

SCRUTINY COMMISSION FOR RURAL COMMUNITIES	Agenda Item No. 7
18 NOVEMBER 2013	Public Report

Report of the Executive Director of Children's Services

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EDUCATIONAL ATTAINMENT

1. PURPOSE

- 1.1 The committee requested a report to provide a report outlining the primary and secondary examination results for 2013 and a review of how the schools were currently graded by Ofsted. A similar report was brought to the committee in February 2012.

2. RECOMMENDATIONS

- 2.1 The committee is requested to review the information presented and request further explanation / information if required.

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 There are 9 maintained primary schools within the rural area of Peterborough and one secondary school (which has academy status).
- Barnack Primary (Voluntary Controlled)
 - Castor Primary (Voluntary Aided)
 - Eye Primary (Voluntary Controlled)
 - John Clare Primary (Community)
 - Newborough Primary (Voluntary Controlled)
 - Northborough Primary (Community)
 - Peakirk cum Glington Primary (Voluntary Aided)
 - The Duke of Bedford Primary (Community)
 - Wittering Primary (Community)
 - Arthur Mellows Village College (Academy)
- 4.2 The rural area covers a significant amount of land – there is 14.5 miles between Wittering in the West and The Duke of Bedford in the East.

5. KEY ISSUES

- 5.1 Appendix 1 and 2 gives the performance of rural primary schools in Peterborough in comparison to the City and to England as a whole. The table outlines results for those pupils who are in Year 6 (age 11) and are from Key Stage 2 tests taken in May annually.
- 5.2 At this age, the expected level of attainment for these pupils is at least Level 4 of the National Curriculum. In addition, it is expected for pupils to have made progress by at least 2 levels from

the end of KS1 (age 7) to the end of KS2 (age 11). The information in appendix 1 looks at the 4 floor targets (i.e. the target for schools to achieve as a minimum) for

- The percentage of children achieving Level 4 or above.
- The percentage of children achieving two levels of progress from key stage 1 in Reading.
- The percentage of children achieving two levels of progress from key stage 1 in Writing.
- The percentage of children achieving two levels of progress from key stage 1 in Maths.

- 5.3 Where schools are below the required level in three of these areas, they are considered to be vulnerable by the Department for Education. Where schools are below all 4 measures, they are considered to be “Below the Floor” and it is expected that significant intervention would take place by the local authority. Appendix 3 gives contextual information around the schools and their Ofsted rating.
- 5.4 As the information shows, the performance of schools in the rural area is strong. The School Improvement Team within the local authority is working intensively with those schools in the vulnerable category to drive up standards and improve the outcomes for children.
- 5.5 There is only one rural secondary school in Peterborough. However a proportion of children from within the rural area access both Peterborough city schools (particularly those have a particular ethos e.g. faith) and those schools outside of the borders of Peterborough. Appendix 4 gives the performance of Arthur Mellows in comparison to the City and to England as a whole. The table outlines results are for those pupils who are in Year 6 (age 11) and are from Key Stage 2 tests taken in May annually.
- 5.6 These results are for those pupils who were in Year 11 (age 16) during 2012-13, and are from GCSE Examinations taken in 2013.
- 5.7 The expected level of attainment for these pupils is at least Grade C and for pupils to have made progress by at least 3 levels from the end of KS2 (age 11) to the end of KS4 (age 16).
- 5.8 The measures reported on are for the proportion of students achieving:
- at least 5 A* - C grades, including English and mathematics;
 - The proportion of students making expected progress in English
 - The proportion of students making expected progress in mathematics
- 5.9 The Local Authority’s approach to improving standards in schools across the city is through the following activities –
- Formal “Standards Performance and Safety” Warning Notices and more informal Letters of Concern are issued to schools which are performing below ‘floor standards’. Likewise academy sponsors are challenged where they are not performing. These actions require schools to document how they will improve or else the LA reserves the right to take further action if appropriate at that time which may include formal intervention or structural solutions to improve standards. The focus is now very much on a ‘no excuses’ culture.
 - Highlighting weaknesses and evaluating improvement plans in all primary schools with head teachers and governors;
 - We are currently collating expected results for schools next year (targets) and these will be challenged and may lead to intervention in their own right.
 - Undertaking focused and targeted work with school leaders and teachers in schools which are causing concern, tailored to the needs and weaknesses of the school;
 - Working with school leaders and governors by undertaking LA reviews of whole schools or departments;
 - Preparing schools and governors for the rigour of the revised Ofsted Inspection Framework, and the further changes implemented in September 2013;
 - 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.

- 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 currently reviewing a number of options around strategies to support learning across the city who have English as an additional language.
- Development of Schools to School partnership to drive up improvement.
- Focussed work is also underway around SEN through the ‘Achievement for All Programme’ which 30 schools have signed up for and more generally on strategies to raise standards.
- The authority is a member of the Peterborough Learning Partnerships which brings together schools to offer staff within schools high quality professional development to improve standards. The partnership consists of 3 strands – leadership for learning, curriculum for learning and behaviours for learning;
- Where schools are Below Floor, Requiring Improvement or vulnerable in any other way, we offer and provide:
 - Detailed analysis of data to identify underperforming groups;
 - Challenge and support meetings with headteachers and chairs of governors where appropriate;
 - Tailored support to improve aspects of leadership and management or the quality of teaching;
 - Tailored reviews of aspects of provision, taking the form of “mini OfSTED” visits;
 - Focused support regarding performance management objectives for key staff;
 - Training and information sessions for senior leaders and governors in school improvement activities;
 - Analysis and evaluation of school self-evaluation and development planning at school or subject level;
 - Brokerage and commissioning of external support where this is required and beneficial

6. IMPLICATIONS

6.1 *None*

7. CONSULTATION

7.1 *N/A*

8. NEXT STEPS

8.1 *None*

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, early years information and national DfE data.

10. APPENDICES

- 10.1 Appendix 1 – Rural Primary Schools Education Performance – KS2 Attainment
 Appendix 2 – Rural Primary Schools Education Performance – KS2 Progress
 Appendix 3 - Rural Primary Schools Contextual Information
 Appendix 4 - Rural Secondary Schools Education Performance – KS4 Attainment, Progress and Context

Appendix 1 – Key Stage 2 (Year 6, age 11 years) – Attainment

The proportion (%) of pupils achieving at the expected level (L4+) and above the expected level (L5+) against the gap to national.

School	L4+ Rdg	Gap to Nat	L4+ Wtg	Gap to Nat	L4+ Ma	Gap to Nat	L4+ RWM	Gap to Nat	L5+ Rdg	Gap to Nat	L5+ Wtg	Gap to Nat	L5+ Ma	Gap to Nat	L5+ RWM	Gap to Nat
Barnack	91	+5	91	+8	91	+6	91	+15	59	+14	36	+6	46	+5	27	+6
Castor	81	-5	86	+3	76	-9	67	-9	38	-7	43	+13	33	-8	19	-2
Eye	88	+2	77	-6	72	-13	61	-15	26	-19	12	-18	30	-11	7	-14
John Clare	94	+8	94	+11	94	+9	94	+18	63	+18	44	+14	31	-10	25	+4
Newborough	93	+7	85	+2	78	-7	74	-2	48	+3	33	+3	44	+3	30	+9
Northborough	94	+8	94	+11	94	+9	88	+12	59	+14	47	+17	56	+15	34	+13
Peakirk	87	+1	90	+7	94	+9	87	+11	39	-6	48	+18	52	+11	32	+11
The Duke of Bedford	82	-4	79	-4	77	-8	74	-2	50	+5	24	-6	38	-3	12	-9
Wittering	100	+14	91	+8	100	+15	91	+15	74	+19	31	+1	51	+10	20	-1
Rural Average	90	+4	87	+4	86	+1	81	+5	51	+6	35	+5	42	+1	23	+2
LA Average	79	-7	79	-4	82	-3	70	-6	37	-8	25	-5	36	-5	17	-4
National Average	86		83		85		76		45		30		41		21	

Appendix 2 – Key Stage 2 (Year 6, age 11 years) – Progress

The proportion (%) of pupils achieving at least the expected rate of progress between Y2 (age 7) and Year 6 (age 11):

School	Expected Progress Reading	Gap to National	Expected Progress Writing	Gap to National	Expected Progress Maths	Gap to National	Number of Criteria Below Floor Standard (out of 4)
Barnack	100	+12	100	+8	100	+12	0
Castor	84	-4	100	+8	58	-30	2
Eye	84	-4	84	-8	74	-14	3
John Clare	92	+4	92	0	100	+12	0
Newborough	96	+6	89	-3	89	+1	2
Northborough	91	+3	94	+2	97	+9	0
Peakirk	90	+2	97	+5	97	+9	0
The Duke of Bedford	79	-9	94	+2	82	-6	2
Wittering	100	+12	94	+2	100	+12	0
Rural Average	91	+3	94	+2	89	+1	1
LA Average	86	-2	92	0	87	-1	2
National Average	88		92		88		

Appendix 3 – Other Data for Primary Schools

	Free School Meal %	Percentage of Children EAL	IDACI	OfSTED Date	OfSTED Judgement
Barnack	7.3	4.2	22.4%	June 2011	Outstanding
Castor	5.4	x	29.5%	May 2011	Good
Eye	17.7	7.1	50.4%	December 2012	Requires Improvement
John Clare	x	x	23.6%	February 2012	Good
Newborough	5.9	5.7	38.5%	October 2013	Requires Improvement
Northborough	8.2	x	22.2%	June 2013	Good
Peakirk	6.2	4.7	27.6%	June 2012	Good
The Duke of Bedford	9.7	1.9	52.9%	July 2012	Requires Improvement
Wittering	3.9	1.3	14.7%	March 2011	Good
LA Average (PRI)	21.2	35.7	65.9%	N/A	N/A
National Average (PRI)	18.1	18.1	50%	N/A	N/A

x = Figures of 1 or 2 pupils or a percentage based on 1 or 2 pupils have been suppressed

IDACI - The IDACI percentage is a measure of Income Deprivation Affecting Children - measures in a local area the proportion of children under the age of 16 that live in low income households. A higher percentage indicates a higher level of deprivation.

Appendix 4 - Key Stage 4 (Year 11, age 16 years) – Attainment and Progress:

The proportion of pupils achieving at the expected level (5+ A*-C grades at GCSE including English and mathematics) and making at least the expected rate of progress between Year 6 (age 11 years) and Year 11 (age 16 years):

School	5+ A*-C incl Eng and Maths	Gap to National	Expected Progress English	Gap to National	Expected Progress Maths	Gap to National	Number of Criteria Below Floor Standard (out of 3)
Arthur Mellows Village College	70%	+11	77%	+6	81%	+9	0
LA Average (SEC)	58%	-1	69%	-2	68%	-4	2 (assuming Progress Floor 70%)
National Average (SEC)	59%		71%		72%		

	FSM	EAL	IDACI	OfSTED Date	OfSTED Judgement
Arthur Mellows Village College	5.5	2.9	35.3%	October 2009	Outstanding
LA Average (SEC)	15.7	26.4	61.7%	N/A	N/A
National Average (SEC)	15.1	13.6	50%	N/A	N/A

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