

CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 8
3 JANUARY 2019	PUBLIC REPORT

Report of:	Wendi Ogle-Welbourn, Executive Director, People and Communities	
Cabinet Member(s) responsible:	Cllr Lynne Ayres - Lead Cabinet Member - Education, Skills and the University	
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EDUCATIONAL ATTAINMENT AT EYFS, KEY STAGE 1, KEY STAGE 2 AND KEY STAGE 4, INCLUDING RURAL SCHOOLS AND SCHOOLS CAUSING CONCERN

R E C O M M E N D A T I O N S	
FROM: Gary Perkins, Assistant Director (Education)	Deadline date: 3rd January 2019
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> 1. Note the contents of the report and 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, Primary and Secondary schools. 	

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, Primary and Secondary schools in the 2018 Early Years and National Curriculum assessments.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference 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.

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

2.4 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?	NO	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 2018 outcomes for children aged 5 and 7 years and final outcomes for children aged 11 years. Provisional outcomes are also included for children aged 16 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. A GCSE Grade 4 or above for a standard pass and Grade 5 or above for a good pass.

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

Group’s data has been included in this report where it has been possible to do so.

NB Where national rankings are quoted, this should be out of 150 LAs and not 152, so please deduct 2 from each ranking.

Note:

Where groups data is included:

EAL = English as an Additional Language

EHCP = Education, Health and Care Plan (children with Special Educational Needs and/or Disabilities)

SEN Support = those children whom schools believe have special educational needs and are provided with additional support, but have not been assessed as being in need of an EHCP.

Children from White British, White Other and Pakistani heritage backgrounds have been included as separate groups because they are the three largest groups in the city.

Disadvantaged pupils are those for whom the Pupil Premium Grant is received by schools, are Children in Care or are children from Service families.

4.2 There has been a request for rural schools to be considered as a separate group in this report. Therefore, please find collated outcomes from rural schools at Appendix 5.

4.3 **Provisional Outcomes 2018: EYFSP:**

Please see Appendix 1

1. Although outcomes as expressed by the proportion of pupils achieving GLD at the end of YR have remained relatively stable, there has been a good improvement in 2018 and the gap to the national average achievement has narrowed by 3%;
2. These outcomes reflect the information received from schools at the beginning of the school year through the School Readiness (now START) questionnaire, regarding the proportion of children who were ready to commence their learning effectively. There was an improvement in these outcomes from both 2016 and 2017;
3. Although the rankings against national LAs have improved slightly, they remain very low, and comparison with Statistical neighbours and Local Comparators is poor;
4. This emphasises the importance of the START Project and the reasons for it being established and given such priority. It is imperative that it is sustained and continues to be successful.

4.4 **Provisional Outcomes 2018: Phonics Screening Check by the end of Y2:**

Please see Appendix 1

- These outcomes reflect a sustained improvement in the proportion of children reaching the expected standard in the PSC from 2017 compared to previous years;
- Over the last 3 years in particular, the proportion of children achieving the standard has increased by 6%, and is now 2.8% below the national average, the gap having halved over 3 years;
- Outcomes when compared to Statistical Neighbours have shown an improvement over 3 years, with a sustained narrowing of the gap;
- 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 and sustained impact and improvement;
- National rankings and performance against Statistical Neighbours and Local Comparators are poor.

4.5 **Provisional Outcomes 2018: End of Key Stage 1 (Year 2 - age 7 years)**

Please see Appendix 2

- There has been a steady and sustained improvement to outcomes in writing and mathematics since 2016, but a decline in reading outcomes;
- However, the gap to the national average has widened in both reading and writing in successive years, but has narrowed in mathematics;
- This is true in comparison with Statistical Neighbours and local comparators;
- National rankings and comparison with Statistical Neighbours and Local Comparators for all subjects are poor;
- This is another indication as to why it is so important for all residents of Peterborough to support and promote the Vision for Reading and become involved in our actions to promote the Vision and also the Peterborough Year of Reading;
- It is vital that schools work to improve the outcomes of their youngest children so that they begin the next stage of their learning from a strong position.

4.6 **Final Outcomes 2018: End of Key Stage 2 (Year 6 – age 11 years)**

Please see Appendix 3

- The final results for Key Stage 2 (children aged 11 years) tests for 2018 show that 66 per cent of pupils achieved the expected standard in reading which is 5 per cent higher than last year and 68 per cent in maths which is 1 per cent higher than 2017. In the subjects Combined, 54 per cent of pupils achieved the expected standard which is a 3 per cent improvement on last year and a 15% improvement over two years.
- Since 2016, we have seen the city's results improve by 14% in reading, 3% in writing, 9% in mathematics and 15% in the subjects combined.
- It is also worth noting that 89% of the city's primary schools have been judged by OfSTED to be either Good or Outstanding, which is better than the national average.
- It is clear that the city's results continue to show a steady and sustained improvement and we are pleased to see further evidence of this trend of better outcomes.
- However, the city council, all schools and everyone involved in education in Peterborough remain conscious that much more needs to be done to close the gap to the national average further still and to move Peterborough to a higher position in the national rankings.
- This is why we have taken the significant and serious actions that we have, and are moving towards much stronger partnership working with schools.

4.7 **Outcomes 2018: End of EYFS, Phonics, Key Stage 1 and Key Stage 2 (Rural Schools) (YR – Y6)**

Please see Appendix 5

Outcomes at each Key Stage EYFS to Key Stage 2 for rural schools (all of which except one are maintained by the local authority) are generally much better than the Peterborough average, and the gap to the national average is generally positive across each of the key stages.

In some aspects this positive gap is narrowing over time, which is a concern. For phonics outcomes, in particular, this is the case and the gap to national outcomes is now negative.

It must be borne in mind though that these schools have small cohorts and small changes to context can have a significant impact upon average outcomes.

Generally, the rural schools have performed well and are judged by OfSTED to be providing a good quality of education.

Where there are exceptions, schools are being worked with intensively and concerns have been raised. Governing bodies will be aware and involved where this is the case.

4.8 **Provisional Outcomes 2018: End of Key Stage 4 (Year 11 – age 16 years)**

Please see Appendix 4

Although slight improvement has been shown in the proportion of students achieving Grade 4-9 and 5-9 in both English and mathematics in comparison to 2017, outcomes in the measures of Attainment 8 and Progress 8 have declined.

The national ranking for these measures, and comparison with the outcomes of Statistical Neighbours and Local Comparators, are poor.

4.9 **Schools Causing Concern**

Those schools about which the local authority has some concern have been contacted and offered support. They each (if they are maintained schools) have a named adviser working alongside them and each has produced an action plan showing how they will bring about rapid improvement to levels of attainment or rates of progress.

Where these schools are academies, the CEO of the Trust has been contacted by the Service Director and concerns have been expressed, as well as an offer to work in greater partnership and collaboration.

4.10 **Actions**

Actions taken specifically by the School Standards and Effectiveness team to address end of year outcomes and effect improvements from EYFS to the end of KS2 include:

(Depending on the area of concern schools have been targeted for some of the support listed below. For LA maintained schools LA advisers are agreeing support tailored to the needs of the school)

4.11 **HMI Led Sessions for Peterborough Schools**

15th November – 48 cross-phase schools attended a full day session organised and introduced by the Assistant Director (Education) and led by Tim Bristow HMI on the increased focus to be placed on the curriculum and overall quality of education within the Ofsted Framework to be introduced from September 2019. The session was the same as that delivered to Ofsted Inspectors and was well received by schools. The timing of this has given schools the opportunity to plan well ahead and consider any changes they wish to make in school in terms of curriculum and teaching and learning before September 2019.

16th November – 15 primary schools (14 of whom were graded GOOD at their last inspection and one of whom was Requiring Improvement but is improving rapidly in the view of the Local Authority) but with low attainment outcomes attended a session led by Tim Bristow HMI and supported by four additional HMI. The Headteacher and Chair of Governors attended with one or two additional senior teaching staff. The focus of the day was for schools to reflect upon their context, the barriers to improving attainment, their successes to date overall and for key groups. They were also asked to consider actions they still need to take in order to overcome their specific barriers in the short-term, to help to impact on 2019 outcomes and over the longer term.

The session was workshop-style giving attendee's quality time together around a clear agenda with facilitation by HMI and contributions by the Assistant Director (Education) and School Standards and Effectiveness Advisers from PCC.

4.12 **Cambridge Maths HUB**

The Cambridge Maths Hub held a conference in mid-November in Peterborough to help to promote knowledge of the work of the HUB among our schools and the full range of CPD activities which are available at no charge to schools. Promoting the work of the Cambridge Maths HUB is a key priority for the School Standards and Effectiveness Team. Engaging more Peterborough School is also for a priority for the Hub itself.

Eight schools (4 LA Maintained and 4 academies) are taking part in Teaching for Mastery Work Groups led by accredited teachers to help to improve the teaching of mathematics. This is mix of

teachers from Key Stages 1 and 2.

4.13 **Greater Depth Work Groups**

2 schools are jointly leading a work group for teachers to develop their understanding of effective approaches to improve the learning of more able pupils in Key Stages 1 and 2. The first of four sessions took place on the 13th December. One session as part of this work group gives teachers the opportunity to observe teachers from Shanghai teach a model lesson using their approaches.

4.14 **Year 5 to Year 8 Continuity**

This work group is being led by a secondary school. Teachers from different phases work together to improve communication between Key Stages 2 and 3, with the overall aim of improving the continuity of learning by pupils in the four years between Years 5 and 8. Participants will be looking at how the use of bar modelling to represent problems and structure understanding can improve students' learning in KS2 and KS3

4.15 **EYFS GLD**

- The 2018 EYFS data has been analysed to identify the schools with the lowest outcomes for GLD and support has been offered to six with three accepting the offer.

4.16 **Year 1 / Year 2 Phonics**

- Fourteen schools have been targeted for the improving phonics programme. Thirteen accepted the invitation and have engaged positively with the programme. The school with the 3rd lowest outcomes (and largest cohort) and with the potential to make the most difference to LA outcomes declined the package of support.
- Four of the thirteen will be offered additional in-school support.
- The first Phonics Leaders' Meeting has taken place and all 13 schools have engaged very positively. These schools are now finalising their phonics targets and the key actions for improvement.
- Local Authority Advisers and Headteachers from two large school have visited school in the London Borough of Newham to consider strategies used to achieve high outcomes and these are to be shared.
- A Phonics Conference (supported by schools from Newham) is planned to take place on February 8th 2019 the focus is to improve the quality of leadership and its impact on assessment, teaching and parental engagement in order to bring about improved outcomes.

4.17 **Key Stage 1**

- A range of well attended courses have taken place about preparing for Year 2 assessments. The content of these includes not only assessment but issues relating to quality first teaching which helps to generate good evidence of pupils' learning.

4.18 **Key Stage 2**

Improving Reading

- Thirteen targeted schools have been offered Reading for Inference training for Y5/6 teachers. 8/13 schools have accepted the offer (13 teachers); this is in addition to the 10 schools (and over 20 teachers) that accessed the programme in September 2018. For the September cohort, the initial 2 sessions have now taken place and strategies are being systematically used to improve outcomes for end of KS2 reading. The sessions are being supported by some teachers who have effectively implemented the programme and have already achieved improved outcomes in reading
- 71 Reading Buddies have recently been trained and currently 104 are active in schools. 14 schools are training up their own reading buddies following attendance at Train the Trainer Reading Buddy training last term.

Improving Writing

- A range of CPD available to all schools to access includes: Grammar, Punctuation and Spelling: Writing at the Greater Depth Standard: Understanding Assessment of Writing and the implications for teaching: Intervention Programmes (1stClass@Writing – Years 3-5)

Uptake of this CPD programme remains good.

Improving Mathematics

Five large schools with low progress outcomes in maths have been invited to take part in a free year-long trial of some software developed by “Learning by Questions”. <https://www.lbq.org/>

The aim of this is to provide sets of questions for teachers to use with classes and pupils respond on tablets. The software provides instant feedback to pupils on the questions they get wrong and also provides useful assessment information for the teacher at individual or whole class level which he or she can use to tailor their teaching. Schools have been asked to use this with at least one Year 6 class in order to help to try to secure some impact on end of Key Stage 2 outcomes in maths. Learning by Questions also has question sets focused on English, Spelling, Punctuation and Grammar.

4.19 Key Stage 4

Secondary school Headteachers and Principals accept that there are issues with both attainment and progress which need to be resolved and improved.

They are working, in partnership with the Service Director (Education) in work groups considering actions to take in relation to:

- The quality of leadership and management
- The quality and impact of the curriculum upon outcomes
- The recruitment and retention of high quality teachers
- Outcomes for vulnerable learners

In addition they are working to address concerns held about the increasing complexity of need displayed by those students who are judged to have either special educational needs or have behaviour issues which prevent effective learning.

In his report to you in November 2018, the Service Director (Education) outlined the actions which have either already been taken or are due to be taken in an effort to work in partnership with maintained schools and Multi Academy Trusts to effect improved outcomes in Peterborough schools.

In addition, there has been recent approval given to a restructured senior management team within education services across both Cambridgeshire and Peterborough with the aim of providing sustained and improved strategic leadership for all aspects of education.

5. CONSULTATION

- 5.1 All schools are aware of the outcomes for 2018 and commentary has been released for the media. Relevant Officers are aware of the outcomes for 2018 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 schools, and to support Officers in the actions that they take.

For Committee Members to embed their 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 Very limited financial implications above the current spend. Most activity to bring about school improvement will be undertaken by schools, at the expense of schools.

Where local authority officers provide support this is likely to be chargeable and cost-recovery will apply.

Legal Implications

- 9.2 None

Equalities Implications

- 9.3 None

Rural Implications

- 9.4 Provide advice, guidance, support and challenge to rural schools in equal measure to that provided for urban schools.

10. BACKGROUND DOCUMENTS

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

- 10.1 Statistical First Release and Validated Key Stage 2 Outcomes data from the Department for Education.

11. APPENDICES

- 11.1 Appendix 1 - EYFS and Phonics Outcomes 2018
Appendix 2 - KS1 Outcomes 2018
Appendix 3 - KS2 Outcomes 2018
Appendix 4 – KS4 Outcomes 2018
Appendix 5 – Rural Schools Outcomes 2018