

School Performance 2017 – National Curriculum Test and Public Examination Results

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1. Summary

- 1.1.** This report provides a summary of the Somerset outcomes through Ofsted inspections and performance data for Early Years Foundation Stage (EYFS) Assessments, KS1 and KS2 Standard Assessment Tests (SATs), GCSE and A Level results for 2017. The report includes comparison to national data where available. It also reports on vulnerable groups against each Key Stage. This is not final validated data in some cases so caution needs to be given to the accuracy of results as some national comparative data is still unavailable for some indicators. For comparison, information for statistical neighbours is also provided in places.

2. Issues for consideration / Recommendations

- 2.1.** The members of the Committee are asked to:
- (i) Consider the improvement areas of school performance in 2017
 - (ii) Recognise the areas that still require significant improvement and the priorities for action to ensure that improvement is achieved
 - (iii) Recognise the systemic challenges being faced across the authority by school leaders and governors, as well as the increasing role of the Regional School Commissioner and the DfE locally
 - (iv) Read the report in connection with the strategic education vision for Somerset 'Achieving Excellence for All 2016-2020'
<http://www1.somerset.gov.uk/council/board3d/2016%20May%2011%20Item%206%20Paper%20B%20%20Annex%201%20Education%20Strategic%20Vision.pdf>

3. Background

- 3.1.** This report contains a review of all available data to cover all the Key stages mentioned above. The commentary reflects a summary of the key points for each key stage and the priorities for action in 2017/2018.
- 3.2.** Early Years Foundation Stage refers to children who at age five have completed their Reception year in primary, infant or first schools. Key Stage One refers to children who have completed Year 2 in primary, first or infant schools and are aged seven years old. Key Stage 2 refers to children who have completed Year 6 in primary, junior or middle schools and are aged 11 years old. Key Stage 4 refers to young people who have completed Year 11 and are aged 16. Key Stage 5 refers to young people who have completed Year 13 and who are aged 18.

Whilst this report covers the attainment and progress in 2017 national results it is important to stress what is in place to support schools and settings with their improvement programmes. Schools either as academies or as maintained schools have increasing autonomy and the Local Authority works in partnership with schools to maximise this autonomy and to increase school effectiveness. Following the development of the strategic vision 'Achieving Excellence for All' the Local Authority has put in place a number of key activities to support the areas for improvement that the following report describes. These include:

- The appointment of Somerset Education Partners to support every school with their improvement priorities
- The continuation of a funding regime agreed across the phases of age 2+ to 16 that necessitates schools bidding for school improvement funding by working in groups to address priorities, with some funding for 'transition panels' at 16+.
- The continuation of the Somerset Education Partnership Board that holds schools, the LA and other partners to account for the impact on pupil outcomes of the available funding
- The design of a new focus upon SEND provision through the work of nine priority groups to ensure a clear multi-agency approach to support schools with closing the gap between vulnerable groups and their peers. This multi-agency approach has become more effectively managed across the authority, partly through the Team Around the School programme and partly through liaison between Health, Social Care and Education.
- Recognising the need to ensure young people with SEND who qualify for Education, Health and Care plans (EHCPs) are afforded appropriate support, leading to an increase in the number of plans being processed, bringing LA EHCP plan percentages, more closely in line with the National average
- A greater engagement with transition between schools and colleges through the regular Transition Panels in readiness for education choices post 16.

More information on all of these outcomes is available at; <https://www.gov.uk/school-performance-tables> and Neal Chislett is happy to support further understanding as necessary through dialogue.

Outcomes through Ofsted inspections

The table below shows that the number of inspections of Somerset schools has risen significantly over the last three years. Partially as a result of this increased rate of inspections, there have been a rising number of inadequate judgements, requiring schools to become sponsored academies. Working in partnership between the LA, multi academy trusts and the office of the Regional School Commissioner is becoming a growing work stream for LAs. Whilst it is the responsibility of the Regional School Commissioner to secure sponsors for these schools, the LA has to be involved, to try and ensure sensible decisions are made.

This year there has been a significant withdrawal of an academy chain in Somerset by the Collaborative Academies Trust. This has meant that five primary schools being run by that trust are being re-brokered to other trusts. This

process is yet to be completed.

School Improvement support is increasingly being offered through the fledgling group of Teaching Schools and any funding available requires a bid writing process. All of these additional structures can result in time being lost when schools require support the most, following an inadequate judgement. As an LA there are still academy 'cold spots' where no sponsor can be found for schools, especially schools that are financially less attractive to sponsors.

Date ranges for Ofsted judgements in the table below are for the year from February 22nd for a year to the following February 22nd. Judgements made are good, requires improvement (RI) or inadequate (Inad)

Year	Primary Phase Ofsted Judgement			Secondary Phase Ofsted Judgement			Totals
	Good	RI	Inad	Good	RI	Inad	
2015/16	21	1	2	6	0	0	30
2016/17	35	4	2	7	3	2	53
2017/18	48	19	4	8	1	2	82

3.3. Early Years Foundation Stage

The main overall indicator for children at the end of the Early Years Foundation Stage is the percentage of children achieving a good level of development (GLD) for which they need to achieve Expected or Exceeding in all prime Learning Goals (including Literacy and Mathematics). In Somerset 71% of children achieved GLD in 2017. This is 2.3 percentage points higher than in 2016 and continues a 6 year improvement trend. This is in line with the national average of 70.7%. Our top Statistical Neighbour (SN) is East Sussex at 76.5%.

Gender

Girls continue to outperform boys on most indicators, including the GLD indicator. The gap between the performance of girls and boys has remained constant at 13.2 percentage points for the last three years, though Nationally the performance gap between boys and girls has closed in this time. However, the gap in Somerset schools has been and remains less than the National gap.

Literacy, including reading and writing remain as weaker areas of performance. Speaking was the weakest area in 2016 but this is no longer the case and has been replaced by writing. The strongest area assessed is technology followed by health and self care. Each of the seventeen Early Learning Goals as assessed across Somerset all sit just above National average outcomes. There is a recognition from Ofsted that the pressure of assessing some many goals is considerable.

Less Able Learners

The achievement gap between the bottom 20% of learners and all other children assessed is 26.1 ppts which is the smallest gap and therefore the strongest performance amongst our statistical neighbours.

3.4. Priorities for Action

- To further develop collaborative partnerships and provide the highest

quality support and opportunities for all children and families leading to self-improving communities

- Ensure communication and information is relevant, clear and accessible to parents, carers and providers.
- Identify and recognise the number of transition points a child has in their first 5 years and ensure timely, multi-agency strategies to guarantee positive transitions and continuity across the 0-5 age range
- Improve the quality of Teaching and Learning across all settings and schools in the EYFS through working closely with Teaching Schools to make relevant training available
- Secure high quality and resilient leadership and governance in every school and setting and strengthen workforce development through on-going self-improvement

3.5. Key Stage 1

In 2016 a new assessment system was implemented for the first time in Key Stage 1. Children are now assessed as reaching an Expected Standard (ES) or a Higher Standard (HS). This assessment is used for all indicators of performance either as a combined result or separately as Reading, Writing, or Mathematics.

The combined Reading, Writing, Mathematics (RWM) Expected Standard for Somerset was 65% against a national average of 64%. This performance ranks the LA at the 42nd percentile nationally where 1 is the highest. Those children gaining the Higher Standard (HS) were 12% against a national average of 11%. This ranks the LA at the 38th percentile nationally. We are therefore in line with the national performance and this represents a statistically significant rise from the performance of 2016.

In terms of progress this is now measured on a scale where 0 is average. Anything below 0 is slightly below or below average, and anything above is slightly above or above average. For RWM Expected Standard, Somerset was -1% and for progress at the higher standard we were -0%. Ofsted would describe both these results as in-line with National Average.

In Reading, Writing and Maths viewed as individual subjects, there was a statistically significant upturn at both the Expected and Higher standards in all three subjects. Performance as measured is statistically above the National outcome in reading at the higher standard, writing at the expected and higher standard and maths at the expected standard.

Phonics

In 2017 the phonics result for 5889 Year 1 pupils assessed was 78.8% against a national performance of 81%. This is an improvement on 2016.

Vulnerable Group Difference

The gap between children in receipt of Free School Meals and their peers on the RWM combined indicator reduced this year from 22% in 2016, to 18% 2017, despite the significant upturn in the overall result. The performance of the 768 pupils identified with SEND increased overall this year by 3 percentage points to 21%. We remain focussed on all vulnerable groups and are determined to narrow the gaps further through supporting and challenging our schools.

3.6. Priorities for Key Stage 1

- Continue to support improvement in the quality of provision in Key Stage 1 overall and ensure that the direction of improvement is maintained as well as performance which is statistically above National average.
- Work alongside Teaching Schools to ensure that opportunities for professional development focussed upon Key Stage 1 are made available, through joint funding bids where possible.
- To ensure that with the introduction of Assessment without levels that schools are confident in tracking the progress of all children, by maintaining the assessment moderation process currently in place through SSE.

4. Key Stage 2

In 2016 a new assessment system was implemented for the first time in Key Stage 2. Children are now assessed as reaching Expected Standard (ES) or higher standard (HS). This assessment is used for all indicators of performance either as a combined result or separately for areas such as Reading, Writing or Maths.

The combined Reading, Writing, Maths Expected Standard for Somerset was 59% against a national average of 61%. This ranks the LA at the 68th percentile nationally. Whilst the expected standard measure in Reading, Writing and Maths at 59% is below the National outcome, there has been a statistically significant improvement since 2016, when the Somerset outcome was 52%.

The percentage of pupils gaining the Higher Standard in 2017 was 8% in Somerset against 9% nationally. This measure ranks the LA at the 57th percentile nationally

In terms of progress, again the new national average is 0. For Reading, Writing, Maths at Expected Standard for KS2, Somerset achieved - 3%. This is below the national average and ranks the LA performance at the 75th percentile Nationally.

Whilst attainment in Reading at the Expected and Higher standard, Writing at the Higher Standard, Maths at the Expected and Higher standards and Grammar, Punctuation and Spelling at the Expected and Higher standards all show statistically significant improvement between 2016 and 2017, progress made by pupils between Key Stage One and Key Stage Two remains mixed.

Gender

In Reading, Writing, Maths combined attainment girls continue to do better than boys, though both groups made statistically significant progress between 2016 and 2017. The measure for girls achieving the combined Expected Standard rose from 55% to 63% and for boys the measure rose from 44.9% to 55%. Therefore the gap between girls and boys widened slightly in 2017 at the end of Key Stage Two.

Vulnerable group difference

The gap between children in receipt of Free School Meals and their peers for those achieving the Expected Standard in Reading, Writing and Maths is 22%. This has risen from 17.3% in 2016. However in 2016 only 29% of pupils in receipt of free school meals achieved the combined Expected Standard,

compared to 37% in 2017. Therefore the rate of improvement for the 609 pupils in receipt of free school meals in year 6 in 2017 was good but not as rapid as the overall national improvement for all pupils.

There was a statistically significant improvement in the combined Expected Standard outcome in 2017 for the 908 pupils in receipt of SEND support in year 6 in 2017. The gap between the performance of this group and the overall National performance grew by 1% in 2017 though the overall group performance improved by 6%.

4.1. Priorities for Key Stage 2

- To continue to support and challenge all schools to secure further improvement, especially given the current changing leadership patterns.
- To continue to challenge all schools to set and achieve aspirational outcomes for all pupils.
- To further work with schools to ensure that all vulnerable groups are making accelerated progress and that rates of exclusion are not allowed to rise
- To further develop the school to school support network to ensure the sharing of best practice, knowledge and skills in conjunction with Teaching Schools.

5. Key Stage 4

In 2016 the assessment arrangements for KS4 changed, with further changes this year in 2017. There have been changes in headline measures, as well as the grading of English and Maths moving to a 9 point scale. There is continued interest Nationally in the validity of these new measures. These changes also mean that for the majority of indicators it is not possible to look at trends overtime and it is necessary to consider Somerset's performance against the national and regional attainment and achievement.

The main headline measure of whole school performance is 'Progress 8'; additionally, the performance of schools is measured through the 'Attainment 8' score, by the percentage of students achieving a grade 5 or above in English and Maths GCSE and the final measure of the English Baccalaureate. For the sake of simplicity here the focus is upon Progress 8 and Attainment 8.

KS4 progress which measures the value that secondary schools add from the KS2 data, showed a Progress 8 score of -0.12 which is below National average. The percentile rank of the LA was at the 64th percentile.

The Attainment 8 measure showed a significant rise upon last year and is in line with the National average, ranking the LA at the 53rd percentile Nationally.

Higher performing groups in Progress 8 included first language not English, Indian, Chinese, Other Asians, and Girls. The performance of all of these groups is statistically significantly above the National average.

Lower performing groups in terms of Progress 8 include those pupils with an Education, Health and care Plan, students in receipt of Free School Meals (FSM), SEN support and FSM in the last 6 years and those that joined in Year 10 or 11.

The gap in the performance of Gender in Progress 8 terms, shows the 2397 girls assessed last year performing significantly above the National average with an overall score of +0.13. Conversely, the performance of the 2448 boys achieved a significantly below average score of -0.35, against National outcomes.

Pupil Premium Attainment 8 has improved being broadly in line with National average at 3.5. However, the progress being made by this group of pupils and disadvantaged students more generally remains a concern locally and Nationally, with much to learn from pockets of good practice where they exist.

SEND pupils either in receipt of SEN support or with an ECP do not attain as well as their peers. This is equally true for progress indicators and remains a key concern for school leaders and within the LA.

5.1 Priorities for Key Stage 4

- To support schools and academies, as well as their leaders, to aspire to and access a strong supply chain of good teachers, to impact positively upon all learners.
- To focus upon and understand the challenges faced by school leaders and governors and support systemic improvement and accountability systems in the changing educational landscape
- Closing the gaps for our most vulnerable groups remains an on-going focus and schools require support to reduce exclusions
- To ensure that schools are more aware of and appropriately prepared for challenges and accountability measures, whilst protecting the rights of vulnerable learners, especially Children Looked After.

5.2 A Level

In 2017 there were 2374 students completing their Key Stage 5 education studying at least one A level course. 903 were in state schools or academies with sixth forms and the remaining 1471 entries were at the four colleges.

The average point score (APS) per entry for those attending Somerset schools was 33.25. This was slightly above the National Average of 31.13. For Somerset overall when combining the colleges and schools results the APS entry was slightly below the NA at 30.71. Both of these results represent an improvement on the outcomes in 2016.

For those taking A levels in Somerset 13% achieved AAB or better in at least two qualifying subjects which are commonly needed for entry to leading universities which is slightly below the National Average of 14.3%.

The overall grade at A level was a C which was exactly in line with the National Average. The average grade for a student's best 3 A levels was a C+ and again this is exactly in line with the NA.

5.3 Priorities for Key Stage 5

- Continue to promote the raising of standards in sixth forms and colleges, working with leaders to ensure that 6th Form provision remains viable especially in more rural settings, given recent funding changes
- Continue to improve teaching and learning, student progress, tracking and provision, especially for more vulnerable students, so that suitable post 16 options are widely available.
- Work with academy providers and the Regional School Commissioner to

ensure that students are able to access courses and chosen pathways through post 16 settings

5.4 Children in Care – The Virtual School

The Virtual School (VS) is a national construct designed to improve the educational outcomes of Children who are Looked After (CLA). The VS is led by a Virtual Head teacher and has a staffing compliment of advisory teachers and education support workers. The Virtual Head works closely with Children's social care to ensure education is a pivotal aspect in reviewing children and young people's placements, any potential moves as well as transitions in schooling terms.

The results for the VS can be difficult to interpret as many factors such as small cohorts in age groups, time spent in care, special educational needs as well as significant trauma all impact on the ability of children to be able to learn appropriately and to achieve in the same way and time frame as their peers.

However the potential complexity of these children and young people applies to all CLA nationwide and therefore it is important that we look to compare Somerset's performance against the national indicators.

Key Stage 1 (8 children)

75% of 7 year old CLA achieved the expected standard in Reading; 50% in Writing; and 63% in Mathematics. In the combined, 50% of CLA achieved the expected standard. This compared to 65% of their peers.

Key Stage 2 (22 children)

36% of 11 year old CLA achieved the expected standard in Reading; 45% in Writing; and 41% in Maths. In the combined, 23% achieved the expected standard, against 59% of their peers. It is important to note that the majority of the cohort (73%, 16 children) had some form of SEND.

Key Stage 4 (34 students)

6% of CLA achieved GCSE standard passes in English and Maths, against 63% of their peers. It may be noted that 71% of the CLA cohort (24 students) had some form of SEND. 41% of the cohort attended a special school or pupil referral unit.

65% of the cohort (22 pupils) obtained at least one GCSE pass. Of those not entered for GCSEs, attainment included a range of Entry Level, Functional Skills, and Preparation for Working Life qualifications.

National comparative CLA attainment statistics are due to be published by the DfE in late-March. In line with DfE measures, the above figures relate to long-term CLA (those continuously looked after for at least a year).

Priorities for the Virtual School

- There is still work to be done to enhance and embed the VS and education within CSC and other services but there has been significant

- change in the last 6 months, with the Virtual School Headteacher joining key Education Leadership meetings
- There has been greater involvement with young people outside of personal education plan meetings this year though this improvement needs to continue
 - The development of the Children Missing Education Panel as a forum for scrutinising children on part time / no provision has supported swifter action on behalf of CLA students
 - Recording of information in one secure place (Capita) for all CLA in and out of county and in all types of provision remains a challenge
 - To further develop the improvement in the Virtual School being involved in all decisions around educational plans and school moves

5.5 Conclusion

While there has been some improvement in many areas of Somerset schools in 2017 though there is still wide variability in performance. The Education Strategic Vision set our ambition for a more rapid improvement rate through to 2020. This Vision will need to be re-visited and refreshed in the light of changes both within and beyond the LA. The monitoring of improvement is increasingly complex given the changes to the assessment arrangements in 2016 and subsequent further changes in 2017, especially at GCSE. Assessment changes make recognising real year on year improvement within the LA or individual schools more problematic.

The improvements in the EYFS represent good progress over the last five years. However, the improvement is not consistent in all areas across the LA, with provision and performance being much stronger in some areas than in others.

Key Stage 1 and 2 remain broadly in line with the national position on almost every indicator. Our ambition is to be significantly above all national indicators and we are keen to continue building on a solid base,

However, gaps between our most vulnerable groups and their peers remain our most urgent priority. Schools are very aware of this and our focus to support school improvement through the Somerset Education Partner programme has enabled more focused and specific challenge and support for those schools struggling with closing the gaps.

Gender differences continue to be significant, opening in the EYFS and continuing to be a key issue at all key stages so that by GCSE just over half of boys achieve a good outcome. Boys are over-represented in figures for SEN, exclusion from school, children looked after and the NEET data. Improving their progress and attainment is a key element in raising standards overall in Somerset and in achieving full participation for all young people.

Progress is being made in narrowing the gaps in attainment for pupils with special educational needs. The work on preparation for the inspection of SEND provision has galvanised professionals across the authority to work more closely together to review, amend and enable greater cohesive support. There are early signs of more focussed provision for Children Looked After and whilst their achievement gaps continue to be a concern there has been a greater recognition of the gaps in practice and these are now being tackled.

In spite of large funding for Pupil Premium students over time, the attainment gaps for pupils on free school meals have shown little improvement overall. This National priority remains a challenge for many Local Authorities.

Educational attainment gaps result in low social mobility. With West Somerset identified as one of the priority areas for social mobility with 'Opportunity Area' status by the Department for Education, we are actively engaged in a three year programme of improvement. Learning from this work must be used to inform other areas of need across Somerset as a whole.

Note: For sight of individual background papers, or further information about data sources used, please contact the report author.