

<b>CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE</b>	<b>Agenda Item No. 9</b>
<b>21 MARCH 2011</b>	<b>Public Report</b>

## **Report of the Cabinet Member for Education, Skills and University**

**Report Author – Mel Collins and John Richards**

**Contact Details – 01733 863600**

### **PORTFOLIO PROGRESS REPORT**

#### **1. PURPOSE**

To provide Members with a progress report from both the Cabinet Member for Education, Skills and University in relation to matters relevant to this Committee.

#### **2. RECOMMENDATIONS**

Members are asked to scrutinise the progress made on the Cabinet Members' Portfolio by providing challenge where necessary and to suggest ideas and initiatives to support improvements in performance.

#### **3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY**

Key objectives within the Creating Opportunities, Tackling Inequalities priority are to improve skills, education, safeguarding and community cohesion outcomes for children and young people in Peterborough. The priorities and actions from this Portfolio directly contribute to this ambition.

#### **4. BACKGROUND**

This report provides Members with an update on the Portfolio of Councillor John Holdich including information about priorities, progress made to date, and forthcoming actions.

The performance of Education, Skills and University (ES&U) is monitored through the Children's Services Ofsted Profile (three times per year), monitored through monthly Departmental Strategic Improvement Board (DSIB) meetings. Ofsted inspections of schools and settings feed into this profile. A variety of other evaluative tools and monitoring activities, led by the 0-7 service and the School Improvement Team, also feed into this report and our knowledge and understanding of the performance of our schools and settings, children and young people.

This Report covers the following key themes:

1. Validated Key Stage 2 and Key Stage 4 results (KS2 and KS4)
2. Ofsted ratings overall
3. Academies
4. University

#### **4.1 VALIDATED KS2 AND KS4 RESULTS**

##### **4.1.1 2010 KS2 Results**

#### **INTRODUCTION**

The Key Stage 2 Standardised Assessment Tests (or SATs) results, released in December 2010, placed Peterborough sixth from the bottom in the published national league tables. Unfortunately,

the 'success' achieved in encouraging a high percentage of schools to sit the SATs and provide information worked against the Local Authority (LA) and a lot of negative publicity was received when the league tables were published.

There are lessons to be learnt as the published data did not compare like for like nor represent a full national picture. It is essential that the LA are more proactive next year with the positive news to ensure that all commentators have a better understanding of the figures as opposed to simply taking the published information at face value.

It should also be remembered that the City Council is accountable for results but not responsible for managing schools. The schools are managed by governing bodies and head teachers and LAs have only limited powers to intervene in the leadership, management and governance of schools when they are failing.

Despite these limited powers, Ofsted inspectors have consistently praised the measures the LA has taken to improve progress. Below are just three examples from more than 10 Ofsted reports this academic year that acknowledge the LA's role.

- In a monitoring visit to a secondary school, the LA's role was acknowledged in helping to increase the number of 'good' lessons
- The LA was said to be providing significant help in improving teaching and evaluation at another secondary school
- In a report about a special school, the authority is described as 'relentless in its pursuit of improvement'.

## KEY POINTS

1. Following a successful campaign with primary head teachers, **Peterborough achieved a 95 per cent participation rate (national average was 74 per cent)**. Looking at the published figures in detail, if all LAs had achieved a 95 per cent participation rate, Peterborough would have been in the top third for progress from KS1 to KS2 and in the top two thirds for attainment.
2. **13 out of 150 local authorities (around 10 per cent) did not have their results published** because too few pupils in that area took the tests.
3. Peterborough schools face greater challenges than most:-
  - a. **96 languages are spoken** in Peterborough schools (86 in primary).
  - b. **15 per cent of students have special education needs** this year (national average is 1.4 per cent).
  - c. **3 per cent of pupils that took SATs test in Peterborough lived in the UK for less than two years** and arrived with little or no English.
  - d. **Peterborough has a very high turnover rate of pupils – almost double the national average**. Of the 2,103 pupils with KS2 results in 2010, 435 (21%) were not in Peterborough at the start of their school life and did not have a Foundation Stage Profile (FSP) to enable the school to effectively track progress.
  - e. **A further 455 pupils (22%) who had a FSP were no longer in the city by 2010** to take their KS2. Nationally, about 12 per cent of pupils are expected to move during this time.

4. Analysis reveals that in Peterborough **66 per cent of primary schools are helping children to achieve better results than were expected of them** when they started in Reception.
5. **In 2010, 29 schools (52 per cent) reported attainment on entry to Reception was significantly below nationally expected levels** (this was verified by our School Improvement Partners and OfSTED).
6. **Many schools across the country boycotted the SATs tests with 20 per cent of LAs only including data for half of their pupils.** Poorly performing schools not administering the tests artificially inflated the averages of their respective LA.
7. **When compared to Derby or Portsmouth (our statistical neighbours nationally), Peterborough has more pupils who make the expected two levels of progress in English and maths between Year 2 and Year 6.** Three per cent more of our pupils make this level of progress than our statistical neighbours and one per cent more than the national average in both core subjects.
8. **When compared to Leicester or Nottingham (statistical neighbours locally), our performance comes out on top.** The proportion of pupils who make the expected 2 levels of progress in English between Year 2 and Year 6 is 4 per cent above the average (and puts us in joint first place) and in mathematics is also 4 per cent above the average (and also puts us in first place).
9. All schools where results have declined have been visited by School Improvement Advisors (SIAs) to determine the reasons and there is a sharp focus on improving attainment. **Unlike many other School Improvement Teams that visit schools just once a year, our team visits at least three times a year** to ensure progress is made at the fastest rate possible.

#### 4.1.2 Further details on KS2 SATs

Primary and junior schools are rated on how pupils perform in English and maths by the end of KS2 compared with how they would be expected to perform from when they start in Reception. This is called a **contextual value-added (CVA)** score. According to this year's results, in Peterborough:-

- **Around half of the schools (23)** have a CVA of 100.5 or above indicating that they **are achieving well above** what would have been expected of them.
  - **Two thirds of the schools (33 out of 50)** have a CVA of 100 or above indicating that their pupils **are performing at, or above their expected level.**
  - The remaining schools are all working intensively with LA SIAs and Teaching and Learning Consultants on specific school improvement programmes.
- 92 per cent of schools met or exceeded their predictions in English
  - 84 per cent of schools met or exceeded their predictions in maths
  - 80 per cent of schools met or exceeded their predictions in English and maths combined.

**Peterborough's work with schools to improve standards and achievement has been recognised by Ofsted inspection teams and the Department for Education.** The Learning and Skills Team work with school leaders to improve leadership, with teachers to improve the quality of learning and teaching and with governors to bring about improvements to their monitoring role and their role in holding the school to account. This work ranges from full-scale LA reviews to working with individual teachers and groups of children to make improvements in specific subject areas.

### 4.1.3 2010 KS4 Results

#### INTRODUCTION

GCSE performance tables were released on Wednesday 12 January 2011. The 2010 results show that Peterborough schools have achieved their **best ever** results and have **improved significantly since 2009**. Peterborough is the 14<sup>th</sup> most improved LA in the country for 5+ A\* - C and 58<sup>th</sup> most improved for 5+A\*-C including English and maths, out of 151 LAs.

1. In 2010, the percentage of pupils achieving 5 or more A\* to C GCSEs rose by **10 percentage points** from **63%** in 2009 to **73%** in 2010.
2. The percentage of pupils achieving 5 or more A\* to C GCSEs including English and maths rose by **five percentage points from 41% in 2009 to 46% in 2010**.
3. This year's results are also a real success story for the city with improvements in **nearly every category**. Results have improved for both boys and girls, children in care, young people with special needs, young people who are eligible for free school meals (FSM), and those who do not have English as a first language.
4. The difference between the average for Peterborough schools and the national average for 5 A\* to C including English and maths **has closed by a further 1.3 percentage point since 2009**.
5. The difference between the average for Peterborough schools and the national average for 5 A\* to C had closed **by 4.7 percentage points since 2009**. The Peterborough average is now less than three percentage points away from the national average.
6. **The English Baccalaureate** was reported on for the first time in 2010. It is not a single qualification it is a measurement of pupils' performance across five key areas:
  - English
  - Maths
  - Science
  - Humanities subjects (such as geography and history)
  - Modern Foreign Languages (such as French, German, Spanish, Urdu). Unfortunately, as modern languages are not currently a compulsory subject this measurement does not enable us to compare like for like across our schools.
7. Of the 11 LAs which the government state are similar to Peterborough from national LAs ("Statistical Neighbours"), for the measure of 5 A\* - C, Peterborough is ranked 8<sup>th</sup>, an improvement of 2 places from 2009. For the measure of 5A\* - C including English and mathematics, Peterborough is ranked 10<sup>th</sup>, unchanged from 2009.
8. Of the 7 neighbouring LAs which are most closely similar to Peterborough, and which we use as local comparisons, for the measure of 5A\*-C Peterborough is ranked 5<sup>th</sup>, an improvement of 2 places from 2009. For the measure of 5A\*-C including English and mathematics, Peterborough is ranked 6<sup>th</sup>, an improvement of 1 place from 2009.
9. Of all LAs, Peterborough was ranked 118/151 for 5+A\*-C, an improvement of 23 places from 2009 and the best ranking since 2007. For 5+A\*-C including English and maths, Peterborough was ranked 142<sup>nd</sup> a decline of one place from 2009.

## 4.2 OFSTED RATINGS OVERALL

For **Primary Schools**, 58% of all Ofsted Inspections are rated 'good or better'

For **Secondary Schools**, 44% of all Ofsted Inspections are rated 'good or better'

For **Special Schools**, 80% of all Ofsted Inspections are rated as 'good or better'

For **Safeguarding**, 84% of all schools inspected have been judged as 'good or outstanding'.

For **Community Cohesion**, 73% of inspections have been judged 'good or outstanding' in this aspect.

## 4.3 ACADEMIES

### INTRODUCTION

The new Coalition Government are supporting the academisation of schools. Through the academy route schools are expected to improve their performance and outcomes for children and young people. Schools who fall below the Floor Target (currently 35% 5+A\*-C with English and maths) and show little or no progress between KS2 and KS4, will be under scrutiny to convert to academy status. Very early into the new Coalition Government's tenure, schools were invited to become Academies if they had been judged as 'outstanding' in their latest Ofsted Inspection.

As a result of this opportunity Arthur Mellows Village College and Kings School chose to become academies. More recently, the Coalition government have enabled weaker schools to partner with strongly performing schools and also convert to academy status. Orton Longueville School, partnered with Swavesey Village College, Cambridgeshire, have just received confirmation of its academy status and The Voyager School, partnered with Comberton Village College, Cambridgeshire, are about to receive their confirmation of academy status through this route. Altogether six out of eleven secondary schools in Peterborough (not including the new Reeves Way Free School) will be academies by January 2012.

At this present time, only one primary school, Bishop Creighton, is converting to academy status.

An academy is a school independent of the LA. Academies receive their funding directly from the government, not the LA and resources are removed from the central LA budget for schools to support academies. As a result of the fact that so many secondary schools in Peterborough are converting to academy status the LA's budget to support secondary school improvement and other Children's Services functions will be reduced.

## 4.4 UNIVERSITY

Members will be aware that the cabinet member and the director of children's services have been working very hard to develop provision of higher education in the city and the surrounding area through the Universities@Peterborough project. The objective of this is to bring to Peterborough universities who are recognized national and/or world leaders in their field to offer courses and programmes to undergraduates, masters and doctorate students via a range of teaching and learning methods. Anglia Ruskin, University Centre Peterborough and University of Bedfordshire already provide programmes in the city. Negotiations are well ahead with three other universities. Further details will be provided towards the end of March and again in May.

## 5 IMPLICATIONS

It is anticipated that the Scrutiny Committee will comment on and make recommendations relating to the updates provided in this report in order that the provision of education in the city is maximised for the benefit of children, young people and businesses.

## **6 CONSULTATION**

No consultation has taken place with regard to this report

## **7 EXPECTED OUTCOMES and NEXT STEPS**

Comments and recommendations made by Scrutiny Committee members will be considered as part of the ongoing development and delivery of children's services.

## **8 BACKGROUND DOCUMENTS**

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

Various Ofsted reports

## **9 APPENDICES**

None