

CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM NO. 5
13 MARCH 2017	PUBLIC REPORT

Report of the Corporate Director, People and Communities		
Contact Officer	Terry Reynolds, Service Director (Education)	Tel. 01733 863743
	Gary Perkins, Assistant Director (Education)	Tel. 07920 160285

EDUCATIONAL ATTAINMENT: VALIDATED RESULTS KEY STAGE 2 AND KEY STAGE 4, AND ACTIONS TAKEN IN RESPONSE

1. PURPOSE

- 1.1 This paper confirms the actions taken by officers of the Education Services division of the People and Communities Directorate, and others, in response to 2016 outcomes at Key Stage 2 (age 11) and Key Stage 4 (age 16).
- 1.2 These outcomes have been widely discussed since their release, and the actions below have been taken with the intention of assisting schools in producing rapid and sustained improvements to outcomes in 2017.

2. RECOMMENDATIONS

- 2.1 The Committee is asked to:
 - Scrutinise the actions taken by officers in the People and Communities Directorate since publication of outcomes;
 - Support People and Communities Directorate leaders in challenging and intervening in schools where performance causes concern.

3. LINKS TO THE CORPORATE PRIORITIES AND RELEVANT CABINET PORTFOLIO

- 3.1 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, University and Communications.

4. BACKGROUND

- 4.1 In December 2016 and January 2017 the Department for Education (DfE) published validated 2016 outcomes for pupils who were aged 11 years (Year 6 – Key Stage 2) and 16 years (Year 11 – Key Stage 4).

The 2016 results have been discussed in both private and public many times since they were released. Whilst outcomes in writing at KS2 and for progress at KS4 were the highlights, the majority of the outcomes reported require significant improvement.

5. KEY ISSUES

- 5.1 As a result of the 2016 outcomes, the local authority has taken the following actions:

- Issued formal warning notice letters, supported by the Regional Schools Commissioner, to 8 primary schools;
- Issued letters of concern regarding standards or rates of progress to 10 primary schools;
- Completed formal monitoring/review visits to each of these schools at the beginning of January 2017 to gauge the progress being made. Further visits will be held in March/April 2017;
- Held meetings with the Regional Schools Commissioner (RSC) and Deputy Director (DD) to discuss the possible further academisation of schools in Peterborough;
- Held discussions with the RSC and DD about the poor performance of a number of academy schools;
- Assisted the RSC with rebrokerage of a local academy secondary school;
- Discussed with the DD the potential for rebrokerage of poor performing academy primary schools;
- Established a project group to focus upon improving the readiness of children to start school, in terms of social and emotional readiness as well as attitudes towards and readiness for learning;
- Established a project group aimed at improving the provision of family support for schools, to enable senior leaders to focus more coherently upon the quality of teaching in their schools;
- Established a strategic partnership with a nationally-renowned, not-for-profit organisation (“Success for All”) and a pilot group of primary schools to commence a programme of intensive literacy support for primary school pupils;
- Begun to investigate the possibility of a partnership with and support from the Education Endowment Foundation, the leading national body providing evidence-based advice and guidance regarding interventions which improve outcomes for the most disadvantaged pupils;
- Continued with partnership work with the National Literacy Trust to embed and further develop the Peterborough Hub;
- Commissioned an external review of Education Services to establish the scope for potential joint work with Cambridgeshire County Council where it may strengthen and improve the support offer to schools;
- Continued the successful “Improving Phonics Outcomes” programme for primary schools, and extended this offer to schools which have not participated before;
- Established a second programme “Improving Reading Outcomes” designed to help primary schools to improve the teaching of reading and associated outcomes. This is partially-funded for targeted schools, but all schools are able to participate;
- Held discussions with academy trusts to discuss outcomes in their schools;
- Held discussions with local schools who are seeking to establish or extend Multi Academy Trusts and provided advice and support;
- Continued the School Improvement Board meetings to discuss the current context and receive assurances that schools are taking appropriate action to bring about and sustain rapid improvement. Provided challenge where activity designed to improve performance has not yet happened rapidly enough;
- Commissioned a review into whether the hypotheses of education officers and schools regarding the perceived barriers to improvement are accurate and founded in evidence, and whether the proposed future structure for Education Services is fit for purpose. This review is supported by an external “deep dive audit” undertaken by professional partners;
- Held a meeting with the Regional Director HMI and the Senior Regional HMI to discuss outcomes. At this meeting, it was confirmed by the Senior Director HMI that there are no other local authorities with the same range of contextual issues as Peterborough, nor to the same extent. He suggested that we investigate local authority performance in those areas where there are single issues which are replicated rather than looking for those where the combination is present. This work is ongoing and will be reported in due course.

5.2 Indications from primary schools are that they expect a significant improvement to outcomes in 2017. We will only know if their confidence is justified when results are released in July and

September 2017. Work is taking place currently to collect and analyse primary schools' predictions for improved outcomes.

- 5.3 As the system for grading KS4 outcomes changes in 2017, it is difficult for secondary schools to predict what their outcomes will be, as it was for primary schools in 2016.

6. IMPLICATIONS

- 6.1 Considerable work has been, and is being, undertaken by local authority officers in local authority-maintained schools which are vulnerable and causing concern, and also with the lead headteachers of the school-to-school support network and representatives of cluster groups.

- 6.2 There is a genuine sense in schools of the urgency and extent of the improvement needed, and reports to the School Improvement Board indicate that the correct priority areas are being addressed. It is too early to assess the impact upon outcomes, but when predictions are received and analysed we will be able to report on this.

- 6.3 Partnership working with the office of the Regional Schools Commissioner has been strengthened and the potential for improved and extended joint working has been discussed and developed. This is designed to assist in addressing the needs of vulnerable schools in terms of both support structures and in conversion to academy status.

7. CONSULTATION

- 7.1 Outcomes have been shared with schools and the School Improvement Board. They are due to be discussed at the Education Scrutiny and Challenge group in March 2017.

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 Statistical releases from the Department for Education

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