

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 8
9 MARCH 2014	Public Report

Report of the Executive Director of Children’s Services

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PRESENTATION OF 2014 UNVALIDATED EXAMINATION RESULTS

1. PURPOSE

1.1 This paper summarises the 2014 unvalidated assessment and examination results for the Early Years Foundation Stage (EYFS – Reception Year – YR), Year 1 Phonics Check, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5. The results are provisional and are liable to change by the time of final reporting.

2. RECOMMENDATIONS

2.1 The Committee is asked to:

- Analyse the performance in the 2014 assessments, tests and examinations;
- Scrutinise Children’s Services actions to improve 2014/15 performance;
- Support Children’s Services leaders in challenging and intervening in schools/settings and core subject departments where performance is inadequate / school below floor standards.

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

3.1 Single Delivery Plan - Programme 1 – Creating jobs through growth and improved skills and education.

4. BACKGROUND

4.1 In February 2014, the Department for Education (DfE) published the unvalidated EYFS, Year 1 phonics, Key Stage 1, Key Stage 2 and Key Stage 4.

As a benchmark:

- Pupils in YR (age 5) are expected to achieve at least the “Expected” level of assessment against the Early Years Foundation Stage curriculum and have made a “Good Level of Development” (GLD). These measures were introduced for the first time in 2012/13 following a change to the curriculum. Therefore, there can be no comparison made with outcomes in previous years;
- Pupils in Y1 (age 6) are expected to achieve at the expected level of the Phonics Check;
- Pupils in Key Stage 1 (Y2 – age 7) are expected to achieve at least Level 2 (L2) or above (L2+) of the National Curriculum;
- Pupils in Key Stage 2 (Y6 – age 11) are expected to achieve at least Level 4 (L4) or above (L4+) of the National Curriculum;
- Pupils in Key Stage 4 (Y11 – age 16) are expected to achieve GCSE Grade C or above in at least 5 subjects, including English and mathematics;
- Pupils in Key Stage 5 (age 18) are a self-selecting cohort and therefore there is no “expected”

level of achievement at a national level. Measures included are for Average Points Score per student and per entry.

These outcomes are shown in Appendices 1, 2, 3, 4, 5 and 6. Where there is N/A this is where information has yet to be published. We are awaiting the publication date of validated information.

- 4.2 For Key Stage 2 outcomes (as in 2013) results for reading and mathematics were determined by test, and those for writing by teacher assessment. However, when reporting the combined subjects there has been a change from this being “English and mathematics combined” to a measure of “reading, writing and mathematics combined” – in order to be judged to have reached the expected level, a pupil must achieve at least L4+ in all of the 3 subjects.

For the purpose of the tables in Appendices 1 – 6 and the commentary below, the following LAs constitute each of the “neighbour” groups:

Statistical Neighbours:

Bolton
Coventry
Derby
Plymouth
Portsmouth
Sheffield
Southampton
Southend-on-Sea
Telford and Wrekin
Walsall

Local Comparators:

Bedford Borough
Derby
Leicester
Luton
Nottingham

5. KEY ISSUES

Early Years Foundation Stage specific

- 5.1 These results are for those pupils who were in YR (Reception Year) during 2013-14, and are from teacher assessments of the Areas of Learning of the Early Years Foundation Stage curriculum. They are presented as Appendix 1.
- 5.2 Our performance in 2014 for the proportion of pupils reaching at least the expected standard in all Early Learning Goals was 56%. This is an improvement of 13% from 2013. As a result of this improvement the gap to national has narrowed from -6% in 2013 to -2% in 2014. Our 2014 performance is the same as the average of our statistical neighbours, but 12% above the average of our local comparators.
- 5.3 In 2014 for the proportion of pupils achieving a Good level of Development (good achievement across all of the Key Areas of Learning) was 59%. This is an improvement of 12% from 2013. The gap to the national average is now -1% and has been successfully narrowed from -5% in 2013. Our 2014 performance is the same as our statistical neighbours and 12% above the average for our local comparators.
- 5.4 The Peterborough 2014 Average Points Score in EYFS was 34.2pts. This is 0.4 pts above the 2014 national average. This represents a good improvement from 2013 when APS was 31.5 and -1.3 points compared to national. Our 2014 performance is 1.1pts above the average of our statistical neighbours, and 2.8pts above the average of our local comparators.
- 5.5 The 2014 improvements are attributed to advice, guidance, support and challenge on action planning and evaluation reports at network meetings for EYFS leaders, sharing of good practice locally and targeted work in specific schools. CPD (continued professional development) courses and Network

meetings with schools included a significant focus on embedding the principles of assessment for the EYFS Profile. Teaching and Learning Advisers for the EYFS carried out quality assurance exercises on the data submitted by schools in addition to the formal LA moderation of EYFS assessments in 19 schools. Moderated schools closed the gap to national by 6% compared to 3% for non-moderated schools.

- 5.6 From September 2014, Ofsted were required to report specifically on the quality of provision in the EYFS as part of the reports on Infant and Primary Schools. From September 2014 to date three schools have been inspected by Ofsted with the judgements on the quality of provision in the EYFS being:

Welbourne – Good (September 2014)
Newborough - Outstanding (November 2014)
Werrington - Good (November 2014).

- 5.7 From September 2014 to date, 26 PVI settings have been inspected and the grades are as follows:

3 Outstanding
18 Good (including 2 not yet published)
3 Requires Improvement
2 Inadequate

The number of settings judged to be Outstanding or Good continues to increase and is 1% above national and 2% above the average for the statistical neighbours.

Year 1 Phonics

- 5.8 Our performance in 2014 is 66%, an improvement of 6% from 2013, and the gap to national has changed from -9% to -8%. The proportion of Y1 pupils with EAL within this is almost double that of national and has increased by 4ppts (to 37%) compared with a national increase of 1ppt (to 19%); despite this, the proportion of EAL pupils achieving at the level of the phonics screening test has improved by 25ppts from 2012 to 2014 whereas national has improved by 16ppts; the gap to national for EAL pupils has closed from -21ppts (2012) to -17ppts (2013) to -12ppts for 2014. They are presented as Appendix 2.
- 5.9 This performance is 11% below the statistical neighbour average and 9% below the local comparator average, both of whom improved at a faster rate than we did. The performance of all groups has improved from 2012, although the gap to national average remains too wide.
- 5.10 The gap to national for similar groups was -5% for English First Language and -2% for White British Pupils but for EAL it was -16ppts, for the Other White Background was -14ppts and for Pakistani Heritage was -7%. Gaps to national however have narrowed for Other White background from -24% (2012) to -20% (2013) to -14% (2014) and for PH has narrowed from -15ppts(2012) to -14ppts (2013) to -7ppts (2014). This will become a focus of our work with the EAL academy.
- 5.11 56% of our schools improved from their 2013 results; 51% improved by more than 5ppts; 42% improved by more than 10ppts – with 10 of our schools (18%) improving by more than 25ppts;
- 5.12 72% of our schools improved from their 2012 results; 66% have improved by more than 5ppts; 55% have improved by more than 10ppts – with 13 of our schools (23%) improving by more than 30ppts.
- 5.13 Of the 23 schools that are more than 10ppts below national for 2014, 65% are judged by Ofsted to be good or better schools. 10 of the schools were also more than 10% below for 2013 and 8 of these had improved more than 10% for 2014. Of the 17 schools that were more than 10% below national

for 2013, 15 improved by more than 10% and 10 improved by more than 20%

Key Stage 1

5.14 These results are for those pupils who were in Year 2 (age 7) during 2013-14. They are from teacher assessments in reading, writing and mathematics. The measures presented are for outcomes at Level 2+ (Level 2c and above), Level 2b+ (L2b+ – a secure Level 2 and above) and Level 3 (L3 – higher attainers). They are also presented as Appendix 3, where data for groups is also included.

Reading

	Pb 2014	Diff from 2013	Nat 2014	Diff from 2013	Gap to Nat 2014	Gap Diff from 2013	Pb 2012 - 2014	Commentary
L2+	86%	+2%	90%	+1%	-4%	+1%	+4%	Good improvement over time, and the gap to national is now closing.
L2b+	73%	+2%	81%	+2%	-7%	+1%	+4%	Good improvement over time, and the gap to national is now closing.
L3	26%	+3%	31%	+2%	-5%	+1%	+5%	Good improvement over time, and the gap to national is now closing.

Writing

	Pb 2014	Diff from 2013	Nat 2014	Diff from 2013	Gap to Nat 2013	Gap Diff from 2012	Pb 2012 - 2014	Commentary
L2+	81%	+2%	86%	+1%	-5%	+0%	+4%	Good improvement over time however the gap to national is not yet closing.
L2b+	62%	+3%	70%	+3%	-8%	+1%	+6%	Very strong improvement over time, following targeting of this area.
L3	15%	+3%	16%	+1%	-1%	+2%	+3%	Some improvement over time with gap to national narrowing.

Mathematics

	Pb 2014	Diff from 2013	Nat 2014	Diff from 2012	Gap to Nat 2014	Gap Diff from 2012	Pb 2012 - 2014	Commentary
L2+	90%	+2%	92%	+1%	-2%	+1%	+3%	Slight improvement from a high base, and gap to national gradually closing.
L2b+	75%	+3%	80%	+2%	-5%	+1%	+6%	The good improvement seen in 2013 was sustained and built on further. Gap to national is closing.
L3	21%	+2%	24%	+1%	-3%	+1%	+3%	Some improvement evident and the gap to national is now closing.

5.15 Improvements at Level 2B+ over time in all three subjects means that more pupils are entering Key Stage 2 with a secure understanding of the expected knowledge and skills for their age.

- 5.16 The following information indicates standards as indicated by Average Points Score. This presents a boarder view of standards based on the attainment of each pupil in reading, writing and mathematics, typically within the range from Levels 1 to 3 at Key Stage 1.

All Subjects

	2012	2013	2014	Commentary
APS Pb	14.9	15.1	15.5	Standards for All Subjects are rising more rapidly than those nationally and therefore 2014 data shows that the gap to national is narrowing.
National	15.5	15.8	15.9	
Gap to National	0.6	0.7	0.4	

Reading

	2012	2013	2014	Commentary
APS Pb	15.2	15.5	15.9	Standards in reading improved at double the rate of those nationally in 2014 and therefore the gap was successfully narrowed.
National	16.0	16.3	16.5	
Gap to National	0.8	0.8	0.6	

Writing

	2012	2013	2014	Commentary
APS Pb	14.0	14.3	14.6	Standards in writing are rising more rapidly than those nationally over time and therefore the gap to standards is narrowing.
National	14.7	14.9	15.1	
Gap to National	0.7	0.6	0.5	

Mathematics

	2012	2013	2014	Commentary
APS Pb	15.3	15.6	15.9	Standards in mathematics are rising more rapidly than those nationally over time and therefore the gap to standards is narrowing.
National	15.9	16.1	16.2	
Gap to National	0.6	0.5	0.3	

Key Stage 2

- 5.17 These results are for those pupils who were in Year 6 (age 11) during 2013-14 and are from Key Stage 2 externally marked tests in reading and mathematics taken in May and teacher assessment of writing in June 2014. The expected level of attainment for these pupils is at least Level 4 (L4) of the National Curriculum. In addition, it is expected that pupils will have made progress by at least 2 National Curriculum Levels from the end of Key Stage 1 (age 7) to the end of Key Stage 2 (age 11). They are presented as Appendix 4, where data for groups is also published.

- 5.18 The DfE publish results for the following measures:
- Attainment at L4 and above (L4+) in reading;

- Attainment at L4 and above (L4+) in writing;
- Attainment in L4 and above (L4+) in mathematics;
- Attainment at L4 and above in reading, writing and mathematics combined (L4+ in all subjects);
- The proportion of pupils making expected progress in each of reading, writing and mathematics (see 5.12 above).

Combined Subjects – * Unvalidated data

	Pb * 2014	Diff from 2013	Nat 2014	Diff from 2013	Gap to Nat 2014	Gap Diff from 2013	Pb 2012 - 2014	Commentary
L4+	71%	0%	79%	+4%	-8%	-4%	+2%	Some evidence of improvement over time. However, based on unvalidated data gap to national widened in 2014.
L5+	18%	0%	24%	+3%	-6%	-3%	+2%	Some evidence of improvement over time. However, based on unvalidated data gap to national widened in 2014.

Expected Progress

	Pb 2014	Diff from 2013	Nat 2014	Diff from 2013	Gap to Nat 2014	Gap Diff from 2014	Pb 2012 - 2014	Commentary
Rdg	89%	+2%	91%	+3%	-2%	-1%	=	Decline in 2013 has been corrected but overall improvement not as strong as national.
Wtg	93%	+1%	93%	+2%	=	=	+4%	Very strong improvement and gap to national has been closed.
Maths	88%	+1%	89%	+1%	-1%	=	+2%	Strong improvement and gap to national has been closed and sustained.

All Subjects – based on Average Points Score.

	Pb 2014	Diff from 2012	Nat 2014	Diff from 2012	Gap to Nat 2013	Gap Diff from 2012	Pb 2012 - 2014	Commentary
APS	27.9	=	28.7	+0.4	-0.8	-0.4	+0.5	Improvement over time matches that nationally. Gap to national narrowed in 2013 but widened again in 2014, based on unvalidated data.

5.19 A number of factors contributed to a decline in standards in reading, writing and mathematics combined. Seven schools saw a decline of 10% or more from 2013 with three of those declining in

excess of 20%. One school, judged as good in its last Ofsted report, had a large and unexpected drop in standards and progress in 2014. This resulted in a fall of 43% in combined Level 4. This school has engaged very positively with the Local Authority school improvement team to identify ways in which to secure rapid improvement and well as improvements to leadership to ensure that longer term sustainability of the high rates of progress the school achieved in the previous years. A range of measures have been put in place by the school to ensure rapid improvement in the 2015 results.

- 5.20 In addition, another large school with a Year 6 cohort of 60 pupils saw combined Level 4+ fall from 100% in 2013 to 75% in 2014. This was in line with the prediction set by the school and indicates a cohort specific issue. This school achieved expected progress of 93% in reading, 97% in writing and 88% in mathematics.
- 5.21 Conversely, 17 schools improved their combined attainment by 10% or more compared to 2013. Three of those improved by 20% or more two of whom have received intensive support from the Local Authority School Improvement Team in the preceding years.

Key Stage 4

- 5.22 These results are for those pupils who were in Year 11 (age 16) during 2014-15, and are from GCSE Examinations taken in 2014. The expected level of attainment for these pupils is at least Grade C in in at least 5 subjects including English and mathematics, and for these pupils to have made progress by at least 3 levels from the end of Key Stage 2 (age 11) to the end of Key Stage 4 (age 16). They are presented as Appendix 5, where data for groups is also published.
- 5.23 The DfE publish results for the following measures:
- At least 5 A*-C grade GCSEs, including English and mathematics;
 - At least 5 A*-C grade GCSEs (any subjects);
 - The proportion of students making expected progress in each of English and mathematics (see 5.17 above).
- 5.24 Until this year, performance tables have reflected the achievement of students at the end of Year 11. From this year, only a student's first attempt at a GCSE examination counts towards their school's standing in the performance tables. In many cases, students went on to finish Year 11 with even better grades than is recorded, where they were given the opportunity to re-sit an examination (a relative measure is that final GCSE results were 2% better than last year). Progress is increasingly being taken as a significant measure of school effectiveness. This means also taking students' starting points into account when considering their GCSE results. Many schools in Peterborough show very strong rates of progress, reflecting students' whole learning journey during their time at school.

GCSEs – 5+ A*-C including English and mathematics

	Pb 2014	Nat 2014	Gap to Nat 2014	Gap Diff from 2013	Commentary
5 A* to C inc Eng/Math	50%	53.4%	-3%	-4%	Against all schools, the gap has closed although this remains too large.

Expected Progress

	Pb 2013	Nat 2013	Gap to Nat 2013	Gap Diff from 2013	Commentary
English	74%	67%	+7%	-3%	Good improvement over time. Gap to national is closing.
Maths	55%	66%	-11%	-5%	Very good improvement sustained over time and gap to national is closing. Gap remains too wide, though.

- 5.25 The progress outcomes for English are the best in the history of the city and show the investment that has been made in improving outcomes in this area. Maths results were lower than expected – concerns have been expressed by heads around those schools which sat the EdExcel Maths paper which nationally had a much higher pass rate (for a C grade) than expected or in previous years. Focus work is underway to address Maths outcomes in the city.

Key Stage 5

- 5.26 These results are for those students who sat “A Level” examinations in 2014 (generally aged 18). The measures are a record of the Average Points (each grade is awarded a number of points) achieved by each pupil, and the Average Points achieved for each entry. They are presented in Appendix 6.
- 5.27 Our outcomes for Average Points per Entry are 207.7, an improvement of 3.4pts from 2013. The gap to the national average (215.5) has again narrowed and by 1.4pts to 7.8pts. Our performance is now 0.7pts above the average of our statistical neighbours and 2.9pts above the average of our local comparators.
- 5.28 In 2014, our outcomes for Average Points per Student are 792.0, an improvement of 27.4pts. Nationally, the performance across all schools is 787.1 which puts Peterborough’s performance at 4.9 pts above national. Our performance is 44pts above the average for our statistical neighbours and 55.9pts above the average for our local comparators.

Statistical Neighbours

LA	Average point score per A Level entry	A Level entry expressed as a grade	Average point score per A Level student
Bolton	202.5	C-	782.0
Coventry	205.5	C	708.8
Derby	207.8	C	697.2
Peterborough	207.7	C	792.0
Portsmouth	194.6	D+	643.5
Plymouth	210.2	C	745.9
Sheffield	214.8	C	744.0
Southampton	195.8	C-	674.5
Southend-on-Sea	222.8	C+	891.1
Telford and Wrekin	211.5	C	776.0
Walsall	204.6	C-	773.5
Average	207.0	C	748.0

Local Comparators

LA	Average point score per A Level entry	A Level entry expressed as a grade	Average point score per A Level student
Bedford Borough	203.6	C-	758.3
Derby	207.8	C	697.2
Leicester	202.4	C-	696.6
Luton	204.3	C-	723.4
Nottingham	203.0	C-	749.4
Peterborough	207.7	C	792.0
Average	204.8	C-	736.15

Floor Standards 2013

5.29 The Department for Education (DfE) and their predecessor department have established minimum standards which they expect all schools to achieve for pupils at the end of Y6 (age 11) and the end of Y11 (age 16). These standards, known as Floor Standards, cover both the attainment of pupils and the progress which they make.

5.30 There are 4 floor standards to be achieved in KS2 (Y6) and 3 in KS4 (Y11). These are:

Key Stage 2 (Y6):

- At least 65% (the DfE increased this by 5ppts for 2014) of pupils achieve L4+ in all of reading, writing and mathematics;
- The proportion of pupils making Expected Progress in reading from the end of Y2 to the end of Y6 should be above the national median performance (94% in 2014 – increased by 3ppts from 2013);
- The proportion of pupils making Expected Progress in writing from the end of Y2 to the end of Y6 should be above the national median performance (96% in 2014 – increased by 1ppt from 2013);
- The proportion of pupils making Expected Progress in mathematics from the end of Y2 to the end of Y6 should be above the national median performance (93% in 2014 – increased by 1ppt from 2013);

Key Stage 4 (Y11):

- At least 40% of pupils achieve 5 or more GCSEs at A*-C grades, including both English and mathematics;
- The proportion of pupils making Expected Progress from the end of Y6 to the end of Y11 in English should be above the national median performance (70% in 2013 – not confirmed for 2014 yet);
- The proportion of pupils making Expected Progress from the end of Y6 to the end of Y11 in mathematics should be above the national median performance (70% in 2013 – not confirmed for 2014 yet);

5.31 For schools to be judged by the DfE and Ofsted to be “Below Floor” they must be below all of the standards. If they are below in 3 (KS2) or 2 (KS4) they are judged by DfE and Ofsted as being “vulnerable”. Being Below Floor is a key measure for the DfE over whether intervention is needed through an academy sponsor being given control of the school, especially where the school has been Below Floor for two successive years or more.

- 5.32 In 2014, there are 8 (15%) primary schools who are judged to be “Below Floor” (5 of which were also below for 2013; 3 of which are academies) and a further 6 (11%) schools who are “Vulnerable” because they are Below Floor in 3 of the 4 measures. By comparison, in 2012 there were 6 (11%) schools Below Floor and 16 (29%) schools “Vulnerable”. In 2013, there were 7 (12%) schools Below Floor and a further 10 (17%) schools “Vulnerable”. The Below Floor measure for 2014 was raised from 60% to 65% for 2014 and the progress measures for national median also increased again, particularly in reading (now 3% higher).
- 5.33 In 2014, there is one secondary schools Below Floor and 2 (18%) schools who are “Vulnerable” because they are below Floor in 2 of the 3 measures. By comparison, in 2012 there were 3 (27%) schools Below Floor and a further 4 (36%) schools who were “Vulnerable”.
- 5.34 In 2013, we issued 7 schools with either a Letter of Concern or a Formal Warning Notice. All schools have responded very positively with robust action plans, and all are predicting much-improved outcomes for 2014. We are in the process of issuing 5 Letters of Concern / Formal Warning Notices

Predictions 2015

- 5.35 All schools have been asked to submit their 2015 predictions for:
- attainment at Levels 2+, 2B+ and 3+ in reading, writing and mathematics at the end of Key Stage 1;
 - attainment at Level 4+ and Level 5+;
 - expected progress in reading, writing and mathematics by the end of Key Stage 2.
- 5.36 The table below gives the Peterborough predictions for 2015 drawing upon the predictions which schools have agreed individually with their Governing Body based on what they believe to be both aspirational and realistic for pupils. The figures given are what schools expect their final, validated outcomes will be from the 2015 national tests once the necessary adjustments are made to take account of newly arrived pupils.
- 5.37 Local Authority officers within the School Improvement Team are undertaking desk-top analysis of the predictions and raising any apparent anomalies with individual schools. Visits have taken place to a number of high priority schools to discuss the predictions at both whole school and individual pupil level.
- 5.38 Headteachers have increased responsibility within the Peterborough Self-Improving Schools Network for quality assuring the rigour and accuracy of target-setting processes and in monitoring progress towards the predictions which schools themselves have made. Plans are in place to offer training to Primary and Secondary schools in the summer-term on FFT Aspire to support school leaders and Governing Bodies further developing the effectiveness of their systems for setting suitably aspirational predictions and targets.

Key Stage 2 – Core Measures

All Pupils	All 2009	All 2013	All 2014	Change 09-14	Prediction 2015
L4+ Combined Subjects	69	71	71	+2%	81%
Expected Progress Reading	N/A	87	89		96%
Expected Progress Writing	N/A	92	93		96%
Expected Progress Maths	84	87	88	+8%	95%

5.39 The 2015 Key Stage 2 predictions set by schools are very aspirational and indicate that 2015 should see good improvements in combined attainment at Level 4+ and for progress. The increase in the proportion of good or better schools as judged by the independent evaluation by Ofsted should result in overall improvements to standards and progress.

Key Stage 1 – Level 2C+

All Pupils	All 2009	All 2013	All 2014	Change 09-14	Prediction 2015
Reading	82	84	86	+4%	87%
Writing	78	79	81	+3%	84%
Mathematics	89	88	90	+1%	90%

Key Stage 1 – Level 2B+

All Pupils	All 2009	All 2013	All 2014	Change 09-14	Prediction 2015
Reading	67	71	73	+6%	74%
Writing	53	59	62	+9%	68%
Mathematics	70	72	75	+5%	77%

Key Stage 1 – Level 3

All Pupils	All 2009	All 2013	All 2014	Change 09-14	Prediction 2015
Reading	21	23	26	+5%	26%
Writing	10	12	15	+5%	18%
Mathematics	19	19	21	+2%	24%

5.40 Good improvements have been made to Key Stage 1 standards over time in reading, writing and mathematics individually, particularly at Levels 2B+ and Level 3. This reflects the upward trend in Average Points Score at the end of Key Stage 1 and standards rising a fast rate than those nationally. Raised expectations in schools and closely targeted intervention programmes have helped to secure this good impact.

Key Stage 4 – Core Measures

	2014 %	2015 Prediction	Change
5+ A*-C including English + Maths	50	56	+6%
Expected Progress English	74	78	+4%
Expected Progress Maths	55	67	+12%

5.41 10% of the cohort sitting GCSE's in 2015 have no KS2 data and therefore are new arrivals in the last 5 years.

Key Actions to improve performance

In order to address identified weaknesses, the LA is engaged in the following activities:

5.42 Leadership and Management

- Successful introduction of the Peterborough Self Improving Schools Network (PSISN) with a very high proportion of schools successfully engaged. Ofsted are supporting the network and will be quality assuring the process in the summer term.
- Schools are commissioning their intervention at a collective level for the first time with specific programmes around reading being a priority in primary schools.
- Very high rate of take up on LA School Improvement Advisers working with Governors on the annual review of Headteacher Performance Management.
- Identified high priority schools which receive a structured programme of challenge and support from the LA School Improvement Team, closely tailored to need, in addition to that which is available via the PSISN.
- Monitoring and Support Partnership Group in 3 priority schools.
- Wide range of bespoke in-school support and CPD from the School Improvement Team offered to all schools (traded).
- Highlighting weaknesses and evaluating improvement plans in targeted primary schools with head teachers and governors.
- Working with school leaders and governors by undertaking LA reviews of whole schools or departments or focused reviews of the effectiveness of leadership and management.
- Providing advice, support, challenge and intervention around the tracking of pupil progress and the identification of target groups for whom progress has not been fast enough, including the provision of spreadsheets which highlight particular groups of pupils, which schools can individualise.
- CPD for Head teachers from the DfE National Pupil Premium Champion.
- Reviewing where a 'sponsored' academy might provide the necessary stimulus to a school to improve standards especially where performance is below national expectations for a significant period of time.
- The authority is a member of the Peterborough Learning Partnership which brings together schools to offer staff high quality professional development to improve standards. The partnership consists of 3 strands – leadership for learning, curriculum for learning and behaviours for learning.
- Senior School Improvement Adviser maintaining strategic oversight of new Headteacher's group and mentoring for new Headteachers.
- CPD programme in place to support new Deputy Headteachers and those moving towards Headship.
- Strengthened the level of support and challenge across secondary schools through recruiting a former Headteacher to support the school to school support arrangement and creating a role focused on outcomes for KS5 pupils.

5.43 Learning and Teaching

- CPD for Headteacher and up to two other leaders in March 2015 from HMI National Leads for English and mathematics.
- Retained the skills and expertise of a Senior Primary Learning and Teaching Adviser and Primary Learning and teaching Advisers in EYFS, English and mathematics. This is used to provide focused, tailored, support to priority schools and is available on a traded services base to all schools.
- The further delivery of the EAL strategy which has provided a high number of outstanding CPD and support opportunities for schools. An Ofsted report has already commented on the quality of the provision and how it has supported improvements in outcomes improve. A conference has recently taken place to support schools in sharing effective pedagogy to support EAL learners.
- The authority is a member of the Peterborough Learning Partnership which brings

together schools to offer staff high quality professional development to improve standards. The partnership consists of 3 strands – leadership for learning, curriculum for learning and behaviours for learning.

5.44 Literacy Specific

- Action plan to address specific areas identified through analysis of 2014 data.
- Ofsted led conference for Heads and Literacy leads in Peterborough in March.
- Embedding of the National Literacy Trust work in establishing Peterborough as a Literacy Hub with a focus on improving reading attainment and progress across the city (also separate action plan linked to this); developing access to a range of NLT programmes focused on improving attainment in specific schools.
- Continuing to sustain the use of Reading Recovery Teachers in at least 12 schools through the continuing contact CPD programme.
- Continuing the development of the Phonics Counts Programme by embedding in 3 schools and training a further 5 teachers (in 4 further schools).
- Continuing the development of the Project X CODE Programme by embedding in 10 schools and training a further 11 teaching assistants (in 8 further schools).
- Continuing the development of the Better Reading Partnership Programme implementing BRSP in 14 schools and training at least 30 further teaching assistants.
- Delivering CPD on phonics to Early Years settings.
- Implementing and delivering CPD on phonics to Reception, KS1 and Y3 teachers and TAs.
- Introducing Reading for Inference CPD.
- Updating literacy subject leaders on phonics screening and KS1 reading outcomes and providing support for closing the gap analysis for identified groups; providing support for monitoring of the administration of the phonics screening check.
- Providing CPD on grammar for TAs and teachers.
- Providing CPD on assessment and moderation of reading and writing at end of KS1 and KS2 (including Level 6).
- Moderation of KS2 writing in 15 schools and support for assessment and moderation of reading and writing in KS1.

5.45 Mathematics Specific

- The Local Authority continues to promote the opportunities available through the Mathematics Specialist Teacher Programme (MAST).
- Ofsted led conference for Heads and Maths leads in Peterborough in March.
- More effective use is being made of teachers who have completed the MAST programme to support others or provide input to training events.
- 19 teachers have now successfully complete the MAST training led by Northampton University and another 8 are currently progressing through the two year training.
- Retain the employment of an Every Child Counts (ECC) Teacher leader enabling the Local Authority to be a registered provider of the Interventions Numbers Count; 1stClass@Number, 1stClass@Number2, Success@Arithmetic and a new programme for April 2015 Talk for Maths. These high quality interventions are fully traded to schools in Peterborough and in neighbouring Local Authorities. Schools are able to select from programmes to support Years 1 and 2, Years 3 and 4 or Years 5 and 6 depending on need.
- 7 schools currently have an accredited Numbers Count Teacher who is a school based specialist in supporting children who experience particular difficulties in learning mathematics.
- 41 schools have now accessed CPD for one of more of the ECC TA led Intervention Programmes.

- Providing CPD on assessment and moderation of mathematics end of KS1.

5.46 Early Years Foundation Stage specific

- EYFS Learning & Teaching Advisors are working with targeted schools on assessment and data processes and addressing identified areas of provision within areas of learning.
- Moderation of EYFS Profile judgments across the 7 areas of learning in 25 schools.
- Moderation workshops for the remaining 33 schools (primary and special with EYFS provision).
- Continuing focus on Literacy at the annual Early Years conference.
- Continuing the half termly clusters for specific groups of EYFS teachers and practitioners. This includes;
 - Phase leaders - focussing throughout the year on data, target setting, moderation, evaluating and action planning;
 - Reception teachers – Sharing of good practice across the areas of learning, SEND provision and Moderation of evidence for Communication & Language and Writing
 - New to Reception teachers – a focus on observational assessment, visits to schools to see high quality provision and practice, moderation of evidence;
 - Maintained Nurseries – sharing of good practice and data analysis;
- CPD for new to Reception teachers and teaching Assistants on the EYFS, role of the adults in supporting learning, observational assessment and groups of learners
- CPD on effective EAL strategies for Reception teachers;
- CPD for new to Reception teachers on the EYFS Profile;
- CPD for new to Year 1 teachers on continuing the learning journey, focussing on effective provision and use of the EYFS profile data;
- Joint delivery of CPD with the Early Years team for the PVI settings. This includes:
 - Effective Implementation of the EYFS, focussing on the Statutory Framework, role of the adults in supporting learning, observational assessment and groups of learners
 - Supporting Reception aged children in PVI settings.

Ofsted Outcomes

5.47 The position on Ofsted ratings for all schools is shown in the table over.

Date	% of pupils attending schools judged good or better:
August 2009	58.4
August 2010	65.5
August 2011	67.1
August 2012	66.1
August 2013	60.1
August 2014	80.7

5.48 The increase in the % judged good or better is the highest increase nationally last year and now places Peterborough above the English average of 80.7% and the East of England average of 76.9%.

6. IMPLICATIONS

6.1 There are no legal or financial implications to this report.

7. CONSULTATION

- 7.1 These outcomes will be shared locally with Council Members, schools/settings, governors and other key partners. The results will be scrutinised regionally by OfSTED.
- 7.2 The results form a key part of consultations with partners on actual outcomes, collective action to improve outcomes further and impact of actions on future outcomes.

8. NEXT STEPS

- 8.1 Following feedback from the committee, all responses will be considered by the senior officers and taken to headteacher and governor group meetings.

9. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

- 9.1 A range of local school data and national data from DfE and OfSTED.

10. APPENDICES

- 10.1 Appendix 1 - 2014 Outcomes for Early Years Foundation Stage (YR – age 5)
- Appendix 2 - 2014 Outcomes for Y1 Phonics Check (Y1 – age 6)
- Appendix 3 - 2014 Outcomes for Key Stage 1 (Y2 – age 7)
- Appendix 4 - 2014 Outcomes for Key Stage 2 (Y6 – age 11)
- Appendix 5 - 2014 Outcomes for Key Stage 4 (Y11 – age 16)
- Appendix 6 - 2014 Outcomes for Key Stage 5 (Y13 – age 18)

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