

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	AGENDA ITEM NO. 5
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Report of the Service Director (Education)		
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2016 Outcomes for EYFSP and Key Stage 1

1. PURPOSE

- 1.1 This paper summarises the 2016 unvalidated assessment results for children who were in the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1). The results are provisional and are liable to change by the time of final reporting in early 2017.
- 1.2 At the time of writing, no data was available for different groups of children (boys, girls, those with SEN for example) and so no comparison between the performance of groups is possible at this time.

2. RECOMMENDATIONS

- 2.1 The Committee is asked to
 1. Note the unvalidated outcomes; and
 2. Identify if there are further lines of enquiry they wish to pursue at this time.

3. LINKS TO THE CORPORATE PRIORITIES AND RELEVANT CABINET PORTFOLIO

3.1 Strategic Priorities

2. Improve educational attainment and skills
 - To allow people to seize opportunities of new jobs and university provision
 - To keep talent and skills in the city's economy
- 3.2 Leader of the Council, Portfolio holder for Education, Skills and the University.

4. BACKGROUND

- 4.1 In July and August 2015, the Department for Education (DfE) published the unvalidated, provisional outcomes at school-level for each key stage. As a benchmark:
 - Pupils in the EYFS (age 5 – Reception Class) are expected to achieve a Good Level of Development (GLD) which means that they reach the expected standard across a wide range of subject areas;
 - Pupils in Y1 (age 6) and Y2 (age 7) are expected to reach the level of “Working At” (WA) in the Phonics Screening Check;
 - Pupils in KS1 (Y2 - age 7) are expected to reach at least the Expected Standard or

above (EXS+) in each of reading, writing and mathematics. Those who are above this standard are judged to be working through Greater Depth Study (GDS). Attainment at the expected standard or above indicates a good foundation for progress into KS2.

4.2 Outcomes in the EYFS, Y1 and Y2 are determined by Teacher Assessment only. A proportion of schools each year have these assessments moderated externally. In Y2 children also sit tests in reading, writing and mathematics and the outcomes of these tests are used to inform teacher assessment and not used to report test outcomes.

Outcomes in Y2 at EXS+ and GDS are reported for the first time in this format, this being the first year of this assessment system being used. It reflects outcomes against a new national curriculum and so it is not possible to make comparisons with outcomes achieved previously.

4.3 Outcomes are compared to the national average (National) and for phonics and in Y2 also compared to Statistical neighbour LAs (Stat Nbrs) and Local Comparator LAs (Local Comps). The most important comparison is with the national average. The gap between performance in Peterborough (Pb) and our comparators is shown as "Gap" for ease of reference.

4.4 Our statistical neighbour LAs are:

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

4.5 Our local comparator LAs are:

- Bedford
- Derby
- Leicester
- Luton
- Nottingham

5. KEY ISSUES

A. Early Years Foundation Stage:

5.1 2016 Outcomes and Trend:

<i>Trend</i>	GLD 2014	GLD 2015	GLD 2016		APS 2014	APS 2015	APS 2016
Pb	60	61	63		34.2	34.4	34.2
National	61	66	69		33.8	34.3	34.4
Gap	-1	-5	-6		0.4	0.1	-0.2

5.2 To achieve a Good Level of development, a pupil must demonstrate at least Expected levels of attainment across a range of subjects. Each level reached is awarded a number of points and then the Average Point Score (APS) is calculated across the cohort.

5.3 There has been a sustained improvement in GLD performance in Peterborough schools from 2013, as indicated in the table above. However, this improvement is not replicated by outcomes in APS and has not kept pace with the improvement to the national

average. The gap between outcomes in Peterborough and those nationally has widened significantly.

5.4 Increasing numbers of schools are reporting a decline to the levels of attainment on entry to school of their pupils. This, combined with high numbers of pupils for whom English is an Additional language and pupils who are judged to be socially deprived has an impact upon outcomes at the end of the Early Years Foundation Stage.

5.5 In response to this, the local authority is leading and facilitating a “School Readiness” action group to attempt to address this issue. The group is chaired by the Assistant Director (Education) and involves school leaders and other external partners including the National Literacy Trust. The aim of the group is to engage with schools to receive evidence regarding the shortcomings in pupils’ attainment levels and learning attributes in order to take action to help to address these issues. There is also the intention to launch a city-wide “School Readiness” campaign, which is currently being developed in response to information received from schools. Further updates will be provided at future meetings of the Committee.

B. Phonics Screening Check:

5.6 **2016 Outcomes and Trend – Year 1:**

<i>Trend</i>	WA 2013	WA 2014	WA 2015	WA 2016
Pb	60	66	70	77
National	69	74	77	81
Gap	-9	-8	-7	-4
Stat. Nbrs		72	76	80
Gap		-6	-6	-3
Local Comps		68	72	76
Gap		-2	-2	1

5.7 It is pleasing to note the continued and significant improvement to outcomes in the Phonics Screening Check of pupils in Year 1. This improvement is 5ppts greater than the improvement shown nationally and has resulted in a closing of the gap to the national average by 5ppts since 2013. The gap to statistical neighbours has halved over the same period and outcomes in Peterborough schools are now above those of local comparators for the first time.

5.8 This is, at least in part, due to the success of the Phonics Improvement Project which commenced in September 2015 following a letter of concern received from the Minister for Schools. Schools engaged in the project have shown significant improvement in their outcomes in 2016, and many are continuing in 2016/17. In addition, there are a number of schools joining the project for the first time and we are confident that these schools will show similar improvement in 2017 outcomes.

5.9 **2016 Outcomes and Trend - End of Key Stage 1:**

<i>Trend</i>	WA 2015	WA 2016
Pb	84	88
National	90	91
Gap	-6	-3
Stat. Nbrs	89	90
Gap	-5	-2

Local Comps	86	89
Gap	-2	-1

5.10 This is the key measure in terms of phonics outcomes – the proportion of children who are working at the nationally-expected standard in their ability to decode the written word by the end of Key Stage 1 as they prepare to move into Key Stage 2.

5.11 It is pleasing to note the improvement shown between 2015 and 2016, and the halving of the gap to the national average. The project referred to above also included children in this cohort. The gap to statistical neighbours has more than halved and outcomes are now very close to those of local comparators.

5.12 Whilst recognising the improvements shown, and understanding the context referred to in **A.** above, it remains the case that outcomes are too far below the national average and should be at least in line with statistical neighbours and above local comparators. We are continuing to pursue our Improvement Project, engaging schools who have not participated before and retaining some of those who participated in 2015/16.

5.13 In addition, the local authority is hosting and facilitating a half day conference in November to which all schools have been invited, focused upon improving outcomes in reading and inviting a school from Sunderland which shares many characteristics of schools in Peterborough but which achieves significantly better outcomes. This conference will focus upon effective pedagogy and curriculum content to improve outcomes in phonics and reading.

5.14 **C. Reading, Writing and Mathematics – Year 2:**

2016 Outcomes

2016 only	Expected Standard +			Greater Depth Study		
	Reading	Writing	Maths	Reading	Writing	Maths
Pb	68	61	69	21	10	17
National	74	65	73	24	13	18
Gap	-6	-4	-4	-3	-3	-1
Stat. Nbrs	72	64	71	22	12	17
Gap	-4	-3	-2	-1	-2	00
Local Comps	68	60	67	20	11	16
Gap	00	1	2	1	-1	1

5.15 End of Key Stage 1 outcomes have been an area of concern for some time, as discussed with the committee previously. Whilst there are some obvious and natural reasons for lower attainment at KS1, it is very pleasing to be able to see performance at the greater depth of study relatively close to the national average, generally in line with those of our statistical neighbours and above those of local comparators in two of the three measures. This has been a major focus for us, as it is these levels which indicate a child's readiness to do well when studying the KS2 curriculum. Further detailed analysis will be undertaken and reported once group data is released.

5.16 Outcomes in reading remain a concern, as they do in all key stages of the primary curriculum. The local authority has been robust in addressing outcomes in the lowest achieving maintained schools by acting to use its statutory powers of intervention. There are no formal powers of intervention available to the local authority regarding academy schools.

5.17 To support the Phonics Improvement project referred to above, the local authority is facilitating and leading a Reading project targeted at the lowest achieving schools and encompassing both

Key Stage 1 and Key Stage 2. Detail of this project will be reported later in the year when Key Stage 2 validated outcomes are reported.

5.18 A further context behind at least some of the outcomes shown above is the increasing number of pupils joining schools in Peterborough at age 5, 6 and 7 (at a much higher rate than in most local authority areas) from outside of the UK, many of whom have never been to school before and have very little or no prior knowledge of the English language.

5.19 Schools are permitted to discount the outcomes of these children from their results, and in many local authorities this is what they do, producing an uplift to reported outcomes. In Peterborough, we discourage this and recommend that the results of all pupils are published. This may be an element behind the comparatively lower performance in Peterborough to that in other local authorities.

6. IMPLICATIONS

6.1 There are no legal or financial implications to this report.

7. CONSULTATION

7.1 Results have been shared with schools and with the Education Scrutiny and Challenge Group.

8. NEXT STEPS

8.1 Any further action required will be undertaken and reported at future meetings of the Committee upon request.

8.2 Updates will be provided at future meetings, upon request, regarding the School Readiness project, the Phonics Improvement project and the Reading project.

9. BACKGROUND DOCUMENTS

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

9.1 Schools' outcomes data provided by the Department for Education.

10. APPENDICES

10.1 None

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