

READING BOROUGH COUNCIL

REPORT BY DIRECTOR of CHILDREN'S, EDUCATION AND EARLY HELP SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	5 NOVEMBER 2015	AGENDA ITEM:	25
TITLE:	EDUCATION PERFORMANCE 2014-15		
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SERVICE:	EDUCATION	WARDS:	ALL
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1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

1.1 The academic year 2014-15 saw another year of extensive change and uncertainty in Education with schools preparing for: the removal of attainment levels; the introduction of new benchmarks for CGSE performance; and the introduction of an early years baseline. This report looks at the provisional performance of schools in Reading for the academic year 2014-15 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 the key benchmarks for national averages and floor standards. 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). The statistical neighbours were changed for 2014-15 so trend information needs to be considered in that context.

1.3 The Council is committed to working in partnership with schools so that all children in Reading can benefit from an excellent education. At this meeting, the council has reported on the commitment of schools to the Reading Educational Excellence for All Partnership (REEAP) as a key element to achieving the goals set out in the Raising Attainment Strategy. The 2014-15 provisional results show continued progress towards the goals, with notable improvements against the national average in many areas. In particular the three year improvement rate for the Key Stage 2 attainment benchmark indicates that Reading is the 3<sup>rd</sup> most improved local authority area in England.

1.4 Reading schools have been working with a specific focus to reduce the performance gaps for a number of groups as relevant to the individual school. The gaps have not reduced this year, despite the absolute level of achievement growing for all groups and more work is required to further accelerate the progress of these groups in relation to their peers.

- 1.5 Reading has continued to grow the proportion of schools judged to be Good or Outstanding, with an increase of 6% to 77.8% at the end of July 2015. The council has full operational responsibility for Community schools, and almost 85% of those schools are judged to be Good or Outstanding.
- 1.6 There was a focussed Ofsted inspection of the local authority's school improvement service early in the academic year 2014-15. That identified the need for the local authority to be clearer about its approach to helping all schools achieve consistently good practice while supporting those schools where standards were not good. The results for 2014-15 reflect the positive improvement of that work and set the local authority on a stable foundation from which the ambition of the Raising Attainment Strategy can be achieved for the benefit of every child educated in Reading.
- 1.7 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 via the Regional Schools Commissioner.

## 2. RECOMMENDED ACTION

COMMITTEE is asked to:

- 2.1 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.
- 2.2 note that there is evidence of sustained improvements over time in the early years and primary phase, although further improvement is required to secure the absolute level of achievement set out in the Raising Attainment Strategy.
- 2.3 note that while Reading's absolute level of attainment in secondary phase is above national average levels, the benchmark attainment levels are declining in line with national trends and more work is required to understand how Reading compares with other local authorities.
- 2.4 note the increasing proportion of schools that are achieving judgements of Good or Outstanding from Ofsted, especially in community schools, and ask the Regional Schools Commissioner to explain how similar improvements will be secured in the town's Academy schools.

## 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 (KS2) and Key Stage 4 (KS4). At KS2 the Floor Standard for 2014-15 was 65% 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. This is

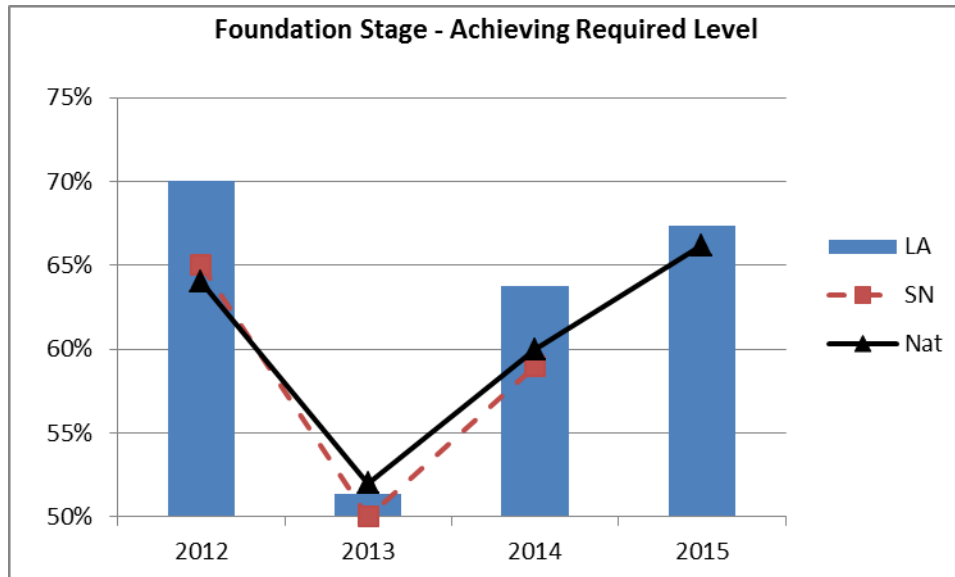
evolving to the Progress 8 measure which will be used across the country for academic year 2015-16.

- 3.2 Reading's results at all stages are 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 statistical neighbours have been changed for 2014-15 and therefore comparisons with previous years need to be carefully considered.
- 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 four academic years for three sets of data: the Local Authority (the columns); the National average (solid line); and the statistical neighbour performance (dotted line).
- 3.5 The data used in this report is not yet validated, a process which has been slowed by the national issues relating to GCSE results this summer. The comparative data has been taken from the Department for Education's first statistical release (FSR) in October 2015.

#### 4. THE PERFORMANCE

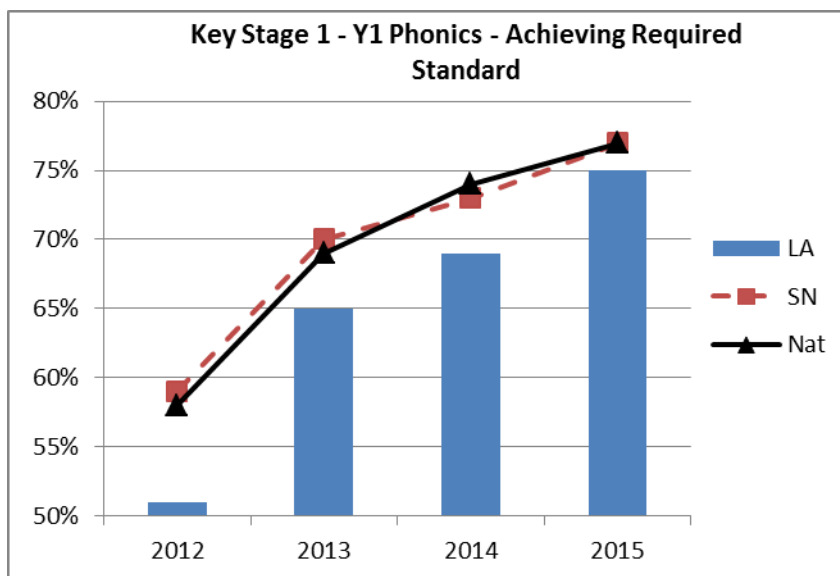
##### Early Years Foundation Stage

- 4.1 The benchmark for the Early Years Foundation stage changed in 2012-13 and it will change again from September 2017 when all schools will be measured by a new baseline assessment. In the graph below the 2012 results should not be compared with later years' results.

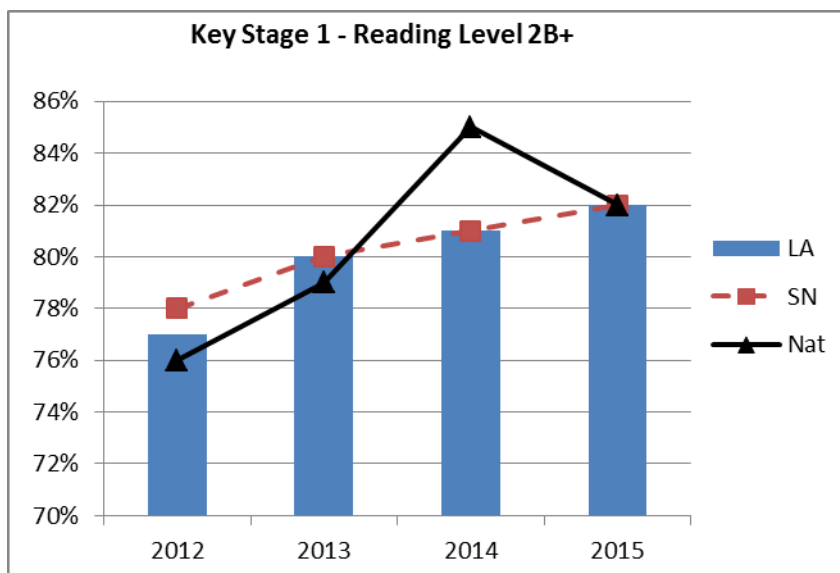


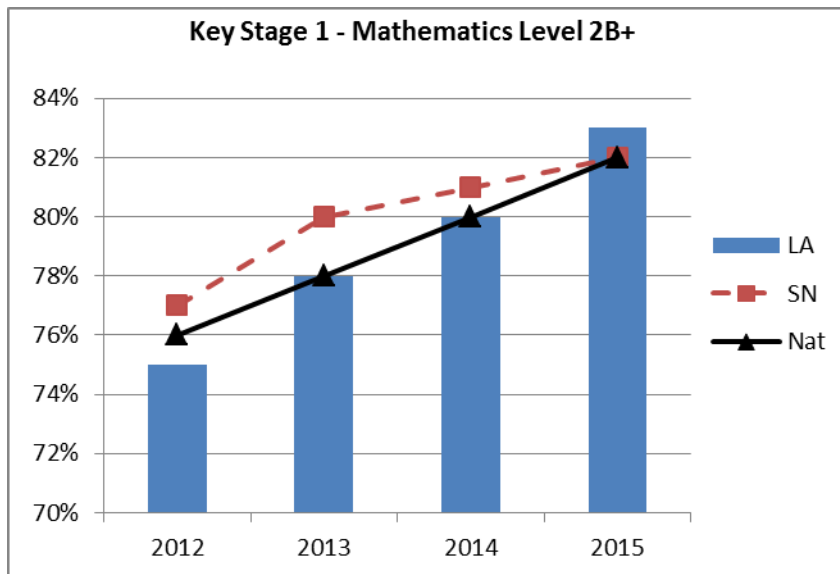
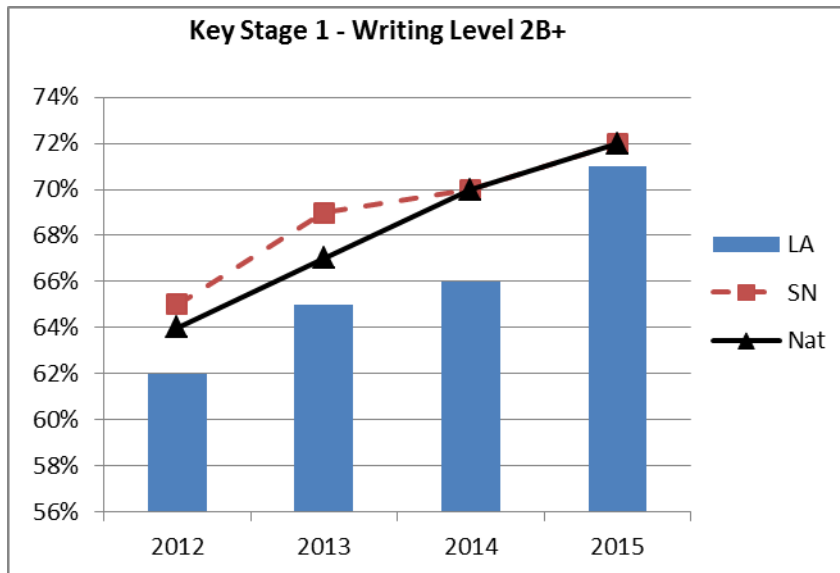
- 4.2 Reading's early years settings are to be congratulated on this 3% year on year rise and position above the national average. There is still work to do to secure performance in the top quartile, however the youngest pupils in our schools are being given a better start than ever before. Many Reading schools are running the EYFS and Baseline assessments simultaneously this year however future results will not be comparable as the Baseline assessments will take place with the children within the first 6 weeks they are in reception and we would expect a lower level of progress at that early stage.

4.3 Achievement in Key Stage 1 (KS1) 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 6%, which has reduced the gap with the national average to 2% points. Pupils are required to be rechecked in Year 2 if they had not met the required level in Year 1. By the end of Year 2 the percentage of pupils that have met the required standard is 90% which is now in line with the national average.



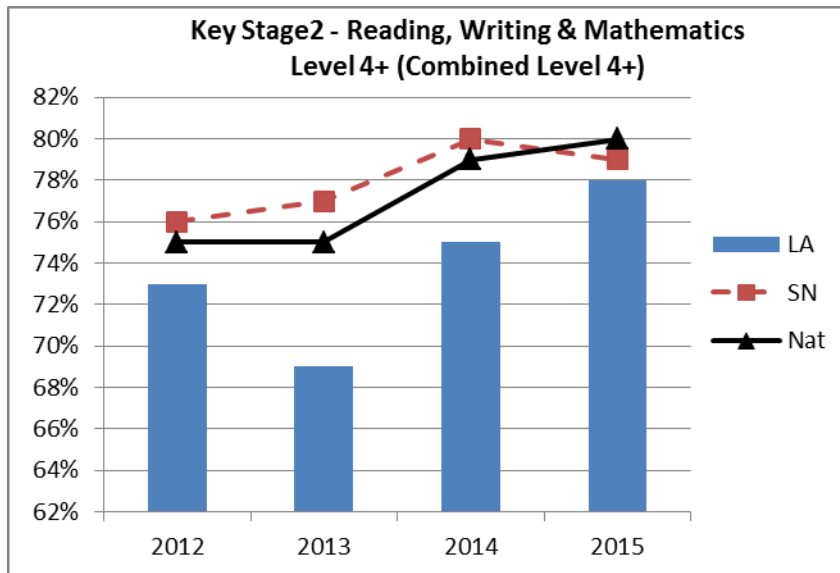
4.4 The following three graphs show the performance in reading, writing and mathematics at the end of KS1 (Year 2) at level 2b+. They all show continued year on year improvement over the last four years with similar increases nationally and within statistical neighbours. We need to accelerate the improvement in all areas to reach the target of being a top quartile authority by 2018.





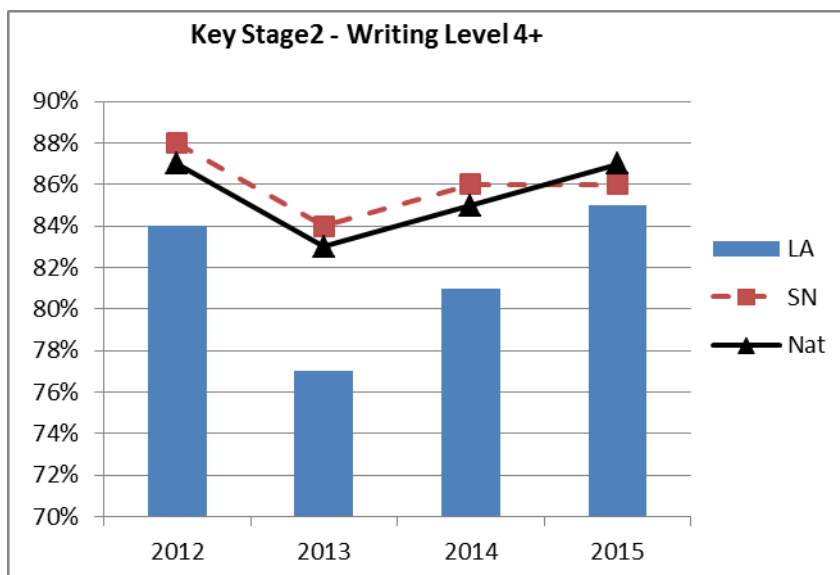
**Key Stage 2: Years 3 to 6 in Primary phase**

- 4.5 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.
- 4.6 The national benchmark (and one aspect of the KS2 Floor Target) is the percentage of pupils achieving level 4+ in reading, writing and mathematics. The standard for 2014-15 is 65%. The 2012 to 2015 results are shown below:



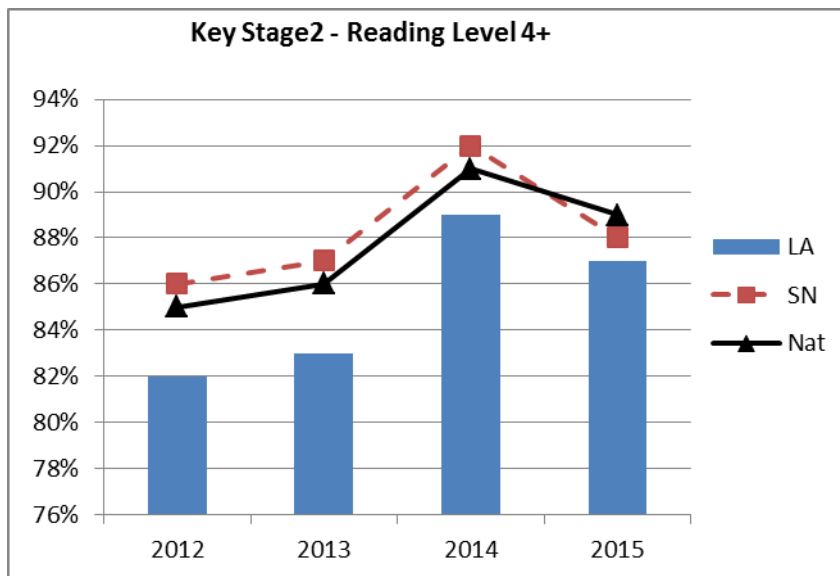
4.7 Our absolute performance has increased by 5% since 2012 and has recovered by 9% since 2013, while the gap to the national average has been reduced to 2%. The 2013 result ranked Reading at 149/150 for this measure: in 2015 that has improved to 105/150. Only four schools failed to meet the attainment aspect of the floor standard of 65% of pupils achieving L4+ in all three subjects. This is half the number of schools that missed the 2013-14 attainment level although it is worth noting that only half of those are the same schools.

4.8 The writing results are teacher assessed and the following graph shows a slowly increasing national trend while have narrowed that gap to 2% points with a four year high of 85%. This is a solid improvement and needs to be consolidated to drive up overall performance.

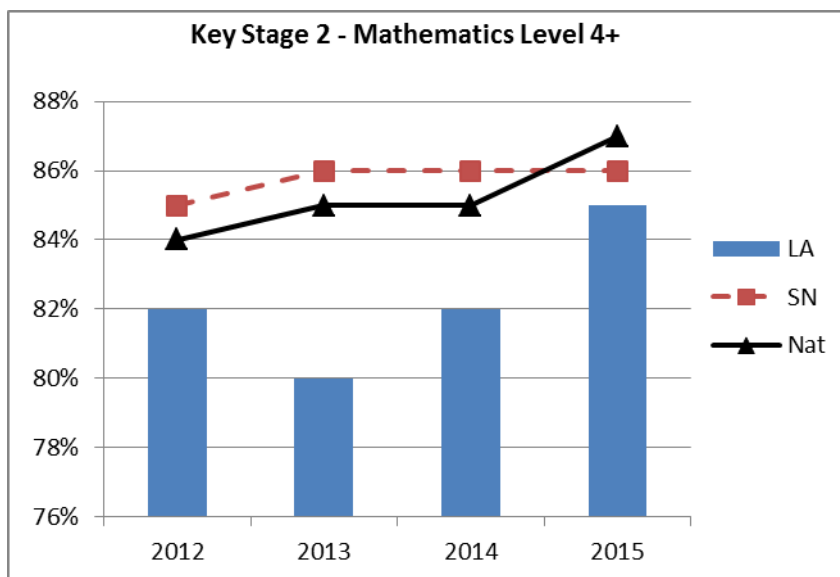


4.9 Twelve schools have been engaged in a multi-year writing programme devised by a national expert, Pie Corbett, which has helped driving up writing standards in some schools. The schools involved are sharing the best practices with each other. While it is not clear if the specifics of this programme have driven the results, schools report that the consistent focus and approach has had wider school benefits.

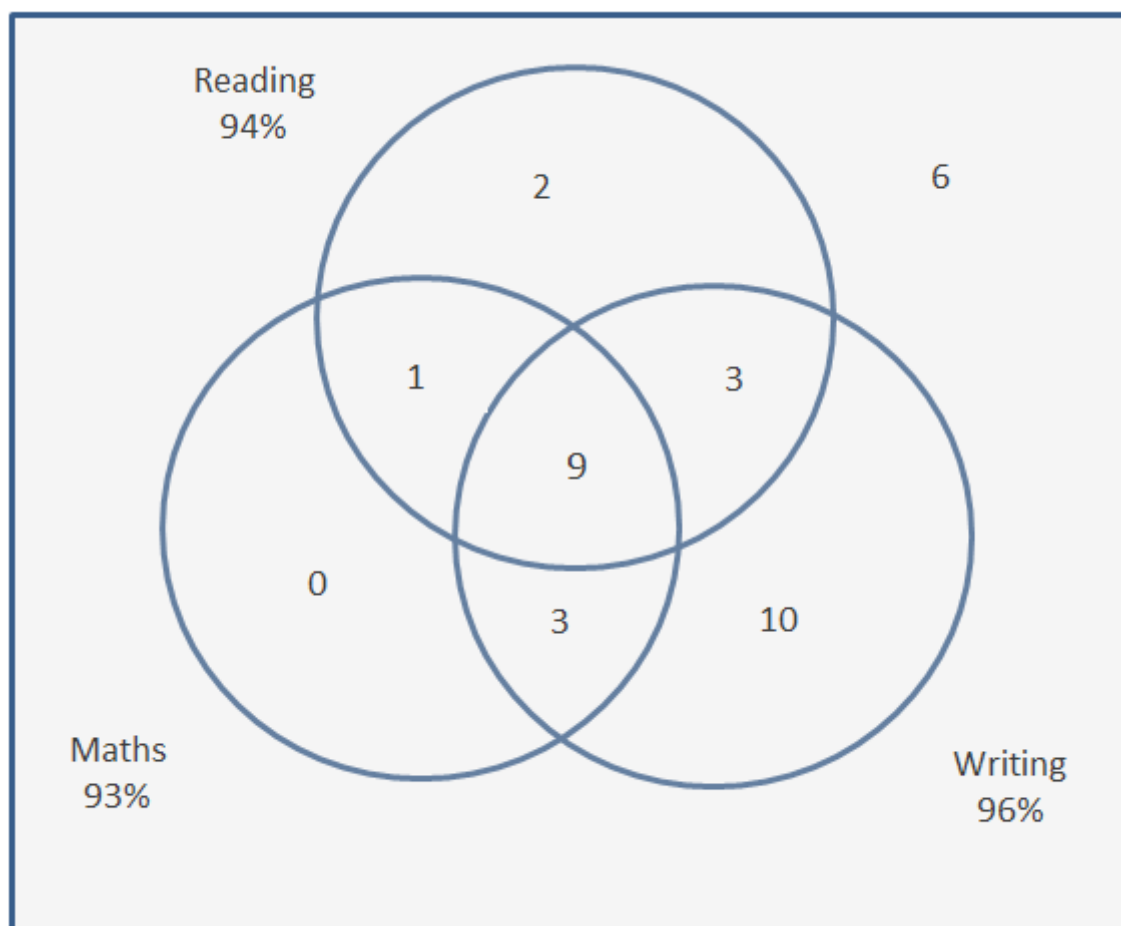
4.10 Overall there has been a 2% fall in the national level of reading attainment at KS2 and that has been reflected in the performance of Reading schools. Further acceleration is required in this area.



4.11 The following graph shows the mathematics results which have continued to increase to the highest level reached in Reading, however the national average continues to increase, albeit at a slower pace, and we are still 2% points below that level.



4.12 A school is judged to be under the floor standard if it falls below the attainment target as explained in 4.6 and also fails to achieve the national median percentage of children achieving 2 levels of progress in Key Stage 2. The median is calculated later in the year, however based on provisional data, the following Venn diagram indicates primary school performance in 2014-15.



- 4.13 The chart indicates that in nine schools pupils make better than national average progress during key stage 2 from September 2011 to July 2015, up one from last year. However in six schools that is not true in any subject and even schools with high attainment have to ensure that progress matches those high standards. There were nine schools in this position last year. Three of the schools are also below the attainment standard and are therefore under the floor standard which puts them at risk of forced academy conversion.
- 4.14 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 aim 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 each year, while continuing to focus on those in challenging circumstances.
- 4.15 The Department for Education calculates the rate of improvement for all local authorities over one and three year periods and publishes that for each authority. Based on the provisional data, the rates for Reading at Key Stage 2 are set out below:

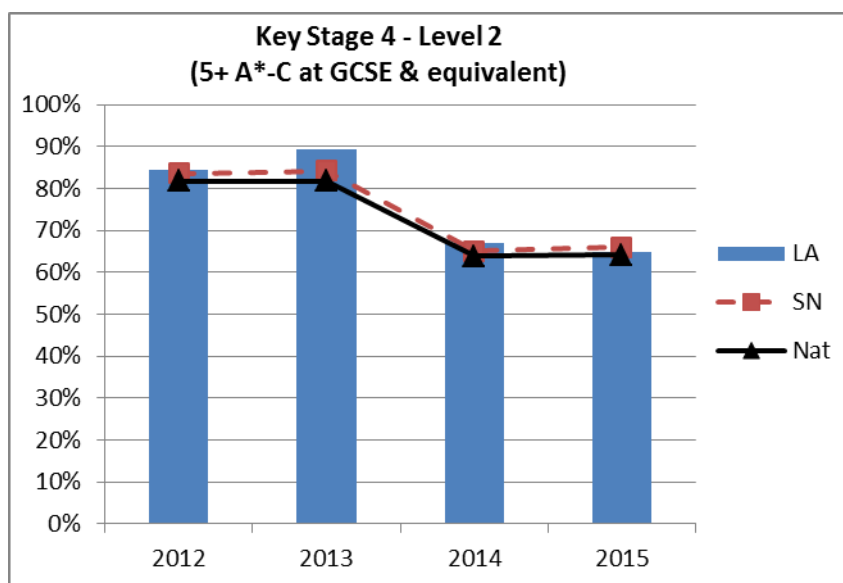


Educational Attainment	Progress Rankings				2013-14 2014-15**	
	2011-13 2012-14** 3Yr Improvement Rank	Quartile Band A-D	2012-14 2013-15** 3Yr Improvement Rank	Quartile Band A-D	YoY Improvement Rank	Quartile Band A-D
<b>Key Stage 2 Level 4 +</b>						
Reading	66	C	20	B	20	B
Writing (Teach Assess from 2012)	101	D	1	A	5	A
Maths	97	D	3	A	22	B
Reading, Writing and Maths	124	D	3	A	10	A
Science (Teach Assess from 2010)	51	C	5	A	23	B
Grammar, Punctuation and Spelling	-	-	40	B	1	A
Expected progression KS1-2 Reading	151	D	122	D	3	A
Expected progression KS1-2 Writing	129	D	2	A	3	A
Expected progression KS1-2 Maths	130	D	108	D	53	C

4.16 There has been very strong year-on-year progress in all areas with the exception of expected progress in mathematics. The three year rate of improvement is also very strong with the overall benchmark improvement rate at the 3rd best in the country and 1st best for improvements in writing.

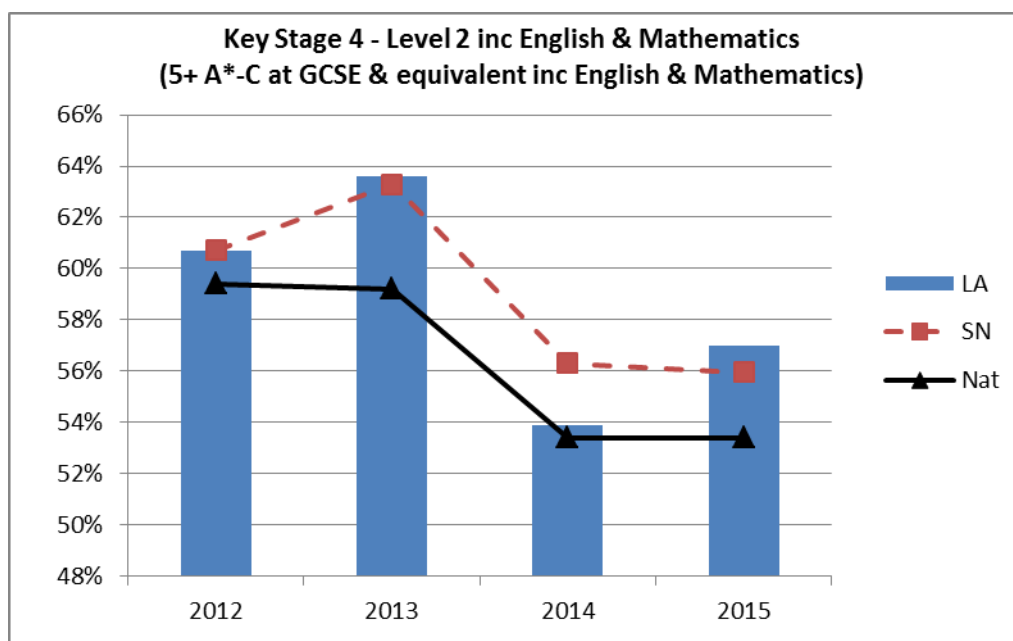
#### Key Stage 4: Secondary GCSE and Equivalent Results

4.17 2014 was a year of major upheaval in GCSE results due to national changes which include the removal of January exams, the reduction in the range of "equivalent" qualifications and continued curriculum development. This has led to a wide range of national results and individual school variation, and this has continued into 2015. Comparing Key Stage 4 figures historically has become more difficult as the last 2 years (2014 and 2015) are Post the Wolf review, where the Key Performance Indicators were changed to include a third Academic GCSE, and we have to bear in mind that the vocational qualifications have also changed and now have a terminal examination within their assessment framework. This has been rolled out over the last 2 years by different subjects. We can, however compare 2015 to 2014, while three year averages are less reliable in predicting trends for schools and Local Authorities. The following graph shows the proportion of pupils achieving five or more GCSEs at grades A\* to C. The absolute fall reflects the national picture however Reading remains just above the national average. We are still waiting for full data to assess the overall standing of the authority.



4.18 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 fall across the

country, with Reading holding up well with performance significantly above the national average. The graph below shows these results.

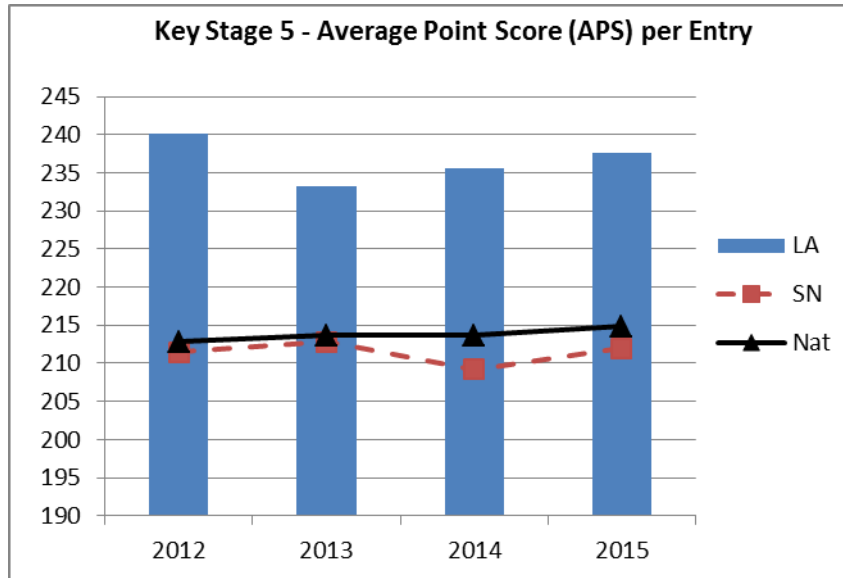


- 4.19 From next academic year, secondary phase performance will be judged on a new measure called "Progress 8". This measure is designed to encourage schools to offer a broad and balanced curriculum at KS4, and reward schools for the teaching of all their pupils. The new measure will be based on students' progress measured across eight subjects: English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification. Up to three vocational qualifications can count towards the Progress 8 measure.
- 4.20 The score is determined by attributing a score to each grade (8 for A\*, down to 0 for a U); English and Mathematics count double, the total score is then obtained. This is then subtracted from their expected score based on KS2 and divided by 10 to get the individual pupil progress score. If the student takes less than 8 subjects then their progress score is still divided by 10. The school score is then obtained by totalling the scores of all students and dividing by the number in Year 11 Cohort. If a school scores 0, then this means that the students have made progress in line with National Expectations from KS2 to KS4 across the 8 subjects. If the school has a score below -0.5 then this will mean that they are below the national floor target, if their score is above 0 then they will have made progress above National Expectations across the 8 subjects.
- 4.21 Schools have been able to 'opt in' to the new accountability system one year early, based on this year's provisional results. The Reading schools which opted in are shown in the below table. This measure is more sensitive to individual pupil grades and therefore these numbers are expected to change as individual exam result challenges come through.

School	Progress 8 Score
Reading School	0.73
Kendrick School	0.70
Blessed Hugh Faringdon	0.17
John Madejski Academy	-0.52

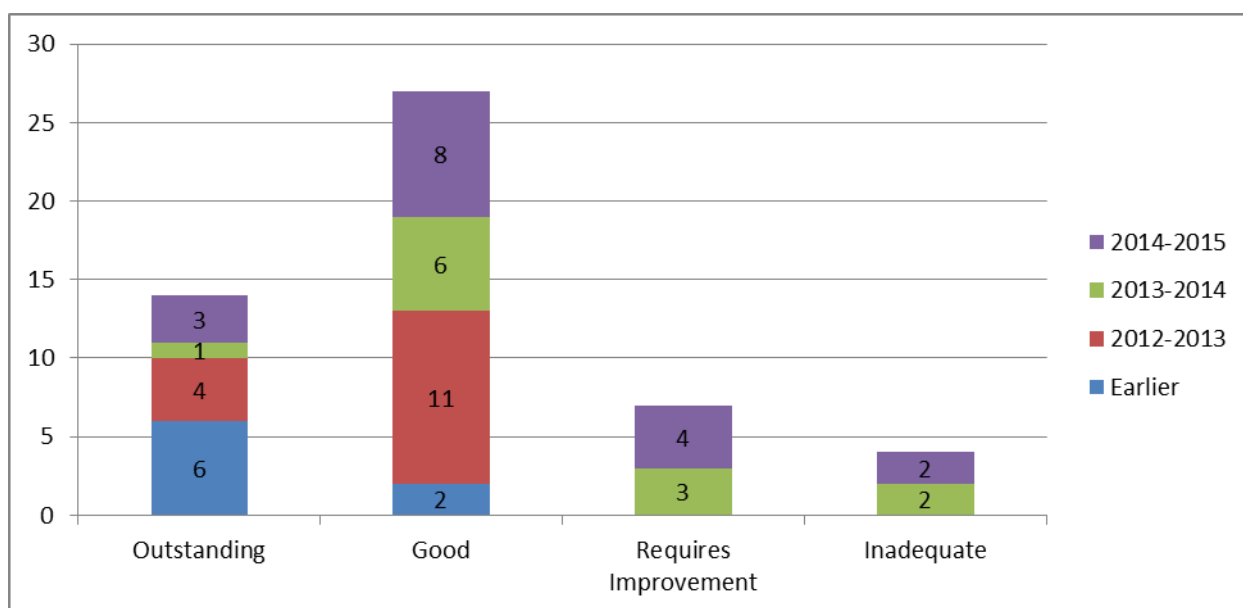
### Key Stage 5: Sixth form and college results

- 4.22 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 rise in absolute results against a very high bar.



### Ofsted Inspection Performance

- 4.23 At the end of academic year 2012-13, Reading had 72% 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".
- 4.24 The following graph shows the result of inspections during 2012-15 for all Reading schools. There are 78% of all schools rated as Good or Outstanding at the end of August 2015 - an increase of 6% points over the two years and an increase of 5% from the position during 2013-14. There have been 29 schools inspected under the latest framework with 62% judged to be Good or Outstanding. There are 23 awaiting inspection with current good or outstanding judgements by Ofsted.



4.25 The following table provides a break-down of all inspection outcomes by school type and phase:

	Nursery		Primary		Secondary		Special / PRU		Good or Outstanding
	G/OS	Total	G/OS	Total	G/OS	Total	G/OS	Total	
Community /Foundation	5	5	19	24	1	1	3	3	84.8%
Faith maintained	0	0	6	8	1	1	0	0	77.8%
Academy	0	0	2	5	4	6	1	1	58.3%
<b>All Reading schools</b>	<b>5</b>	<b>5</b>	<b>27</b>	<b>37</b>	<b>6</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>77.8%</b>
Good or Outstanding	100.0%		73.0%		75.0%		100.0%		
			<b>73.3%</b>						

4.26 The local authority was subject to focussed inspection by Ofsted in October 2014. The outcome and the actions taken as a result were last reported to the Committee on 4th March 2015 in a report from the Interim Director. That report set out a comprehensive set of actions which are summarised in the list below:

- Widening categorisation to engage all schools
- Developed a revised Raising Attainment strategy
- Establish five cross-borough focus areas for improvement including Pupil Premium, success of Black heritage pupils and teacher recruitment and development.
- Improved clarity of the challenge offered by school partnership advisors.
- The establishment of the Reading Educational Excellence for All Partnership (REEAP).
- Increased commitment of "insurance" funding from the Dedicated Schools Grant to support further school to school support.

4.27 The impact of these actions are reflected in the overall performance within the year and will continue to develop in future years.

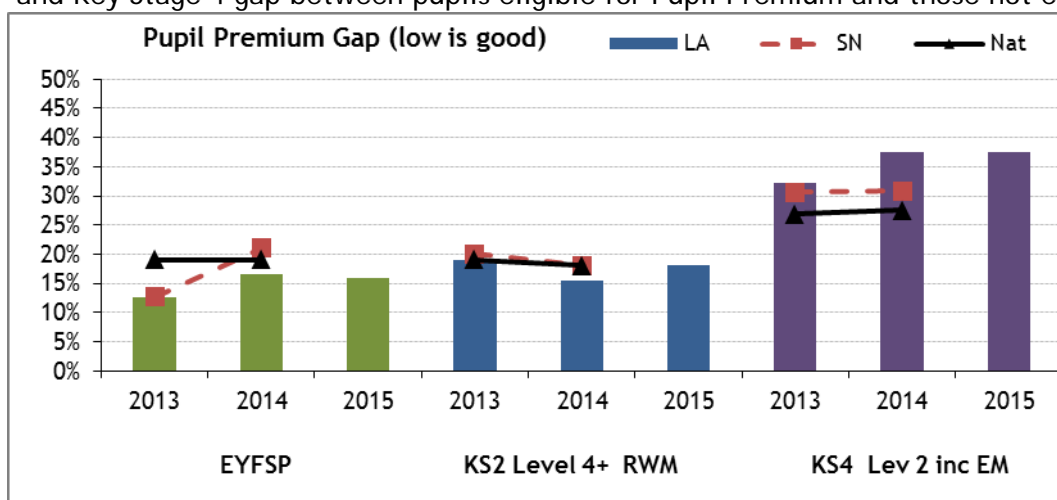
#### Reading Priority: Narrowing the Gap

4.28 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.

4.29 The introduction of the early years pupil premium in April 2015 alongside the Pupil Premium for families eligible for Free School Meals provides schools with direct funding which schools and setting 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.

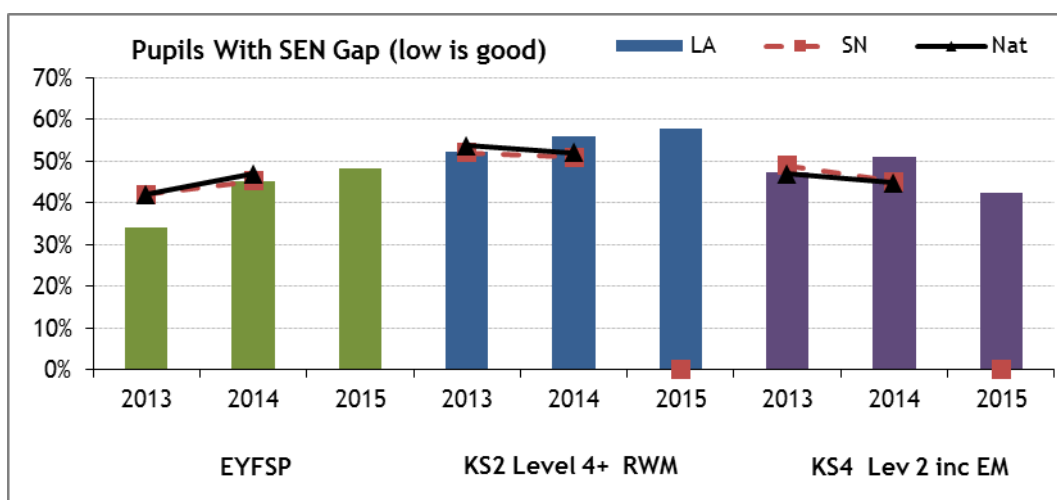
4.30 In Reading we have identified in the past that there are three groups of children from BME communities who do less well than average. These pupils are of Pakistani, Black Caribbean and Mixed White Black Caribbean heritage. We are able to draw comparisons on a national level for these groups at Key Stage 2 however Key Stage 4 data is not currently available.

4.31 The following graph shows the Early Years Foundation Stage Profile (EYFSP), Key Stage 2 and Key Stage 4 gap between pupils eligible for Pupil Premium and those not eligible.



4.32 There is little reduction in the gap for those eligible for the pupil premium, however the absolute level of performance for this group has risen broadly in line with the headline improvements across the borough, shown by the flat trend.

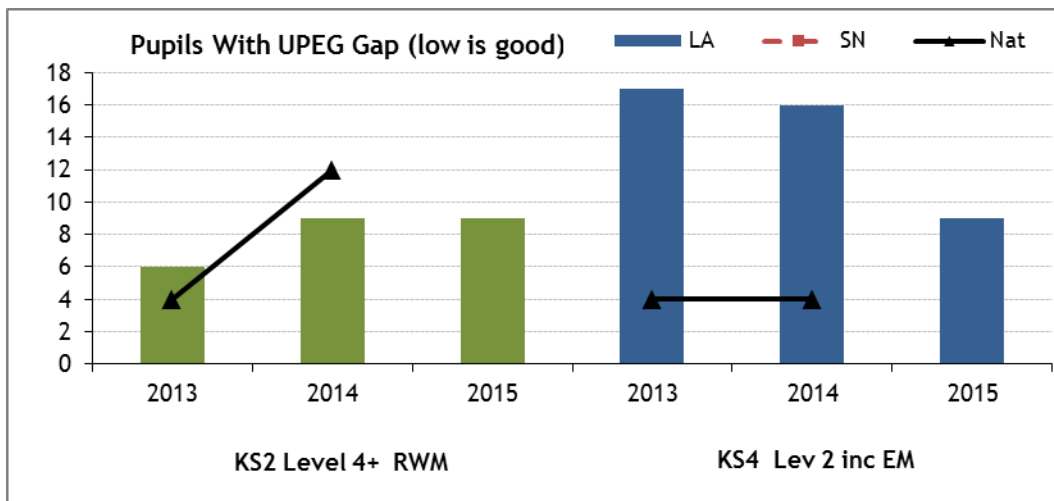
4.33 The following graph show the EYFSP, Key Stage 2 and Key Stage 4 gap between pupils with Special Educational Needs and those without.



4.34 The increasing gap in the early years of education is part of the focus of the ongoing work to reshape the services available to Reading’s pupils with additional needs in order that

this trend can be reversed. A future report to this committee will outline the changes proposed.

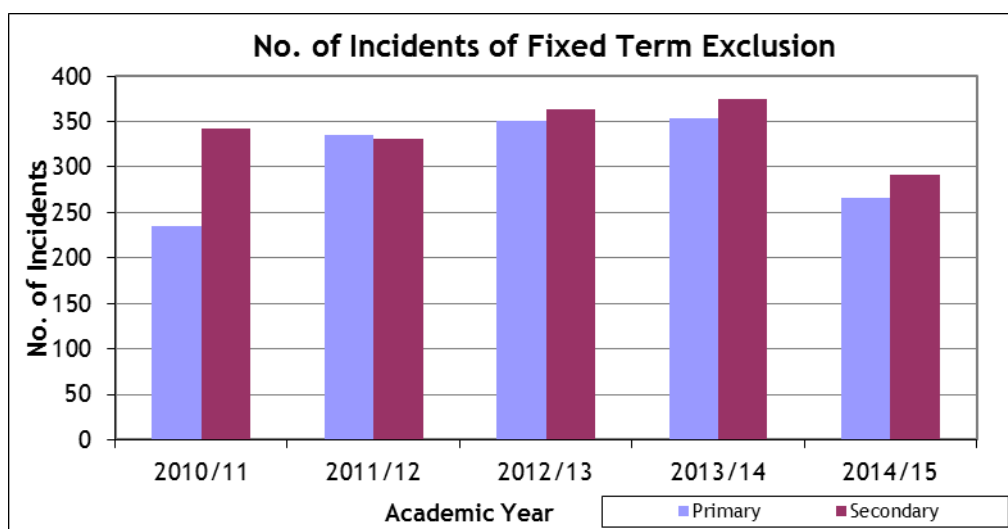
- 4.35 The following graph shows the Key Stage 2 and Key Stage 4 gap between pupils from underperforming ethnic groups and their peers.

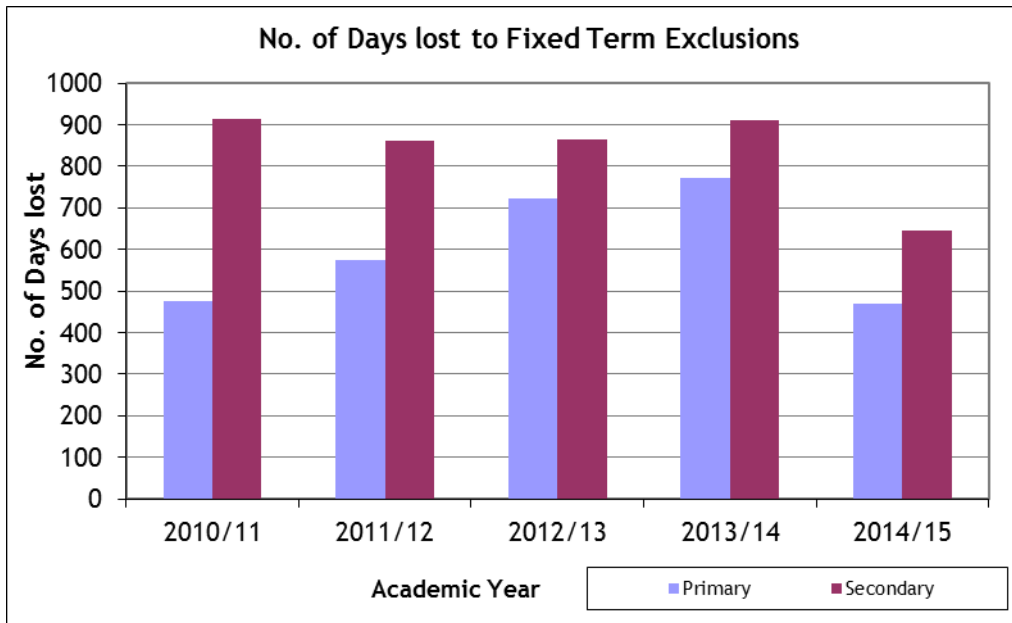


- 4.36 The significant fall in the Key Stage 4 gap between pupils from underperforming ethnic groups and their peers is to be welcomed and there is much good practice to be shared further to ensure that the trend is maintained.
- 4.37 All schools who buy into the Local Authority data analysis team are provided with a detailed breakdown of these gaps 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. These plans are then monitored by Governors and reported back to the local authority as appropriate.

#### Exclusions

- 4.38 Exclusion data is reported nationally a whole school year in arrears. The data presented here for 2014/15 will form the basis of a Department for Education statistical release in July 2016. Fixed term exclusions record time lost from school by pupils while Permanent exclusions record the number of pupils who were not allowed to return to a school. The following graphs show the overall Fixed Term Exclusion data and trends:

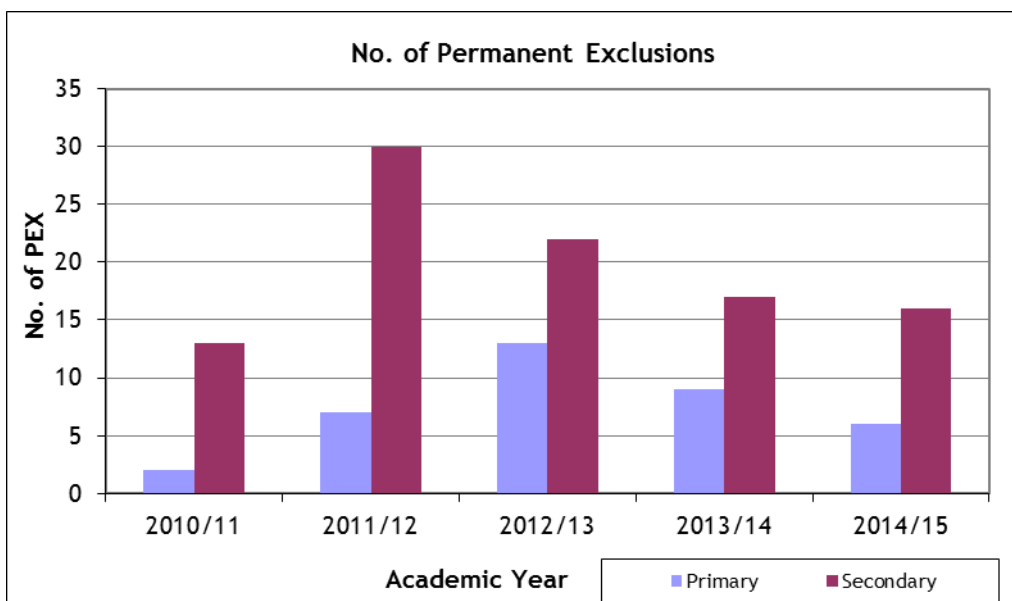




4.39 Compared with the academic year 2013-14 the incidents of fixed term exclusion reduced by 23.5% and the number of days lost to education by 34%. Within the data, the days lost for pupils on Special Educational Needs Support reduced by 41.3% and for pupils with a Statement of SEN / Education, Health and Care Plan reduced by 26.2%; the number of repeat exclusions for SEN pupils reduced by 26% for School Support and 32% for those with a Statement / EHCP. For Under Performing Ethnic Groups incidents of exclusion reduced by 16.3% and days lost for all Black and Minority Ethnic groups reduced by 15.8% from Reading Schools.

4.40 However within the data we note that for BME pupils attending neighbouring authority schools incidents increased by 36.4%. For Children Looked After (CLA) in Reading schools incidents reduced by 33% but for our CLA children attending out borough schools exclusions increased by 150% (from 15 to 25).

4.41 Permanent exclusions in the primary phase reduced from 9 to 6 in 2014-15 and from 17 to 16 in the secondary phase for pupils attending Reading schools as shown in the graph below:



- 4.42 The permanent exclusion of Reading secondary pupils from neighbouring local authority schools which is not reported in the statistics increased from 7 to 17 in the year and is a major focus for this academic year.
- 4.43 The appointment of a “Virtual Head - Children Missing Out on Education” role in September 2014 has contributed to the significant reductions in exclusions in general. This role will lead the development and implementation of action plans to work with the other local authorities regarding Black heritage and looked after children and more general permanent exclusions.

#### Attendance

- 4.44 Action taken to improve attendance includes a focussed and cohesive approach with Education Welfare Officers based in multi-agency Children Action Teams; clear and consistent processes to ensure LA’s statutory responsibilities for school attendance are met; maintaining an appropriate balance of robust legal interventions where necessary and positive incentives to promote, encourage and celebrate good and improved attendance; and regular collection and analysis of attendance data to enable early identification of vulnerable students and their families including those students who are persistently absent.
- 4.45 The table below is taken from the DfE Statistical Release published on 21st October 2015 which compares Attendance on a national basis and with statistical neighbours for the first four terms of 2014-15.

Local Authority	All State-funded Schools							
	Authorised		Unauthorised		Overall Absence		Persistent Absence	
	%	Rank	%	Rank	%	Rank	%	Rank
Barnet	3.60	5	0.80	2	4.40	1	3.0	1
Bedford	3.70	7	0.80	2	4.50	4	3.7	3
Brighton and Hove	3.90	11	1.00	6	4.90	8	4.2	7
Bristol, City of	3.70	7	1.20	8	4.90	8	4.6	9
Derby	3.30	1	1.30	9	4.60	6	4.2	7
Hillingdon	3.80	10	0.90	5	4.70	7	3.9	4
Milton Keynes	3.70	7	0.70	1	4.50	4	4.0	5
Reading	3.40	2	1.00	6	4.40	1	4.0	5
Sheffield	3.50	3	1.40	10	5.00	10	5.1	10
Southampton	3.50	3	1.40	10	5.00	10	5.2	11
Sutton	3.60	5	0.80	2	4.40	1	3.2	2
SN Average	3.63		1.03		4.69		4.1	
SN Top Quartile	3.50		0.80		4.45		3.8	
SN Bottom Quartile	3.70		1.25		4.90		4.4	
ENGLAND	3.60		0.90		4.50		3.9	
Reading rank out of 152 LAs		33		85		36		86

- 4.46 For Overall Absence, Reading is the top performing LA amongst statistical neighbours and 2nd for “authorised” absence. The absolute percentages are in the top quartile nationally. The LA ranking of 36 is up from 60 at the same point last year. This represents strong performance from schools and the Education Welfare Service to ensure as many pupils as possible are in school to learn.
- 4.47 A regular question and national topic of interest related to the use of statutory powers in this area. The following table sets out the range of powers and the frequency of their use.



	2012/13	2013/14	2014/15
Fixed penalty notices issued for unauthorised absence	210	207	187
Education Supervision Orders imposed	0	4	0
Prosecutions for non-attendance Which resulted in:	47	64	40
Fine	27	34	36
Conditional Discharge	14	21	25
Parent Order	0	3	3
Community Order	0	1	4
Community Work	0	1	1

### Children Looked After results

- 4.48 Provisional results for Children who were looked after for a full year from April 2014 to March 2015 show an improved picture at Key Stage 4 where 22% achieved 5+ A\*-C inc English and Maths at GCSE. This has been a key area of focus demonstrating an improvement on last year and remains above the 2014 national results of 12%.
- 4.49 Key Stage 2 results remained constant at 33% with 67% of children making two or more levels of progress. KS1 average point score declined although 80% of children had an identified special educational need. Meanwhile Phonics results have improved from 33% to 40%. The result in Early Years Foundation stage shows no children achieved the national benchmark and, while not a statutory duty for the Virtual school, this will be an area of focus for partnership working with the Early Years team.
- 4.50 The results are summarised in the table below. There is currently no national information for this cohort of young people.

Looked After children	Local Authority			National		
	2013	2014	2015	2013	2014	2015
EYFSP - Good Level Development	9%	17%	0%	-	-	-
Phonics - Year 1	-	33%	40%	-	-	-
KS1 Average Point score	14.3	12.8	10.5	12.9	13.1	-
KS2 Re,Wr, Ma L4+	67%	33%	33%	45%	48%	-
KS4 5+A*-C inc EM	13%	19%	22%	16%	12%	-

## 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 October 2015.
- 6.3 For schools with the lowest performance, we have instigated a regular progress review process which brings the Headteacher, Chair of Governors, Head of Education and School Partnership Advisor together to review progress against a specific, agreed plan. This process led to some notable improvements in 2013-14 and 2014-15. These meetings have been further improved through the clearer information provided by the School Partnership Advisors following the Ofsted focussed inspection.

## **7. EQUALITY IMPACT ASSESSMENT**

- 7.1 Section 4.28 to 4.37 details the focus on key gaps within the results for Reading to ensure that each group receives an appropriate education.

## **8. LEGAL IMPLICATIONS**

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

## **9. FINANCIAL IMPLICATIONS**

- 9.1 The increasing numbers of schools considering Academy conversion represents a risk to both the local authority budget and the Dedicated Schools Grant (DSG). When a school converts to an Academy, it retains any surplus budget from the DSG while any deficit is left as a pressure for the DSG to be absorbed in year. The local authority also experiences a reduction in the Education Support Grant effective from the month of conversion.

## **10. BACKGROUND PAPERS**

- 10.1 Some 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 using this data.
- 10.2 The Raising Attainment Strategy and Implementation plan have been subject to consultation, the results of which are considered elsewhere on this agenda.
- 10.3 The allocation of resources and focus of the school improvement team is set out in the School Effectiveness Guide. This has been reviewed in light of the Raising Attainment Strategy and will be formally ratified by the Reading Educational Excellence for All Partnership during its first term of operation.