

<b>CHILDREN AND EDUCATION SCRUTINY COMMITTEE</b>	AGENDA ITEM No. 5
<b>29 JANUARY 2018</b>	<b>PUBLIC REPORT</b>

Report of:	Wendi Ogle-Welbourn - Executive Director, People and Communities	
Cabinet Member(s) responsible:	Cllr Lynne Ayres - Lead Cabinet Member - Education	
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**OUTCOMES FOR CHILDREN AGED 5, 7 and 11 YEARS IN 2017**

R E C O M M E N D A T I O N S	
<b>FROM:</b> Gary Perkins, Assistant Director (Education)	<b>Deadline date:</b> 29th January 2018
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> <li>1. Note the contents of the report and</li> <li>2. Support Elected Members and Officers in their work to support and challenge schools to improve standards of attainment and rates of progress for children in Peterborough Infant, Junior and Primary schools.</li> </ol>	

**1. ORIGIN OF REPORT**

1.1 This report is offered by the Assistant Director (Education) at the request of the Committee.

**2. PURPOSE AND REASON FOR REPORT**

2.1 This report is offered to Committee Members to update them on standards of attainment and rates of progress made by children in Peterborough Infant, Junior and Primary schools in the 2017 Early Years and National Curriculum assessments 2017.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council :

Education, including

- a) University and Higher Education;
- b) Youth Service;
- c) Careers; and
- d) Special Needs and Inclusion.

2.4 This report links to the Corporate Priority: Improve educational attainment and skills

2.5 This report links to the Children in Care Pledge: Support children in care to have a good education

### 3. **TIMESCALES**

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If yes, date for Cabinet meeting	N/A
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### 4. **BACKGROUND AND KEY ISSUES**

4.1 The Department for Education have now released provisional 2017 outcomes for children aged 5 and 7 years and final outcomes for children aged 11 years.

As a benchmark, children are expected to achieve:

1. A Good Level of Development (GLD) by the end of their Reception Year, assessed using the Early Years Foundation Stage Profile (EYFSP). This means that they have reached the expected standard in all of the prime subject areas of the curriculum;
2. The expected standard in the Phonics Screening Check (PSC) by the end of Year 2 (age 7 years);
3. The Expected Standard or above (EXS+) in reading, writing and mathematics at the end of Year 2 (age 7 years);
4. The Expected Standard or above (EXS+) in reading, writing, mathematics and all of these subjects combined by the end of Year 6 (age 11 years);
5. The Expected Standard or above (EXS+) in Grammar, Punctuation and Spelling (GPS) by the end of Year 6 (age 11 years).
6. Outcomes are compared to the national average (National) and also compared to Statistical Neighbour LAs (Stat Nbrs) and Local Comparator LAs (Local Comps). The most important comparison is with the national average. The National Ranking is out of 152 local authorities. The Statistical Neighbour ranking is out of 11 local authorities and the Local Comparator ranking is out of 6 local authorities.

The gap between performance in Peterborough (Pb) and our comparators is shown as “Gap” for ease of reference.

Our statistical neighbour LAs are:

- Bolton
- Derby
- Medway
- Plymouth
- Portsmouth
- Rotherham
- Sheffield
- Southampton
- Telford and Wrekin
- Walsall

Our local comparator LAs are:

- Bedford
- Derby
- Leicester
- Luton
- Nottingham

Outcomes data for groups are not yet available and can be reported if requested during the latter part of the spring term 2018.

#### 4.2 Outcomes 2017: EYFSP:

Please see Appendix 1

- 4.3
1. Although outcomes as expressed by the proportion of pupils achieving GLD at the end of YR have remained stable, the gap to the national average achievement has widened by 2%;
  2. Aspects of the curriculum which have lower outcomes, and therefore an impact upon GLD achievement, are reading, writing, communication and number;
  3. These outcomes reflect the information received from schools at the beginning of the school year through the School Readiness questionnaire, regarding the proportion of children who were not yet ready to commence their learning effectively;
  4. They emphasise the importance of the School Readiness Project and the reasons for it being established and given such priority;

#### 4.4 Outcomes 2017: Phonics Screening Check by the end of Y2:

Please see Appendix 1

- 4.5
1. These outcomes reflect a continuing improvement in the proportion of children reaching the expected standard in the PSC;
  2. Over the last 3 years in particular, the proportion of children achieving the standard has increased by 6%, and is now 2% below the national average, the gap having halved over 3 years;
  3. Outcomes when compared to Statistical Neighbours have shown an improvement, with a narrowing of the gap from 3% to 1%;
  4. Nevertheless, these outcomes remain too low and the work in targeted schools, and using nationally accredited programmes offered to all schools, continues. We expect to see continuing impact and improvement.

#### 4.6 Outcomes 2017: End of Key Stage 1 (Year 2 - age 7 years)

Please see Appendix 2

- 4.7
1. Outcomes in all subjects have improved by 2% from 2016. This matched the national improvement in reading and maths, but was 1% below the national improvement in writing;
  2. The gap to the national outcome has remained stable in reading and maths, but grown by 1% in writing;
  3. The national ranking has declined in all subjects;
  4. The gap to the average of both Statistical Neighbours and Local Comparators has grown and rankings have either remained stable or declined;

#### 4.8 Outcomes 2017: End of Key Stage 2 (Year 6 - age 11 years)

Please see Appendix 3

- 4.9
1. There has been a good improvement to outcomes in reading and mathematics, with the rate of improvement being greater than that seen nationally, and the gap to the national average closing by 2% in each subject;
  2. The improvement to combined subject outcomes was 1% greater than the improvement seen nationally and the gap to the national average has narrowed by 1%;
  3. The gap to the average of Statistical Neighbours has narrowed by 3% in reading and mathematics and 2% for combined subjects;
  4. Outcomes in writing have declined by 4% and the gap to national average has widened to 7% and to Statistical Neighbour average by 5%.

5. Outcomes in GPS have improved by 5%, matching the national improvement;
6. Rankings in each subject, and the subjects combined, are either bottom, or next to bottom.
7. Rates of progress have shown a slight improvement in reading, producing a slight improvement in the ranking position;
8. Rates of progress have declined in both writing and mathematics, with a consequent decline in the ranking position for each subject;
9. Groups data is not yet available and so analysis at this level of detail is not yet possible.

#### 4.10

1. The role of the Local Authority in school improvement is now much more limited, as has been explained to and rehearsed with the Committee in the past;
2. The School Standards and Effectiveness Team now only have the capacity to deliver only the minimum statutory role in relation to school improvement;
3. Nevertheless, much activity has taken place during the last year in response to the poor outcomes in 2016;
4. 7 schools were issued with Formal Warning Notices and were offered support. In these schools Reading/Writing/Maths combined outcome improved by 5%pts or more in 5/7 schools, of these 3 improved by more than 10%pts and 2 improved by more than 20%pts; the gap to NA widened in 2/7 schools – both schools did not engage with the LA and one became an academy; the reading outcome improved by 5%pts or more in 5/7 schools, of these 4 improved by more than 10%pts and 1 improved by 40%pts; the gap to NA narrowed in 5/7 schools; the maths outcome improved by 5%pts or more in 5/7 schools, of these 3 improved by more than 10%pts and 1 improved by 38%pts; the gap to NA narrowed in 5/7 schools. Reading progress outcomes improved in 5/7 of these schools and maths outcomes improved in 4/7.
5. 10 schools received a Letter of Concern and were offered support. In these schools, Reading/Writing/Maths combined outcome improved by 5%pts or more in 6/10 schools, of these 4 improved by more than 10%pts and 3 improved by more than 20%pts; the gap to NA widened in 3/10 schools – of which 1 school commissioned support from outside the LA and 1 was a small cohort; the reading outcome improved in 6/10 schools, of these 5 improved by more than 10%pts and 2 improved by 20%pts or more; the gap to NA narrowed in 5/10 schools; the maths outcome improved by 5%pts or more in 5/10 schools, of these 4 improved by more than 10%pts and 2 improved by more than 20%pts; the gap to NA narrowed in 5/10 schools. Reading progress outcomes improved in 6/10 of these schools and maths outcomes improved in 4/10. 1 school, which saw the greatest improvement in reading attainment outcomes within this group, adopted the Power Teaching and Learning approach (arising from Sunderland school which shared their practice at an LA event on 24<sup>th</sup> June 2016).
6. Improving Literacy Programmes:
  - a) *Year 1 Phonics (11 schools)*: 6/11 improved outcomes by 7%pts or more and narrowed the gap to NA (2 are now broadly in-line within NA); of these 4/11 improved by 10%pts or more; 4/11 declined by 5%pts or more; of these one was an academy; 2 converted to become sponsored academies and did not engage with the programme from Jan 2017.
  - b) *End of KS1 phonics (11 schools)* - 8/11 improved outcomes; of these 4/11 improved by 5%pts or more and narrowed the gap to NA; 4/11 are now slightly above NA; 2/11 are within 3%pts of NA; 3/11 declined further - of these 1 was an academy; 2 of these became sponsored academies and did not engage with the programme from Jan 17.
  - c) *Improving Reading Programme (15 schools)* - 12/15 schools improved outcomes by more than 10ppts (9/15 improved by more than 15ppts, 5/15 improved by 20%pts or more, 4 improved by 30%pts or more and 1 improved by 43ppts); The average gain was 16ppts and 2/15 are now slightly above NA; Reading for Inference training was introduced in 11 schools; Project X CODE training was continued in 9 schools and 3 further TAs trained; Better Reading Partners were continued in 8 schools, introduced in 1 school and a further 14 TAs trained to deliver it; 1 school adopted

## Power Teaching and Learning (from Sunderland school).

7. It is worth noting here that analysis of 2017 outcomes shows that 16% of pupils achieved the EXS+ in 2 of the 3 subjects, an improvement from 20% in 2016;
8. The proportion of these pupils who achieved EXS+ in writing and mathematics but not reading continues to be the highest group at 8%, although this is an improvement from 11% in 2016;
9. Schools with the highest proportion of such pupils in 2016 either received a FWN or LoC and all of such schools which are maintained by the LA have shown an improvement in 2017.

### 4.11 Actions taken to date in 2017 include:

1. We have worked in partnership with Vivacity, City College and the National Literacy Trust to develop a "Vision for Reading" in Peterborough, launched 29th January 2018, which will culminate in a city-wide Year of Reading from September 2019 to August 2020;
2. An Education Conference has been held with actions following (see separate report);
3. A shared Strategic Service Director (Education) has been appointed to work across both Peterborough and Cambs;
4. The School Standards and Effectiveness Team has been restructured;
5. There is a closer working relationship developing with the Primary School Lead Headteachers;
6. The Lead Headteachers have organised and led a well-attended conference for all primary schools, focusing on improving combined attainment at the end of Y6, supported by Senior Advisers;
7. The School Readiness project has gained further momentum and is having positive impact (see separate report);
8. Increasing numbers of schools are being supported to achieve academy status;
9. There are stronger links between the LA and our Teaching Schools, leading to more focused provision of CPD for school staff, and increasing numbers of specialist leaders in schools; More bids are being made to access national grant funding;
10. We continue to provide good support and act as significant partners to Teach East, in our mutual desire to see greater numbers of high quality teachers trained in Peterborough and working in Peterborough; We also provide support to these new teachers through acting as the Appropriate Authority for them during the NQT year, where schools opt for us to act in this way;
11. We have issued 2 Formal Warning Notices and 12 Letters of Concern. We shall be conducting formal review/monitoring visits to many of these schools in early 2018;
12. We have also issued 11 letters to schools which have done well or have shown a significant improvement. We must not forget that, despite the low overall attainment and national rankings, there are many schools in Peterborough who are doing very well;
13. We have continued to support schools through OfSTED inspection where requested, and the proportion of schools judged Good or better by OfSTED continues to be almost 9 out of every ten. One school issued with a Letter of Concern this term was inspected in November and continues to be judged a good school. One further school was also inspected recently and is expected to remain as good when the report is published.
14. For 2017/18 24 schools (12 LA maintained and 12 academies) have been offered an Improving Leadership of Literacy package of support of these 11 (7 LA maintained schools and 4 academies) are engaging with this support.
15. For 2017/18 26 schools have been offered an Improving EYFS Literacy package of support of these 14 are engaging with this support.
16. We continue to hold meetings on a regular basis with the RSC and her officers, discussing both maintained and academy schools which are causing concern.

## 5. CONSULTATION

- 5.1 All Infant, Junior and Primary schools are aware of the outcomes for 2017 and commentary has been released for the media. Relevant Officers are aware of the outcomes for 2017 as is the

Lead Cabinet Member for Education.

## **6. ANTICIPATED OUTCOMES OR IMPACT**

6.1 For Committee Members to have a greater understanding of the actions being taken to address the outcomes issues in Peterborough primary schools, and to support Officers in the actions that they take.

For Committee Members to gain further understanding of the role and function of the Local Authority in relation to School Improvement.

## **7. REASON FOR THE RECOMMENDATION**

7.1 To raise awareness amongst Committee Members and ask for their support for future actions to be taken as appropriate.

## **8. ALTERNATIVE OPTIONS CONSIDERED**

8.1 *None*

## **9. IMPLICATIONS**

### **Financial Implications**

9.1 None

### **Legal Implications**

9.2 None

### **Equalities Implications**

9.3 None

### **Rural Implications**

9.4 None

## **10. BACKGROUND DOCUMENTS**

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

10.1 Statistical First Release data from the Department for Education.

## **11. APPENDICES**

11.1 171220 - Appendix 1 - EYFS and Phonics Outcomes 2017  
171220 - Appendix 2 - KS1 Outcomes 2017  
171220 - Appendix 3 - KS2 Outcomes 2017