

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	AGENDA ITEM NO. 5
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Report of the Corporate Director of People and Communities

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PRESENTATION OF 2015 FINAL AND VALIDATED ASSESSMENT RESULTS BY PUPIL CHARACTERISTICS FOR EYFS, KEY STAGE 1 AND KEY STAGE 2

1. PURPOSE

1.1 This paper summarises the 2015 final and validated assessment results by pupil characteristics for the Early Years Foundation Stage (EYFS – Reception Year – YR), Key Stage 1 (Y1 and Y2) and Key Stage 2 (Y6). The KS4 results by pupil characteristics (validated) are not yet available (published 29th March 2016).

2. RECOMMENDATIONS

2.1 The Committee is asked to:

- Analyse the performance in the 2015 assessments;
- Scrutinise People and Communities actions to improve 2015/16 performance; and
- Support People and Communities leaders in challenging and intervening in schools where performance is inadequate.

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 On 1st March 2016, the Department for Education (DfE) published the final and validated EYFS, Key Stage 1 and Key Stage 2 outcomes, for all pupils and by pupil characteristics.

4.2 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 to have made a “Good Level of Development” (GLD).
- Pupils in Key Stage 1 (Y1 and Y2) are expected to achieve at the level of the Phonics Screening 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; **A better benchmark, though, is performance at Level 2b and above (L2b+).**

- Pupils in Key Stage 2 (Y6 – age 11) are expected to achieve at least Level 4 (L4) or above (L4+) of the National Curriculum; **A better benchmark, though, is performance at Level 4b and above (L4b+).**
- Pupils in Key Stage 2 (Y6 – age 11) are expected to have made at least 2 national curriculum levels of progress between age 7 and age 11. **This is known as Expected Progress”.**

4.3 For Key Stage 2 outcomes, results for reading and mathematics were determined by test, and those for writing by teacher assessment. When reporting the combined subjects a pupil must achieve at least L4+ in all of the 3 subjects.

5. KEY ISSUES

5.1 The outcomes for groups by pupil characteristics are tabulated in a number of appendices.

5.2 Each appendix from appendix 1 to appendix 5 shows outcomes for groups of pupils in Peterborough in comparison to the outcomes for the similar group of pupils nationally.

5.3 Appendix 6 shows outcomes for groups of pupils in Peterborough in comparison to the national average for all pupils. This is because our aim for each group is for them to achieve at the national average level for all pupils.

5.4 Appendix 1:

Performance of Peterborough boys and girls in comparison to national boys and girls:

- There are significant gaps between the performance of both groups in Peterborough (Pb) and the similar groups nationally;
- The gaps between Pb boys and national boys are generally larger than those between Pb girls and national girls;
- The gaps between Pb boys and girls are generally larger than the gaps between national boys and girls – this is largely due to the comparatively lower performance of Pb boys;
- The gaps for both groups are wide (5%pts and 4%pts) at the earliest measure (EYFS) and do not narrow significantly as the children grow older;
- The gaps for average points scores (APS), which includes all pupils in each cohort and not just those who achieve at a certain level, becomes wider as pupils progress from KS1 to KS2. 1 point is the approximate equivalent of 1 term's progress;
- Girls are ahead of the national girls for the expected progress made between Key Stage 1 and Key Stage 2 in writing. In all other expected progress measures, both boys and girls are below the national average for the similar group, with the gap in reading being widest;
- The gaps between Pb boys and girls and national boys and girls for value added (VA) measures by the end of Key Stage 2, ranging from 0.3 to 0.6, are significant. Generally, a VA score of 99.7 or lower would be a cause for concern.

5.5 Appendix 2:

Performance of Peterborough Disadvantaged and Non-Disadvantaged Pupils in comparison to the national Disadvantaged and Non-Disadvantaged groups:

- In 10 of the 17 measures, the gap between Pb disadvantaged pupils and the national similar group is the same or less than the gap between Pb non-disadvantaged pupils and the national similar group;

- Thus, although comparative performance of disadvantaged pupils is lower than that of non-disadvantaged pupils, the gap to the national similar group is less in the majority of measures;
- The gaps between Pb disadvantaged and non-disadvantaged is generally less than that between the national similar groups. Unfortunately, this is largely because of the lower performance of the Pb non-disadvantaged group;
- The gaps for average points scores (which includes all pupils in each cohort and not just those who achieve at a certain level) becomes wider as pupils progress from KS1 to KS2. 1 point is the approximate equivalent of 1 term's progress;
- Non-disadvantaged pupils are in line with the national similar group for the expected progress made between Key Stage 1 and Key Stage 2 in writing. In all other expected progress measures, both groups are below the national average for the similar group, with the gap in reading for disadvantaged pupils being widest;
- The gaps between Pb boys and girls and national boys and girls for value added measures by the end of Key Stage 2, ranging from 0.3 to 0.6, are significant. Generally, a VA score of 99.3 or lower for disadvantaged pupils would be a cause for concern.

5.6 **Appendix 3:**

Performance of Peterborough EAL and Non-EAL pupils in comparison to the national EAL and Non-EAL groups:

- Unsurprisingly given the nature of the EAL cohort in Pb (which is largely different to that of the EAL cohort in most LAs) the gap between EAL pupils in Pb in Y1 phonics and the "similar" group nationally is very wide, at 10%pts, narrowing to 8%pts by Y2;
- Similarly, the gaps at Y2 L2b+ and APS are significantly wider for EAL than non-EAL pupils in comparison to the national similar groups. The gap for APS is particularly wide, and these pupils are already almost 1 term's worth of progress behind the national similar group, with non-EAL pupils being almost at national average;
- This APS gap grows for both groups by the end of Key Stage 2 so that by age 11, EAL pupils are more than 1 term behind the national similar group whilst non-EAL pupils are half a term behind;
- Both groups achieve at the same rate as the similar groups nationally for expected progress made in writing by the end of Y6. In reading and mathematics, though, both groups are below the national similar groups;
- Value Added progress measures show a similar gap, ranging from 0.3 to 0.6, for both groups. Whilst value added for EAL pupils is more positive than for non-EAL pupils, this would not be surprising given their lower starting points. They remain, though, significantly below the outcomes of the national similar group.

5.7 **Appendix 4:**

Performance of Peterborough SEN Support and Non-SEN pupils in comparison to the national SEN Support and Non-SEN groups:

- Outcomes for both groups are significantly below the national similar group in Y1 phonics. By Y2, in phonics, Non-SEN pupils are closer to the national similar group whilst SEN Support pupils are significantly below and the gap has widened;
- At Y2 in reading at L2b+ both groups are significantly below the national similar group. In writing and mathematics, SEN Support pupils are closer to the national similar group;
- The gap between the groups in Pb at L2b+ is similar to the gaps between the groups nationally. In writing especially, this is because of the low performance of the non-SEN pupils;
- The APS gap at KS1 is wide at 0.6 for both groups, and this becomes wider by the end of KS2;
- Both groups achieve at least as well as the national similar groups in terms of expected progress by the end of Key Stage 2 in writing and mathematics, but are below the national similar groups in reading;

- SEN Support pupils are generally in line with the national group for value added progress in all subjects combined, in writing and in mathematics. They are significantly below the national similar group in reading, however. Non-SEN pupils are slightly below the national similar group in all areas (0.2 or 0.3).

5.8 **Appendix 5:**

Performance of the largest Peterborough ethnic groups in comparison with the national similar groups:

- In attainment, the highest performing of these groups in all areas except Y2 phonics is the White British group. This is not the case, though, for the progress expected to be made by the end of Key Stage 2. This is likely to be because of the comparatively lower starting points of the other groups;
- At Key Stage 1, in all measures, the gap to the national average for the similar group is very wide and significant for the Any Other White Background (AoWB) group;
- Outcomes for White British (WB) pupils at Key Stage 1 are close to the average for the national similar group in mathematics at L2b+ and in APS for all subjects. Outcomes in reading and writing at L2b+, though, are below those of the national similar group;
- Outcomes for the Pakistani Heritage (PH) group at Key Stage 1 are low and significantly below those of the national similar group in all measures;
- At Key Stage 2, outcomes for all groups except WB in reading at L4+ are low, and well below those of the national similar groups;
- APS gaps for WB and AoWB are wider at the end of Key Stage 2 than they are at the end of Key Stage 1, with the AoWB group being almost 1.5 terms behind the national similar group. APS outcomes for PH pupils narrow by 0.1pts between the Key Stages, but they remain more than half a term behind the national similar group;
- Expected progress outcomes by the end of Key Stage 2 are below the national similar group in reading, but in line in writing and mathematics. For AoWB pupils, expected progress outcomes are in line with the national similar group in reading, but below in writing and mathematics. PH pupils are generally in line with the national similar group in all expected progress measures; and
- Value Added outcomes for WB pupils at the end of Key Stage 2 are much lower than the national similar group, with gaps of between 0.4 and 0.6. This is very low. VA for AoWB pupils is in line with the national similar group for reading and writing, but below in mathematics, which in turn lowers the VA for the subjects combined. VA for PH pupils is low in comparison to the national similar group with gaps from 0.3 to 0.5. The 0.4 gap in the subjects combined is significant because it is an indicator of where these pupils began their secondary school education.

5.9 **Appendix 6:**

Performance of Peterborough groups in comparison to the national average outcomes for all pupils:

- This table is included in order to give an indication of the differences in outcomes between all of the Pb **groups** of pupils at Key Stage 1/Key Stage 2 and the national average outcomes for **all** pupils;
- This is important because it gives an indication of the extent and direction of travel needed if we are to achieve our aspiration of all groups closing the gap. The gap which is referred to is the gap between groups of pupils and the national average outcomes for all pupils. This is the stated aim for education outcomes nationally, as well as locally and we must not lose our focus on this;
- There is a clear disparity between most groups in terms of outcomes;
- This is also true at a national level, but not to the same extent in some cases as is seen in Pb;
- The attainment gaps for the whole cohorts are wide. Given that schools refer to low levels of attainment on entry and the impact of pupils arriving from outside of the UK this may not be

surprising;

- However, that being the case, we might expect to see the rates of expected progress being made and the VA outcomes by age 11 being at least comparable to the national average, if not better than the national average. This, though, is not the case – there are no progress measures which are above the national average and VA, especially for reading and writing, is very low.

6. Key Actions to improve performance

6.1 Leadership and Management

- Continuation of the Peterborough Self Improving Schools Network (PSISN) with a very high proportion of schools successfully engaged. This initiative is now into its second year, and we are expecting to see positive outcomes in 2016 as a result of the investment made..
- Schools are commissioning their intervention at a collective level 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. Outcomes for groups are a major priority area in most of these reviews.
- 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. Much of this scrutiny and support focuses upon outcomes for groups.
- Monitoring and Support Partnership Groups in 6 priority schools (increased from 3 in 2014/15) with tailored key priorities in each school and an intensive support plan. This will be discussed further at the next Scrutiny and Challenge Group meeting.
- Wide range of bespoke in-school support and CPD from the School Improvement Team offered to all schools (traded). Much of this is focused upon outcomes for groups.
- 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 Champions.
- Reviewing where a ‘sponsored’ academy or formation of a multi-academy trust might provide the necessary stimulus to a school to improve standards especially where performance is below national expectations for a significant period of time.
- Referral to the Regional Schools Commissioner where quality and/or outcomes in academy schools are a cause for concern
- 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 continuing the role of a former Headteacher to support the school to school support arrangement and creating a further role focused on outcomes for KS5 pupils.

6.2 Learning and Teaching

- Bespoke package of support offered to all schools at senior leadership and governor level to focus on areas of greatest need;
- Further development of “Closing the Gap for Disadvantaged Pupils” and “EAL Academy” strategies and expecting improved outcomes in 2016 as a result of these investments;
- 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 traded to all schools.

6.3

Literacy Specific

- Action plan to address specific areas identified through analysis of 2015 data, with reading and phonics a key priority.
- 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. Recently endorsed and highlighted by a visit to the city from the Duchess of Cornwall, national patron.
- 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 (Phonics) 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.

6.4

Mathematics Specific

- The Local Authority continues to promote opportunities available through the Mathematics Specialist Teacher Programme (MAST).
- More effective use is being made of teachers who have completed the MAST programme to support others or provide input to training events.
- Retained 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 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.
- Seven schools currently have an accredited Numbers Count Teacher who is a school based specialist in supporting children who experience particular difficulties in learning mathematics.
- Forty one 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.

6.5

Early Years Foundation Stage specific

- EYFS Learning & Teaching Advisers 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 all other schools (primary and special with EYFS provision).
- Focus on mathematics 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; and
- Supporting Reception aged children in PVI settings.

6.6

General

- Consultation on “The Vision for the Future of Education Services”:
 - This is a critical point in time in lots of ways;
 - Opportunities have been presented by the departure of the former service director and recent announcements from central government;
 - The timing of the above means that the options available for the future shape and role for the service can take into account the likely future landscape of education over the next 5 years and also that Peterborough can be well-positioned to create a service which is fit for purpose and sustainable for at least the medium term future;
 - There are discussions currently being held with school leaders, governors, local authority staff and others which are based upon the current outcomes, the need for significant and rapid further improvement to be made and the need to shape services in a different way;
 - Three areas have been identified for discussion, debate and option-appraisal:
 - Recruitment and retention of staff in schools and the local authority;
 - Infrastructure in terms of buildings and support services; and
 - Educational outcomes.
 - In each of these areas, discussions begin with the current situation and the need for further improvement, and proceed to what is felt to be added or done

differently if our education offer is to be successful.

- Further updates and discussion with elected members and others will commence after the initial phase of this is complete – likely to be in May/June 2016 – and a further report offered to the June 2016 committee meeting.

7. IMPLICATIONS

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

8. CONSULTATION

8.1 These outcomes will be shared locally with Council Members, schools/settings, governors and other key partners. The results will be scrutinised regionally by OfSTED and nationally by the Department for Education.

8.2 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.

9. NEXT STEPS

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

10. BACKGROUND DOCUMENTS

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

- 10.1
- LA-level Raiseonline analysis – published 1st March 2016
 - Final and validated school-level data released by the Department for Education through Raiseonline 18th February 2016

11. APPENDICES

Appendix 1: Performance of Peterborough boys and girls in comparison to national boys and girls;

Appendix 2: Performance of Peterborough disadvantaged and non-disadvantaged pupils in relation to the national disadvantaged and non-disadvantaged groups;

Appendix 3: Performance of Peterborough EAL and non-EAL pupils in relation to the national EAL and non-EAL groups;

Appendix 4: Performance of Peterborough SEN Support and non-SEN pupils in comparison to the national SEN Support and non-SEN groups;

Appendix 5: Performance of the largest Peterborough ethnic groups in comparison to the national similar groups of pupils

Appendix 6: Performance of Peterborough groups in comparison to the national average for all children