

READING BOROUGH COUNCIL

REPORT OF DIRECTOR OF CHILDREN, EDUCATION AND EARLY HELP

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES & EDUCATION COMMITTEE		
DATE:	3 OCTOBER 2016	AGENDA ITEM:	16
TITLE:	REPORT ON OUTCOMES FOR READING SCHOOLS		
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1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 To report on the initial outcomes for pupils within Reading Borough Council across all phases
- 1.2 The academic year 2015-16 saw another year of extensive change in Education with schools preparing for the introduction of new benchmarks for CGSE performance, this report looks at the performance of schools in Reading for the academic year 2015-16 at all stages:
- 1.3 The overall Reading Borough Council performance is provisional at this stage and any comparisons to the National picture are also provisional.
- 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 2015 -16 results show progress towards the goals set by the Raising Achievement paper, with improvements against the national average.
- 1.5 Reading schools have been working with a specific focus to reduce the performance gaps in a number of groups as relevant to the individual school. No comparison can be made at this stage as they have not been published nationally.
- 1.6 Committee will note that the Council is responsible for ensuring that all pupils in the borough can and do access education. The council also has a responsibility for all children in Reading, whichever school they attend. For maintained schools, that includes the responsibility and authority to intervene as required. For Academies, the local authority has no power of intervention but is working closely with the Regional Schools Commissioner and the DfE Academies Division to challenge and support any underperformance.

2. RECOMMENDED ACTION

- 2.1 Note the levels of performance at all key stages as set out in section 4 and recognise all pupils who have worked hard in the last academic year
- 2.2 To recognise all staff and governors at the schools for their hard work in achieving the outcomes across all phases
- 2.3 To recognise the work of the school improvement team, in particular, the School Partnership Advisors and the Subject Advisers for their contribution to the outcomes
- 2.4 To ask Lead Officers to bring a more detailed report, as and when national comparators are available and when the outcomes have been fully validated.

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). This report focusses on Key Stage 2 and Key Stage 4 only
- 3.2 The government has changed the assessment and reporting at Key Stage 2. The Key Performance Indicators are:
 - Average Scaled Scores for Reading, Writing and Mathematics
 - Average Progress for Reading, Writing and Mathematics

The percentage of pupils achieving (for Reading, Writing, Mathematics along with Grammar, Punctuation and Spelling - GPS):

- Expected Standard
 - Higher Standard
- 3.3 The Government has also set minimum standards in Key Stage 4. The Key Performance Indicators are:
 - Attainment 8, which is a numerical score across 8 subjects
 - The percentage of students achieving a grade C in both English and Mathematics
 - Progress 8, where the progress of students from Key Stage 2 is measured
The new floor standard here is -0.5
 - The percentage of students achieving the English Baccalaureate

(see Appendix 1).

- 3.4 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. **These are not available at this time.**

- 3.5 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.
- 3.6 The data (and any comparative data) used in this report is not yet validated. A more comprehensive report will be placed before the committee after validation
- 3.7 Comparisons should not be made with the previous year due to the changes in the Key Performance Indicators. However, the outcomes should be compared to the national picture. Reference to our ranking against the 152 Local Authorities across the country is referred to, where available.

4. CURRENT POSITION

4.1 Key Stage 2

4.1.1 All Primary schools in Reading are above the floor standard

4.1.2 In 2015 the results for Level 4+ are compared below to the results for 2016 at expected standard

For 2015

	Reading	Writing	Maths	RWM	GPS
Actuals	88%	86%	86%	79%	82%
Rank (152)	113	100	103	103	48

For 2016

	Reading	Writing	Maths	RWM	GPS
Actuals	65%	75%	68%	54%	73%
Rank (152)	75	56	99	49	66

4.1.3 It is pleasing to note that our ranking on all key measures (except for GPS) has improved dramatically:

- Reading has moved from 113th (out of 152) to 75th
- Writing from 100th to 56th position
- Maths from 103rd to 99th
- The key measure of combined Reading, Writing and Maths (RWM) has moved from 103rd to 49th (this places Reading in the top third in the country) It is also the first time in at least 10 years that Reading Borough Council has achieved above the National Average.

4.1.4 In 2015 the results for Level 4B+ are compared below to the results for 2016 at higher standard

For 2015

	Reading	Maths	RWM	GPS
Actuals	78%	76%	67%	76%
Rank (152)	119	95	109	38

For 2016

	Reading	Writing	Maths	RWM	GPS
Actuals	22%	15%	20%	8%	27%
Rank (152)	27	66	24	10	24

4.1.5 Again our schools have performed well across the borough:

- Reading has moved from 119th (out of 152) to 27th
- Writing was not measured in 2015 at level 4B+
- Maths from 95th to 24th
- The key measure of combined Reading, Writing and Maths (RWM) has moved from 109th to 10th (this places Reading Borough Council in the top 10 across the country on this measure)

4.2 Key Stage 4

National comparisons are not yet available; however it is pleasing to note that:

- The Attainment 8 is at a score of 5.2 (this is an average equivalent grade B across 8 subjects for all students in the cohort)
- The percentage of students achieving English & Maths is 65.9%
- The percentage of students achieving the EBac (English Baccalaureate) is 29.6%
- Early indications are that all Secondary Schools are above the floor target for Progress 8.

Appendix 1

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 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 (EBac) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBac 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.

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 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 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 (this equates to half a grade below) then this will mean that they are below floor target, if their score is above 0 then they 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