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:	2 MARCH 2016	AGENDA ITEM:	10
TITLE:	UPDATE ON EDUCATION PERFORMANCE 2014-15		
LEAD COUNCILLOR:	CLLR JONES	PORTFOLIO:	EDUCATION
SERVICE:	EDUCATION	WARDS:	ALL
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1.   PURPOSE OF REPORT AND EXECUTIVE SUMMARY

1.1   This is an update of the report presented to the ACE Committee on 5 November 2015 (which is attached as Appendix1).

1.2   The academic year 2014-15 saw another year of extensive change in Education with schools preparing for the introduction of new benchmarks for CGSE performance. Following the publication of the nationally validated data in January 2016, this report considers the performance of schools in Reading for the academic year 2014-15 at two stages:

- Key Stage 4 (end of compulsory secondary age, typically GCSE qualifications)
- Key Stage 5 (end of sixth form education, typically GCE 'A' levels)

It also focuses on the attainment of looked after children and on the gaps in attainment between certain vulnerable groups of children and their peers.

1.3   The overall Reading performance is compared with both national standards and statistical neighbours (SN) benchmarks. Statistical Neighbours are those Local Authorities that are statistically similar to Reading. Our statistical neighbours were changed for 2014-15 so trend information needs to be considered in that context.

1.4   The Council is committed to working in partnership with schools so that all children in Reading can benefit from an excellent education. The 2014/15 results show progress towards the goals set in our Raising Achievement Strategy, with improvements against the national average in many areas. However other parts of the country have been making accelerated progress and in some cases Reading's improvements have been out-stripped by other Local Authorities.

1.5   Reading schools have been working with a specific focus to reduce the attainment gaps between certain under-performing groups and their peers, as relevant to the individual school. Overall these gaps did not reduce during 2014/15, despite absolute levels of achievement improving for all groups of children, and more work is required to further accelerate the progress of these groups. Action Plans for the most vulnerable groups of children are now being put into place.

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 and challenging those schools where standards were not good. The Lead and Regional HMI have subsequently met with the Head of Education and the Senior School Partnership Adviser and are now more confident that the strategies being employed by the Local Authority are robust.

1.7   Even though there is an increasingly diverse educational landscape, the Council continues to be responsible for ensuring that all pupils in the borough access a high quality education and achieve their full potential regardless of the type of school they attend. For maintained schools, that includes the responsibility and authority to intervene as required. For academies the Local Authority has no direct power of intervention but is working closely with Ofsted, the Regional Schools Commissioner and the DfE Academies Division to ensure that underperformance is effectively challenged and that schools are given the necessary support to improve for the benefit of all pupils.

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2.   RECOMMENDED ACTION

COMMITTEE is asked to:

2.1   Note the levels of performance at each of the two key stages as set out in section 4 and recognise all pupils who have worked hard in the last academic year, along with the staff in Reading's schools.

2.2   Note that, while Reading's absolute level of attainment in the secondary phase is above national average levels, the benchmark attainment levels are declining in line with national trends and more work is required to ensure that Reading compares more favourably with other local authorities across all measures.

2.3   Note that the national comparative information for children who are looked after by the Local Authority is yet to be published and that a further specific report will need to be presented.

2.4   Recommend that updated versions of the Raising Attainment Strategy and the School Effectiveness Guide are presented to a future ACE Committee before July 2016.

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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 grades (achievement) and progress made from various starting points (progress).

3.2   The Government has set minimum standards at key stage 4. The current Floor Standard is 40% of pupils achieving 5 or more A*-C grades at GCSE including English and Mathematics. This is evolving to the Progress 8 measures which will be used across the country for the academic year 2015/16 and beyond (see Appendix 2).

3.3   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 treated with some caution.

3.4   Each school is the responsible data owner for its own pupil level data. However all schools in Reading have entered into a data sharing agreement that allows 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 figures used in this report have now been nationally validated and the comparative data has been taken from data published by the Department for Education.


4.   THE PERFORMANCE

Key Stage 4: Secondary GCSE and Equivalent Results

4.1   The 2013-2014 academic year was a period of major upheaval in GCSE results due to national changes that included the removal of January exams, the reduction in the range of "equivalent" qualifications and continued curriculum change. This led to a wide variation in results at both local authority and school level, and this continued into 2014-2015. Comparing Key Stage 4 figures historically has become more difficult over the last 2 years (2014 and 2015), following the implementation of the recommendations made in Professor Wolf's independent review of vocational education. The Key Performance Indicators were altered to include a third academic GCSE, and the nature of vocational qualifications has been changing to include a terminal examination within their assessment framework. It is possible to compare 2015 to 2014, but in these volatile circumstances it is more difficult to predict 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, and Reading remains just above the national average. However Reading is now ranked in 98th position out of 151 local authorities on this measure, compared to 64th position last year. We have also moved down to 6th out of our 10 statistical neighbours, compared to 4th last year.
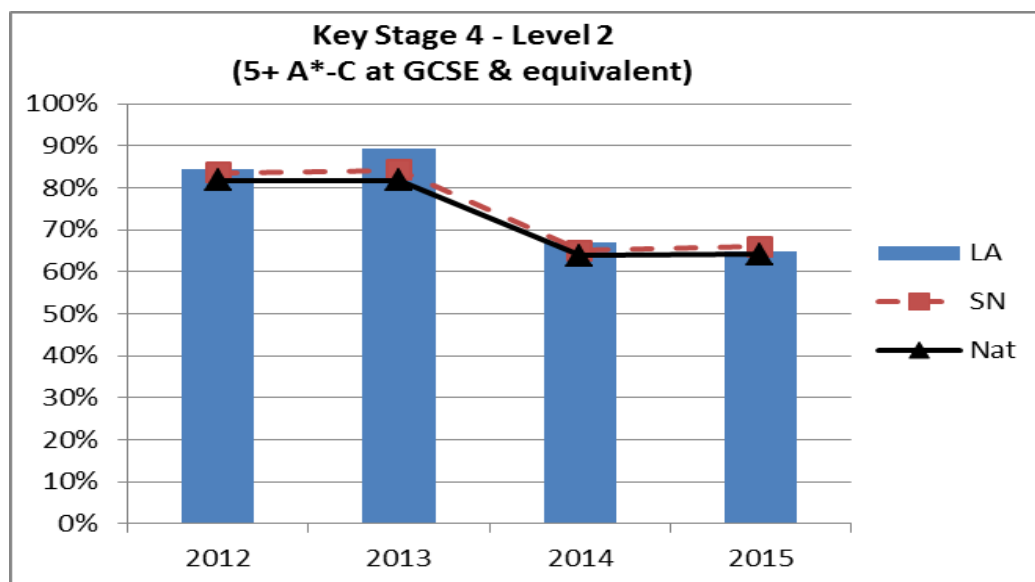
4.2   The key performance measure of 5 or more A*-C grades including English and Mathematics, which is the national benchmark with a floor target of 40%, has also seen a fall across the country over the past two years. The graph below shows that Reading's results have held

up reasonably well, with performance significantly above the national average. However this masks our relative position against our statistical neighbours, dropping from 3rd to 4th, and our position in relation to all local authorities, where Reading's ranking is now 72nd compared to 45th last year (out of 151).

Key Stage 4 - Level 2 inc English & Mathematics
**(5+ A*-C at GCSE & equivalent inc English & Mathematics)**
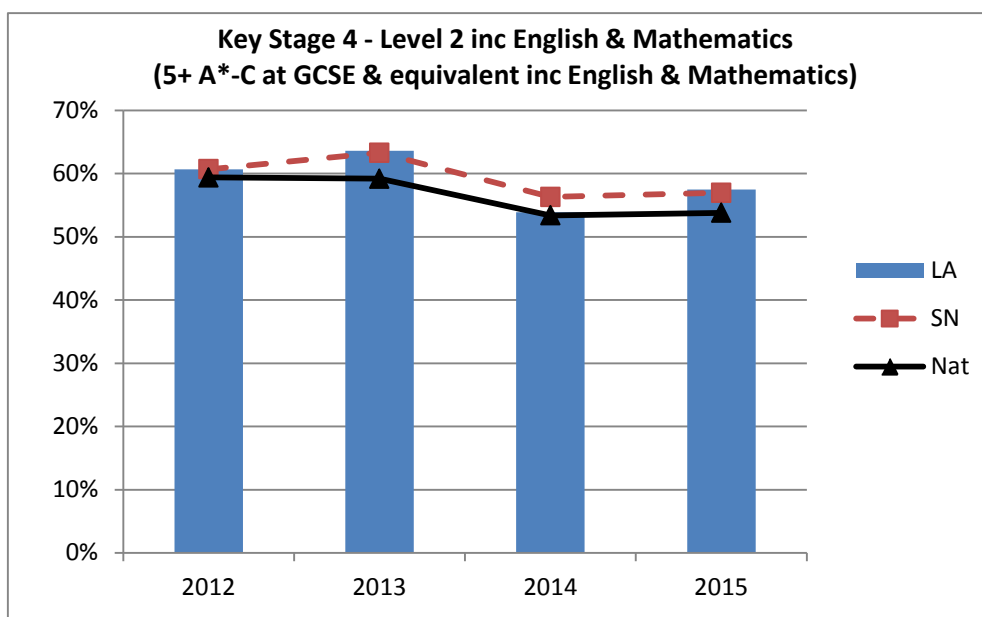
4.3   The measure of Expected Progress is one that links closely to the new measures and shows that Readings' ranking last year fell in both English (from 21st to 44th) and in Maths (from 58th to 87th). The percentage of students making the expected level of progress in English fell from 80.5% to 75.7%; in Mathematics there was a drop from 68.1% to 67.4%.

4.4   For this academic year, secondary phase performance will be judged on new measures including "Progress 8". This measure is outlined within Appendix 2.

4.5   Schools have been able to 'opt in' to the new accountability system one year early, based on this year's results. Reading Schools have been anonymised in the table below, as some schools have decided not to opt in to the publication of their Progress 8 results this year. As explained in Appendix 2, a score of 0 indicates that on average pupils made progress between Key Stage 2 and Key Stage 4 in line with national expectations.

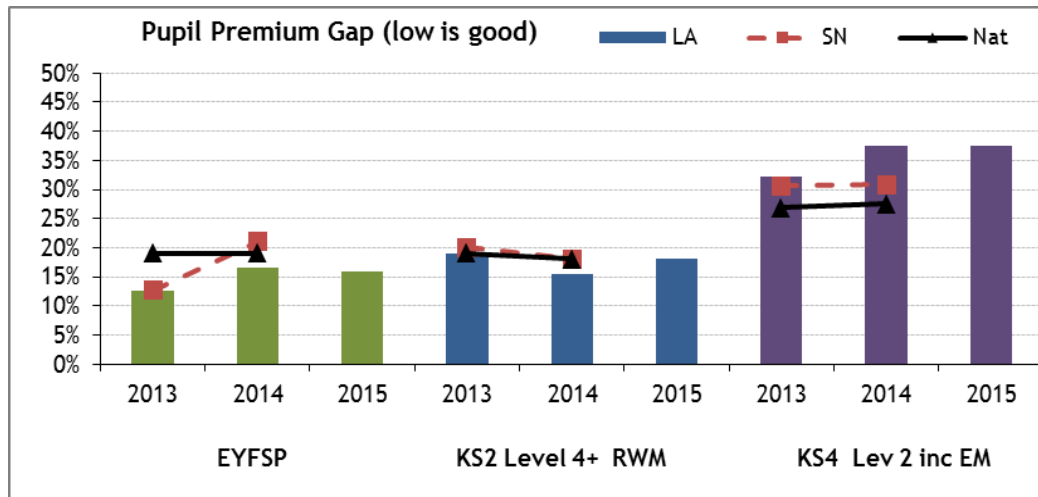| School	Progress 8 Score
A	0.73
B	0.70
C	0.17
D	0.01
E	-0.16
F	-0.17
G	-0.43
H	-0.52

Key Stage 5: Sixth form and college results

4.6   Reading schools continue to lead the way nationally in this area due to the over-representation of the two grammar schools in the figures. Measured by average point score, either per entry or per candidate, Reading continues to be well above the national average. Reading is ranked 1st out of 152 local authorities on all counts in relation to Average Points Score (APS) by students achieving all Level 3 qualifications, except for female students, where we are ranked 2nd. In relation to our Statistical Neighbours we are 1st on all criteria for APS by students achieving Level 3 qualifications. The graph below indicates a small rise in absolute results against a very high bar.

4.7   The percentage of students achieving 2 or more passes of A Level equivalent has risen from 96.6% to 98.4%, with a ranking of 1st against our Statistical Neighbours and 6th across all Local Authorities.

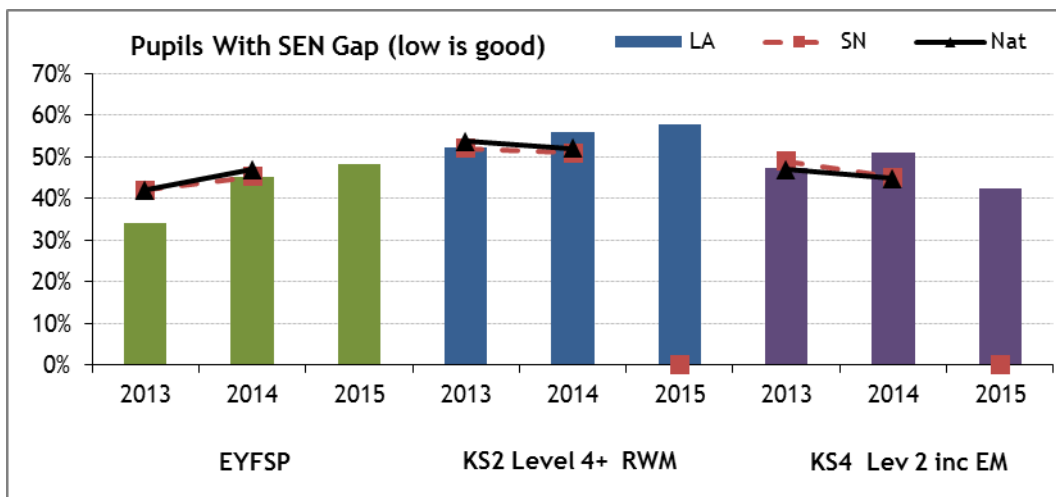**Key Stage 5 - Average Point Score (APS) per Entry**
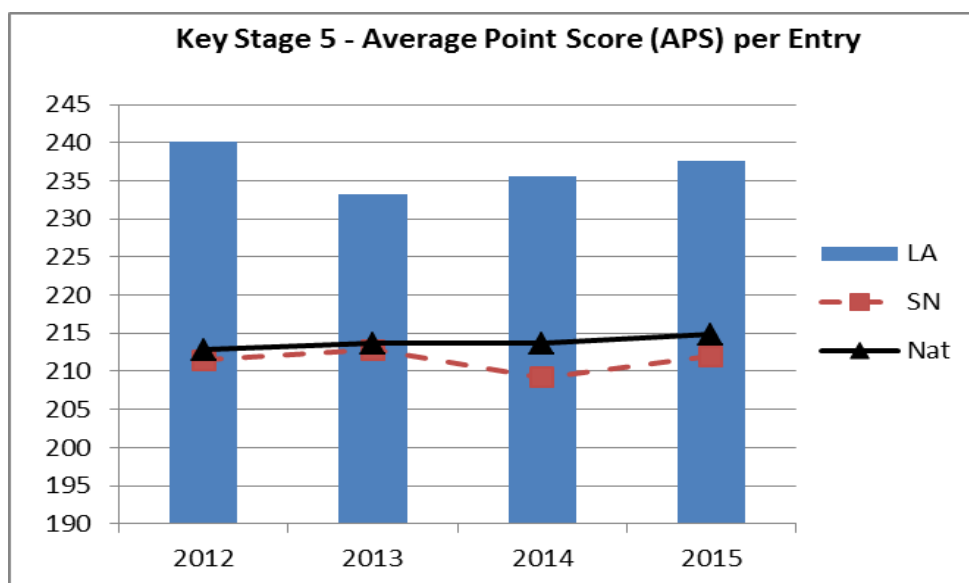
Reading Priority: Narrowing the Gap

4.8   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.

4.9   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.

4.10   In Reading we have identified that there are three groups of children from black and minority ethnic (BME) communities who generally do less well than the average. These pupils are of Pakistani, Black Caribbean and Mixed White Black Caribbean heritage. We are able to make comparisons on a national level for these groups.

4.11   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.

Pupil Premium Gap (low is good) — LA, SN, Nat

EYFSP: 2013, 2014, 2015
KS2 Level 4+ RWM: 2013, 2014, 2015
KS4 Lev 2 inc EM: 2013, 2014, 2015

4.12 There is little reduction in the gap for those eligible for the Pupil Premium, although the absolute level of performance for this group has risen broadly in line with the headline improvements across the borough.

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

Pupils With SEN Gap (low is good) — LA, SN, Nat

EYFSP: 2013, 2014, 2015
KS2 Level 4+ RWM: 2013, 2014, 2015
KS4 Lev 2 inc EM: 2013, 2014, 2015

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

Pupils With UPEG Gap (low is good)

KS2 Level 4+ RWM / **KS4 Lev 2 inc EM**
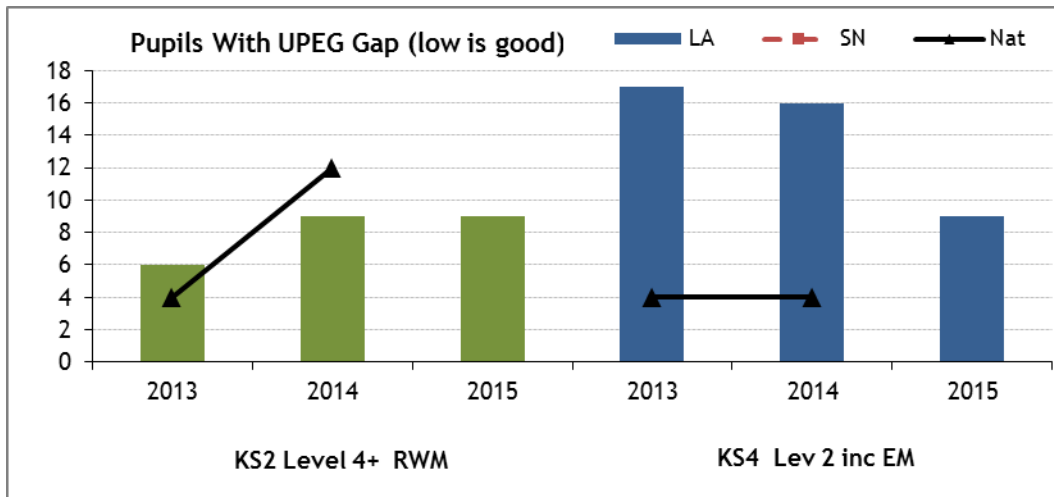
4.15 The significant fall in the Key Stage 4 gap between pupils from underperforming ethnic groups and their peers is to be welcomed and there is much good practice to be shared fto ensure that the positive trend is maintained.

4.16 All schools who buy into the Local Authority data analysis service 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.

Children Looked After by the Local Authority

4.17 Comparative information on the outcomes for children looked after by local authorities, normally made available through the Statistical First Release (SFR) from the Department for Education, will not be available until March 2016 due to specific changes that will be made to that publication. One of the key measures in the publication was the attainment gap between looked after and non-looked after children at the various key stages. However this did not take into account the high levels of special educational needs (SEN) in the looked after population, so this year's figures will include attainment breakdowns by SEN provision to provide greater context to the figures.

4.18 In 2014/15 there were 171 looked after children supported by the Virtual School. 63 of these were of primary age (16 in-borough and 47 out-of-borough); 62 were of secondary age (16 in-borough and 46 out-of-borough); and 46 were post-16 students (25 in-borough and 21 out-of-borough).

4.19 Of all the children looked after, 64% were in receipt of SEN support and 27% had an Education, Health and Care Plan (EHCP) or statement of SEN.

4.20 Results for children who were looked after for a full year from 2014 to 2015 show an improved picture at Key Stage 4, where 22% achieved 5 or more grades A*-C including English and Mathematics at GCSE. This has been a key area of focus, demonstrating an improvement on last year and remaining above the 2014 national figure of 12%.

(Please note that national comparators for 2015 will not be available until after March 2016)

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 RWM L4+	67%	33%	33%		45%	48%	-
KS4 5+ A*-C EM	13%	19%	22%		16%	12%	-

4.21   Numbers of students achieving qualifications at KS4:

Criteria	2012	2013	2014	2015
Number in Year 11	19	19	21	21
Number who took 1 qualification	17	19	21	18
1+ GCSE or equivalent A* - G	12	17	19	18
5+ GCSE's or equivalent A* - G	11	13	11	14
1+ GCSE or equivalent A* - C	10	12	8	10
5+ GCSE's or equivalent A* - C	7	9	4	4
5+ A* - C with English and Maths	1	2	3	4

While our aspiration is that looked after children achieve as well as their peers, it is nevertheless pleasing to note that the number of students achieving 5 or more GCSEs at grade A* to C with English and Mathematics has continued to improve over the last four years and that the number achieving 5 or more grades A* to C at Level 2 has been maintained post-Wolf.

4.22   Key Stage 2 results remained constant at 33%, with 67% of children achieving two or more levels of progress. However the Key Stage 1 average point score declined, although 80% of children had an identified special educational need. Phonics results improved from 33% to 40%.

4.23   In the Early Years Foundation Stage no child achieved the expected level in all five areas required to achieve a Good Level of Development and this is an area of focus, working in partnership with the Early Years team and the newly appointed LAC Education Adviser.

5.   CONTRIBUTION TO STRATEGIC AIMS

5.1　An effective education system is crucial to the success of Reading as a place to live and work. A good quality education is essential for our young people to gain the skills and qualities necessary to become economically active.

5.2　A key focus over the coming months is the implementation of the Raising Attainment Strategy through the establishment of the schools-led Reading Educational Excellence for All Partnership (REEAP). The Partnership has now been initiated, and both the wider Partnership Board and a smaller Executive Board have met. Three working groups are in the process of being established to address the following priority issues:
- An Aspiration Working Group (focussing on the most vulnerable groups)
- A Recruitment and Retention Group
- A Leadership and Management Group

These priorities reflect the strategic aims of Reading Borough Council.

5.3　The School Effectiveness Guide, which was considered by the ACE Committee in November 2015, and is currently being updated along with those aspects of the Raising Attainment Strategy that underpin the aims and protocols of the Partnership. It is recommended that this is brought back to Committee by July 2016

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 school's performance.

6.2　Headteachers and Governors have been given regular briefings and updates relating to the national and local picture and to our performance in relation to our statistical neighbours. The most recent of these was in January 2016.

6.3　For Category 3 schools with the lowest performance, regular progress reviews have been introduced. These bring the Headteacher, Chair of Governors, Senior Adviser, Head of Education and the School Partnership Advisor together to review progress against a very specific, agreed plan. These meetings have been further improved through an increased challenge and with clearer information being required from both the school and the School Partnership Advisers, following both Ofsted focussed inspections and monitoring visits.

7.　EQUALITY IMPACT ASSESSMENT

7.1　Paragraphs 4.11 to 4.23 detail the focus on key gaps within the results to ensure that all the under-performing groups of children receive the quality of education they need to succeed.

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 its information and as such the local authority has not reported on individual schools in this report.

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TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE
DATE:	5 NOVEMBER 2015 AGENDA ITEM: 25
TITLE:	EDUCATION PERFORMANCE 2014-15
LEAD COUNCILLOR:	CLLR JONES PORTFOLIO: EDUCATION
SERVICE:	EDUCATION WARDS: ALL
LEAD OFFICER:	KEVIN MCDANIEL TEL: 0118 9374240
JOB TITLE:	HEAD OF EDUCATION E-MAIL: Kevin.mcdaniel@reading.gov.uk

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 3rd 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 Educcation's first statistical release (FSR) in October 2015.

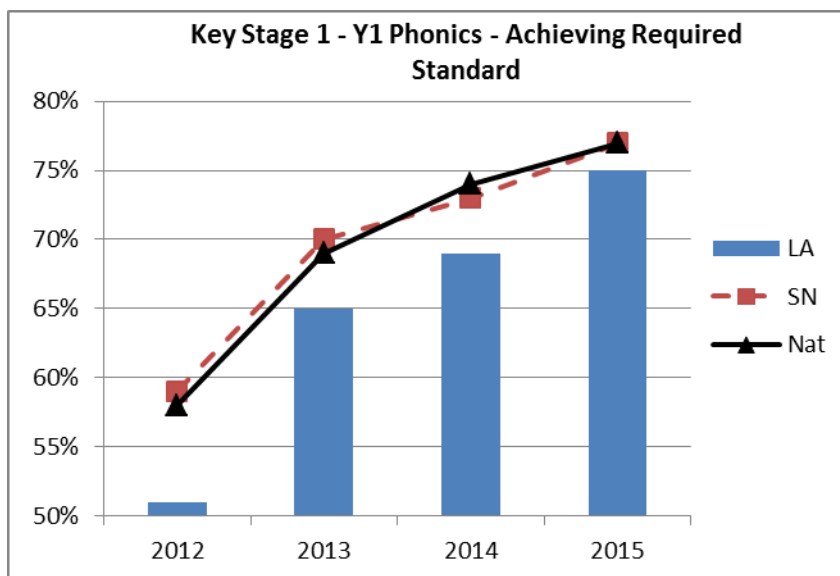4.   THE PERFORMANCE

        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.


Foundation Stage - Achieving Required Level
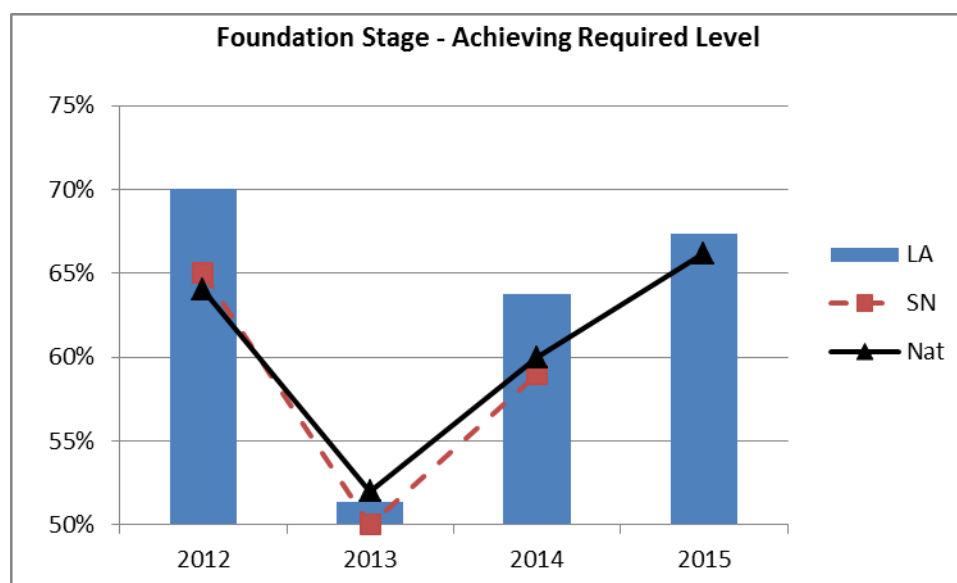
4.2   Reading's early years settings are to be congratulated on this 3% year on year rise and position above the national average. There is still work to do to secure performance in the top quartile, however the youngest pupils in our schools are being given a better start than ever before. Many Reading 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.


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

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.

Key Stage 1 - Y1 Phonics - Achieving Required Standard

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 1 - Reading Level 2B+

Key Stage 1 - Writing Level 2B+

Key Stage 1 - Mathematics Level 2B+
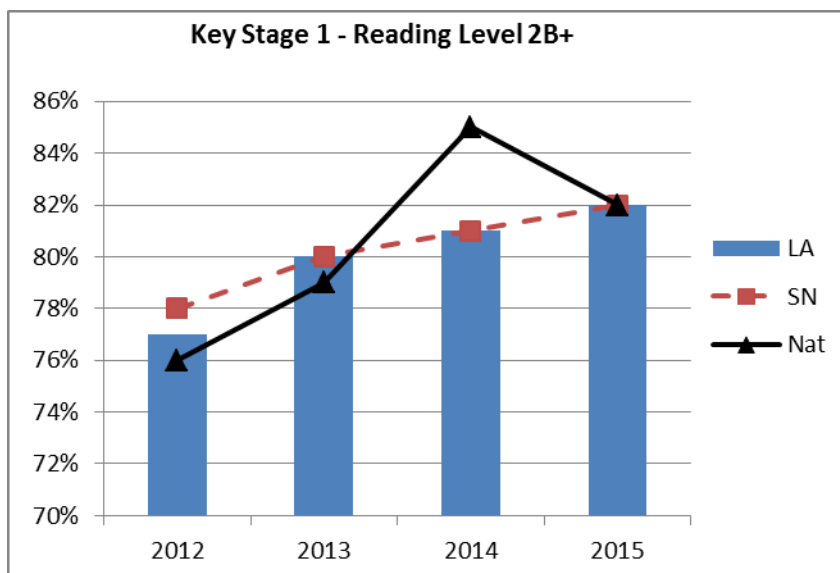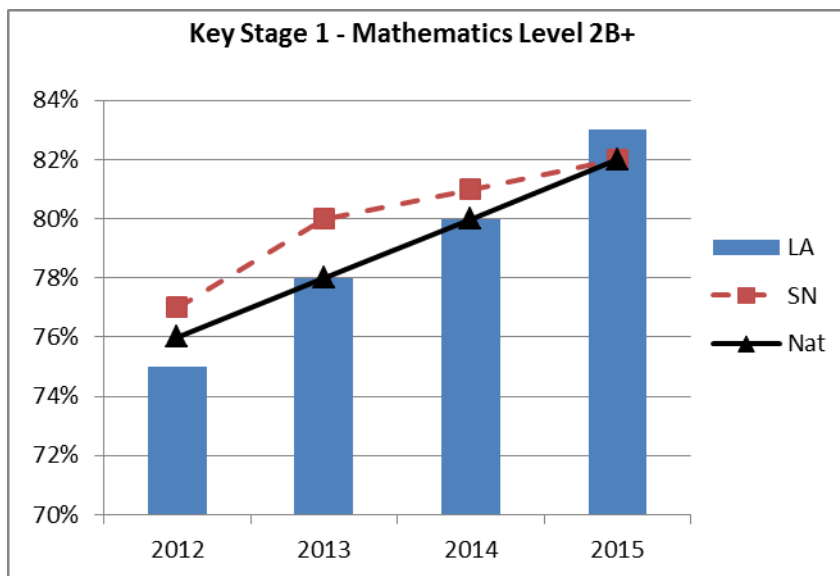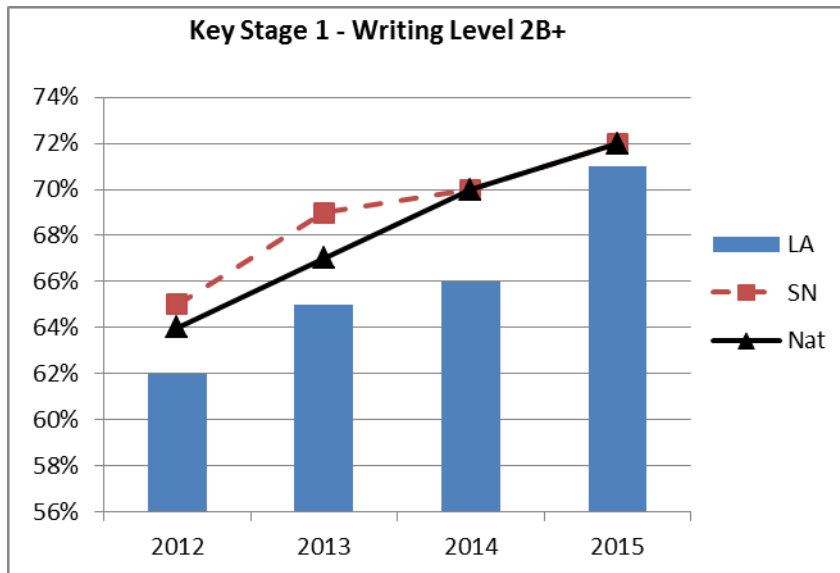
Key Stage 2: Years 3 to 6 in Primary phase

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:

Key Stage2 - Reading, Writing & Mathematics Level 4+ (Combined Level 4+)
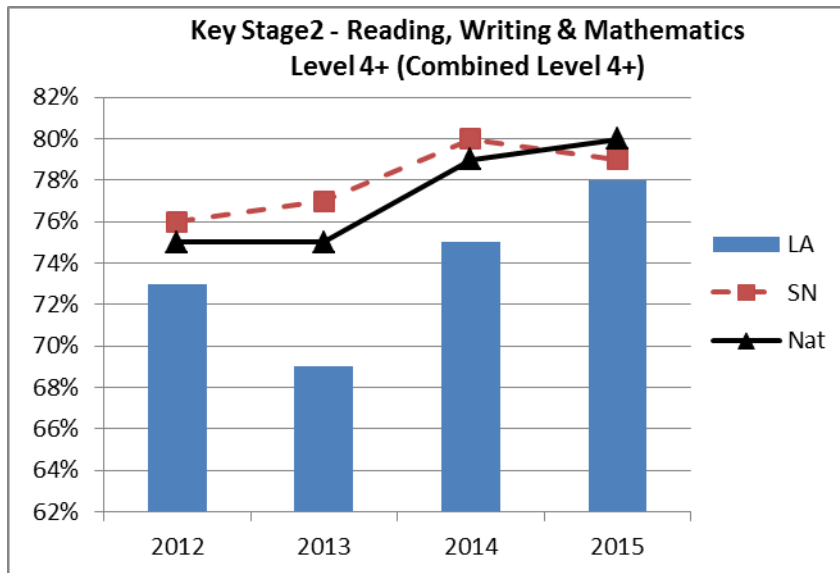
4.7 Our absolute performance has increased by 5% since 2012 and has recovered by 9% since 2013, while the gap to the national average has been reduced to 2%. The 2013 result ranked Reading at 149/150 for this measure: in 2015 that has improved to 105/150. Only four schools failed to meet the attainment 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.

Key Stage2 - Writing Level 4+
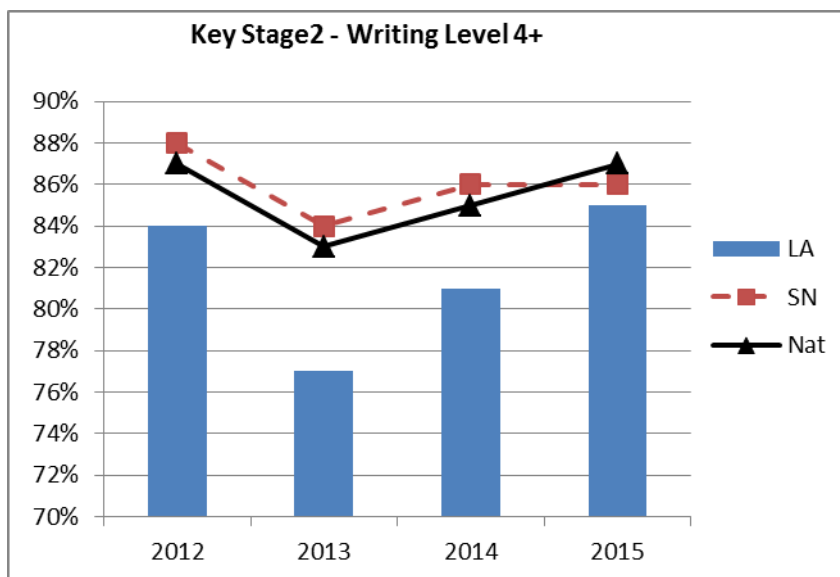
4.9 Twelve schools have been engaged in a multi-year writing programme devised by a national expert, Pie Corbett, which has helped driving up writing standards in some schools. The schools involved are sharing the best practices with each other. While it is not clear if the specifics of this programme 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.
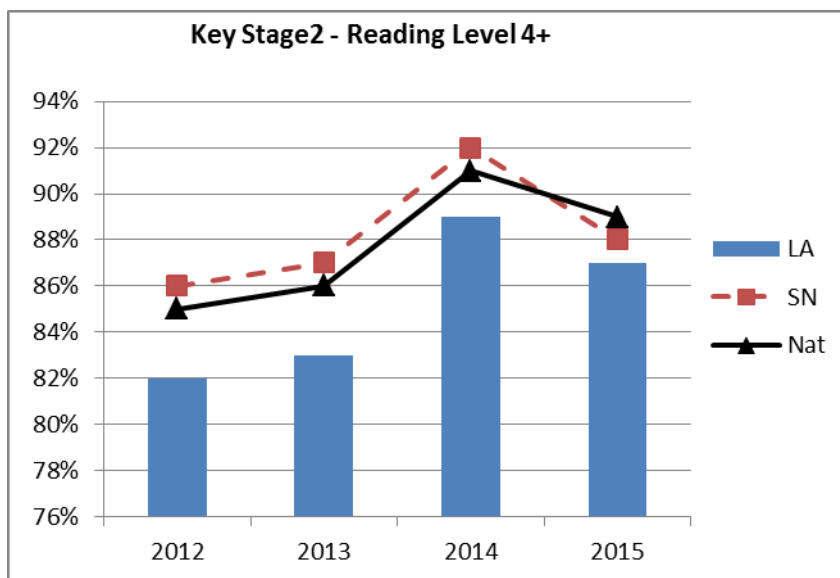
4.11   The following graph shows the mathematics results which have continued to increase to the highest level reached in Reading, however the national average continues to increase, albeit at a slower pace, and we are still 2% points below that level.
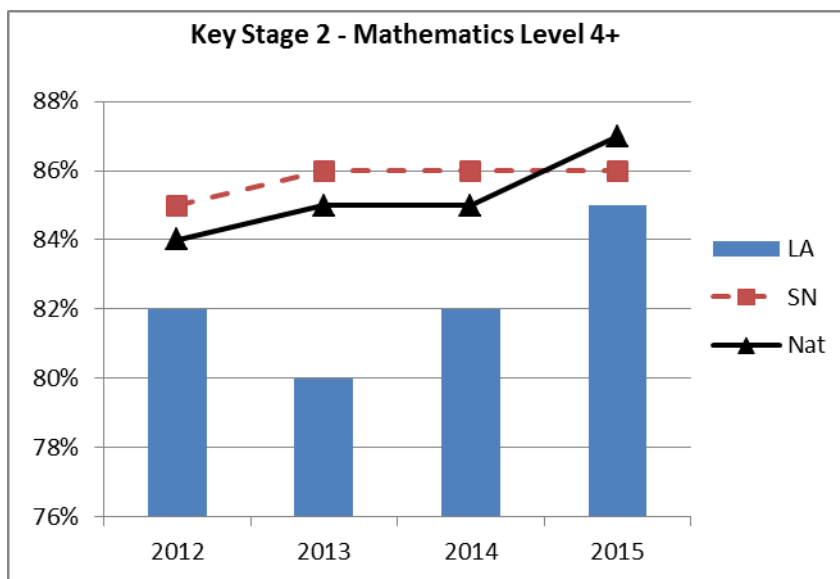
4.12   A school is judged to be under the floor standard if it falls below the attainment target as explained in 4.6 and also fails to achieve the national median percentage of children achieving 2 levels of progress in Key Stage 2. The median is calculated later in the year, however based on provisional data, the following Venn diagram indicates primary school performance in 2014-15.
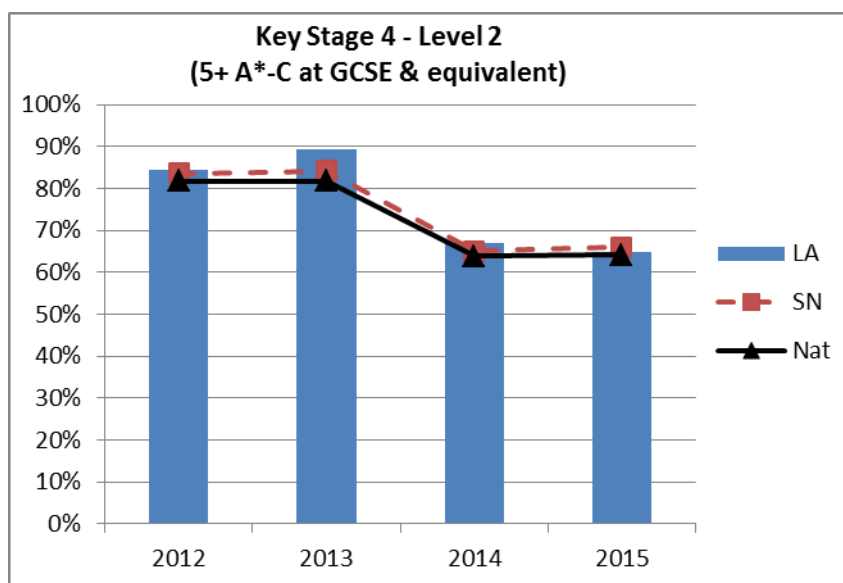
Reading
94%

2

6

1

3

9

0

3

10

Maths
93%

Writing
96%
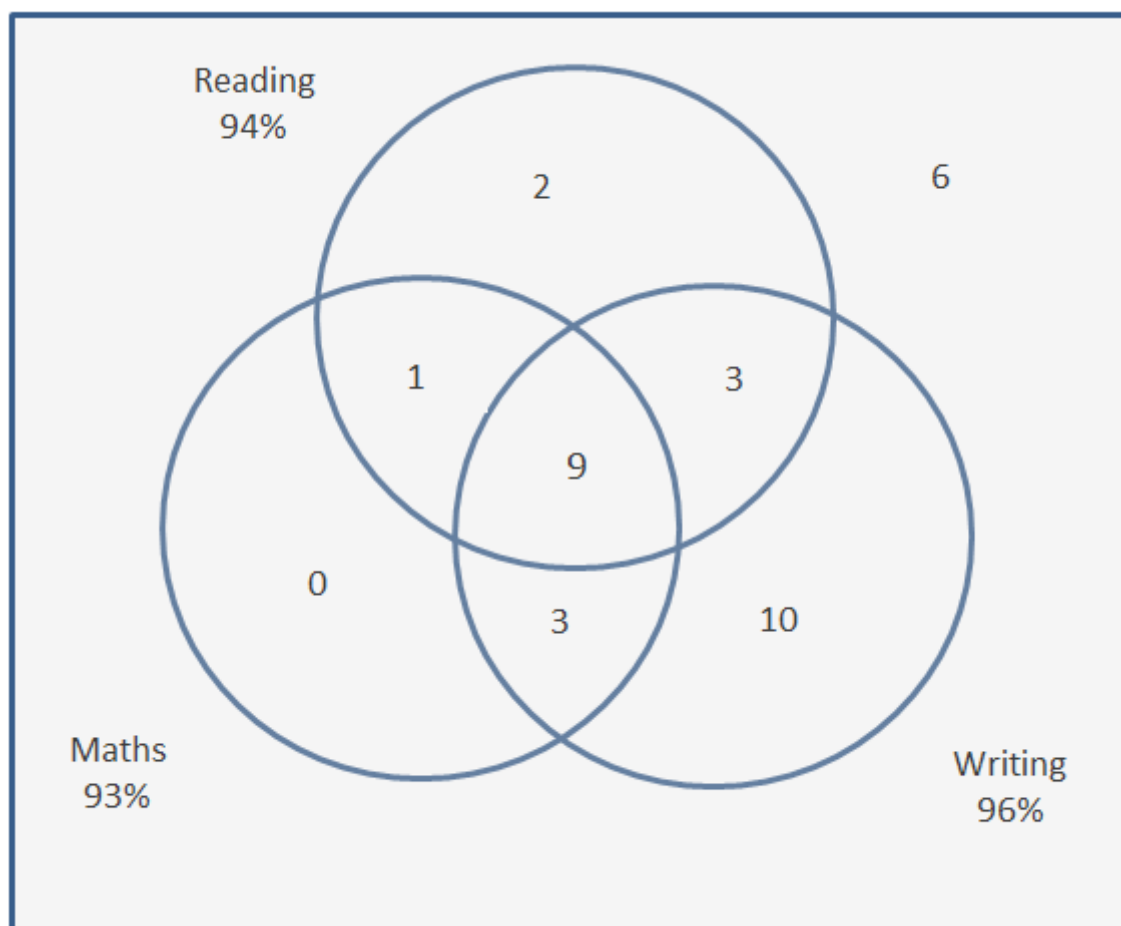
4.13   The chart indicates that in nine schools pupils make better than national average progress during key stage 2 from September 2011 to July 2015, up one from last year. However in six schools that is not true in any subject and even schools with high attainment have to ensure that progress matches 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					
	2011-13 2012-14** 3Yr Improvement Rank	Quartile Band A-D	2012-14 2013-15** 3Yr Improvement Rank	Quartile Band A-D	2013-14 2014-15** YoY Improvement Rank	Quartile Band A-D
Key Stage 2 Level 4+						
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.


Key Stage 4 - Level 2 inc English & Mathematics
(5+ A*-C at GCSE & equivalent inc English & Mathematics)
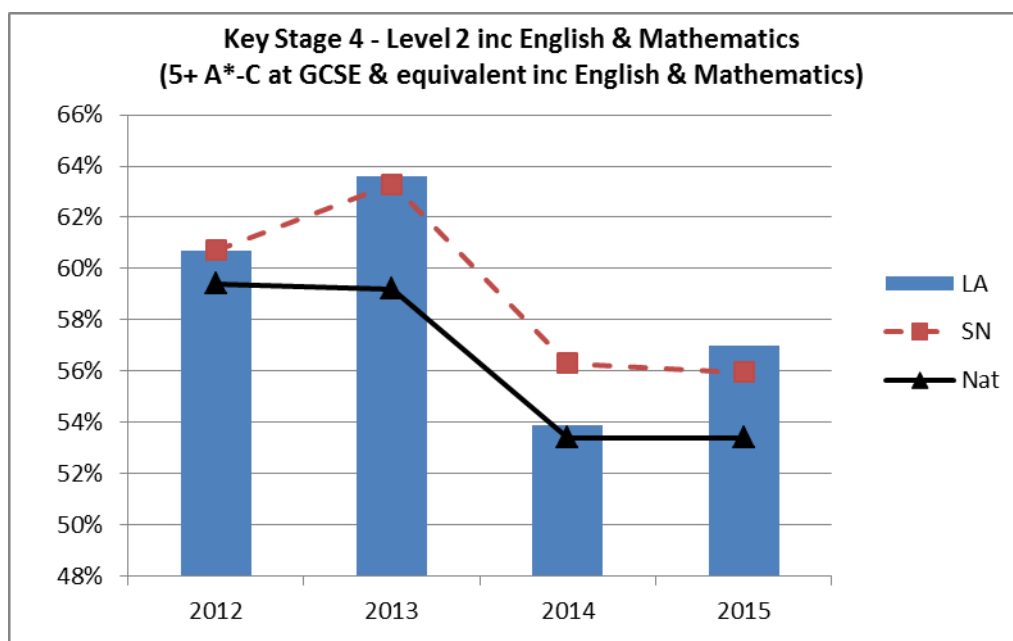
4.19   From next academic year, secondary phase performance will be judged on a new measure called "Progress 8". This measure is designed to encourage schools to offer a broad and balanced curriculum at KS4, and reward schools for the teaching of all their pupils. The new measure will be based on students' 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.

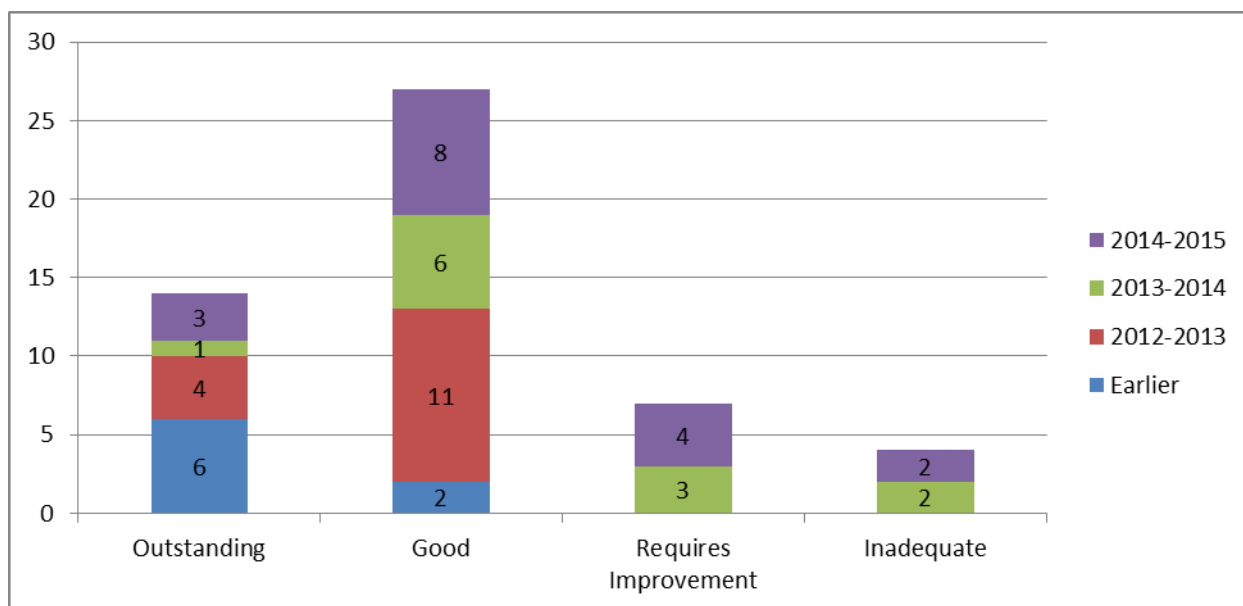| School	Progress 8 Score
Reading School	0.73
Kendrick School	0.70
Blessed Hugh Faringdon	0.17
John Madejski Academy	-0.52

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.

Key Stage 5 - Average Point Score (APS) per Entry
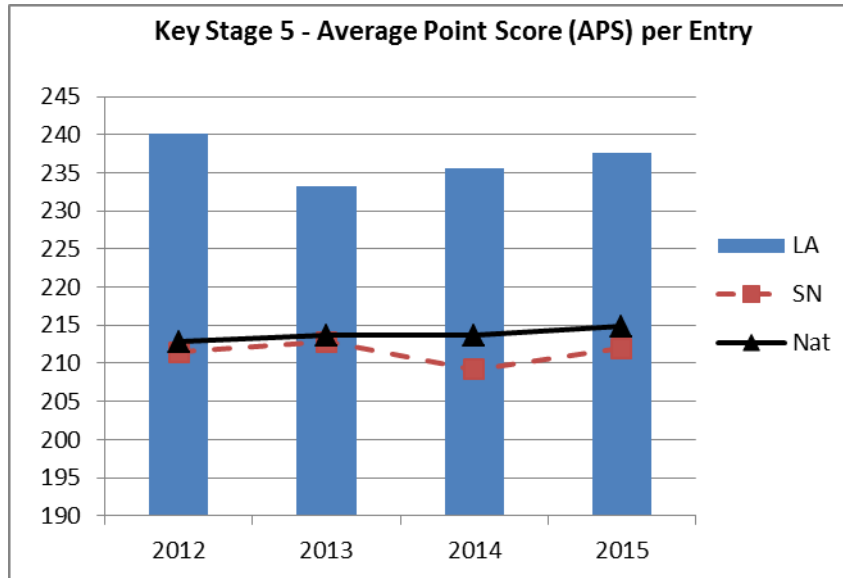
Ofsted Inspection Performance

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.

Chart data:

	Outstanding	Good	Requires Improvement	Inadequate
2014-2015	3	8	4	2
2013-2014	1	6	3	2
2012-2013	4	11		
Earlier	6	2		

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%
All Reading schools	**5**	**5**	**27**	**37**	**6**	**8**	**4**	**4**	**77.8%**
Good or Outstanding	100.0%		73.0%		75.0%		100.0%		
			73.3%						

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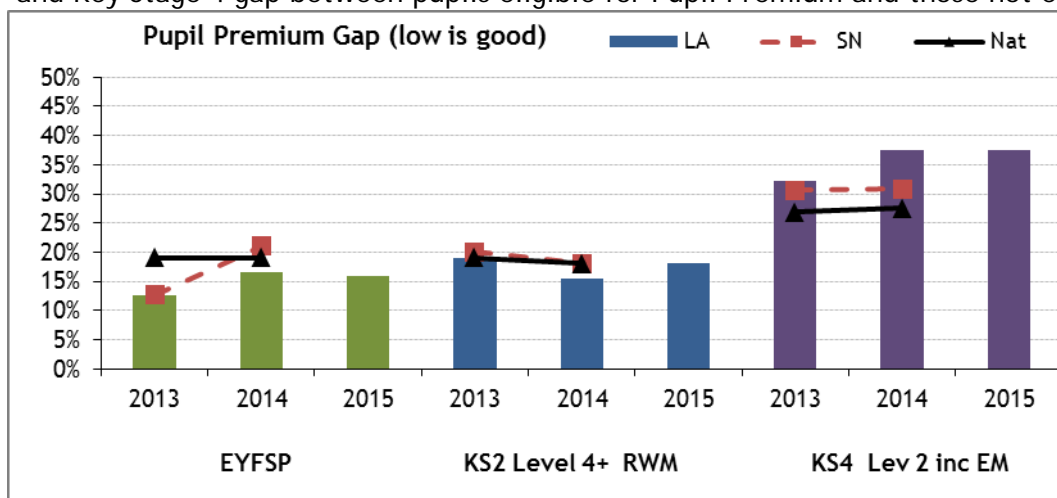
4.32   There is little reduction in the gap for those eligible for the pupil premium, however the absolute level of performance for this group has risen broadly in line with the headline improvements across the borough, shown by the flat trend.

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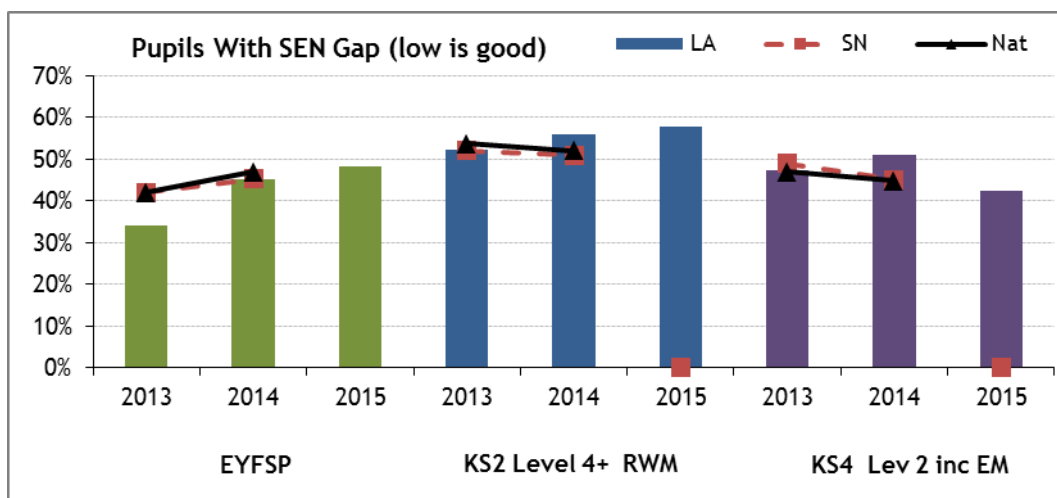
4.34   The increasing gap in the early years of education is part of the focus of the ongoing work to reshape the services available to Reading's pupils with additional needs in order that

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.
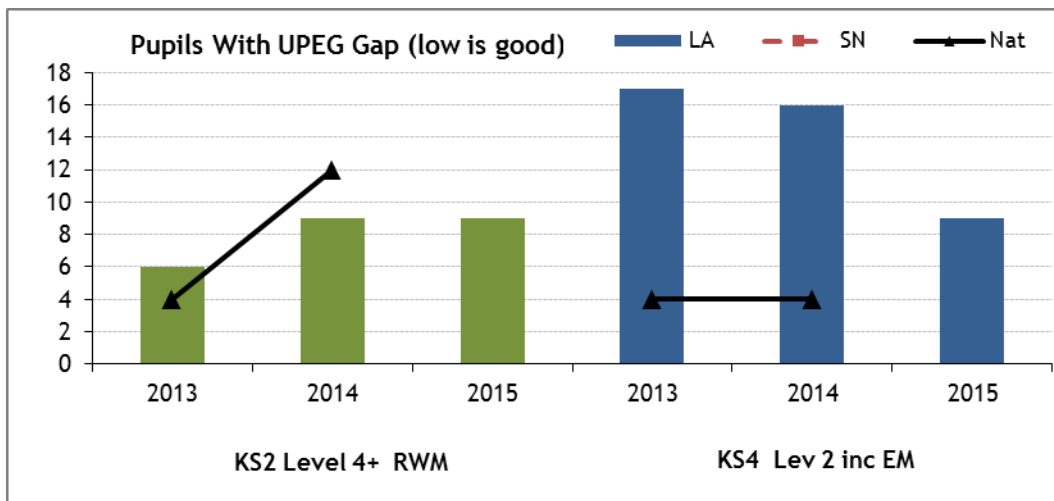

4.36 The significant fall in the Key Stage 4 gap between pupils from underperforming ethnic groups and their peers is to be welcomed and there is much good practice to be shared further to ensure that the trend is maintained.

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:

No. of Days lost to Fixed Term Exclusions
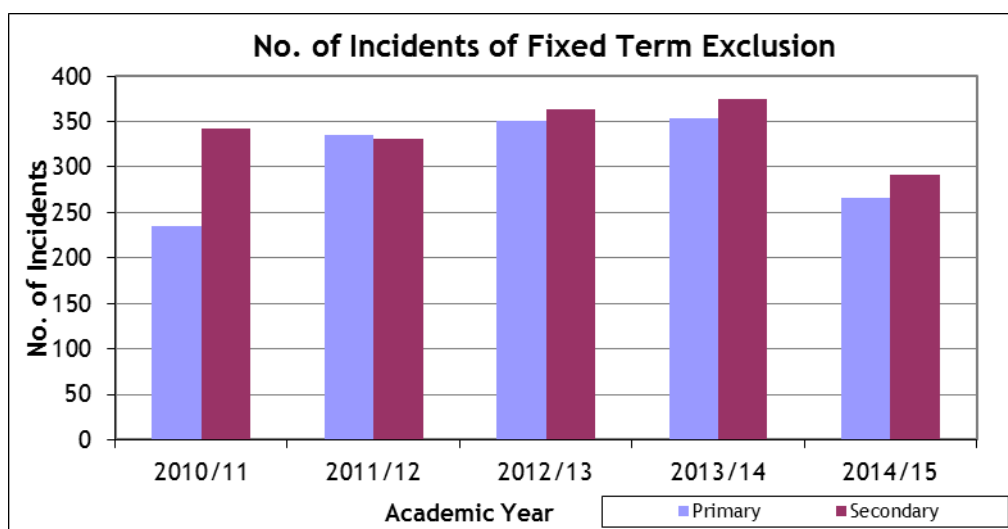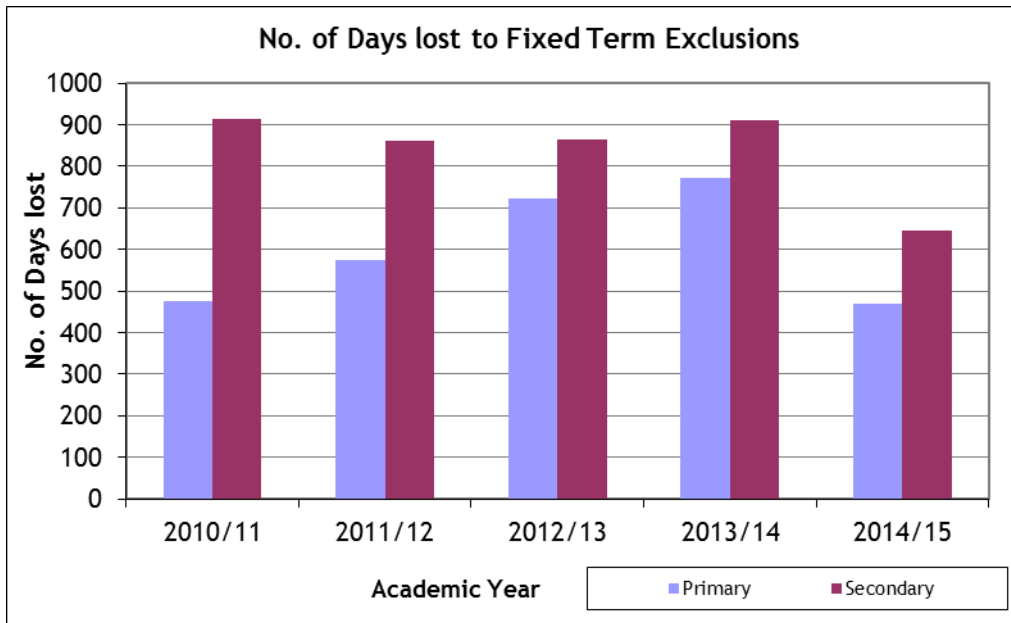
4.39 Compared with the academic year 2013-14 the incidents of fixed term exclusion reduced by 23.5% and the number of days lost to education by 34%. Within the data, the days lost for pupils on Special Educational Needs Support reduced by 41.3% and for pupils with a Statement of SEN / Education, Health 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:

No. of Permanent Exclusions
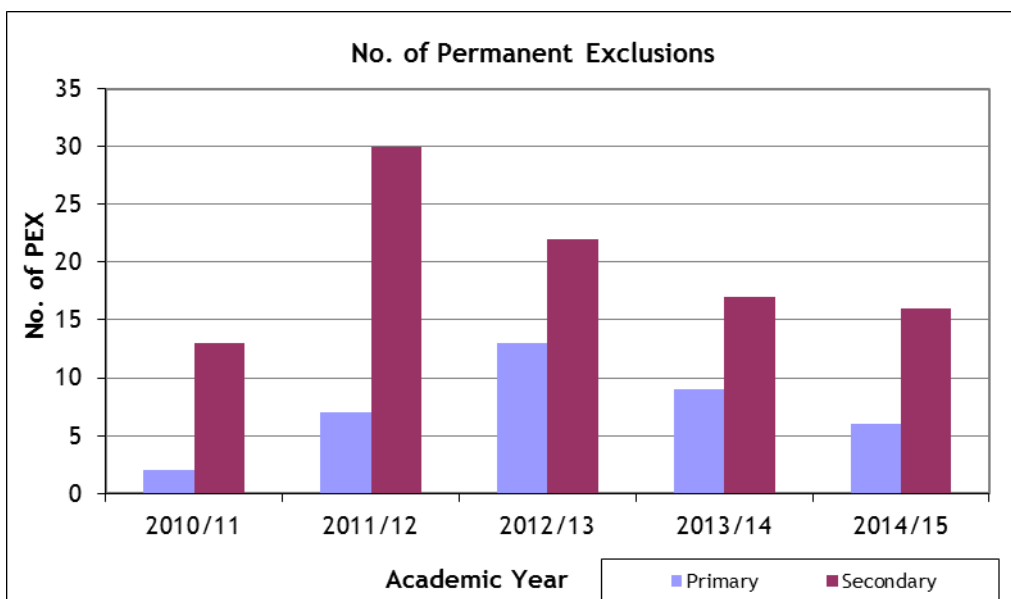
4.42   The permanent exclusion of Reading secondary pupils from neighbouring local authority schools which is not reported in the statistics increased from 7 to 17 in the year and is a major focus for this academic year.

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.

Summary of Key Performance Indicators for Key Stage 4 for the Academic Year 2015-2016

The Progress 8 measure is designed to encourage schools to offer a broad and balanced curriculum at Key Stage 4 and to 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 any other approved, high-value arts, academic, or vocational qualification. Up to three vocational qualifications can count towards the Progress 8 measure.

From 2016, the floor standard will be based on schools' results on the Progress 8 measure.

Other information will be available about schools, including the following headline measures of performance:
- Attainment 8 - showing pupils' average achievement in the same suite of subjects as the Progress 8 measure.
- English and Mathematics – the percentage of pupils achieving a C grade or better in both English (either Language or Literature) and mathematics.
- The EBacc – showing the percentage of pupils achieving good grades across a range of academic subjects.

Schools were be able to 'opt in' to the new accountability system, so that they are held to account based on new performance measures one year early (based on 2015 exam results).

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 Key Stage 2 results 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 the Year 11 Cohort.

If a school scores 0, then this means that on average the students have made progress in line with national expectations from KS2 to KS4 across the 8 subjects. If a school has a score below -0.5 (this equates to half a grade below), this will mean that they are below floor target. If its score is above 0 then it will have made progress above national expectations across the 8 subjects (as defined above).

It is also worth noting that grades are being replaced by a numerical system at Key Stage 4, and this is being phased in over the next couple of years