

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

Contact Officer(s) – Terry Reynolds – Interim Assistant Director (Education)
Contact Details – terry.reynolds@peterborough.gov.uk / 01733 863912

SERVICE DIRECTOR’S REPORT FOR EDUCATION INCLUDING PORTFOLIO PROGRESS REPORT FOR CABINET MEMBER FOR EDUCATION, SKILLS AND UNIVERSITY

1. PURPOSE

- 1.1 This paper summarises the 2015 unvalidated assessment and examination results for the Early Years Foundation Stage (EYFS), Reception Year (YR), Key Stage 1 (Y2), Key Stage 2 (Y6) (Validated) and Key Stage 4 (Y11). The KS4 results are provisional and are liable to change by the time of final reporting. In addition, outcomes and comparative data by ethnicity for KS1, KS2 and KS4 are not yet available (released in February 2016). They will be reported upon in March 2016.
- 1.2 It also notes other factors impacting on the provision of efficient education within Peterborough City.
- 1.3 These outcomes and factors provide a context for the development work that is being undertaken within the People and Communities Directorate following the resignation of the previous Service Director and the likely reduction in statutory responsibilities and funding for local authorities.

2. RECOMMENDATIONS

- 2.1 The Committee is asked to:
- Note the performance in the 2015 assessments, tests and examinations;
 - Scrutinise People and Communities actions to improve 2015/16 performance; and
 - Support People and Communities leaders in challenging, supporting and intervening in schools/settings and core subject departments where performance is inadequate and/or the school is below the national minimum floor standards.

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 In December 2015, the Department for Education (DfE) published the unvalidated but final EYFS, Key Stage 1 and Key Stage 4 outcomes, and the validated KS2 outcomes (except for ethnicity).
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 (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 1 (Y2) are expected to achieve at the level of the Phonics Screening Check;
- Pupils in Key Stage 2 (Y6 – age 11) are expected to achieve at least Level 4 (L4) or above (L4+) of the National Curriculum; and
- Pupils in Key Stage 4 (Y11 – age 16) are expected to achieve GCSE Grade C or above in at least 5 subjects, including English and mathematics.

4.2 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.

4.3 For the purpose of the tables and commentary below, the following LAs constitute each of the “neighbour” groups:

Statistical Neighbours:

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

Local Comparators:

Leicester
Luton
Nottingham
Thurrock

5. KEY ISSUES

Early Years Foundation Stage specific

5.1 These results are for those pupils who were in YR (Reception Year) during 2014-15, and are from teacher assessments of the Areas of Learning of the Early Years Foundation Stage curriculum.

All Pupils	Good Level of Development %	Average Points Score
Peterborough Average	61	34.4
National Average	66	34.3
Statistical Neighbour Average	65	33.8
Local Comparator Average	61	32.8

Ethnicity	Good Level of Development %	Average Points Score
Peterborough Average - British	68	36.6
National Average – British	69	34.9
Peterborough Average – Any Other White Background	45	30.4
National Average – Any Other White Background	57	32.5
Peterborough Average – Pakistani Heritage	54	31.9
National Average – Pakistani Heritage	58	31.9

5.2 In 2015 the proportion of pupils achieving a Good Level of Development (good achievement across all of the Key Areas of Learning – GLD) was 61%. This is an improvement of 2 percentage points from 2014. The gap to the national average, though, has widened to 5 from 1 percentage point. Our 2015

performance is the same as our local comparators but below the average of our statistical neighbours. We are ranked 10th of the 11 statistical neighbours and 2nd of the 5 local comparators.

- 5.3 The Peterborough 2015 Average Points Score (APS) in EYFS was 34.4pts. This is 0.1 pts above the 2015 national average. This represents a further good improvement from 2013 when APS was 31.5 and -1.3 points compared to national. Our 2015 performance is 0.6pts above the average of our statistical neighbours and 1.6pts above the average of our local comparators. We are ranked 4th out of the 11 statistical neighbours and 1st of the 5 local comparators
- 5.4 Teaching and Learning Advisers for the EYFS carried out quality assurance exercises on the data submitted by schools in addition to the formal LA moderation of EYFS assessments in 19 schools. Moderated schools closed the gap to national by 6 percentage points compared to 3 percentage points for non-moderated schools.
- 5.5 Further analysis by group (ethnicity, Free School Meals etc.) will be reported upon in March once this data has been received from other LAs and nationally.

Key Stage 1 Phonics

- 5.6 For 2015 there has been a shift in national emphasis upon the phonics outcomes, from Y1 into achievement by the end of Y2. The table below outlines performance outcomes of those children who either took the check when they were in Y1, who re-took the test in Y2 or took the test for the first time in Y2. National statistics refer to these outcomes as “End of KS1 phonics”.

All Pupils	% Meeting the Expected Standard
Peterborough Average	84
National Average	90
Statistical Neighbour Average	89
Local Comparator Average	87

- 5.7 This is a very disappointing outcome. Whilst some of it can be explained by the higher proportion of children arriving from outside of the UK than is found nationally, and also of those attending school for less than 5 terms at the time of the check, not all of it can be explained in this way. There is no trend data for this measure since it is the first time that the outcome has been measured in this way.
- 5.8 It is clear that there is a need for schools to improve the quality of teaching of phonics in KS1 and we have set a minimum target of 90% for 2016. We have invited 16 schools (targeted) to become involved in a package of phonics support provided by members of the school improvement team. This is designed to improve both the subject knowledge and teaching quality of those teachers involved. At the time of writing only 9 of the 16 schools have accepted. The other 7 are being investigated to ascertain why they are not participating and what it is that they are doing to improve the quality of phonics teaching and outcomes in their schools. Where these schools are academies and if concerns remain they will be passed to the Office of the Regional Schools Commissioner.
- 5.9 We are ranked 11th of the 11 statistical neighbours and 5th of the 5 local comparators.

5.10 Key Stage 1 Reading, Writing and Mathematics

These results are for those pupils who were in Year 2 (age 7) during 2014-15. They are from teacher assessments in reading, writing and mathematics. The measures presented are for outcomes at Level 2b+ (L2b+ – a secure Level 2 and above) only, since this is the minimum level which it is accepted gives a child the best chance of success at Key Stage 2 and beyond.

All Pupils	Reading L2b+ %	Writing L2b+ %	Mathematics L2b+ %
Peterborough Average	74	65	77
National Average	82	72	82
Statistical Neighbour Average	80	70	80
Local Comparator Average	78	68	78

- 5.11 Although outcomes at L2c+ are more positive, we have decided to focus upon the outcomes for L2b+ for the reasons outlined above and which have been explained to the committee in the past. This means that trend data is more difficult to produce. Outcomes in reading have improved by 1% from 2014 but the gap to national average has remained unchanged at 8 percentage points. Outcomes in writing have improved by 3% and the gap to the national average has narrowed by 1 percentage point. Outcomes in mathematics have improved by 2% but the gap to the national average has remained unchanged.
- 5.12 We are ranked 11th out of 11 statistical neighbours for reading, for writing and for mathematics. We are ranked 5th out of 5 local comparators for reading, 4th for writing and 3rd for mathematics.
- 5.13 These outcomes are very disappointing, even though improvements continue to be made and they are the best results ever achieved by Peterborough schools. They are still not close enough to the national average. We should be aiming to be at least 3rd in our statistical neighbour group and top of our local comparator group.
- 5.14 There will be rigorous challenge of maintained schools regarding these outcomes and the Regional Schools Commissioner has already been informed of our concern about low KS1 standards in a number of academy schools, over which we have no direct influence.
- 5.15 The following information indicates standards as indicated by Average Points Score. This presents a broader view of standards based on the attainment of each pupil in reading, writing and mathematics, typically within the range from Levels 1 to 3 at Key Stage 1.

All Pupils APS	R,W and Ma	Reading	Writing	Mathematics
Peterborough Average	15.6	15.9	14.8	16.0
National Average	16.1	16.6	15.3	16.4
Statistical Neighbour Average	15.9	16.4	15.1	16.2
Local Comparator Average	15.6	16.1	14.8	16.0

- 5.16 We are ranked 10th out of the 11 statistical neighbours for combined subjects, 11th out of 11 for reading, 10th out of 11 for writing and 10th out of 11 for mathematics. We are ranked 3rd out of the 5 local comparators for combined subjects, 4th out of 5 for reading, 2nd out of 5 for writing and 3rd out of 5 for mathematics.
- 5.17 Detailed analysis of outcomes for groups will be presented in the next report, once national and other data are made available.

Key Stage 2

- 5.18 These results are for those pupils who were in Year 6 (age 11) during 2014-15 and are from Key Stage 2 externally marked tests in reading and mathematics taken in May 2015 and teacher assessment of writing in June 2015. The expected level of attainment for these pupils is at least Level 4 (L4) of the National Curriculum. In addition, it is expected that pupils will have made progress by at least 2 National Curriculum Levels from the end of Key Stage 1 (age 7) to the end of Key Stage 2 (age 11).

5.19 The DfE publish results for the following measures:

- Attainment at L4 and above (L4+) in reading;
- Attainment at L4 and above (L4+) in writing;
- Attainment in L4 and above (L4+) in mathematics;
- Attainment at L4 and above (L4+) in English Grammar, Punctuation and Spelling (EGPS);
- Attainment at L4 and above (L4+) in reading, writing and mathematics combined (L4+ in each and all subjects); and
- The proportion of pupils making expected progress in each of reading, writing and mathematics (see 5.18 above).

All Pupils - Attainment	L4+ Combined	L4+ Reading	L4+ Writing	L4+ EGPS	L4+ Mathematics
Peterborough Average	75	85	85	76	84
National Average	80	90	87	81	87
Statistical Neighbour Average	78	87	86	78	86
Local Comparator Average	77	87	84	78	86

5.20 As with KS1 outcomes, although these results are the best ever recorded by schools in Peterborough they remain low when compared to schools nationally, to statistical neighbours and to local comparators. The gap to the national average for the subjects combined has remained unchanged since 2014 at 5 percentage points.

5.21 We are ranked 10th out of 11 statistical neighbours for outcomes in the subjects combined, and 2nd out of 5 local comparators. In reading, we are ranked 10th out of 11 statistical neighbours and 5th out of 5 local comparators. In writing we are ranked 8th out of 11 statistical neighbours and 2nd out of 5 local comparators. In EGPS we are ranked 9th out of 11 statistical neighbours and 5th out of 5 local comparators. In mathematics we are ranked 8th out of 11 statistical neighbours and 4th out of 5 local comparators.

All Pupils - Progress	Expected Progress in Reading	Expected Progress in Writing	Expected Progress in Mathematics
Peterborough Average	89	94	88
National Average	91	94	90
Statistical Neighbour Average	89	93	88
Local Comparator Average	89	93	88

5.22 Progress outcomes have remained unchanged from 2014 in reading and writing. They have declined by 1 percentage point in mathematics. The gap to the national average has widened by 1 percentage point in reading, 2 percentage points in writing and remained unchanged at 2 percentage points in mathematics. This is disappointing performance. Given low attainment levels from low starting points we would expect better outcomes in terms of the progress being made in our primary schools as a whole.

5.23 We are ranked 8th out of 11 statistical neighbours for progress in reading, and 3rd out of 5 local comparators. In writing, we are ranked 3rd out of 11 statistical neighbours and 2nd out of 5 local comparators. In mathematics we are ranked 6th out of 11 statistical neighbours and 3rd out of 5 local comparators.

5.24 A number of factors contributed to a decline in standards in reading, writing and mathematics combined. Eight schools saw a decline of 10 percentage points or more from 2014 with one of those

declining in excess of 20 percentage points. That school, judged as good in its last Ofsted report, had a large and unexpected drop in standards and progress in 2015. This resulted in a fall of 21 percentage points in combined Level 4. This school has engaged very positively with the Local Authority school improvement team to identify ways in which to secure rapid improvement as well as improvements to leadership to ensure that longer term sustainability of the high rates of progress the school achieved in the previous years. A range of measures has been put in place by the school to ensure rapid improvement to the 2016 results.

- 5.25 In addition, another large school, judged outstanding at its latest inspection, declined by 8 percentage points from 2014 and a further 3 schools with large cohorts saw declines of between 10 and 15 percentage points.
- 5.26 Conversely, only 10 (17 in 2014) schools improved their combined attainment by 10 percentage points or more compared to 2014. Two of those improved by 20 percentage points or more (although one from a very low position in 2014 and remains below floor standard). One school improved by 21 percentage points and is now judged by OfSTED to be good. This school has received intensive support from the Local Authority School Improvement Team in the preceding years.
- 5.27 Those schools receiving intensive support from the School Improvement Team showed an average increase across the group of 6 percentage points, compared to a city-wide improvement of 2 percentage points.
- 5.28 Detailed analysis of comparative groups data will be included in the March report, by which time it will have been made available.

Key Stage 4

- 5.29 These results are for those pupils who were in Year 11 (age 16) during 2014-15, and are from GCSE Examinations taken in 2015. The expected level of attainment for these pupils is at least Grade C in in at least 5 subjects including English and mathematics, and for these pupils to have made progress by at least 3 levels from the end of Key Stage 2 (age 11) to the end of Key Stage 4 (age 16).
- 5.30 The DfE publishes results for the following measures:
 - At least 5 A*-C grade GCSEs, including English and mathematics;
 - At least 5 A*-C grade GCSEs (any subjects);
 - The proportion of students making expected progress in each of English and mathematics (see 5.24 above).
- 5.31 At the time of writing, comparative data for SNs and LCs were not available and neither were the similar data for the outcomes of groups. This information will be included in the March report.

All Pupils	5+ A*-C incl En&Ma	5+ A*-C	A*-C English	A*-C Mathematics
Peterborough Average	48	55	63	60
National Average	56	65	67	67

- 5.32 These outcomes are very disappointing and show a decline across all measures. They are, though, unduly influenced by the very poor performance of a very large school, which has skewed the overall average in each measure by approximately 2 percentage points. Nevertheless, the gap to the national average remains too wide and is not what we expect from our schools.

5.33 Some schools were adversely affected by larger than expected grade boundary inflation and changes to the marking of International GCSE (iGCSE) English examinations. However, these factors affected schools nationally, not just in Peterborough. Outcomes are lower than were expected.

All Pupils	Expected Progress in English	Expected Progress in Mathematics
Peterborough Average	70	61
National Average	69	66

5.35 It is pleasing to see that the strong performance in terms of progress made in English has been sustained from 2014, and that outcomes remain above the national average. However, the lack of improvement in progress in mathematics remains a concern and is disappointing. This reflects the difficulty which schools have in attracting sufficient high quality teachers of maths, and also a legacy of this issue over preceding years.

Key Actions to improve performance

Leadership and Management

- 5.36
- 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 should expect improved attainment outcomes in 2016 as a result of the investment made.
 - Schools are commissioning their intervention at a collective level for the first time 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.
 - 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.
 - Monitoring and Support Partnership Group in 6 priority schools (increased from 3 in 2014/15).
 - Wide range of bespoke in-school support and CPD from the School Improvement Team offered to all schools (traded).
 - Highlighting weaknesses and evaluating improvement plans in targeted primary schools with Headteachers 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 Headteachers from the DfE National Pupil Premium Champions.
 - Reviewing where a 'sponsored' academy solution 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
 - Senior School Improvement Adviser maintaining strategic oversight of New Headteachers' group and mentoring for new Headteachers.
 - 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.

Learning and Teaching

- 5.37
- 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 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 available on a traded services basis to all schools.
 - The authority is a member of the Peterborough Learning Partnership which brings together schools to offer staff high quality professional development to improve standards. The partnership consists of 3 strands – leadership for learning, curriculum for learning and behaviours for learning.

Literacy Specific

- 5.38
- 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.
 - 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 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.

Mathematics Specific

- 5.39
- 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.
 - 27 teachers have now successfully complete the MAST training led by Northampton University.

- Retain 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 a new programme from April 2015 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.
- 7 schools currently have an accredited Numbers Count Teacher who is a school based specialist in supporting children who experience particular difficulties in learning mathematics.
- 41 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.

Early Years Foundation Stage specific

- 5.40
- EYFS Learning & Teaching Advisors 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).
 - Continuing focus on Literacy 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;
 - Continuing Professional Development (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 Private, Voluntary and Independent (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
 - Supporting Reception aged children in PVI settings.

Ofsted Outcomes

5.41 The trend position on Ofsted ratings for all schools is shown in the table below:

Date	% of all schools judged Good or better by OfSTED	% of pupils attending schools judged Good or better
August 2011	58.2	67.1
August 2012	56.3	62.0
August 2013	60.6	56.2
August 2014	79.4	74.8

August 2015	85.8	83.6
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- 5.42 The sustained increase in the % of schools judged good or better is very positive and very pleasing.
- 5.43 The commensurate increase in the % of pupils attending good schools is the key outcome which we aim to increase still further. In both measures, Peterborough is above both the national and regional average.
- 5.44 It seems incongruous, though, to report these outcomes whilst also reporting a widening attainment gap and lower outcomes than we expect. During 2015/16 one of two outcomes is likely – either the % of schools judged good or better will decline as a result of these low outcomes, or the inspection reports reflect an improvement to teaching and leadership which will secure better outcomes in 2016 as they become more embedded. It is too early to predict which of these outcomes is likely to be realised as schools are still considering their predicted levels of attainment for 2016.
- 5.45 What is critical, though, is that there should be a shift of emphasis and focus more onto attainment than progress.

National Minimum Floor Standards

- 5.46 The Department for Education (DfE) and the predecessor departments have established minimum standards which they expect all schools to achieve for pupils at the end of Y6 (age 11) and the end of Y11 (age 16). These standards, known as Floor Standards, cover both the attainment of pupils and the progress which they make.

There are 4 floor standards to be achieved in KS2 (Y6) and 3 in KS4 (Y11). These are:

Key Stage 2 (Y6):

- At least 65% of pupils achieve L4+ in each and all of reading, writing and mathematics;
- The proportion of pupils making Expected Progress in reading from the end of Y2 to the end of Y6 should be above the national median performance (94%);
- The proportion of pupils making Expected Progress in writing from the end of Y2 to the end of Y6 should be above the national median performance (96%);
- The proportion of pupils making Expected Progress in mathematics from the end of Y2 to the end of Y6 should be above the national median performance (93%);

Key Stage 4 (Y11):

- At least 40% of pupils achieve 5 or more GCSEs at A*-C grades, including both English and mathematics;
- The proportion of pupils making Expected Progress from the end of Y6 to the end of Y11 in English should be above the national median performance (74%);
- The proportion of pupils making Expected Progress from the end of Y6 to the end of Y11 in mathematics should be above the national median performance (67%);

- 5.47 For schools to be judged by the DfE and Ofsted to be “Below Floor” they must be below all of the standards. If they are below in 3 (KS2) or 2 (KS4) they are judged by DfE and Ofsted as being “vulnerable”. Being Below Floor is a key measure for the DfE over whether intervention is needed through an academy sponsor being given control of the school, especially where the school has been Below Floor for two successive years or more.
- 5.48 In 2015, there were 6 (11%) primary schools who were judged to be “Below Floor” (of which 3 are academies). This is a decrease of 2 schools and 4 percentage points from 2014. In addition there were a further 14 (26%) primary schools who are “Vulnerable” because they are Below Floor in 3 of

the 4 measures. 2 of these schools are academies. This is an increase of 8 schools (15 percentage points) from 2014.

- 5.49 In 2015, there were 2 secondary schools Below Floor (1 is an academy school) and 3 (27%) schools who are “Vulnerable” because they are below Floor in 2 of the 3 measures (all are academy schools). The number of schools below floor is unchanged from 2014, but the number judged vulnerable has increased by 1.
- 5.50 In 2015, we issued 6 maintained schools with either a Letter of Concern or a Formal Warning Notice. All schools have responded very positively with robust action plans, and all are predicting much-improved outcomes for 2016. The progress being made towards this improvement is monitored at least half termly via challenge meetings between the Head of School Improvement, the headteacher and the Chair of Governors from each school.

Attendance

- 5.51 Leadership of this service continues to sit with the Head of School Improvement. The attendance team continues to provide both challenge and support to teachers, Headteachers, attendance lead staff and parents/carers to bring about and sustain attendance at school. Our outcomes are very positive at primary level, where overall absence is now only 0.1% above the national average and the rate of persistent absence (90% or below) is better than the national average. This is not replicated at secondary level, where outcomes are not as good as the national average, although improving. This is a major focus of work during 2015/16, although it can be difficult as 9 secondary schools are academies.
- 5.51 This team also contains our Elective Home Education and Children Missing Education officers.

Children in Care

- 5.52 Educational outcomes and performance are overseen by the Peterborough Virtual School. The Head of School Improvement is responsible for the performance of the Virtual School, and the school is led by the Virtual School headteacher. Outcomes and performance are reported to the Corporate Parenting Panel. Outcomes in 2015 have been positive. A major focus for 2015/16 is the shift of emphasis to include post-16 pupils. In order to achieve this, there has been an increase the capacity of the team.

Governors Services

- 5.53 Leadership of this service has now passed to the Head of School Improvement. The service is used by the vast majority of Peterborough schools, who engage via subscription to both clerking and CPD. A key focus for 2015/16 will be for the Head of School Improvement, working with the Governor Services Manager, the Governor Leadership Group and governors themselves to reshape, redefine and reinvigorate the services offered so that they are fit for purpose and ensure that all schools receive high quality support and challenge from their governing bodies. These opportunities will be made available to all schools, regardless of their governance arrangements, and further update reports will follow.

6. EXTERNAL MONITORING

- 6.1 The local authority is accountable for the attainment outcomes of all children in publicly funded schools in the city but has limited powers of intervention in academy schools.
- 6.2 Authority officers have met the Minister for Schools to discuss disappointing outcomes in primary maintained schools.

- 6.3 Authority officers have also met the Regional Schools Commissioner to discuss disappointing outcomes in primary and secondary schools (including academies for which the Regional Schools Commissioner is responsible).
- 6.4 Authority officers are scheduled to meet with the senior Regional HMI to discuss disappointing outcomes in all schools in all phases.
- 6.5 These discussions and the evidence officers provide of understanding of issues, robust actions to bring about improvements and evidence of success of those actions inform government officers' and HMI/OFSTED judgements of the effectiveness of Peterborough City Council in the provision of education services.

7. SCHOOL PLACES

- 7.1 The authority has a statutory responsibility to ensure the adequate supply of school places.
- 7.2 In recent years, with the substantial demographic growth in the city, of which members are well aware, this has been a substantial challenge. The full details are contained within the School Organisation Plan approved by Cabinet on 25th November 2015.
- 7.3 Following a review of the demography information, it is clear that there are currently in excess of 800 pupils in primary schools (in YR, Y1 and Y2) in excess of the number of secondary school places currently available. This number of available places assumes all schools filling to capacity, whatever their popularity with parents. This means that additional secondary school places will be required from 2020.
- 7.4 Hampton Garden Secondary School contract with Carillion has been executed and work started on site in the first week of January 2016. The school is fully funded by the EFA (£22m). Work is under way to establish a new secondary free school at Paston Ridings. There will also be a new primary school on the site.
St Michael's Primary expansion project is expected to start on 15th February. This is being funded by the council capital programme (£4.3m)

8 ADMISSIONS

- 8.1 The level of applications for schools places out of the normal admissions round remains high and this places considerable stress on schools
- 8.2 Many of these applications are from families with more than one child and because of the limited number of vacant school places it is often not possible to place siblings in different year groups in the same schools.
- 8.3 This is extremely difficult for parents, particularly of primary aged school children who need to get their children to different schools at the same time. Over time they often try to move children together as places become available and this contributes to the high level of 'churn' locally in children changing schools within the city.
- 8.4 This churn presents an additional challenge to schools to raise standards.

9 GOVERNMENT POLICY

- 9.1 The Chancellor's autumn statement signalled an intention to make a £65 million saving by reducing the Education Support Grant (ESG) and a consultation on this is due to begin shortly.

- 9.2 £65 million is approximately 2/3 of the total of the grant. This grant funds a range of activities detailed by government in July 2014 and covers:
- a. School improvement;
 - b. Statutory and regulatory duties;
 - c. Education welfare service;
 - d. Central support services;
 - e. Asset management;
 - f. Premature retirement costs/redundancy costs (new provisions);
 - g. Therapies and other health-related services;
 - h. Monitoring national curriculum assessment.

- 9.3 When schools convert to academy status the academy assumes these responsibilities and a proportion of this grant by pupil number is removed from the local authority and paid to the academy.

- 9.4 The Chancellor indicated that, following the outcome of the consultation, the government would legislate to remove some statutory duties from local authorities.

10 OTHER STATUTORY RESPONSIBILITIES

- 10.1 Local authorities have additional statutory duties that are not funded through the ESG.
- 10.2 These include place planning, special educational needs and disabilities, children in care, admissions and safeguarding, including children missing education, elective home education and the Prevent strategy.

11. IMPLICATIONS

- 11.1 There are no legal or financial implications directly as a result of this report, although government's intentions when translated to proposals will clearly have significant legal and financial implications.

12. CONSULTATION

- 12.1 These outcomes will be shared locally with Council Members, schools/settings, governors and other key partners. The results will be scrutinised regionally by OfSTED.
- 12.2 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.

13. NEXT STEPS

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

14. BACKGROUND DOCUMENTS

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

- 14.1 A range of local school data and national data from DfE and OfSTED.

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