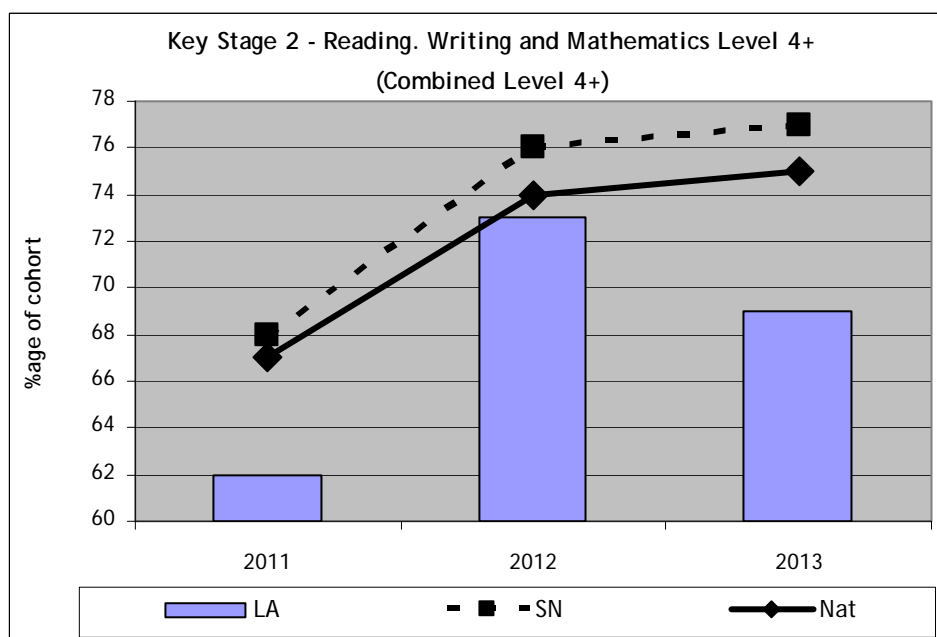




### Key Stage 2: Years 3 to 6 in Primary phase

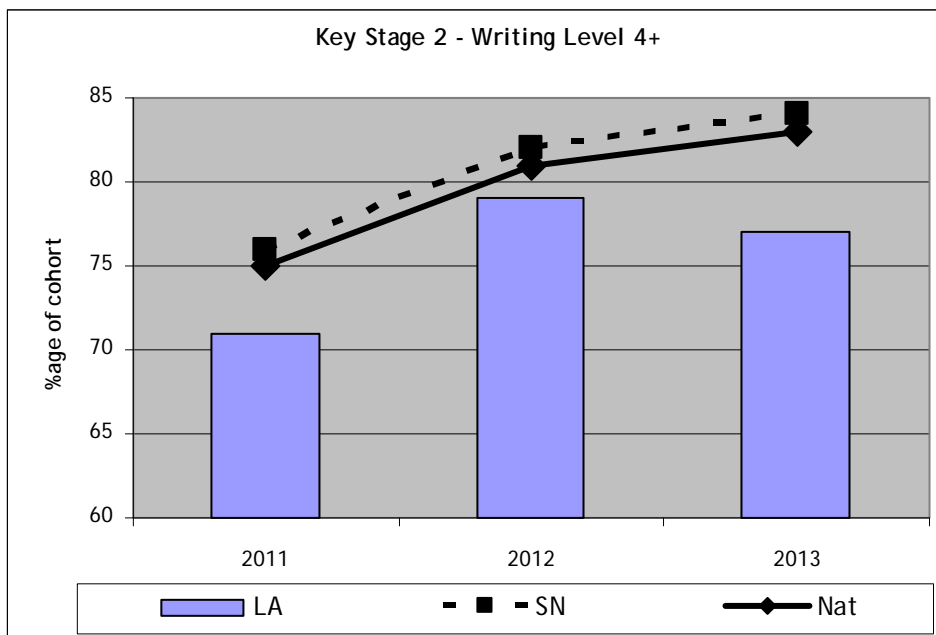
- 4.6 In 2012-13 pupils in KS2 took an additional test added focussed on “Grammar, Punctuation and Spelling” (GPS). In this first year Reading achieved 74% at Level 4+ compared to the national average of 73% and SN average of 75%.
- 4.7 Pupils take tests (SATs) for reading and mathematics and are assessed by teachers in writing and science. Level 4+ is the current benchmark. However Ofsted and national data sets also now report on L4B+. Additionally pupils are expected to make a minimum of 2 levels progress from the end of KS1 and 3 levels of progress will normally be required to secure a Good or Outstanding judgement by Ofsted.
- 4.8 The national benchmark (and one aspect of the Key Stage 2 Floor Target) is the percentage of pupils achieving level 4+ in reading, writing and mathematics. The

standard for 2012-13 is 60%, rising to 65% for 2013-14. The 2011-13 figures are shown below:



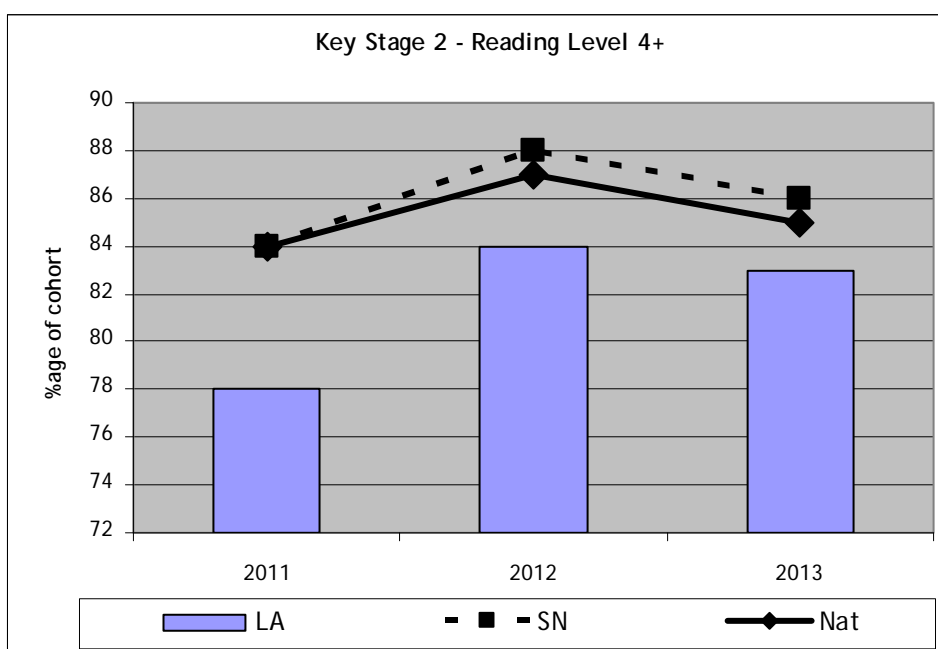
4.9 Our absolute performance has increased since 2011 but the gap to the national average has widened to 6%. Eight schools (a mix of maintained and Academy schools) failed to meet the achievement aspect of the floor standard of 60% of pupils achieving L4+ in all three subjects. The Head of Education and Senior School Advisor have visited all of these schools since July 2013 to review the action plans that school leadership teams and Governors have put in place in order to improve performance. For maintained schools, local authority resource in terms of advisory time has been allocated to support the improvement activity and engage school to school and other support as appropriate. From September 2013 the expectation for L4+ reading, writing and mathematics individually and combined rises to 65%. The School Improvement Team is already working with a further six schools whose performance, if repeated, would be vulnerable.

4.10 Considering the teacher assessed writing results, the following graph shows an increasing national trend while Reading has fallen back by 2%. Other statistical neighbours have followed the national trend. Reading is now 6% behind the national average for writing; compared to 4% in 2011. This figure is a crucial component of the combined benchmark performance.



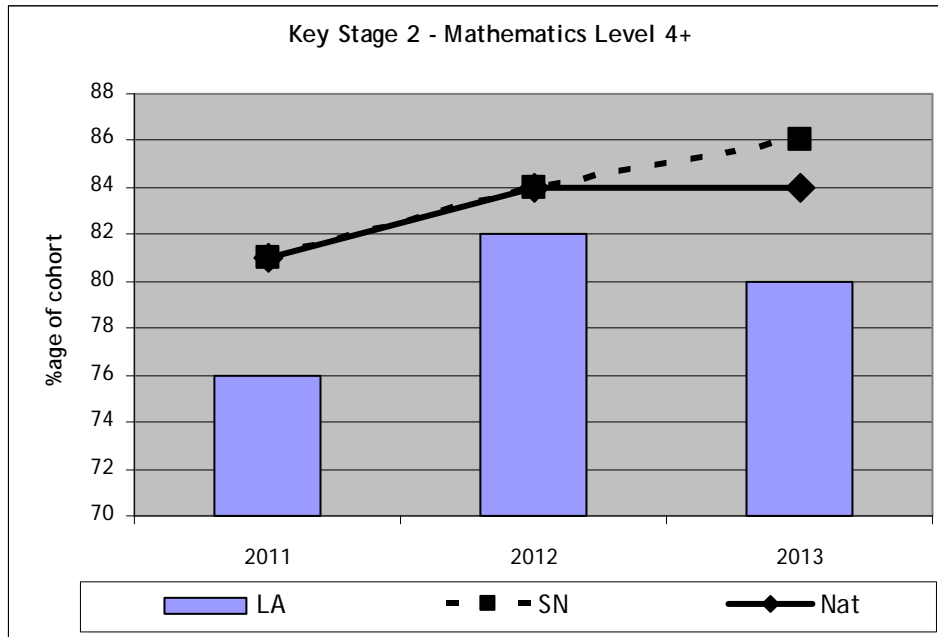
4.11 Twelve schools have started a multi-year writing programme devised by a national expert, Pie Corbett, during 2012-13 which is aimed at driving up writing standards with some promising early results. The education team will monitor the success of this activity and ensure all schools are able to share the best practices that arise.

4.12 Considering the reading results, the following graph shows a decreasing national trend with a 2% point fall while Reading has fallen back by just 1%. Other statistical neighbours have followed the national trend. The gap to national average has closed to 2% from 6% since 2011.



4.13 The following graph shows the mathematics results which have not increased nationally while they have fallen back by 2% in Reading. The gap to national average is 4% points which is similar to the 5% gap in 2011.





4.14 In looking at the underlying data there is no clear pattern or single cause. The following chart tries to summarise the performance of schools in 2012-13. It captures a year on year view of both attainment and the progress made by pupils. It shows that in 2012-13, six primary schools improved their achievement in reading, writing and mathematics which is positive. Within that six however, two schools had less pupils making two level of progress than the national average in all subjects, suggesting these school need to do more.

By contrast eleven schools saw falls in achievement in all subjects; even though two schools improved the proportion of pupils making better than national levels of progress in all those subjects. When Ofsted makes a judgement, in order to be a good school, schools need to be able to demonstrate that significant numbers of their pupils are making better than expected progress.

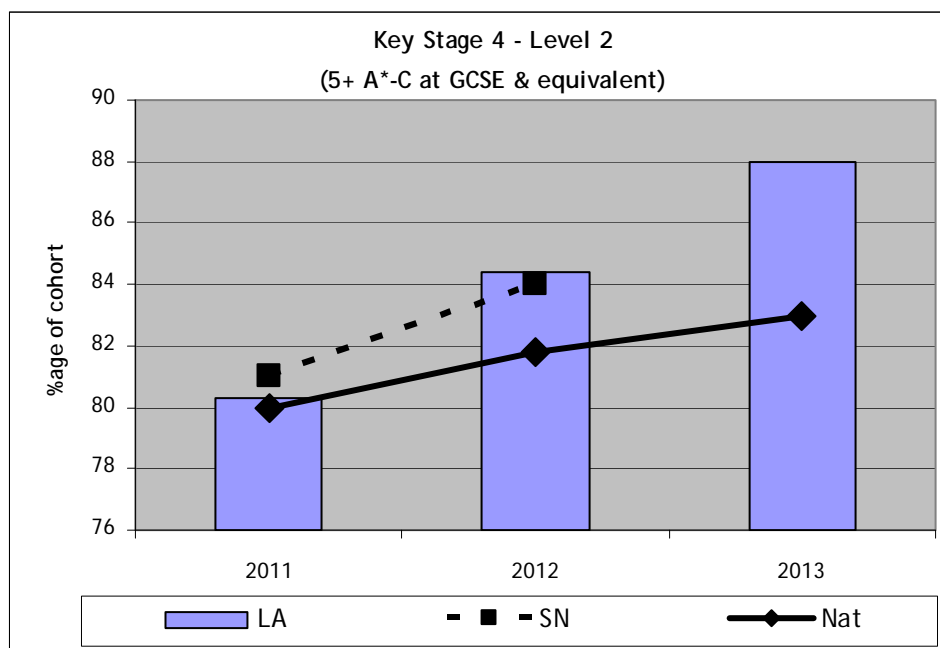
Attainment	11			9			8			6					
Progress	4	4	1	2	3	4	1	1	1	3	3	1	2	1	3
Key	Improvement / Maintenance in all three subjects														
	Improvement / Maintenance in two out of three subjects														
	Improvement / Maintenance in one of the three subjects														
	No Improvement / Maintenance in any of the three subjects														

4.15 The chart in 4.14 indicates that in only four schools did pupils make better than national average progress during key stage 2 from September 2009 to July 2013. In sections 4.4 to 4.5 we can see that pupils are completing Key stage 1 with higher levels of achievement and we will see section 4.20 that Ofsted believe the quality of teaching is improving in many Reading schools. It will be increasingly important for schools and their governing bodies to ensure that all children are making better than, and accelerated levels of progress, in all years for the results to make a

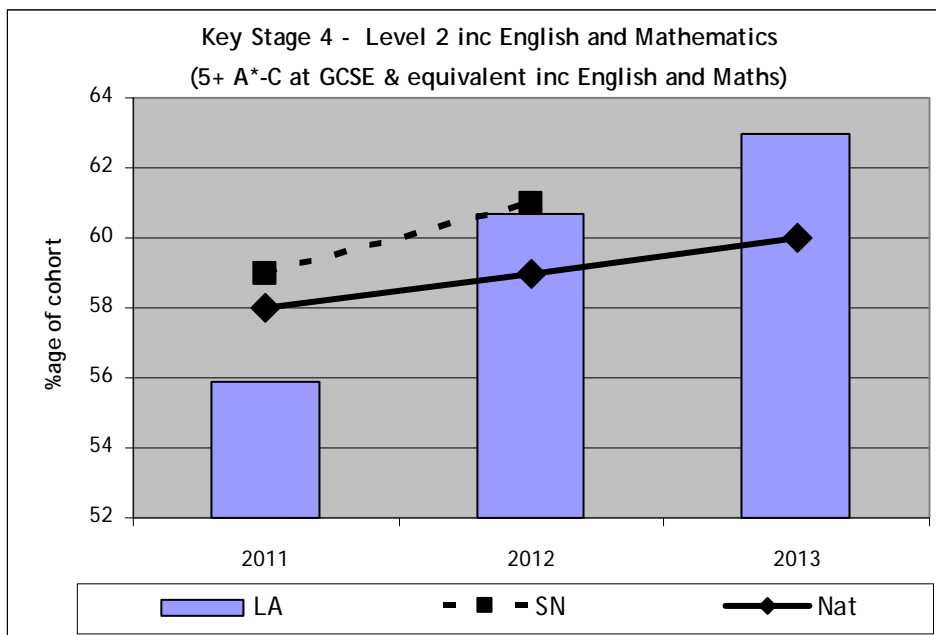
sustained rise. The focus of the council’s education service work in the primary phase will be to ensure that every school is developing the progress of every child.

### Key Stage 4: Secondary GCSE and Equivalent Results

4.16 In 2013, 99.2% of all pupils leaving Reading’s secondary schools had at least one pass at Key stage 4. 88% of pupils left with five or more GCSE or equivalent qualifications at level A\* to C. This is an 8% increase since 2011 and means Reading is 5% ahead of the national average for 2013. These results are in the graph below.



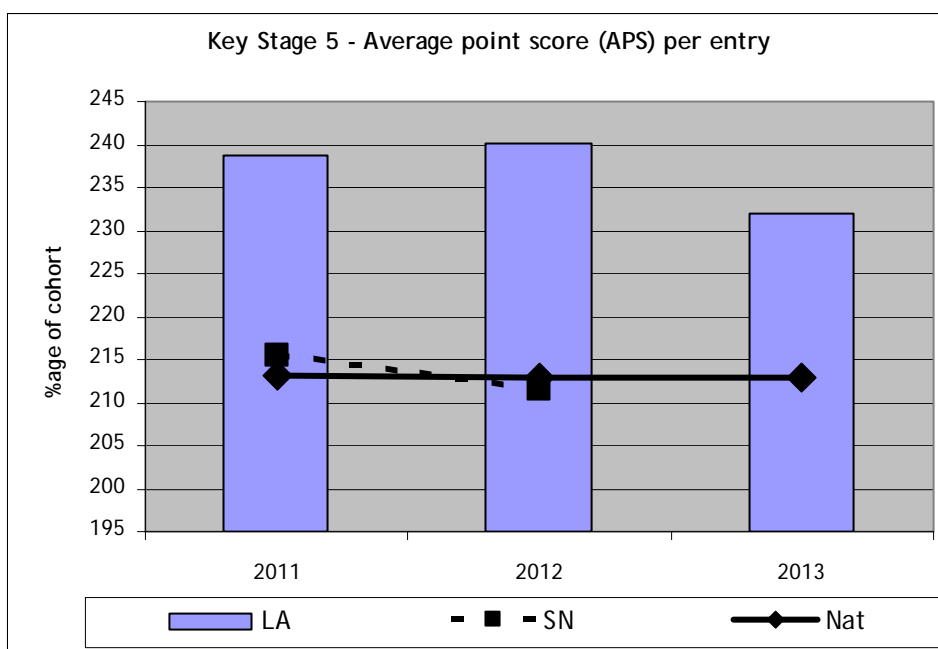
4.17 The national standard measure of 5+ A\*-C grades including English and Mathematics, which is the national benchmark with a floor target of 40% has also seen a year on year rise to 63% which is 3% points ahead of the national average and a 7% increase in Reading since 2011. This performance means Reading is in the top quartile nationally. The graph below shows these results.



4.18 This is good progress and all secondary schools in the Borough should be congratulated for their contribution to the improvement in recent years.

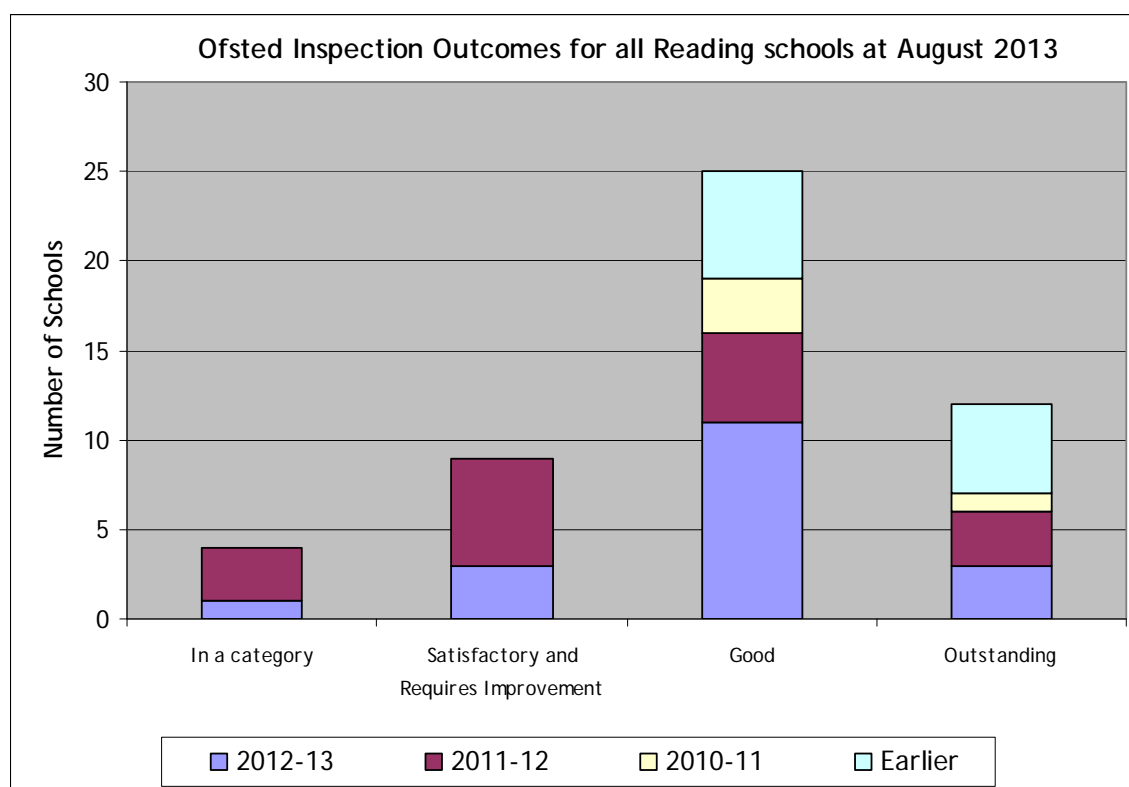
#### Key Stage 5: Sixth form and college results

4.19 Reading schools continue to lead the way nationally in this area due to the over representation of the two grammar schools in this result. Measured by average point score either per entry or per candidate, Reading continues to be well above the natural average. The graph below indicates a small fall in absolute results against a very high bar.



4.20 At the end of academic year 2011-12, Reading had 54% of schools judged as Good or Outstanding by Ofsted. In January 2012, a new inspection framework which 'raised the bar' was launched and has been revised further in September 2012 and September 2013. Each time the focus of inspection has been sharpened particularly around achievement and progress. This inspection framework maintained the four numerical grades, with 1 being "Outstanding" and 4 being Inadequate. The latter is further sub-divided into Special Measures and Notice to Improve. Which of these two labels OfSTED chooses to use is mainly dependent on their view of the capacity of the leadership and management in the school to affect rapid change. The previous judgement of 3 had its categorisation changed from "Satisfactory" to "Requires Improvement".

4.21 The following graph shows the result of inspections during 2012-13 for all Reading schools. There are 74% of all schools rated as "Good" or "Outstanding" at the end of August 2013 - an increase of 20% points in the year.

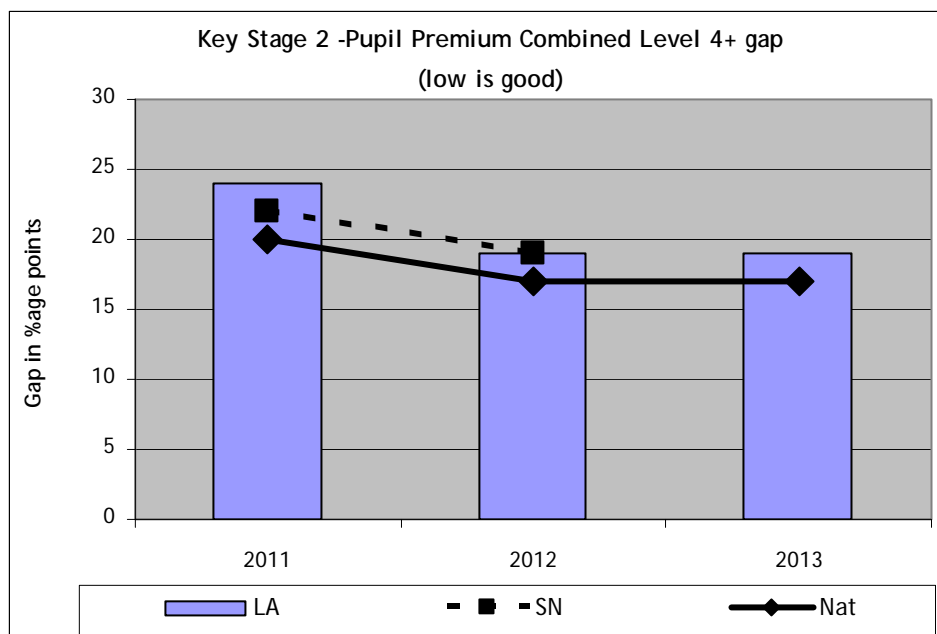


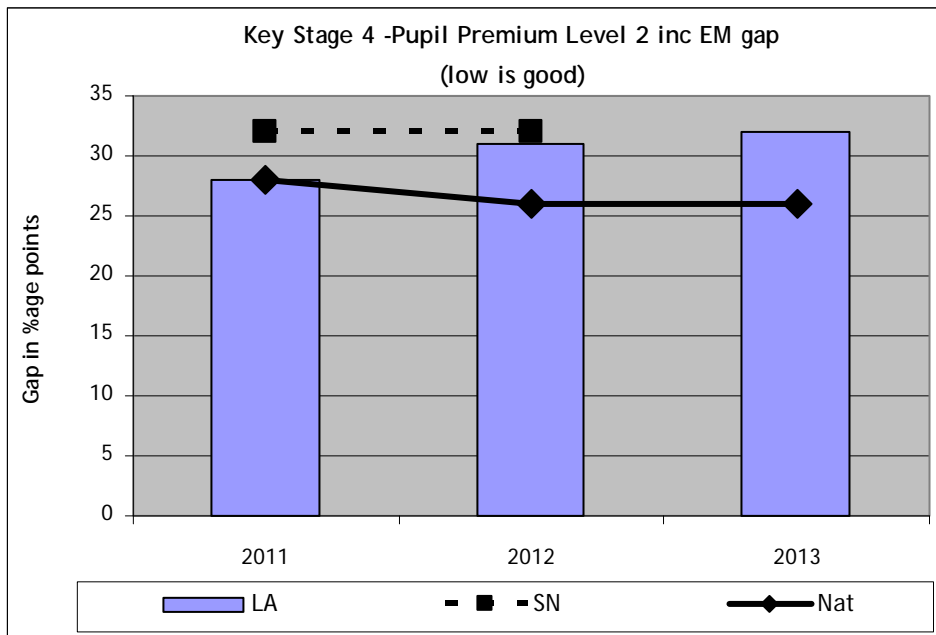
4.22 It is too early to split this by maintained or Academy status as most academies converted because they were Outstanding or because the Department for Education required it because of poor results. In both cases the inspection results, in the main, were undertaken while the schools were of maintained status.

4.23 If we consider 2012-13 inspections only, 14 schools were judged as "Good" or "Outstanding" with 4 not achieving this level. That represents 78% success in the year. This indicates that schools are becoming more rigorous in their self-evaluation and, as a result are able to put in place actions to effect change. This can only have a positive impact on pupil outcomes. The new frameworks continued focus on progress should help drive better outcomes for the town's pupils.

## Reading Priority: Narrowing the Gap

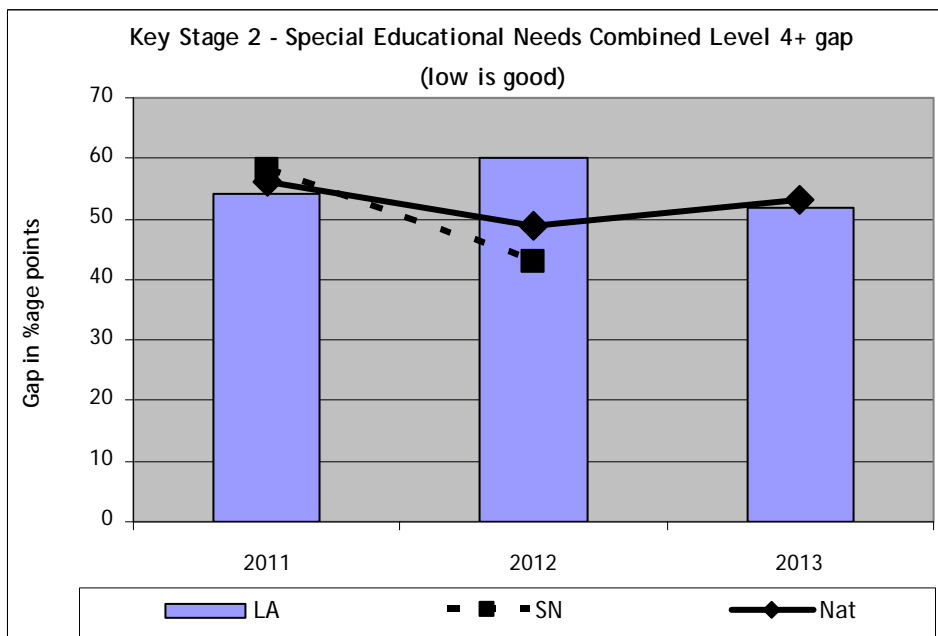
- 4.24 A local priority for Reading has been to narrow the outcome gap for three particular groups of pupils: those eligible for Free School Meals; those with Special Educational Needs; and those from ethnic groups that are doing less well than the average in Reading.
- 4.25 The introduction of the Pupil Premium for families eligible for Free School Meals provides schools with direct funding which they are able to use to intervene for this group and make a difference. This has been widened to include families who have been eligible at any point in the six years of primary school, known as “Ever 6” and children of Service families. The local authority constantly monitors these groups.
- 4.26 In Reading we have identified in the past that there are three groups of children from BME communities who do less well than average. These pupils are of Pakistani, Black Caribbean and Mixed White Black Caribbean heritage. We are able to draw comparisons on a national level for these groups at both Key Stage 2 and Key Stage 4.
- 4.27 The following two graphs show the Key Stage 2 and Key Stage 4 gaps between pupils eligible for Pupil Premium and those not eligible.

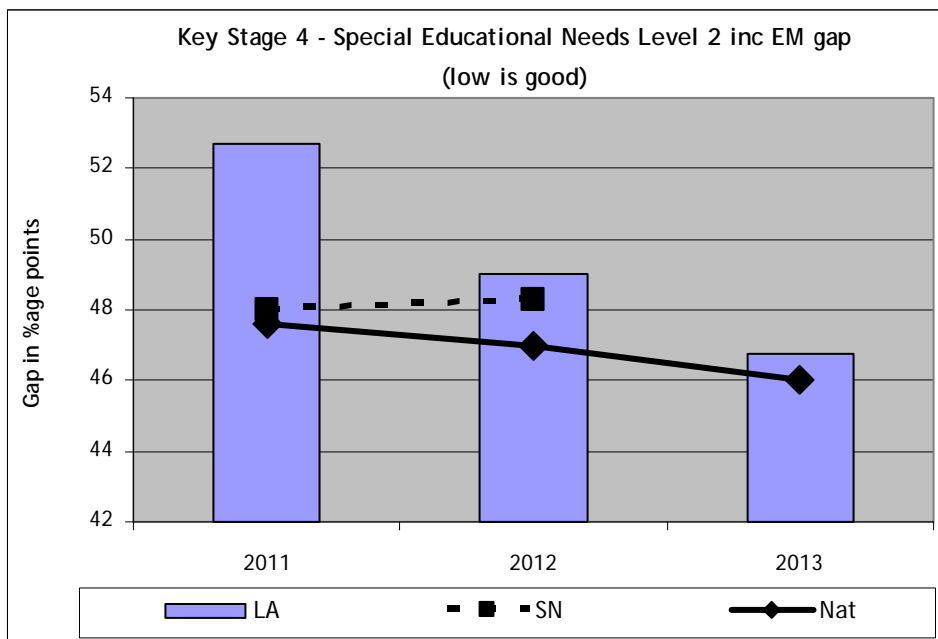




4.28 Reading has closed the gap by 5% points at Key Stage 2 since 2011, ahead of the national picture of a 3% point fall. Reading is still slightly higher than the national level. At Key Stage 4 there has been a 1% rise in the gap in Reading since 2012 against a backdrop of no change nationally. Schools are now required to report to parents about the impact of their pupil premium spending and it is a key focus of Ofsted inspections.

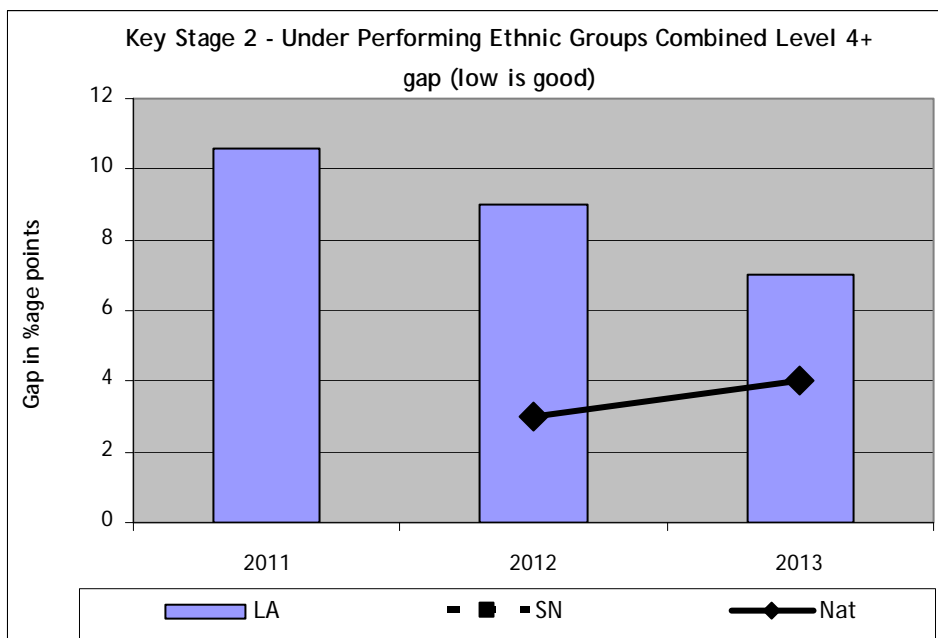
4.29 The following two graphs show the Key Stage 2 and Key Stage 4 gaps between pupils with Special Educational Needs and those without.

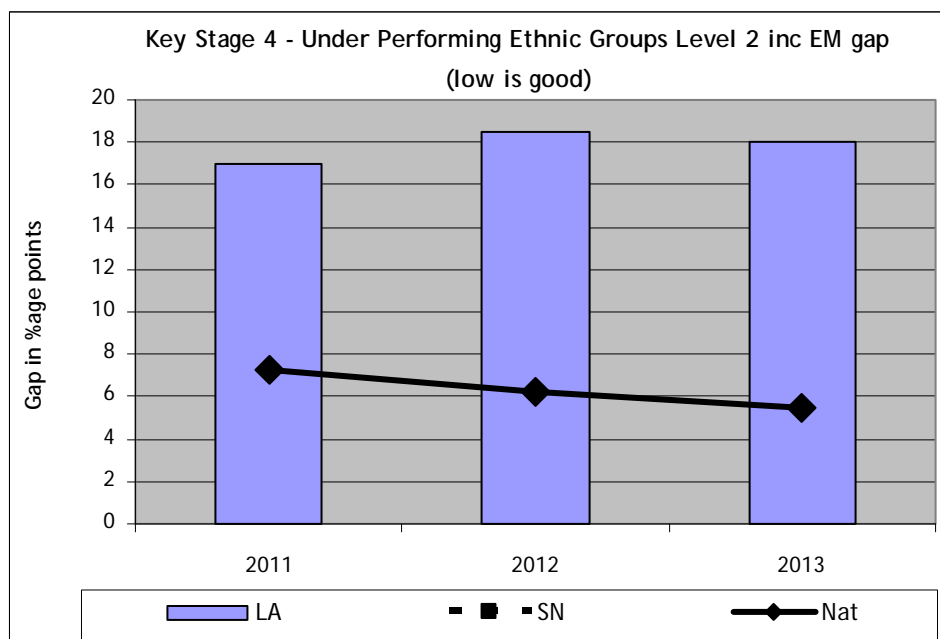




4.30 Reading has closed the gap by 8% points at Key Stage 2 since 2012, and is currently now slightly better than the average national 54% point gap. At Key Stage 4 there 2% point fall since 2012 and 6% since 2011. Reading is currently now just 1% point behind the national average gap. Mainstream schools have received their funding in a different way for SEN pupils since April 2013 and our SEN strategy is working with parents and schools to ensure this progress is continued.

4.31 The following two graphs show the Key Stage 2 and Key Stage 4 gaps between pupils from underperforming ethnic groups and their peers.





- 4.32 Reading has closed the gap by 4% points to 7% points at Key Stage 2 since 2011, while the gap has increased to 4% nationally. At Key Stage 4 there has been 1% improvement this year; however the gap in Reading is still around 18% compared with a national level of 5% following a 1% point a year fall. All schools who buy into the Local Authority data analysis team are provided with a detailed breakdown of this area for their school and are challenged by their School Partnership Advisor to explain how the school is addressing any shortfall and reflecting that in the school improvement plan and objectives.
- 4.33 As part of the local authority plan, a local voluntary group providing mentoring services to black boys from 8 to 18 is starting up in Reading and was introduced to Reading Headteachers in their September briefing.
- 4.34 These gaps continue to be an area of priority focus for the Education team and the detailed action plan will be reviewed and refreshed in early in 2014 and reported back to the committee. It should be noted that most secondary schools now have Academy status and the local authority will have to seek partnership working approaches and cannot instruct any changes in practice.

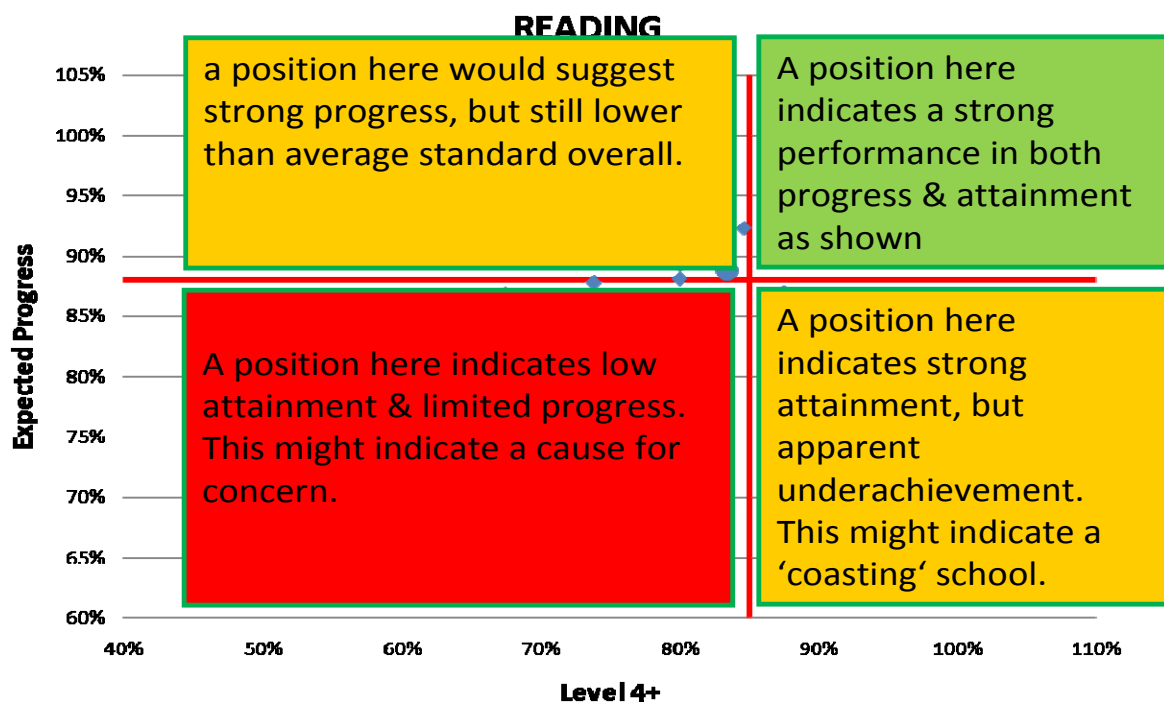
## 5. CONTRIBUTION TO STRATEGIC AIMS

- 5.1 An effective education system is crucial to the success of Reading. It must be able to provide good quality education for our young people so they are skilled and ready to be economically active. The level of attainment is a nationally comparable measure of that readiness.

## 6. COMMUNITY ENGAGEMENT AND INFORMATION



- 6.1 It is a clear expectation of all schools that they assess, track and monitor pupil attainment and progress and Reading provides a comprehensive analysis of each schools performance.
- 6.2 Headteachers and Governors have been given regular briefings and updates relating to the national and local pictures and our performance in relation to our statistical neighbours the most recent of these was in September 2013.
- 6.3 For example we have tested the following type of analysis on a per subject basis, shown for Key stage 2 reading test results:



- 6.4 This tool enables can senior school leaders to identify the relevant strategy for their school in particular subjects. This is because it requires different actions to move from any of the amber or red boxes to the green box depending on the context of each school and their local priorities.

## 7. EQUALITY IMPACT ASSESSMENT

- 7.1 Section 4.24 to 4.34 details the focus on key gaps within the results for Reading. There is a fuller analysis which has been undertaken to confirm that these are still the right areas for Reading to focus on.

## 8. LEGAL IMPLICATIONS

- 8.1 There are no legal implications arising from this report.

## 9. FINANCIAL IMPLICATIONS

- 9.1 The increased numbers of schools not making the national benchmark in Key stage 2 could increase the pressure on the funds and resources available to make effective interventions. This funding comes from both the Local Authority budget and the Dedicated Schools Grant (DSG). Effective expenditure will be routinely monitored by the Schools Forum.

## 10. BACKGROUND PAPERS

- 10.1 All statistics were compiled via data collected by all schools, including Academies, which is shared with the local authority under the terms of a data sharing agreement. The schools remain the data controller for their information and as such the local authority has not reported on individual schools in this report.
- 10.2 The allocation of resources and focus of the school improvement team is set out in the School Improvement Strategy which was refreshed in January 2013.