

READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF CHILDREN, EDUCATION AND EARLY HELP SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES & EDUCATION COMMITTEE		
DATE:	11 July 2018	AGENDA ITEM:	11
TITLE:	EDUCATIONAL STANDARDS AND QUALITY		
LEAD COUNCILLOR:	PEARCE	PORTFOLIO:	EDUCATION
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1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to provide a summary update on the progress and attainment of pupils in Reading's schools, along with data on exclusions. Academic performance is based on external assessment data from summer 2017, with an outline of schools' current Ofsted status and an overview of the LA's intervention strategies in those schools identified as a cause of concern.

2. RECOMMENDED ACTION

- 2.1 To note the overview of standards and quality and understand the actions being taken by the local authority to improve quality

3. POLICY CONTEXT

- 3.1 The local authority (LA) has a legal duty under the section 13a of the Education Act, 1996, as amended by section 5 of the School Standards and Framework Act, 1998, to:

"ensure that their functions relating to the provision of education to which this section applies are (so far as they are capable of being so exercised) exercised by the authority with a view to promoting high standards."

- 3.2 The LA has further duties under the Education and Inspections Act, 2006, to "intervene where a school is 'of concern', though this does

not apply to academies or free schools where the responsibility lies with the Regional Schools Commissioner.

- 3.2 Such intervention includes issuing warning notices, appoint additional governors, withdraw a governing body's financial and HR powers, and dismiss a governing body, replacing it with an interim executive board (IEB).

4. PUPIL ATTAINMENT 2015-2017

4.1 Early Years Foundation Stage

The percentage of pupils who are assessed as being 'ready for school' at the end of the reception year (year R) shows improvement on previous years i.e. pre-2015-16. It remains slightly better than our statistical neighbours and broadly in line with all LAs. The improvement is likely to be an indicator of improving teaching and/or an increasing appreciation of the new Early Years Foundation Stage (EYFS) curriculum and assessment focus. In the Borough, pupils tend to perform better in literacy and mathematical areas of learning.

Table 1: early years foundation stage - percentage of pupils who are 'school ready'

	Reading	SN	Reading rank (/11)	Reading quartile	England	Reading rank (/152)	Reading quartile
2017	70.5	69	4	3	70.7	82	3
2016	71.0	68	2	1	69.3	45	2
Difference	-0.5				+1.4		-1

4.2 Key Stage 1 outcomes

Pupil performance has improved relative to Statistical Neighbours and all English LAs, and is now at the average level against both comparator groups. Whilst recognising that the Borough has pockets of deprivation, given the relative affluence overall within the area, better performance might be expected, and should be better given the 2015 and 2016 EYFS results.

Table 2: key stage 1 - percentage of pupils attaining at the expected standard in RWM

	Reading	SN	Reading rank (/11)	Reading quartile	England	Reading rank (/152)	Reading quartile
2017	62.5	2	6	1	63.7	78	3
2016	61.3	2	6	2	60.3	77	3
Difference	+1.2				+3.4		

4.3 Key Stage 2 outcomes

A new testing system was introduced for Year 6 pupils in 2016. Although Reading's results are still below the national average, there has been remarkable improvement since 2014 where Reading pupils' performance was in the bottom quartile in both statistical neighbours and nationally. In 2016, Reading was second quartile - 5th out of 11 SNs, and 49th out of 152 English areas.

Table 3: Key stage 2 - percentage of pupils attaining at the expected standard in RWM

	Reading	SN	Reading rank (/11)	Reading quartile	England	Reading rank (/152)	Reading quartile
2017	58.2	62.0			61.1		3
2016	55.1	55.0	5	2	53.0	50	2
Difference	+3.1	+7			+8.0		-1

4.4 Through Reading's primary schools, pupils with English as an Additional Language (EAL) generally make good progress. Overall, progress made by disadvantaged pupils and those with SEN support is often lower than the progress made by these groups nationally. This reflects the DfE Social Mobility Index (2016) which places Reading in the bottom quartile nationally based on the proportion of disadvantaged pupils gaining expected standards at the end of Year 6 in reading, writing and mathematics.

4.5 As a small local authority, where a small number of schools under-perform, this has a disproportionate impact on standards overall for the local authority. Eight of the 39 primary (including infant and junior) schools are considered to be a cause of concern in relation to standards and pupil progress. Half of these schools are currently rated as 'good' by Ofsted but our assessment is that two of the four would be rated as being less than good (and possibly requiring intervention) if inspected now. Two of the schools of concern are 'sponsor-led' academies. The table below illustrates the difference between those primary schools causing concern and all other primary schools in the Borough.

Table 1 - EYFS and primary performance - schools of concern compared with all other schools

primary	provisional attainment						exclusions		att
	EFYS 16	EFYS 17	KS1 16	KS1 17	KS2 16	KS2 17	fixed	perm	
schools of concern averages	66%	62%	53%	49%	44%	46%	14	0.1	95.2%
all other school averages	74%	74%	66%	68%	61%	64%	6	0.2	95.9%
points difference	8%	12%	13%	19%	17%	19%	-9	0.0	0.6%
percentage difference	12%	19%	26%	39%	39%	41%	-1	0.3	0.7%

4.6 Key Stage 4 outcomes

The performance of Reading 15-16 years olds between 2016 and 2017 improved significantly on previous years when measured against all English LAs. Reading was above the average for SNs and English LAs in 2016. However, outcomes are sound, but not outstanding with scope for further improvement. This is particularly the case for disadvantaged groups.

Table 4: key stage 4

	GCSE 5+ A-C+ E & M	Ebacc %	Attainment 8 Score
LA 2017	66%	29%	50.05
LA 2016	66%	30%	51.4
Difference	-	-1	-0.9

- 4.7 The attainment 8 score – grade C or above in all the ‘core’ subjects – English (language and literature), mathematics, history or geography, the sciences and a language, suggest the following, ranked 3rd against our statistical neighbours and in the 2nd quartile nationally.

Table 5: key stage 4 - percentage of pupils achieving ‘attainment 8’

	Reading	SN	Reading rank (/11)	Reading quartile	England	Reading rank (/152)	Reading quartile
2017	50.5	2	3	2			
2016	51.2	2	3	2			
Difference							0

- 4.8 Whilst attainment in key stage 4 is generally positive, pupils with SEN and those in receipt of pupil premium grant make the least progress and often fall behind the progress made by their peers. The Social Mobility Index 2016 identifies Reading as within the bottom quartile of local authorities based on the proportion of disadvantaged pupils gaining 5 A*-Cs at GCSE. Disadvantaged pupils are not catching up as well as they should with their peers.

4.9 Key Stage 5 outcomes

Attainment by Reading students in key stage 5, as measured by level 3 points scores (level 3 is A level and equivalents), are outstanding overall. The percentage of students achieving 3 very good A levels is also extremely high, and far out-performs students in SN and all English LAs. Reading performs first in both cases. However, pupil movement including the proportion of students from out of Borough

taught in some of our 6th forms can skew the figures. As most of our secondary schools are academies with some selective grammar schools, it is challenging to capture and separate data within individual schools based on those who are residents in the Borough and those who travel in.

Table 7: key stage 5 - percentage of students achieving 3 A*-A grades or better at A level

	Reading	SN	Reading rank (/11)	Reading quartile	England	Reading rank (/152)	Reading quartile
2016	43.5	31.5	1	1	31.4	1	1
2015	34.4	10.0	1	1	9.2	1	1
Difference							0

5. Ofsted outcomes 2015 to present

5.1 Ofsted ratings of early years settings in Reading are strong, as is expected given the good performance of children in the early years foundation stage. However, settings elsewhere, in the south east and nationally, have improved at a more rapid rate, hence the fall in ranking.

Table 10: percentage of early years settings rated as good or better

	Reading	south east	Reading rank (/19)	Reading quartile	England	Reading rank (/152)	Reading quartile
2016 (December)	93.7%	94.3%	15	4	92.8%	85	3
2015 (August)	87.9%	87.3%	8	2	85.0%	32	1
2015 - 2016 difference	5.8%	7.0%	-7	-2	7.8%	-53	-2

5.2 Ofsted judgements of Reading primary schools have improved strongly between 2015 and 2017. However, the percentage of schools rated good or better is still only within the third quartile compared with all south east LAs, and still in the bottom quarter nationally. Reading has no authority to intervene in schools that are deemed Free Schools or Academies.

Table 11: percentage of primary schools rated as good or better

	Reading	south east	Reading rank (/21)	Reading quartile	England	Reading rank (/152)	Reading quartile
2017 (April)	85.7%	88.7%	15	3	89.6%	132	4
2015 (August)	73.0%	82.2%	21	4	84.6%	141	4
2015 - 2017 difference	12.7%	6.5%	6	1	5.0%	9	0

5.3 Currently, out of all primary schools inspected to date, the following statistics apply:

- Outstanding 7
- Good 25
- Requiring improvement 3
- Inadequate 1
- Not yet inspected 3

*100% of our nursery schools are deemed to be outstanding.

5.4 Far fewer secondary schools are now rated 'good' or better than was the case two years ago.

Table 12: percentage of secondary schools rated as good or better

	Reading	south east	Reading rank (/21)	Reading quartile	England	Reading rank (/152)	Reading quartile
2017 (April)	62.5%	81.1%	20	4	78.9%	133	4
2015 (August)	75.0%	79.0%	10	2	73.9%	72	2
2015 - 2017 difference	-12.5%	2.1%	-10	-2	5.0%	-61	-2

5.5 Since April 2017, the percentage has risen to 71%:

- Outstanding 3
- Good 2
- Requiring Improvement 2
- Inadequate 0
- Not yet inspected 2

* Reading Girls School (previously inadequate) was converted to a new Academy

5.6 Special schools have all been rated at least good though the period, and are first ranked.

Table 13: percentage of special schools rated as good or better

	Reading	south east	Reading rank (/21)	Reading quartile	England	Reading rank (/152)	Reading quartile
2017 (April)	100.0%	96.6%	1	1	94.1%	1	1
2015 (August)	100.0%	90.2%	1	1	91.6%	1	1
2015 - 2017 difference	0.0%	6.4%	0	0	2.5%	0	0

5.7 Our special schools are all currently graded good or better

- Outstanding 1
- Good 4
- Requires Improvement 0
- Inadequate 0

5.8 Between April 2017 and March 2018, 17 schools have been inspected. The outcomes of these inspections show progress made in 2 of the 4 schools previously inspected as requiring improvement or inadequate, with those schools previously deemed good by Ofsted, maintaining their overall, good grading or improving to outstanding.

Name of School	Grade	Inspection date	Previous grade	Previous date
The Heights Primary	1	28.06.17	N/A	
Palmer Academy	2	06.06.18	RI	2015
Meadow Park Academy	RI	15/06/17	RI	2016
Manor Primary School	2	02.10.17	2	2012
St Michaels Primary	2	07.11.17	2	2012
St Marys All Saints	SM	28.11.17	SM	2016
Redlands Primary	2	20.11.17	2	2012
EP Collier Primary	2	05.12.17	2	2012
Southcote Primary	2	01.12.17	2	2012
Katesgrove Primary	2	28.11.17	2	2012
Caversham Park Primary	2	21.11.17	2	2013
Alfred Sutton Primary	2	30.01.18	2	2012
John Madejski Academy	RI	13.10.17	SM	2016
Blessed Hugh Farringdon	2	26.09.17	2	2012
Caversham Nursery	1	03.05.18	2	2014
New Bridge Nursery	1	06.03.18	1	2014
Cranbury College	2	07.02.18	RI	2016

6. Local authority intervention

6.1 The local authority has a well-established system of categorising its schools based upon a range of factors including standards and student performance, but also other factors including governance, safeguarding and exclusions. All schools and academies undertake an annual safeguarding audit, and a conversation on performance data with one of the Borough's senior standards officers. From this, schools that are a cause of concern are involved in a series of visits

and are required to write and implement a Raising Achievement Plan (RAP). Regular reviews and support ensures that the plan is implemented and actions to improve are implemented effectively.

6.2 Where LA maintained schools are unable or unwilling to tackle the weaknesses, or where there are serious concerns that are not being tackled swiftly enough, the LA can put a range of interventions in place which include:

- Appointing additional governors
- Issuing a warning notice;
- Replacing the governing body with an Interim Executive or Management Board;
- Removing delegated powers from the school.

6.3 Where the concerns are expressed about an academy, the LA does not have the powers to intervene but works with the Regional Schools' Commissioner to alert the DfE to the concerns.

6.4 The local authority has currently issued a warning notice to one school and is awaiting the outcome of a governance review to determine whether to formally intervene; removed delegated powers from one school and established a Strategic Management Board to govern the school; and is working with 6 further schools on the development of Raising Achievement Plans.

7. Areas of Development

7.1 There are several priorities that the local authority needs to drive in relation to improving outcomes for pupils and improving the quality of provision. These include:

- Improving the progress made by disadvantaged pupils
- Improving the progress of pupils on SEN support
- Reducing the rate of fixed term and permanent exclusion
- Improving school to school support and expanding access to teaching schools, and national leaders in education
- Improving school based expertise in managing SEND
- Developing effective relationships with academies and the Regional Schools' Commissioner to tackle weaknesses and concerns in academies, where they exist
- Restructuring our approach to schools causing concern in line with new statutory guidance.