

## **Prosperous Staffordshire Select Committee**

Thursday, 18 January 2018

**10.00 am**

Oak Room, County Buildings, Stafford

**NB.** Members are requested to ensure that their Laptops/Tablets are fully charged before the meeting

John Tradewell  
Director of Strategy, Governance and Change  
10 January 2018

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### **A G E N D A**

1. **Apologies**
2. **Declarations of Interest**
3. **Minutes of the Prosperous Staffordshire Select Committee held on 15 December 2017** (Pages 1 - 6)
4. **Skills and Employability Self-Assessment and Adult and Community Learning - Quality Improvement Plan** (Pages 7 - 26)  
  
Report of the Cabinet Member for Children and Young People
5. **School Attainment and Improvement** (Pages 27 - 64)  
  
Report of the Cabinet Member for Children and Young People
6. **Work Programme** (Pages 65 - 74)
  - a) School Funding Formula (Briefing Note) (Pages 75 - 76)



## **7. Exclusion of the Public**

The Chairman to move:-

“That the public be excluded from the meeting for the following items of business which involve the likely disclosure of exempt information as defined in the paragraphs of Schedule 12A (as amended) of the Local Government Act 1972 indicated below”.

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### **Part Two**

(All reports in this section are exempt)

nil

### **Committee Membership**

Ann Beech	Ian Parry (Chairman)
Tina Clements	David Smith
Maureen Compton	Simon Tagg
Keith Flunder	Bernard Williams
Julia Jessel (Vice-Chairman)	Paul Woodhead
Bryan Jones	Candice Yeomans
Rev. Preb. M. Metcalf	

### **Note for Members of the Press and Public**

#### **Filming of Meetings**

The Open (public) section of this meeting may be filmed for live or later broadcasting or other use, and, if you are at the meeting, you may be filmed, and are deemed to have agreed to being filmed and to the use of the recording for broadcast and/or other purposes.

#### **Recording by Press and Public**

Recording (including by the use of social media) by the Press and Public is permitted from the public seating area provided it does not, in the opinion of the chairman, disrupt the meeting.

### **Minutes of the Prosperous Staffordshire Select Committee Meeting held on 15 December 2017**

Present: Ian Parry (Chairman)

#### **Attendance**

Ann Beech	Bryan Jones
Maureen Compton	Rev. Preb. M. Metcalf
Keith Flunder	David Smith
Julia Jessel (Vice-Chairman)	Bernard Williams

**Also in attendance:** Mark Winnington

**Apologies:** Tina Clements, Simon Tagg, Paul Woodhead and Candice Yeomans

#### **PART ONE**

##### **64. Declarations of Interest**

There were none at this meeting.

##### **65. Minutes of the Prosperous Staffordshire Select Committee held on 14 November 2017**

**RESOLVED** - That the minutes of the meeting of the Prosperous Staffordshire Select Committee held on 14 November 2017 be confirmed and signed by the Chairman.

##### **66. Economic Growth Capital and Development Programme**

The Select Committee received a report and presentation on the work and progress of the Staffordshire County Council Economic Growth Programme.

Economic growth was a key priority for the County Council, directly contributing to the priority population outcomes for Staffordshire's people to be able to access more good jobs and the benefits of economic growth. Moreover, economic growth underpinned all of the Council's priority outcomes, helped to secure long term financial stability and was a key contributing factor in the wider determinants of health. Despite a strong reliance on sectors which could have been particularly vulnerable to the recent economic downturn, Staffordshire's economy had coped well, and claimant unemployment (at 1% of the working age population in October 2017) in particular has remained well below the averages of Great Britain (1.9%) and the West Midlands Region (2.3%) in the same period.

The County Council was playing a key role in helping to achieve the ambitions of the Stoke on Trent and Staffordshire Local Enterprise Partnership (SSLEP), which was seeking to create 50,000 jobs and increase the Gross Value Added (GVA) of Stoke on Trent and Staffordshire by 50% over a ten year period. Overall employment in

Staffordshire had increased by around 19,000 jobs between 2011 and 2016, and the total economic output of Staffordshire (as measured by GVA) had increased by around 6.7% between 2011 and 2016 from £14.3 billion to £15.2 billion.

The total financial value of the Economic Growth Programme (including projects where initial work or interventions had been completed) was around £385 million, of which around £56 million was County Council investment. “Live” projects within the Programme currently totalled around £256 million, and were funded from a range of sources including the SSLEP (Growth Deal and City Deal funding), the County Council’s capital programme, and contributions from private sector developers. This represented an excellent level of funding leverage, with around £15.35 worth of funding secured from every £1 of County Council investment in the “live” projects of the Economic Growth Programme. Since the Programme commenced in 2014, eight employment generating projects with a total value of over £130 million had been completed to date, and their outcomes were now being tracked. Between them, these projects were anticipated to create over 13,000 jobs when they have been fully built out and developed. To date, around 5,600 jobs had been delivered on these sites, around 40% of their anticipated total long term employment potential. The residence of people working on these sites was related to their geographical location, connectivity and wider travel to work patterns. Alongside employment creation through physical infrastructure, the Programme had a strong focus on improving skills outcomes and attainment, and since the commencement of the Programme some 1,340 traineeships and apprenticeships had been delivered from the completed Advanced Manufacturing Hubs projects.

Members considered the details of two case studies which had been successfully delivered as part of the Programme, Redhill Business Park and Bericote Four Ashes.

Members questioned the effects that leaving the EU, and the possible loss of skilled people would have on Staffordshire. The Cabinet Member informed the Committee that he was quietly optimistic that Europe would continue to trade with the UK and that the low exchange rate on the pound created better results for manufacturing companies. Concern was expressed that a considerable number of young people moved out of the County to attend university, who then did not return to Staffordshire when they qualified. It was queried how these graduates could be attracted back to the County. The Cabinet Member responded that it was important to create and promote an environment where well qualified people would want to stay, with the provision of affordable housing, well paid employment opportunities and accessible transport. It was suggested that it would be more helpful to focus on creativity and basic core aptitudes, rather than career paths, given the ongoing technological changes providing opportunities to automate jobs. In relation to the question of upskilling the workforce, it was agreed that it was important to encourage people to recognise that school/university was not the end of learning/training.

In respect of the 19,000 increase in jobs between 2011-2016, a member queried what categories of employment these included and what proportion of these were considered to be better opportunities. It was confirmed that this figure included part-time employment, and that it was difficult to define “quality”. It was agreed that more information on this, and how jobs created are measured, will be brought back to the Select Committee.

Members queried whether there was a measurable, palpable demand for additional business parks. It was confirmed that there was, but that once the sites were made available the responsibility for filling them lay with developers such as St. Modwens.

In relation to overseas markets, members questioned the value of Trade Missions, suggesting that these achieved little in attracting investment, and that Exhibitions were a more successful vehicle for this. The Cabinet Member explained that the Property Garden Village at Swynnerton provided a good platform to showcase Staffordshire to a wider European audience. The Chairman commented that this was an investment on which taxpayers should be able to see a tangible return.

**RESOLVED – That:**

- a) The Committee note the work and progress of the Staffordshire County Council Economic Growth Programme; and
- b) More detailed information on the 19,000 increase in jobs between 2011-2016, and how jobs created are measured, be provided for the Committee.

## **67. EU Funding and European Social Funding**

The Select Committee received a report and presentation on the work and progress of the Stoke on Trent and Staffordshire LEP (SSLEP) EU Funding programme.

The SSLEP EU Funding programme formed an important and integral part of the County Council's Economic Growth Programme. The County Council was a key stakeholder in the EU Funding programme through the delivery of its own funded projects and programmes and also working with key external partners such as District Councils, Keele and Staffordshire Universities, FE Colleges, the Chamber of Commerce, business support and training providers, private sector businesses and a wide range of other partners from the private and voluntary sector. The EU Funding programme was managed, on behalf of the SSLEP, on a day to day basis by the County Council's External Funding Manager, in partnership with Stoke on Trent City Council, working closely with the Department for Communities and Local Government, the Department for Work and Pensions (DWP) and the Department for Environment, Food and Rural Affairs. The governance of the EU Funding programme was provided via the SSLEP ESIF Committee which tracked the progress of key projects, oversees the financial and outcome progress of the programme overall and provides a view of the local strategic fit of all applications submitted at each bidding call. The Economic, Infrastructure and Skills Management Team received monthly updates on progress on the EU Funding programme and considered any matters of importance, by exception, that require attention and direction. This information was then summarised to the Senior Leadership Team and Cabinet on a monthly basis through the Transformation Programme and any issues escalated as and when necessary to corporate management and executive level for resolution.

Although EU Funding had been contributing to economic development and skills projects and programmes in Staffordshire for over 35 years, at nearly £137m the current level of EU Funding was by far the largest amount the area had ever seen. The European Regional Development Fund (ERDF) funding of £77m focused on business support, infrastructure and Low carbon. The (ESF) funding of £55m on skills, employment support and inclusion, and the European Agricultural Fund for Rural

Development (EAFRD) and LEADER funding of £5m on support for rural businesses. Despite BREXIT, all EU funding would still be contributing to the Economic Growth Programme beyond the date that the UK leaves the EU provided funding contracts are in place, even as far ahead as December 2023. Current levels of commitment of EU Funding in Stoke on Trent and Staffordshire were among the highest across the UK. Currently 73% or £99m was committed across all funds and there was confidence that the remaining £38m would be allocated, 12 months ahead of the BREXIT date (March 2019), with projects and programmes ready to come forward during 2018. Although commitment levels were high, spend and output profiles at a project and programme level must be maintained to ensure that EU Funding was retained. To date, just £7m of the £99m committed had been claimed. However, a number of significant grant claims were due this quarter and into 2018 from major EU supported projects including Keele University that would boost the amount of grant claimed and would help to keep the EU Funding programme on profile.

In relation to ERDF, this included a £17m investment at Keele University on the Smart Innovation Hub, Smart Energy Demonstrator and Research and Development Gateway. It also included a £10m investment in the Midlands Engine Investment Fund, and £8m being invested through business support and grant schemes including the Growth Hub, that will support over 4,300 businesses to start and grow.

Members were informed that £37m of ESF was contributing to skills and employment support programmes being delivered by the DWP, Skills Funding Agency and the Big Lottery. To date, over 8,000 beneficiaries across all areas of Stoke on Trent and Staffordshire had benefited from these programmes. A further £8m was supporting the Skills Hub proposal led by the Chamber of Commerce and Higher Skills Programme, to be delivered through Staffordshire and Keele Universities.

Under the EAFRD £1.9m had been made available in small grants supporting 26 rural businesses, and a further £30m was being made available for the EAFRD Rural Broadband Infrastructure Fund.

Members were informed that Stoke on Trent and Staffordshire's performance so far in committing and delivering EU Funding activities would place them well in preparing for future funding arrangements. Beyond the current programme one of the options to replace EU Funding was the government's plan for a UK Prosperity Fund. Stoke on Trent and Staffordshire partners would need to be ready and prepared for new funding opportunities to build upon the success of its EU programme track record. The government's recently published Industrial Strategy had made some references to future funding arrangements beyond BREXIT and a Green Paper on the Shared Prosperity Fund was to be published early in 2018.

Members raised a number of questions around the level of rigour which was applied to applications for funding, and stressed the importance of the need for measurable outcomes. They were informed that the process was underpinned by the LEP Strategic Plan and criteria, it was heavily regulated, and that the ultimate penalty was that the funding would be clawed back. Applicants were required to provide robust business cases. It was queried how the process did not contravene competition law, and members were assured that an important consideration of applications was the displacement effect. Members also questioned whether any County Council taxpayers

money was at risk, and were informed that the County Council's contribution to the process was in staff time.

It was suggested that it would be helpful for a further report to be brought back to the Committee around specific case studies, with details of the investment made and the benefits which this had brought about. Similarly, it would be helpful to look at an example of where an investment had been unsuccessful and the reasons for this.

**RESOLVED** – That:

- a) The Committee note the progress to date with committing EU Funding to support the Economic Growth Programme;
- b) That further updates be brought to the Committee on progress with the EU Funding programme, together with details of the preparations for continuing support from UK growth programmes once EU Funding is no longer available; and
- c) That case studies be brought to the meeting of the Select Committee to be held on 4 April 2018.

**68. Work Programme**

The Select Committee received a copy of their 2017/18 Work Programme. Members were informed that the Working Group on Elective Home Education had now been established, and would meet on 12 January 2018.

**RESOLVED** – That the Work Programme be noted.

**Chairman**





Local Members' Interest
N/A

## **Prosperous Staffordshire Select Committee – 18<sup>th</sup> January 2018**

### **Skills and Employability Self-Assessment and Adult and Community Learning – Quality Improvement**

#### **Recommendations**

It is recommended that the Select Committee:

1. Scrutinise the performance and quality assurance of Community Learning.
2. Scrutinise and comment on the findings of the 2016-2017 annual Self-Assessment Report, in order to further improve overall performance, quality of provision, outcomes for learners and in remaining a good learning provider in Staffordshire

**Report of Cllr Mark Sutton, Cabinet Member for Children and Young People and Cllr Philip White, Cabinet Support Member for Learning & Employability**

#### **Summary**

##### **What is the Select Committee being asked to do and why?**

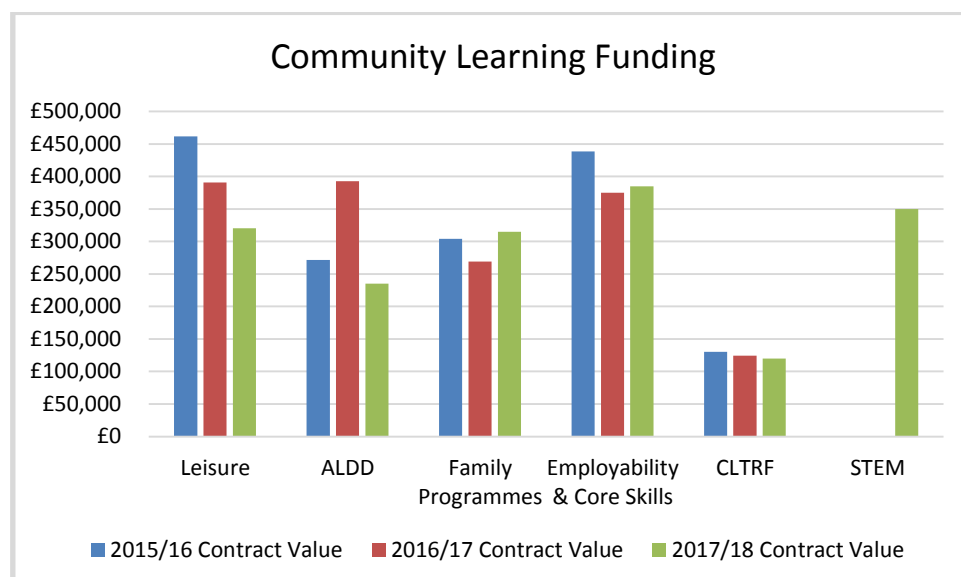
3. The Self-Assessment Report is a fundamental tool that Ofsted (Office for Standards in Education, Children's Services and Skills) Inspectors use to judge the quality and effectiveness of an organisation in providing education opportunities to young people and adults.
4. The Select Committee are asked to scrutinise the quality assurance and performance of the portfolio of the learning provision commissioned, in order to further improve quality, outcomes for learners and in remaining a good learning provider.

#### **Report**

##### **Background to Community Learning**

5. Community Learning is an umbrella term describing a broad range of learning that brings together adults, often of different ages and backgrounds, to pursue an interest, address a need, acquire a new skill, become healthier or learn how to support their children. It is mainly non-accredited and can be undertaken for its own sake or as a step towards other learning or work. It may happen in personal time or work time and be delivered by providers in the public, private or voluntary community sectors across Staffordshire. Community Learning supports wider government policies on localism, social justice, stronger families, digital inclusion, social mobility and upskilling English and maths skills and preparing for employment.

6. Community learning is commissioned and delivered through selected sub-contractors across seven main programme areas, across all eight districts, which are as follows:
- Leisure tasters and courses
  - Provision for adults with learning difficulties/disabilities (ALDD) and those with enduring mental ill health
  - Wider Family Learning (WFL)
  - Family English, Maths and Language (FEML)
  - Employability Skills
  - Functional Skills
  - Qualification based delivery in ESOL (English for Speakers of Other Languages) and Information Technology programmes.
  - Community Learning Trust Responsiveness Fund (CLTRF)
7. Details of sub-contractors engaged with Learning and Skills can be seen in Appendix A
8. In 2015 we re-commissioned Community Learning and made the decision to reduce the funding allocation of leisure programmes in order to focus on targeted provision. Targeted provision includes family programmes, provision for learners with learning difficulties and disabilities and those with enduring mental ill health, programmes to support employability and English, maths and IT skills and more recently the STEM provision. In the academic year 2014/15 the funding allocation for leisure provision was £577,000 and 60% of the total ESFA allocation and this decreased to £360,000 and 35% in 2016/17. Targeted provision increased from £384,000 and 40% of the total ESFA allocation in 2014/15 to £670,000 and 65% in 2016/17.



9. The Community Learning offer aims to target its provision at Staffordshire districts with the greatest concentrations of deprivation, worklessness and economic inactivity. We publish in the community learning specification, a list of wards

within each district that experience high levels of deprivation. We also monitor delivery and learner outcomes within these wards, which show minimum disparity between achievement rates year on year.

Achievement	Number of learners% 2016/17	Number of enrolments % 2016/17	Attendance rate % 2016/17	Retention rate 2016/17 %	Pass rate % 2016/17	Achievement rate % 2016/17	Achievement rate % 2015/16
Learners from deprivation wards	38.1 (2063)	39.0 (3474)	88.6	93.0	98.9	92.0	92.4
Learners from no deprivation area	59.2 (3206)	56.5 (5030)	91.8	94.7	99.1	92.9	92.4

## Apprenticeships

10. Apprenticeships are commissioned from Entrust and are delivered in the following vocational areas:

- Business Administration: Intermediate and Advanced Apprenticeships
- Information Communication Technology: Intermediate and Advanced Apprenticeships
- Early Years (Children and Young People's Workforce): Intermediate and Advanced
- Supporting Teaching and Learning Apprenticeship: Intermediate and Advanced
- Functional Skills (Level 1 and 2) in Maths, English and ICT – delivered as part of the apprenticeship framework.

11. Achievement rates for apprentices have improved year on year, with overall achievement at 79.1% and 12 percentage points above the national achievement rate. Timely achievement has increased at a steadier pace to 76.8% and 1 percentage point above the 2015/16 end-year position. With achievement rates continuing to improve in some areas; although at a steadier rate, apprentices are making good progress.

Apprenticeship Achievement (all frameworks)	2014/2015	2015/2016	2016/2017	Timely Achievement 2016/2017	National Achievement Rate 2016/2017
Achievement rate	72.1%	78.3%	79.1%	76.8%	67.0%

## Annual Self-Assessment

12. Inspectors' use self-assessment reports to help to plan for inspections and will grade our capacity to make further improvements. The effectiveness of the quality assurance systems and the accuracy of our self-assessment report will be an important factor in the judgements that lead to grades awarded. Learning and Skills was last inspected in February 2017 and judged as a **good provider**.
13. Annual Self-Assessment provides a review of what has been carried out by Skills & Employability every year. By carrying out self-assessment you can judge how well you are doing and how to improve. The report provides an evaluation of performance against Ofsted (Office for Standards in Education, Children's Services and Skills) criteria.
14. Robust and honest self-review and reflection is a vital ingredient of any provider's improvement journey. Self-assessment is a systematic way of:
  - a. Reviewing how well you are doing and what you need to do to improve
  - b. Comparing your performance against that of previous years and/or national benchmarks
  - c. Finding out about the needs of your learners and other groups
  - d. Bringing together all the information you have about your performance
  - e. Preparing for inspections.
15. The ability to self-assess effectively, to identify strengths and weaknesses and to implement identified improvements is critical to the development of a continuously improving sector.
16. Good progress has been made on completing the areas identified in the 2015/16 self-assessment and updates on the key improvement priorities can be found in appendix B.

### Self-Assessment summary judgements (2016 - 2017)

Graded using the 4 point scale: 1: Outstanding 2: Good 3: Requires Improvement 4: Inadequate	Overall
Overall Effectiveness	2
Effectiveness of Leadership and Management	2
Quality of Teaching, Learning and Assessment	2
Personal Development, Behaviour and Welfare	2
Outcomes for Learners	2
Apprenticeships	2
Adult Learning Programmes	2

## **Overall effectiveness of the Skills and Employability Service's Learning and Skills Portfolio**

17. The Service is judged to be good and is continuing to make progress towards being an outstanding provider of skills across Staffordshire, which it is achieving by following the Council's vision is to create a Connected Staffordshire, whilst working in conjunction with Local Enterprise Partnership's and other providers. The Service has a strong focus on providing education opportunities to meet the needs of Staffordshire residents and the wider economy.
18. The effectiveness of leadership, management and governance is good. The management team continuously undertake strong strategic and operational planning, focused clearly on maintaining and improving high standards of quality and performance; as a result all staff have a clear understanding of the County Council and Skills and Employability's vision and priorities.
19. Good curriculum planning reflects the commitment of providing high-quality learning opportunities that are well-designed and improve the employment prospects and life chances of residents across the eight districts of Staffordshire. The Service has maintained highly productive relationships with targeted commissioned sub-contractors to reach the most disadvantaged residents across the county.
20. The quality of teaching, learning and assessment across learning and skills is good. Throughout 2016-2017 Community Learning has focused on the delivery of learning, teaching and assessment, which is continually improving the quality of experience for learners. In the good and better lessons, tutors have high expectations and have established effective strategies to engage learners. The majority of teachers and assessors are well-qualified and use their occupational, industrial and subject expertise very effectively in lessons. They are excellent role models, providing inspiration, motivation and subject-specific insight for learners.
21. Community Learning has continued to focus its approach on ensuring learners develop very good personal, social and employability skills, through the continued development and provision of a wide variety of activities aimed at enriching their learning experience. This is supported by the ongoing partnerships with local community organisations and employers, resulting in learners gaining useful additional subject knowledge, qualifications and positive workplace experience which effectively prepares them for the world of work.
22. Good and sustained achievement across Community Learning and apprenticeship programmes with improved classroom based learning provision.
23. There is a positive and high-profile approach across Community Learning in raising awareness of, and promoting, equality and diversity and safeguarding. As a result, the vast majority of learner's state that they feel safe and are safe. Learner knowledge and understanding of 'staying safe' and 'healthy' are good. All learners are actively encouraged to undertake and engage in a range of wider activities, aimed at raising awareness of physical and emotional wellbeing, rights and responsibilities as learners and safeguarding and Prevent related themes.

The result of this is that learners can make confident, informed choices about their personal welfare.

### Key outcomes for learners on Community Learning, Apprenticeship programmes and Classroom Based Learning 2016/2017

24. Outcomes for learners overall on Community Learning programmes are good with achievement in 2016/2017 sustained across the majority of Community Learning Programmes. However Family Learning programmes and Community Learning Trust provision requires further improvement and is a priority improvement area in 2017/2018.
25. Learners on accredited programmes have achieved above the in-year achievement target. Current performance represents a 6.9% increase in achievement rates compared to the 2015/16 end-year position. Provision for Learners on English for Speakers of Other Languages (ESOL) programmes has shown significant in-year improvement and is outstanding at 98%, 4 percentage points above the end-year target and 10 percentage points above the GFE national achievement rate. Achievement on IT programmes has seen a 6% increase at 94.6% from 2015/16 and is 1.6 percentage points above the GFE national achievement rate.

16/17 Headline Achievement Performance by Programme Area	End -Year Achievement % R14 2016/17	Target Achievement %	Target Achievement Variance %	National Achievement Rate %	NAR Variance %
Family English, maths and Language (FEML)	81.5	94	-12.5		
Leisure	94.0	94	0.0		
Wider Family Learning (WFL)	91.1	94	-2.9		
Wider Family Learning Grants (WFLG)	93.4	94	-0.6		
Adults with Learning Difficulties and/or Disabilities (ALDD)	94.0	94	0.0		
Employability Skills	94.6	94	+0.6		
Functional Skills	94.2	94	+0.2		
Direct Delivery Unit ESOL	97.8	94	+3.8	88.3	+9.5
Direct Delivery Unit IT	94.6	94	+0.6	93.0	+1.6
Direct Delivery Unit Leisure	95.3	94	+1.3		
Community Learning Trust (CLT)	89.1	94	-4.9		

26. Within Community Learning, achievement gaps for different groups of learners have rapidly closed and are equal, in achievement between gender and learners with and without learning difficulties and or disabilities at headline level. There is variance of achievement for different ethnic groups, with BME learners performing at a slower rate compared to other groups, and requires in-year monitoring to ensure all achievement gaps close. Although a 1% in-year increase, the enrolment of males still remain low on Community Learning and remains a continued focus. See Appendix C for learner achievement breakdown

27. The quality of teaching, learning and assessment across the Skills and Employability Service is good with 90% of sessions judged as good or better, with an improved rate of tutors receiving grade one observations.
28. Learners develop personal, social and employability skills including Maths, English and ICT and appreciate the importance of these skills to increase their future employability.
29. Good and effective wider outcomes achieved for 'hard to reach learners'. There is consistent reporting of significant wider outcomes such as reducing isolation, social inclusion, mental health and the impact on family life and health. A number of providers run courses in residential and care home settings. The learners often experience reduced amount of social opportunities, reduced mobility and increased health problems. The courses offer them access to learning and help to tackle isolation
30. Health and well-being is the predominant factor for learners engaging on Community learning provision, with 69% stating this was the case and 27% of learners joined a course to help update their skills.
31. The majority of learners consistently demonstrate exceptional attitudes to learning which, in turn, has a positive impact on their progress. Learners and apprentices appreciate how their learning equips them with the behaviours, attitudes and skills required for integration within the community and success in the workplace. As a result, learners enjoy their learning, demonstrate positive attitudes to learning and their behaviours in learning and the workplace is exemplary.
32. Learners receive very good information, advice and guidance to ensure that they are enrolled on programmes that meet their needs, interests and aptitudes and make good progress towards their choice of destination with 27% of learners progressing to employment and 14% continuing or progressing to further study and 15% engaging in wider community activities. Learner destinations and learner feedback can be found in Appendix D:

### **Improvement priorities for 2017/18**

<b>Improvement priority</b>
1. Ensure in Community Learning, the retention of learners in 2017/2018 is improved and achieving their programme of study, particularly for adult learners enrolled on Family Learning and Community Learning Trust programmes achieving at a rate of 94%
2. Improve timely achievement on the Children and Young People's Workforce frameworks and Business and Administration across all levels for 16-18 and 19-24 years
3. Increase the achievement overall on functional skills mathematic programmes, particularly at level 2 which requires further improvement
4. The quality of learning, teaching and assessment opportunities experienced by learners, although good, requires further development to ensure more consistently 'outstanding' learning is received with overall with 95% of sessions judged as good or better, of which 40% to be judged as outstanding
5. All learners receive clear and relevant individualised targets, which are regularly monitored, so they have a better understanding of their progress and achievement

6. Continue to set clear action plans for sub-contractors in relation to under-performance of provision and follow up in a timely manner to ensure sub-contractors make improvements timelier
7. Implement strategies to engage more adult males on Community Learning programmes
8. Closely monitor achievement across BME learners to ensure performance is consistent across all groups
9. Undertake a full review of the FEML curriculum to ensure the rapid improvement in quality of provision and availability of programmes increases with additional commissioning of new sub-contractors to deliver FEML programmes in 2017/18

### Resource and value for money

33. Learning and Skills delivery is funded by the Education and Skills Funding Agency (ESFA). Community Learning funding from the ESFA is considered to be a contribution in locally-owned community networks with clear strategic plans, priorities, objectives and learner outcomes which can only be achieved if there is extra funding over and above that available from the Government.

34. The County Council uses 15% of the funding from the SFA (£236,147) to cover the costs of supporting Community Learning commissioning, performance monitoring, quality assurance and learning provider development. The current 15% is in line with sector averages but in real terms is shrinking as the overall SFA community learning budget has remained constant since 2007-08 whilst expenditure, staff costs and delivery costs for targeted programmes, have risen substantially.

35. The table below shows the breakdown of funding over the last three years

	2014/15	2015/16	2016/17
ESFA Community Learning	£1,574,309	£1,574,310	£1,574,310
ESFA Adult Education Budget (classroom based learning)	£591,839	£397,728	£397,728
ESFA Adult Apprenticeships	£160,003	£160,003	£148,054
ESFA 16-18 Apprenticeships	£154,090	£154,500	£177,078
Total	£2,480,241	£2,286,541	£2,297,170

36. The Service is part of a benchmarking group which involves 35 members including local authorities. The table below shows the overall ranked position in terms of value for money for Community Learning against other members and the benchmark club average, highlighted by Quartiles



COMMUNITY LEARNING - BENCHMARKING DATA 2016/17 Quartiles			white = quartile 1 (bottom 25%)			orange = quartile 2	green = quartile 3		blue = quartile 4 (top 25%)		
ESFA Allocation	Amount of total ESFA grant allocated to provision under Funding model 10	% of ESFA Retained to Cover Management Costs	Area Population (19+ Years)	Number of Learners	Number of Enrolments	% Re-enrolment Rate	Number of enrolments delivered by sub-contracted learning providers	% of enrolments delivered by sub- contracted learning providers	No of Enrolments per 1000 Adult Pop	Cost Per Learner	Cost Per Enrolment
£1,972,038	£1,574,310	15%	688,207	5,051	8,141	38.0%	8,141	100.0%	11.83	£311.68	£193.38

37. We are ranked in quartile 2 in terms of the amount of total ESFA grant allocated to provision under Funding model 10 (non-accredited), due to the actual funding allocated in comparison to the 34 group members and quartile benchmark. We are £342,860 below quartile 4 in the top 25%.

38. Out of the providers that largely commission provision, our management fee of 15% is the third lowest, therefore allowing us to allocate more funding to sub-contractors to invest in our learners.

39. We have a high re enrolment rate (quartile 2) in comparison to other providers and this is due to being focused on learner progression. This also demonstrates learner satisfaction and wanting to progress through levels of programmes to further develop their skills.

## Pound Plus

40. The term 'Pound Plus' is used by the Education & Skills Funding Agency to describe the added value required to supplement the existing community learning income streams to widen the offer to people who are disadvantaged and can not afford to pay fees.

### Pound plus Investment Types

Pound Plus Category	Examples
Direct Income	Fee income from learners Sponsorship Grants and tenders Sales from products or services
Cost Savings	Savings in accommodation Use of volunteers to support learning Savings in staffing through partnerships Shared services - back office functions

Value for Money	Efficiency of curriculum – avoiding duplicated provision Effectiveness of curriculum – new subjects, better progression opportunities leading to increased learner participation Setting up self-organised groups
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41. The Pound Plus strategy requests providers to collate data and submit returns to the council to detail the value of Pound Plus it has generated against the three categories above. Due to the nature of Pound Plus it is traditionally difficult to categorise and evidence therefore the provider returns largely detail the items that are easier to determine e.g. fee income from learners and costs savings in kind through the use of volunteers and savings in accommodation costs.
42. In 2016/17 the provider returns detailed the value of the Pound Plus investment to be a total of £572,000. The table below shows the breakdown of returns:

Pound Plus Category	All Community Learning (CL) programmes	Community Learning Trust Responsiveness Fund (CLTRF)	Community Learning Groups	Total
Direct Income	£186,000	£10,000	£52,000	£248,000
Cost savings	£231,000	£14,000	£68,000	£313,000
Value for money	£10,000	£1,000	Nil	£11,000
Total	£427,000	£25,000	£120,000	£572,000

## Community Impact

43. Community Learning supports wider government policies on localism, social justice, stronger families, digital inclusion and social mobility and it includes a range of community-based and outreach learning opportunities and is designed to help people of different ages and backgrounds and families to develop new skills and interests, support progression to formal courses and improve health and wellbeing and therefore positively support our community in Staffordshire. The use of the Adult Education Budget and Apprenticeship Funding gives young people and adults the skills they need to progress within or into work and gives employers the skills they need for their workforce development therefore contributing to economic growth.
44. The video below shows learners' views on the impact of Community Learning

<https://www.youtube.com/watch?v=QTE m1MKySd4>

## Contact Officer

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## **Appendices/Background papers**

**Appendix A** – Details of Sub-Contractors Engaged with Learning and Skills

**Appendix B** – 2016/17 improvement priorities and progress

**Appendix C** – Community Learning achievement data

**Appendix D** – Learner progression and learner feedback data



## Appendix A: List of Subcontractors 2017/18

FE Colleges	Staffordshire County Council	Schools	Third Sector Organisations
South Staffordshire College	Entrust	Anglesey Primary Academy	Acorn Training
University of Derby: Leek & Buxton College	Families First	Ankermoor Primary Academy	Beamstaffs
	Direct Delivery Unit	Christchurch School	Cerebral Palsy Mid Staffordshire
		Codsall Community High School	Cherish
		Heathfield Infants	Chase Aqua Rural Enterprise CIC
		Little Scholars Community Nursery	Dyslexia Association
		Paget High School	Forest of Mercia Community Partnership
		The De Ferrers Academy	Gartmore Riding School (RDA Group)
		Two Gates Primary	Gartmore Riding School (Sole Trader)
		Walton Priory Middle School	Growing Rural Enterprises Ltd
		West Chadsmoor Family Centre Ltd	Interact Arts CIC
		Westfield Community Primary School	Landau Ltd
			LETS Academy Ltd
			Media Climate CIC
			Princess Street
			Pulse for Music Staffordshire CIC
			Royal Mencap Society

			Safe and Settled
			Small Talk Speech & Language Therapy Ltd
			Staffordshire Libraries and Arts
			Staffordshire Care Farming Development CIC
			Steps to Work (Walsall) Ltd
			Stoke on Trent & North Staffs Theatre Trust Ltd
			Upper Moreton Rural Activities CIC
			Workers Educational Association West Midlands Region

## Appendix B: 2016/17 Improvement priorities and progress

Improvement priority	2016/17 End-year update
Ensure the achievement of learners in 2016/17 is improved, particularly for learners enrolled on ESOL, Leisure and FEML programmes	Outcomes for learners overall on Community Learning programmes are good with sustained achievement at 93.4% and is 0.4% above the 15/16 end-year position. Overall, achievement rates on accredited programmes have improved and are 96.2% combined and 2.2% above the Community Learning achievement target. Provision for Learners on English for Speakers of Other Languages (ESOL) programmes has shown significant in-year improvement and is outstanding at 98%, 4% above the end-year target and 10% above the GFE national achievement rate. Leisure provision has seen a 1.9% increase in achievement; however FEML has declined in achievement by 5% and continues to be an improvement priority in 2017/18.
Ensure a continued focus on performance monitoring across all Skills & Employability contracts	There are effective vertical systems of quality assurance in place that regularly review performance of sub-contractors and quality of provision for learners. Contract performance records are in place and are a key component of management team meetings, providing senior managers the opportunity to provide appropriate stretch and challenge on all aspects of contract delivery.
Further improve attendance across all subject areas to ensure a minimum of 90% attendance	The majority of learners demonstrate and have maintained good levels of attendance and punctuality, with Community Learning's overall attendance being at 90.0% which has increased by 5% and above the 2016/17 target. Continued monitoring is required to ensure that high attendance standards are maintained across all programme areas.
By the end of 2016/17 academic year, the teaching, learning and assessment grade profile is to be at 95% of sessions judged as good or better with 40% being outstanding	Teaching, learning and assessment is good at 90% with sessions judged as outstanding increasing by 1%. This is evidenced through a range of activities including graded observations and class visits supported by an offer of continuous professional development. Tutors benefit from the wide range of training and coaching offered by the Community Learning Teaching Advisors to improve their teaching skills. Performance management interventions have been put in place for those tutors not delivering good or better sessions.
Ensure tutors consistently monitor learners' progress in	Learners use their Individual Learning Plans well in the majority of lessons, to record progress they have made during each lesson, in order to record their learning journey

lessons and over time	and progress made. Tutors routinely comment on learning which supports the growing confidence and self-reflection skills of learners in order for them to become more independent learners. However in 2017/18, tutors are to ensure that all learners receive individualised targets and that learners understand their relevance.
Further develop and support providers and tutors to promote British Values and raise awareness of the risks of radicalisation and extremism	The Skills and Employability Service takes its responsibility for safeguarding and promoting the wellbeing of young people and vulnerable adults extremely seriously and, as a result, learners say they feel safe and are safe. Learners are able to articulate their understanding of Prevent and British Values and can explain the risks of radicalisation and how to keep themselves safe from extremism. Staff and learners show high levels of respect for each other; which is due to the efficient systems and robust implementation of processes, procedures and embedding British Values throughout delivery.
Further develop the curriculum that aligns with local priorities to ensure the Service is responding to the needs of residents and employers	Good curriculum planning reflects the commitment of providing high-quality learning opportunities that are well-designed and improve the employment prospects and life chances of residents across the eight districts of Staffordshire. The Service has maintained highly productive relationships with targeted commissioned sub-contractors to reach the most disadvantaged residents across the county. A STEM curriculum offer has been produced for 2017/18 delivery in order for residents to re-engage in the sector.



## Appendix C: Learner Achievement

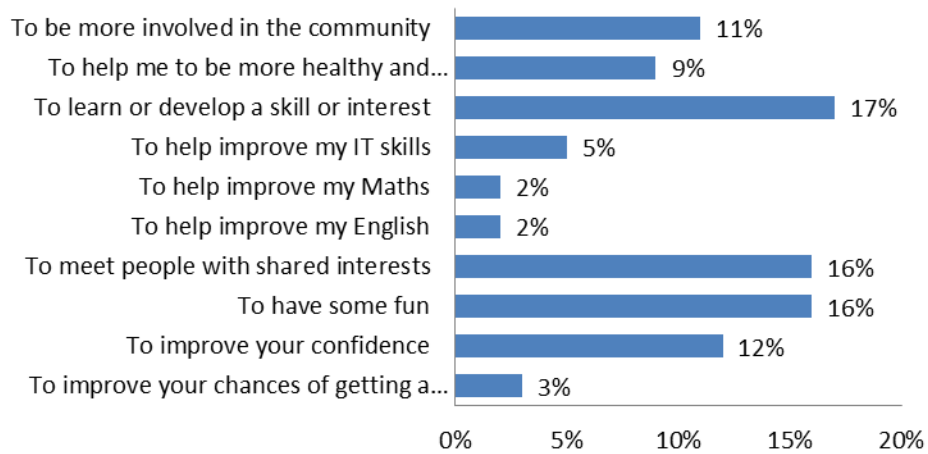
Achievement by Gender	Number of learners 2016/17	Number of enrolments 2016/17	Attendance rate % 2016/17	Retention rate 2016/17 %	Pass rate % 2016/17	Achievement rate % 2016/17	Achievement rate % 2015/16	Achievement rate variance %
Male	1567 (29%)	2725 (31%)	91.1	94.9	98.9	93.9	93.0	+0.9
Female	3847 (71%)	6172 (69%)	90.2	93.9	99.2	93.2	93.0	+0.2
Achievement by Learning Difficulty and/or Disability	Number of learners 2016/7	Number of enrolments 2016/17	Attendance rate % 2016/17	Retention rate 2016/17 %	Pass rate % 2016/17	Achievement rate % 2016/17	Achievement rate % 2015/16	Achievement rate variance %
Learning Difficulty and/or Disability	1766 (33%)	3061 (34%)	90.1	94.6	99.1	93.8	93.7	+0.1
No Learning Difficulty and/or Disability	3363 (62%)	5408 (61%)	90.8	94.1	99.1	93.3	93.6	-0.3



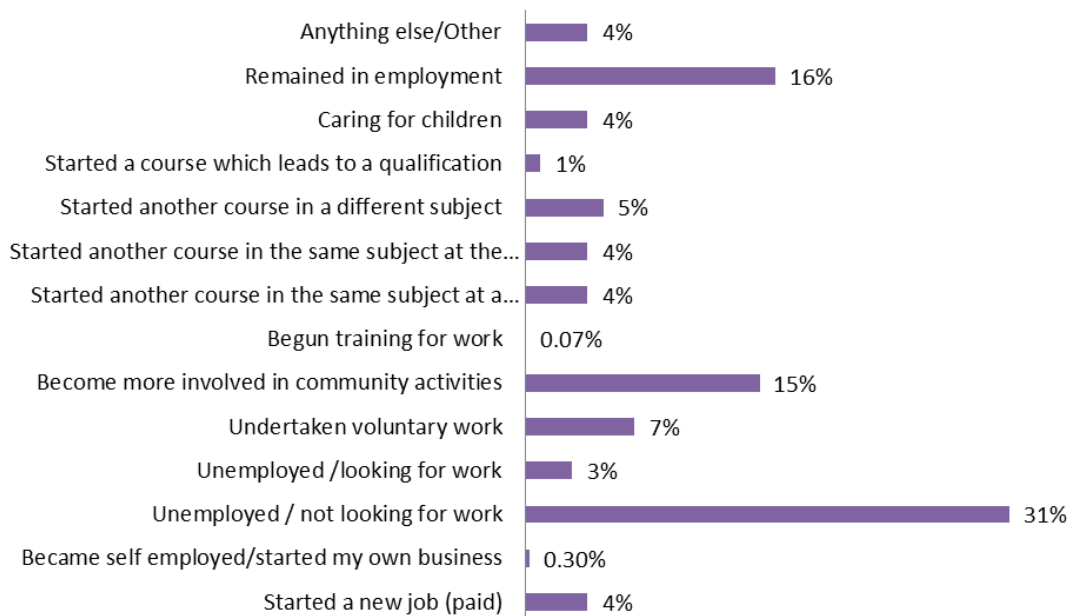
## Appendix D: Learner Feedback and Learner Progression

Feelings about course and tutor	<ul style="list-style-type: none"> <li>99% enjoyed learning on their course</li> <li>100% were happy with their tutor</li> <li>99% had the help needed to achieve and make good progress</li> <li>100% felt that the tutor ensured all learners showed respect for others' ideas and views</li> <li>100% felt that the tutor listened to them and took note of what they said</li> <li>99% felt that the tutor helped them to understand what they could do next</li> </ul>
Safety	<ul style="list-style-type: none"> <li>100% felt safe in the class</li> <li>98% knew what to do if they or others did not feel safe on the course</li> <li>96% understand how to protect themselves from risks associated with cyberbullying</li> <li>97% understand how to protect themselves from risks associated with bullying</li> <li>96% understand how to protect themselves from risks associated with radicalisation and extremism</li> </ul>
Future plans	<ul style="list-style-type: none"> <li>89% knew what they will do next</li> <li>71% intend to continue in the same subject to broaden their knowledge</li> <li>77% intend to do further learning in the next 6 months</li> </ul>
Benefits of course	<ul style="list-style-type: none"> <li>80% felt that undertaking the course had increased their personal self-confidence</li> </ul>
Recommend course	<ul style="list-style-type: none"> <li>100% would recommend their course to a friend</li> </ul>

## Reasons to join the course



## Destination



Local Members' Interest
N/A

## **Prosperous Staffordshire Select Committee – 18<sup>th</sup> January 2018**

### **School Attainment and Improvement**

#### **Recommendation**

1. That the Select Committee notes the progress of Educational Achievement in Staffordshire for the period September 2016 - August 2017
2. That the Select Committee provides comment and recommendations in regard to the approach set out in the report.

#### **Report of Cllr Mark Sutton, Cabinet Member for Children and Young People and Cllr Philip White, Cabinet Support Member for Learning and Employability**

#### **Summary**

3. Staffordshire shows a positive direction of travel in terms of the percentage of schools judged as Good or Outstanding (and the percentage of all pupils that attend these schools). As at 1<sup>st</sup> September 2017 89% of Staffordshire schools were judged as good or outstanding, an increase of 3 percentage points since the same point in 2016 and the fourth highest year-on-year improvement of our statistical neighbour local authorities.
4. The 2017 target of 92% was not met; however Staffordshire improved at a faster rate than the national average during 2016/17. The percentage of pupils attending schools graded good or outstanding has increased from 82% in August 2016 to 85% in August 2017.
5. The new primary and secondary accountability measures introduced in 2016 and the further changes to Key Stage 4 in 2017 with the introduction of '9-1' reformed GCSEs in English and maths continue to limit trend comparisons over time.
6. Levels of attainment and progress in the Early Years Foundation Stage (EYFS) and Key Stage One (KS1) remain strong and continue to outperform national levels of performance.
7. In 2017, attainment at the end of Key Stage 2 (the primary phase) improved by more than the improvement seen nationally. Staffordshire results are now above national in all key measures.
8. Our focus in 2017/18 will continue at Key Stage Two (KS2), Key Stage Four (KS4) and Key Stage Five (KS5) where there remains variation in attainment and progress of schools. Further improvements are required to gain ground in the rates of attainment and progress achieved by our statistical neighbours and nationally particularly at KS4 and KS5. Staffordshire schools also need to

continue to do more to tackle variations in attainment and progress between localities and for different pupil groups, such as those eligible for Free School Meals (FSM) or Disadvantaged pupils (DA).

9. Education and skills is a key priority that will be developed in the county council strategic plan 2018/2022 and will set out how working with all our partners we will:
10. “Offer Staffordshire parents and their children high performing early years provision, schools and colleges to attend. Encouraging and helping parents to become more involved in and ambitious for their child’s education, whilst influencing early years settings, schools, colleges and universities to support each other to improve, excel and contribute fully to their communities.”

## **Report**

### **Background**

11. Education in Staffordshire (and across the country) continues to change. Schools are becoming more independent from local authorities and as a result, there are new roles and responsibilities around school improvement. As at October 2017, 39% of schools have academy status and are ‘free from local authority control’. Within the secondary sector there is a larger proportion of academy schools (61%) than maintained schools (39%).
12. Staffordshire’s headteachers and school governors are responsible for the performance of their schools and have access to a network of support and positive challenge to ensure that their school’s strengths are maximised and that any areas for development are addressed.
13. Support for school improvement comes from the school governing body and from the formal partnerships that schools are part of, be that trust, federation, diocesan group or through an academy sponsor – but schools can also expect the county council to monitor school performance and until March 2018 commission support for local authority maintained schools from our joint venture company Entrust to accelerate their efforts to improve. The county council can use legal powers to intervene in any case where we find failure.
14. During the academic year 2016/17 the key developments in regard to school improvement in Staffordshire were further embedded through the county council’s categorisation process which sets out how, working together with all mainstream schools, Staffordshire aims to identify, support and challenge schools about which the local authority has concerns.
15. Through this process the council undertakes the statutory responsibility of the “duty to promote high standards and the fulfilment of potential” (Education Act 1996 s13A). Working with Entrust, the county council has continued to deliver actions to promote improved standards and performance in all Staffordshire schools – both maintained and academies.
16. The county council has continued to review and evaluate the impact of Staffordshire’s school improvement approach, which is managed and monitored

through the council's Education Standards and Performance Board. This board has the remit and membership to enable effective management and monitoring of educational achievement across all ages and stages of learning.

17. This report is an overview of school performance and standards in Staffordshire. It shows how Staffordshire's schools have performed in the 2016/17 academic year and outlines how working in partnership with schools, Entrust and other partners further action to develop and accelerate school improvement outcomes in 2017/18.

### **Strategic Overview of Educational Achievement Staffordshire 2015**

18. This report summarises high-level performance and where possible trends for educational attainment and progress across Staffordshire which is reported fully in Strategic Overview of Educational Achievement 2017 in appendix A.
19. This analysis shows that pupils generally start well, with high levels of attainment recorded at EYFS and KS1. Staffordshire is showing improvement in the percentage of pupils achieving a Good Level of Development in the EYFS and at a higher rate than that recorded nationally.
20. The difference between those eligible for FSM and their peers, in terms of the proportion achieving a 'Good Level of Development', has remained static at 17pp in 2017. Nationally the gap narrowed by a percentage point to 17pp. Differences still remain in district level performance; however all districts reported improvements since 2016 and are all above both the national and statistical neighbour averages.
21. Staffordshire performs above the national average in reading, writing and mathematics at KS1. In Staffordshire the increases recorded in writing and maths were greater than the increases seen nationally. In all three subjects Staffordshire's rank improved compared to 2016. Reading and writing results now place the authority in the top quartile compared to the second last year. The difference between those eligible for FSM and their peers has remained static in reading but increased by 2 percentage points in writing and mathematics.
22. 2017 KS2 results indicate that Staffordshire pupils have recorded improvements in reading, writing and maths results at the expected level. In all cases these improvements were greater than those seen for all pupils nationally and statistical neighbours. Staffordshire's rank against all authorities improved in all four measures compared to 2016 with writing, maths and the combined reading, writing and maths measure placing Staffordshire in the second quartile nationally compared to the third in 2016.
23. In 2017 attainment at the expected standard is now above similar authorities and the national averages for all measures.
24. At the time of writing, Key Stage 1 to Key Stage 2 progress results are not available; these are likely to be published by the Department for Education in December 2017. The difference between those eligible for FSM and their peers in


terms of the expected standard in reading, writing and mathematics increased again between 2016 and 2017.

25. Staffordshire's outcomes at KS4 (GCSE) remain inconsistent. Using the new 2017 performance indicators, Staffordshire's result in the Attainment 8 measure is marginally above the England all schools result but below the state-funded result. Staffordshire results in both EBacc measures and the grade 5 or above passes in English and maths measure are below both sets of national results.
26. Improvement at a faster pace is needed as progression between KS2 and KS4 in Staffordshire remains below similar authorities and the England average. Staffordshire's results in the five attainment and progress measures place it in the 3<sup>rd</sup> quartiles for each measure. At the time of writing, detailed Key Stage 4 data is not available, as a result it is not possible to provide results for this key stage by FSM eligibility.
27. Performance at post-16 (A level & equivalent) for state-funded students (including FE colleges) are also inconsistent with A level and Academic average point score (APS) per entry placing Staffordshire in the bottom quartile nationally, but Tech and General APS per entry place Staffordshire in the second and first quartile nationally respectively. Staffordshire's ranking against all authorities has declined in the A level and academic APS measures but improved in the Tech and General measures.

## Attainment Summaries

28. The following section provides an overview of performance within Staffordshire at each key stage in 2017. 'Quartile' relates to Staffordshire's position nationally (with the 1st, or top, quartile being the best position).

## EARLY YEARS FOUNDATION STAGE (EYFS)

Subject/Level	Change in Rank (2016 to 2017)	2017 Results				National Quartile (1st = top)	National Rank (out of 151)
		Staffordshire	Statistical Neighbours	England (All Schools)	England (State-Funded)		
Good Level of Development		74.5%	70.6%	70.7%	NA	1st	23

29. In 2017, the percentage of Staffordshire pupils achieving a Good Level of Development improved and results were again ranked within the top quartile nationally. Ranking, compared to all Local Authorities, declined from 21<sup>st</sup> to 23<sup>rd</sup>. Staffordshire had the highest proportion of pupils achieving a Good Level of Development out of all of its statistical neighbours; a pattern also evident in 2016.

## KEY STAGE ONE (KS1): TEACHER ASSESSMENTS



Subject/Level	Change in Rank (2016 to 2017)	2017 Results				National Quartile (1st = top)	National Rank (out of 150)
		Staffordshire	Statistical Neighbours	England (All Schools)	England (State-Funded)		
Expected Standard Reading	↑	79%	76%	76%	76%	1st	19
Expected Standard Writing	↑	72%	69%	68%	68%	1st	22
Expected Standard Maths	↑	78%	75%	75%	75%	2nd	26

30. When comparing the proportion of pupils achieving the new expected standard in 2017, and the percentage achieving the expected standard in 2016 Staffordshire's rank against all authorities improved. Reading and writing results place Staffordshire in the top quartile nationally.

31. In reading, writing and mathematics, Staffordshire results were above the national average at the expected standard and the gap between Staffordshire and national results remained static.

## KEY STAGE TWO (KS2): PROVISIONAL TEACHER ASSESSMENTS AND TESTS

Subject/Level	Change in Rank (2016 to 2017)	2017 Results (provisional)				National Quartile (1st = top)	National Rank (out of 150)
		Staffordshire	Statistical Neighbours	England (All Schools)	England (State-Funded)		
Expected Standard Reading	↑	74%	72%	71%	71%	2nd	37
Expected Standard Writing	↑	78%	77%	76%	76%	2nd	42
Expected Standard Maths	↑	76%	75%	75%	75%	2nd	55
Expected Standard Reading, Writing & Maths	↑	63%	61%	61%	61%	2nd	46

32. In KS2, local authority unvalidated results indicate that when comparing the proportion of pupils achieving the new expected standard in 2017, and the percentage achieving the expected standard in 2016 Staffordshire's rank against all authorities improved in all measures.

33. Outcomes at the expected standard show that in 2017 Staffordshire results are now above national and statistical neighbour averages in all key measures.

## KEY STAGE FOUR (KS4): GCSEs AND EQUIVALENT PROVISIONAL RESULTS

Subject/Level	Change in Rank (2016 to 2017)	2017 Results (provisional)				National Quartile (1st = top)	National Rank (out of 150)
		Staffordshire	Statistical Neighbours	England (All Schools)	England (State-Funded)		
Attainment 8	↓	44.6	46.4	44.2	46.1	3rd	101
Progress 8	↓	-0.13	-0.06	-	-	3rd	105
English Baccalaureate Entry	↑	33.4%	35.4%	34.9%	38.2%	3rd	103
English Baccalaureate (inc grade 5 or above in E&M)	-	17.7%	19.9%	19.5%	21.2%	3rd	103
Grade 5 or above in English & Maths	-	38.6%	43.2%	39.1%	42.4%	3rd	104

34. In addition to the changes made in 2016, when the new secondary accountability system made changes to the main headline measures, there have been further changes in 2017. As a result, the headlines measures in 2017 are; Attainment 8, Progress 8, English Baccalaureate (EBacc) entry and achievement (including a grade 5 or above in English and mathematics) and attainment in English and mathematics at grade 5 or above. There is also a further non-attainment/progress measure related to pupil destination post Key Stage 4.

35. The local authority does not yet have access to a complete KS4 dataset due to

the changes made by the DfE and the resultant delay on the data/software supplier (NCER) that provides data to local authorities.

36. Staffordshire's result in the Attainment 8 measure is marginally above the England all schools result but below the state-funded result. Staffordshire results in both EBacc measures and the grade 5 or above passes in English and maths measure are below both sets of national results.
37. Staffordshire's rank declined in Attainment 8 and Progress 8 and improved in the EBacc entry measure. Staffordshire is placed in the 3<sup>rd</sup> quartile for all measures.

### KEY STAGE FIVE (KS5): A LEVEL AND EQUIVALENT

Subject/Level	Change in Rank (2016 to 2017)	2017 Results (provisional)			National Quartile (1st = top)	National Rank (out of 150)
		Staffordshire (State-Funded Students)	Statistical Neighbours (State-Funded Students)	England (All Schools)		
A Level APS per Entry	↓	28.10	30.27	32.12	4th	129
Academic APS per Entry	↓	28.19	-	32.43	4th	128
Tech APS per Entry	↑	33.22	31.34	32.24	2nd	50
General APS per Entry	↑	38.10	35.00	35.64	1st	25

38. Similarly to Key Stage 4, the local authority does not yet have access to a complete Key Stage 5/Post 16 dataset due to changes made by the DfE. Therefore it is not possible to produce the normal analysis at this time.
39. Staffordshire's results for A Level and Academic APS per Entry place the local authority in the bottom quartile with results ranking Staffordshire lower against all other authorities than last year.
40. Tech and General APS results however place Staffordshire in the second and top quartiles respectively with improvements in rankings compared to 2016.

### Priorities for 2017/18 Business Planning Year

41. The priority that Staffordshire has placed on increasing the number of schools graded as good or outstanding by Ofsted is a positive achievement in 2016/17, with 89% of schools judged as good or outstanding compared to 86% in 2016. Although Staffordshire remains below the national and statistical neighbour averages; both at 90% of schools graded good or better, the pace of improvement in Staffordshire has been a faster rate than the national average during 2016/17.
42. Attainment and progress in mathematics and English at Key Stage 2 and Key Stage 4 continue to be a priority for improvement. Tackling variations in achievement between localities and different pupil groups is a further priority highlighted through this report.
43. The local authority continues to categorise schools based on the performance indicators available. Those local authority maintained schools identified as category 2 (some concern) and category 3 (high concern) are targeted for support focussed on the specific areas of need. Ofsted inspection outcomes continue to

demonstrate this targeted approach is focussed appropriately on those requiring support. Further analysis is being undertaken to evaluate the impact of the targeted support in the maintained schools.

44. The local authority commissions the joint venture company Entrust to utilise funding to continue to support, challenge and intervene in schools through our categorisation process. The focus on support and challenge is targeted at leadership and management in those maintained schools about which we have concerns (and liaison with the regional schools commissioner (RSC) where we have concerns about academies).
45. The support and challenge provided by Entrust focuses on the work of school senior leaders to address key priorities and actions required to bring about improved outcomes in attainment and progress.
46. The local authority has supported the Staffordshire and Stoke-on-Trent Teaching School Alliance in an application to secure Strategic School Improvement Funding (SSIF) from the DfE to further tackle the variations in achievement between schools. The focus of the application is improving outcomes in reading and writing at the end of KS2 and improving outcomes in English at the end of KS4.
47. At the meeting of the schools forum in October 2017, School representatives agreed that the funding which was previously retained centrally to provide school improvement support for maintained schools will be devolved to individual schools from April 2018.
48. The local authority will continue to provide statutory school improvement functions which are set out in Section 13A of the Education Act 1996. This states that the local authority must exercise education functions with a view to promoting high standards. In addition, DfE statutory guidance on 'Schools Causing Concern' also sets out expectations that the local authority will, in partnership with the regional schools commissioner (RSC), identify vulnerable schools, implement appropriate intervention strategies, including powers of intervention, develop effective relationships with all school leaders and governors and facilitate a school-led improvement system.

**In order to deliver these statutory responsibilities, the local authority will continue to:**

- a. Analyse the performance of Staffordshire schools and, through the school categorisation process, use this information to identify maintained schools that require improvement and intervention;
- b. Work with the RSC, to ensure swift and effective action is taken when underperformance occurs in a maintained school, using intervention powers available to improve leadership and standards;
- c. Liaise with the RSC where we have concerns about an academy school;
- d. Encourage good and outstanding maintained schools to take responsibility for their own improvement and to support other schools, and enable other schools to access such support.

49. The local authority is currently reviewing options available to use the school improvement grant (SIG) received from the DfE to monitor the effectiveness of maintained schools. This will feature as part of the Education and skills priority that will be developed in the county council strategic plan 2018/2022.
50. The Select Committee is invited to provide comment and feedback to further shape our way forward.

**Link to Strategic Plan – Staffordshire County Council’s Strategic Plan 2018-2022**

**Link to Other Overview and Scrutiny Activity –**

**Appendices:**

**Appendix A - Education Annual report**

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# Education Annual Report, 2017

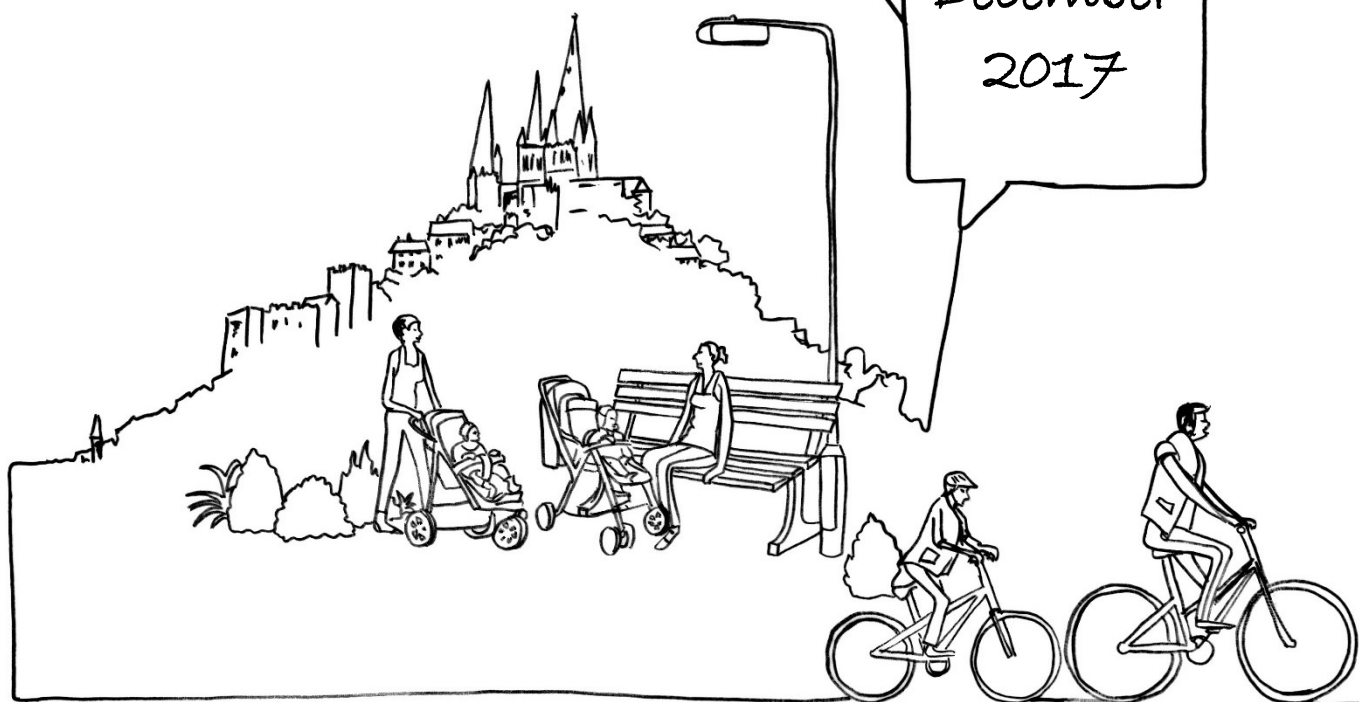
Strategy Team

and

Operational Intelligence and Performance Team

How well are Staffordshire's  
Pupils Achieving?

December  
2017



## Document Details

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## Executive Summary and Headlines by Key Stage

This report explores current trends in pupil and school performance in Staffordshire. The key messages from this report are:

### Overall effectiveness of schools, judged by Ofsted

- 89% of schools in Staffordshire are graded good or outstanding by Ofsted (at October 2017); and this percentage continues to improve year-on-year, with Staffordshire now less than one percentage point below the national average.
- Staffordshire is ranked 91st of 151 local authorities in England for the percentage of schools graded good or outstanding by Ofsted (an improvement of 18 places since the same point last year), and made the 4th highest improvement of its statistical neighbour local authorities between October 2016 and October 2017.
- The projected rate of schools converting to academy status is increasing, with 47.5% of schools having converted or applied to convert (as at October 2017).
- A higher proportion of Staffordshire's maintained schools are graded good or outstanding in comparison to academy schools, however Staffordshire's percentage of academy schools graded good or outstanding is above the national and statistical neighbour averages.

### Pupil achievement

- The new primary and secondary school accountability frameworks were introduced in 2016 by the Department for Education (DfE) with new headline measures across Key Stage 1, 2 and Key Stage 4.
- Further changes have been made to Key Stage 4 in 2017 with the introduction of '9-1' reformed GCSEs in English and maths and resultant changes in the headline accountability measures.
- As a result of the two changes outlined above, only limited comparisons can be made over time.
- Staffordshire's results in the early part of the primary phase remain strong, with results above the statistical neighbour and national average at Early Years and in Key Stage 1.
- Staffordshire's results remained in the top quartile nationally at Early Years, and at Key Stage 1, reading and writing results improved placing Staffordshire in the top quartile this year. Key Stage 1 maths results also continued to place Staffordshire's results in the second quartile.
- Attainment at the end of the primary phase of schooling, Key Stage 2, was particularly positive in comparison to previous years. In 2017 at the expected standard, Staffordshire results improved by more than the improvement seen nationally. Staffordshire results are now above national in all key measures.
- Staffordshire's results in the secondary phase are less consistent. In the five main headline measures at Key Stage 4 (Attainment 8, Progress 8, English Baccalaureate (EBacc) entry and achievement (including a grade 5 or above in English and maths) and attainment in English and maths at grade 5 or above)<sup>1</sup> Staffordshire was in the bottom 50% of local authorities nationally. Staffordshire's result in the Attainment 8 measure are marginally above the England all schools

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<sup>1</sup> More details of these measures is available in Appendix 4 – Glossary of Terms.

result but below the state-funded<sup>2</sup> result. Staffordshire results in both EBacc measures and the grade 5 or above passes in English and maths measure are below both sets of national results.

- At Key Stage Five, Staffordshire results for state-funded students (including FE colleges) are also mixed with A level and Academic average point score (APS) per entry placing Staffordshire in the bottom quartile but Tech and General APS per entry<sup>3</sup> placing Staffordshire in the second and first quartile nationally respectively. Staffordshire's ranking against all authorities has declined in the A level and academic APS measures but improved in the Tech and General measures.
- The Free School Meal (FSM) and Special Educational Needs (SEN) gap in Staffordshire has narrowed in some measures in 2017 and widened in others.
- Performance in Early Years is positive for FSM eligible pupils however Key Stage 1 and 2 results are less positive with a widening of the gap in two measures at Key Stage 1 and in reading, writing and maths measures at Key Stage 2.
- The Special Educational Needs gap increased in Early Years, most Key Stage 1 measures and in reading, writing and maths measures at Key Stage 2.

### Early Years Foundation Stage – Key Headlines

Subject/Level	Change in Rank (2016 to 2017)	2017 Results				National Quartile (1st = top)	National Rank (out of 151)
		Staffordshire	Statistical Neighbours	England (All Schools)	England (State-Funded)		
Good Level of Development	↓	74.5%	70.6%	70.7%	NA	1st	23

In 2017, the percentage of Staffordshire pupils achieving a Good Level of Development improved and results were again ranked within the top quartile nationally. Ranking, compared to all local authorities, declined from 21<sup>st</sup> to 23<sup>rd</sup> but Staffordshire had the highest proportion of pupils achieving a Good Level of Development out of all of its statistical neighbours; a pattern also evident in 2015 and 2016.

### Key Stage 1: Teacher Assessments – Key Headlines

Subject/Level	Change in Rank (2016 to 2017)	2017 Results				National Quartile (1st = top)	National Rank (out of 150)
		Staffordshire	Statistical Neighbours	England (All Schools)	England (State-Funded)		
Expected Standard Reading	↑	79%	76%	76%	76%	1st	19
Expected Standard Writing	↑	72%	69%	68%	68%	1st	22
Expected Standard Maths	↑	78%	75%	75%	75%	2nd	26

In 2017, the percentage of Staffordshire pupils achieving the expected level in the reading, writing and maths measures increased compared to 2016. The increases recorded in writing and maths were greater than the increases seen nationally. The increase in reading results were the same as the national increase.

In all three subjects Staffordshire's rank improved compared to 2016. Reading and writing results now place the authority in the top quartile compared to the second last year and maths results

<sup>2</sup> State-funded schools include academies, free schools, city technology colleges, further education colleges with provision for 14- to 16-year-olds and state-funded special schools. They exclude independent schools, independent special schools, non-maintained special schools, hospital schools, pupil referral units and alternative provision.

<sup>3</sup> More details of these measures is available in Appendix 4 – Glossary of Terms.



remained in the second quartile.

## Key Stage 2: Teacher Assessments and Tests (provisional) – Key Headlines

Subject/Level	Change in Rank (2016 to 2017)	2017 Results (provisional)				National Quartile (1st = top)	National Rank (out of 150)
		Staffordshire	Statistical Neighbours	England (All Schools)	England (State-Funded)		
Expected Standard Reading	↑	74%	72%	71%	71%	2nd	37
Expected Standard Writing	↑	78%	77%	76%	76%	2nd	42
Expected Standard Maths	↑	76%	75%	75%	75%	2nd	55
Expected Standard Reading, Writing & Maths	↑	63%	61%	61%	61%	2nd	46

2017 Key Stage 2 results are still unvalidated, so are subject to change. Validated final results are expected in December 2017. However, results currently suggest that Staffordshire pupils have recorded improvements in reading, writing and maths results at the expected level. In all cases these improvements were greater than those seen for all pupils nationally or for statistically similar authorities.

Staffordshire's rank against all authorities increased in all four measures compared to 2016 with writing, maths and the combined reading, writing and maths measure placing Staffordshire in the second quartile nationally compared to the third in 2016.

At the time of writing, Key Stage 1 to Key Stage 2 progress results have not been published by the Department for Education; these are likely to be published in December 2017. Provisional internal data does however suggest that, although still below national, Staffordshire's progress results are now closer to the national average than in 2016.

## Key Stage 4: GCSEs and Equivalent (provisional) – Key Headlines

Subject/Level	Change in Rank (2016 to 2017)	2017 Results (provisional)				National Quartile (1st = top)	National Rank (out of 150)
		Staffordshire	Statistical Neighbours	England (All Schools)	England (State-Funded)		
Attainment 8	↓	44.6	46.4	44.2	46.1	3rd	101
Progress 8	↓	-0.13	-0.06	-	-	3rd	105
English Baccalaureate Entry	↑	33.4%	35.4%	34.9%	38.2%	3rd	103
English Baccalaureate (inc grade 5 or above in E&M)	-	17.7%	19.9%	19.5%	21.2%	3rd	103
Grade 5 or above in English & Maths	-	38.6%	43.2%	39.1%	42.4%	3rd	104

In addition to the changes made in 2016, when the new secondary accountability system made changes to the main headline measures, there have been further changes in 2017.

In 2017, pupils took reformed GCSEs in English language, English literature and mathematics graded on a 9 to 1 scale. As a result, the headline measures in 2017 are; Attainment 8, Progress 8, English Baccalaureate (EBacc) entry and achievement (including a grade 5 or above in English and maths) and attainment in English and maths at grade 5 or above. There is also a further non-attainment/progress measure related to pupil destination post Key Stage 4.

The local authority does not yet have access to a complete Key Stage Four dataset due to the changes made by the DfE and the resultant delay on the data/software supplier (NCER) that provides data to local authorities. At present NCER have not indicated when a full dataset will be made available to carry out additional analysis, however we anticipate this will be in spring 2018.

The DfE have however released provisional national and local authority figures which give some indication of Staffordshire performance but at present more detailed analysis is not possible.

Staffordshire's provisional results in the five attainment and progress measures place it in the 3<sup>rd</sup> quartiles for each measure. For those measures with comparable 2016 results, Attainment 8 and Progress rankings declined, and EBacc entries rank increased.

### Key Stage 5: A Level and Equivalent (provisional) – Key Headlines

Similarly to Key Stage 4, the local authority does not yet have access to a complete Key Stage 5/Post 16 dataset due to changes made by the DfE. Therefore it is not possible to produce the normal analysis at this time. At present NCER have not indicated when a full dataset will be made available to carry out additional analysis, however we anticipate this is likely to be in spring 2018.

The DfE have however released provisional national and local authority figures provided below which give some indication of Staffordshire performance, but at present more detailed analysis is not possible.

Subject/Level	Change in Rank (2016 to 2017)	2017 Results (provisional)			National Quartile (1st = top)	National Rank (out of 150)
		Staffordshire (State-Funded Students)	Statistical Neighbours (State-Funded Students)	England (All Schools)		
A Level APS per Entry	↓	28.10	30.27	32.12	4th	129
Academic APS per Entry	↓	28.19	-	32.43	4th	128
Tech APS per Entry	↑	33.22	31.34	32.24	2nd	50
General APS per Entry	↑	38.10	35.00	35.64	1st	25

The table above uses the DfE comparison methodology as used in the Local Authority Interactive Tool (LAIT). This methodology makes comparisons, and ranks local authorities based on state-funded students, therefore including those in FE colleges.

Based on this comparison methodology, Staffordshire's results for A Level and Academic APS per Entry place the local authority in the bottom quartile with results ranking Staffordshire lower against all other authorities than last year. Tech and General APS results however place Staffordshire in the second and top quartiles respectively with improvements in rankings compared to 2016.

Results for Staffordshire schools (not including FE colleges) are included in the main body of this report for further information.

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## Introduction

Data and evidence are at the heart of Staffordshire's processes for improvement and the evaluation of whether we are making a measurable difference to the quality of education in Staffordshire. We have a duty not only to understand and use the data ourselves, but also to make sure that schools have access to good quality data and use it effectively in their self-evaluation and school improvement action plans.

This report provides a strategic overview of educational attainment in Staffordshire and aims to equip commissioners and strategic decision makers with an understanding of the headline trends and performance.

The information within this report has been taken from a variety of sources:

- Information related to Staffordshire Local Authority Level, Statistical Neighbours and England has been taken from the Local Area Interactive Tool (LAIT) where available.
- District level information is taken from Nexus/NCER.
- Please note that 2017 data is un-validated and therefore subject to change.

Please also note, in 2016 the DfE introduced a new accountability framework for both primary and secondary phase schools and made additional changes in 2017. This means that there are a number of new measures reported in 2017 that are not directly comparable to 2016 results; further information is provided as appropriate throughout this report.

## Overview of Staffordshire Schools

Figures 1 and 2 show numbers and percentages of schools and pupils split by phase and maintained/academy status in each of the last three academic years.

**Figure 1: Number and Percentage of Schools by Sub-Phase and Academy/Maintained**

Sub-phase	Oct 2015						Oct 2016						Oct 2017					
	Maintained		Academy		Grand Total		Maintained		Academy		Grand Total		Maintained		Academy		Grand Total	
	No.	% of phase	No.	% of phase	No.	% of all schools	No.	% of phase	No.	% of phase	No.	% of all schools	No.	% of phase	No.	% of phase	No.	% of all schools
Nursery	2	100%	0	0%	2	1%	2	100%	0	0%	2	1%	2	100%	0	0%	2	1%
First	51	100%	0	0%	51	13%	47	92%	4	8%	51	13%	44	86%	7	14%	51	13%
Infant	10	83%	2	17%	12	3%	8	67%	4	33%	12	3%	7	64%	4	36%	11	3%
Junior	7	78%	2	22%	9	2%	6	67%	3	33%	9	2%	6	67%	3	33%	9	2%
Primary	178	79%	47	21%	225	56%	153	68%	72	32%	225	57%	140	62%	86	38%	226	57%
Middle	11	79%	3	21%	14	4%	9	64%	5	36%	14	4%	8	57%	6	43%	14	4%
Secondary	22	47%	25	53%	47	12%	19	41%	27	59%	46	12%	17	37%	29	63%	46	12%
High	5	56%	4	44%	9	2%	3	33%	6	67%	9	2%	2	22%	7	78%	9	2%
PRU	6	100%	0	0%	6	2%	6	100%	0	0%	6	2%	6	100%	0	0%	6	2%
Special	18	78%	5	22%	23	6%	15	65%	8	35%	23	6%	12	52%	11	48%	23	6%
Sixth Form College	0	0%	1	100%	1	0%	0	0%	1	100%	1	0%	0	0%	1	100%	1	0%
<b>Grand Total</b>	<b>310</b>	<b>78%</b>	<b>89</b>	<b>22%</b>	<b>399</b>	<b>100%</b>	<b>268</b>	<b>67%</b>	<b>130</b>	<b>33%</b>	<b>398</b>	<b>100%</b>	<b>244</b>	<b>61%</b>	<b>154</b>	<b>39%</b>	<b>398</b>	<b>100%</b>

Source: School Census

Low  High

Staffordshire has a larger proportion of maintained schools (61%) than academy schools (39%). This percentage has reduced following further academy conversions during 2016/17.

**Figure 2: Number and Percentage of Pupils on Roll by Sub-Phase and Academy/Maintained**

Sub-phase	Oct 2015						Oct 2016						Oct 2017					
	Maintained		Academy		Grand Total		Maintained		Academy		Grand Total		Maintained		Academy		Grand Total	
	No.	% of phase	No.	% of phase	No.	% of all Pupils	No.	% of phase	No.	% of phase	No.	% of all Pupils	No.	% of phase	No.	% of phase	No.	% of all Pupils
Nursery	78	100%	0	0%	78	0%	78	100%	0	0%	78	0%	62	100%	0	0%	62	0%
First	7,724	100%	0	0%	7,724	6%	6,873	89%	822	11%	7,695	6%	5,697	81%	1,373	18%	7,070	6%
Infant	1,869	84%	357	16%	2,226	2%	1,536	66%	774	34%	2,310	2%	1,073	60%	704	30%	1,777	1%
Junior	1,755	80%	452	20%	2,207	2%	1,559	71%	643	29%	2,202	2%	1,587	71%	658	30%	2,245	2%
Primary	43,294	81%	10,085	19%	53,379	44%	38,122	71%	15,911	29%	54,033	45%	33,638	64%	18,897	35%	52,535	44%
Middle	3,954	70%	1,721	30%	5,675	5%	3,107	53%	2,744	47%	5,851	5%	2,855	48%	3,110	53%	5,965	5%
Secondary	18,630	46%	21,513	54%	40,143	33%	15,503	39%	24,290	61%	39,793	33%	13,491	34%	26,277	66%	39,768	34%
High	3,941	63%	2,290	37%	6,231	5%	2,604	43%	3,459	57%	6,063	5%	1,663	28%	4,382	72%	6,045	5%
PRU	111	100%	0	0%	111	0%	124	100%	0	0%	124	0%	182	100%	0	0%	182	0%
Special	1,748	77%	531	23%	2,279	2%	1,558	66%	815	34%	2,373	2%	1,397	57%	1,063	45%	2,460	2%
Sixth Form College	0	0%	553	100%	553	0%	0	0%	598	100%	598	0%	0	0%	550	92%	550	0%
<b>Grand Total</b>	<b>83,104</b>	<b>69%</b>	<b>37,502</b>	<b>31%</b>	<b>120,606</b>	<b>100%</b>	<b>71,064</b>	<b>59%</b>	<b>50,056</b>	<b>41%</b>	<b>121,120</b>	<b>100%</b>	<b>61,645</b>	<b>52%</b>	<b>57,014</b>	<b>48%</b>	<b>118,659</b>	<b>100%</b>

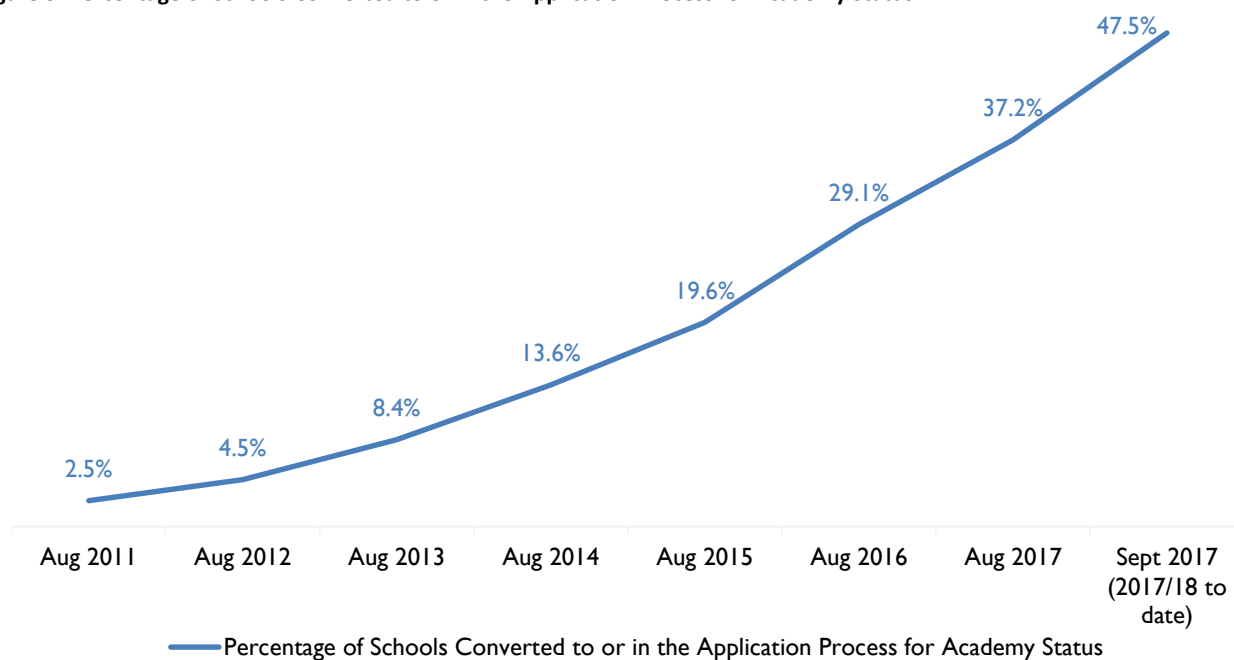
Please note: From 2017, two, three and four year olds accessing Early Years funding are no longer included in the school census and therefore not included in the table above.

Source: School Census



48% of Staffordshire pupils are taught in Academy schools in the 39% of schools that have converted to academy status. This is due to a higher proportion of academy conversions in the secondary phase with these schools typically having greater pupil numbers.

**Figure 3: Percentage of Schools Converted to or in the Application Process for Academy Status**



Source: DfE, Open academies and academy projects in development (Sept 2017)

The rate of conversions of schools to academy status is projected to increase again in 2017/18. Nearly half of schools in Staffordshire would have academy status if all applications currently in progress (as at September 2017) are approved.

**Figure 4: Number and Percentage of Schools by District, Sub-Phase and Academy/Maintained**

		Oct 2015						Oct 2016						Oct 2017					
		Maintained		Academy		Grand Total		Maintained		Academy		Grand Total		Maintained		Academy		Grand Total	
District	Phase	Number	% of phase	Number	% of phase	Number	% of all schools	Number	% of phase	Number	% of phase	Number	% of all schools	Number	% of phase	Number	% of phase	Number	% of all schools
County Wide Facilities	PRU	6	100%	0	0%	6	2%	6	100%	0	0%	6	2%	6	100%	0	0%	6	2%
County Wide Facilities	Special	18	78%	5	22%	23	6%	15	65%	8	35%	23	6%	12	52%	11	48%	23	6%
Cannock Chase	Nursery	1	100%	0	0%	1	0%	1	100%	0	0%	1	0%	1	100%	0	0%	1	0%
Newcastle		1	100%	0	0%	1	0%	1	100%	0	0%	1	0%	1	100%	0	0%	1	0%
Cannock Chase	Primary	24	89%	3	11%	27	7%	24	89%	3	11%	27	7%	23	85%	4	15%	27	7%
East Staffs		35	85%	6	15%	41	10%	30	73%	11	27%	41	10%	28	68%	13	32%	41	10%
Lichfield		33	85%	6	15%	39	10%	31	79%	8	21%	39	10%	29	74%	10	26%	39	10%
Newcastle		32	78%	9	22%	41	10%	27	66%	14	34%	41	10%	22	54%	19	46%	41	10%
South Staffs		33	92%	3	8%	36	9%	30	83%	6	17%	36	9%	28	78%	8	22%	36	9%
Stafford		40	85%	7	15%	47	12%	24	51%	23	49%	47	12%	23	49%	24	51%	47	12%
Staffs Moorlands		31	74%	11	26%	42	11%	31	74%	11	26%	42	11%	27	64%	15	36%	42	11%
Tamworth		18	75%	6	25%	24	6%	17	71%	7	29%	24	6%	17	71%	7	29%	24	6%
Primary Sub-total		246	83%	51	17%	297	74%	214	72%	83	28%	297	75%	197	66%	100	34%	297	75%
Cannock Chase	Secondary	2	29%	5	71%	7	2%	2	33%	4	67%	6	2%	2	33%	4	67%	6	2%
East Staffs		8	73%	3	27%	11	3%	8	73%	3	27%	11	3%	6	55%	5	45%	11	3%
Lichfield		4	80%	1	20%	5	1%	4	80%	1	20%	5	1%	3	60%	2	40%	5	1%
Newcastle		2	22%	7	78%	9	2%	2	22%	7	78%	9	2%	1	11%	8	89%	9	2%
South Staffs		9	75%	3	25%	12	3%	8	67%	4	33%	12	3%	8	67%	4	33%	12	3%
Stafford		6	67%	3	33%	9	2%	3	33%	6	67%	9	2%	3	33%	6	67%	9	2%
Staffs Moorlands		7	58%	5	42%	12	3%	4	33%	8	67%	12	3%	4	33%	8	67%	12	3%
Tamworth		0	0%	6	100%	6	2%	0	0%	6	100%	6	2%	0	0%	6	100%	6	2%
Secondary Sub-total		38	54%	33	46%	71	18%	31	44%	39	56%	70	18%	27	39%	43	61%	70	18%
Grand Total		310	78%	89	22%	399	100%	268	67%	130	33%	398	100%	244	61%	154	39%	398	100%

Source: School Census

Low  High

Figures 4 and 5 show numbers of schools and pupils on roll split by district and phase. Staffordshire has a mix of two tier and three tier schools within its school system. Three quarters of Staffordshire schools are Primary age, and over one third of these schools are academies.

**Figure 5: Number and Percentage of Pupils on Roll by District, Sub-Phase and Academy/Maintained**

		Oct 2015						Oct 2016						Oct 2017					
		Maintained		Academy		Grand Total		Maintained		Academy		Grand Total		Maintained		Academy		Grand Total	
District	Phase	Number	% of phase	Number	% of phase	Number	% of all schools	Number	% of phase	Number	% of phase	Number	% of all schools	Number	% of phase	Number	% of phase	Number	% of all schools
County Wide Facilities	PRU	111	100%	0	0%	111	0%	124	100%	0	0%	124	0%	182	100%	0	0%	182	0%
County Wide Facilities	Special	1,748	77%	531	23%	2,279	2%	1,558	66%	815	34%	2,373	2%	1,397	57%	1,063	43%	2,460	2%
Cannock Chase	Nursery	29	100%	0	0%	29	0%	28	100%	0	0%	28	0%	23	100%	0	0%	23	0%
Newcastle		49	100%	0	0%	49	0%	50	100%	0	0%	50	0%	39	100%	0	0%	39	0%
Cannock Chase	Primary	6,973	89%	837	11%	7,810	6%	7,076	89%	858	11%	7,934	7%	6,409	87%	996	13%	7,405	6%
East Staffs		7,947	83%	1,653	17%	9,600	8%	7,118	73%	2,645	27%	9,763	8%	6,472	68%	3,054	32%	9,526	8%
Lichfield		7,478	90%	853	10%	8,331	7%	7,265	86%	1,173	14%	8,438	7%	6,710	83%	1,423	17%	8,133	7%
Newcastle		7,388	77%	2,176	23%	9,564	8%	6,066	63%	3,568	37%	9,634	8%	4,322	47%	4,782	53%	9,104	8%
South Staffs		6,664	88%	943	12%	7,607	6%	5,999	79%	1,630	21%	7,629	6%	5,050	70%	2,125	30%	7,175	6%
Stafford		8,024	84%	1,486	16%	9,510	8%	4,545	47%	5,162	53%	9,707	8%	3,974	42%	5,549	58%	9,523	8%
Staffs Moorlands		5,441	80%	1,337	20%	6,778	6%	5,454	80%	1,329	20%	6,783	6%	4,615	71%	1,916	29%	6,531	6%
Tamworth		4,727	75%	1,609	25%	6,336	5%	4,567	72%	1,785	28%	6,352	5%	4,443	71%	1,787	29%	6,230	5%
Primary Sub-total		54,642	83%	10,894	17%	65,536	54%	48,090	73%	18,150	27%	66,240	55%	41,995	66%	21,632	34%	63,627	54%
Cannock Chase	Secondary	1,300	25%	3,982	75%	5,282	4%	1,296	26%	3,755	74%	5,051	4%	1,303	26%	3,714	74%	5,017	4%
East Staffs		5,264	56%	4,163	44%	9,427	8%	5,218	55%	4,236	45%	9,454	8%	3,916	41%	5,658	59%	9,574	8%
Lichfield		4,486	83%	940	17%	5,426	4%	4,443	82%	978	18%	5,421	4%	3,122	56%	2,412	44%	5,534	5%
Newcastle		1,081	18%	4,918	82%	5,999	5%	1,037	18%	4,881	82%	5,918	5%	403	7%	5,467	93%	5,870	5%
South Staffs		5,521	78%	1,598	22%	7,119	6%	4,986	70%	2,087	30%	7,073	6%	4,994	70%	2,143	30%	7,137	6%
Stafford		4,364	66%	2,213	34%	6,577	5%	1,404	21%	5,299	79%	6,703	6%	1,418	21%	5,326	79%	6,744	6%
Staffs Moorlands		4,509	55%	3,722	45%	8,231	7%	2,830	34%	5,385	66%	8,215	7%	2,853	35%	5,263	65%	8,116	7%
Tamworth		0	0%	4,541	100%	4,541	4%	0	0%	4,470	100%	4,470	4%	0	0%	4,336	100%	4,336	4%
Secondary Sub-total		26,525	50%	26,077	50%	52,602	44%	21,214	41%	31,091	59%	52,305	43%	18,009	34%	34,319	66%	52,328	44%
Grand Total		83,104	69%	37,502	31%	120,606	100%	71,064	59%	50,056	41%	121,120	100%	61,645	52%	57,014	48%	118,659	100%

Please note: From 2017, two, three and four year olds accessing Early Years funding are no longer included in the school census and therefore not included in the table above.

Source: School Census

Low  High

Staffordshire's Primary aged schools account for 54% of pupils, with 44% on roll at Secondary (including Middle) schools. The remaining pupils attend PRU/Short Stay Schools, Specials, and Nurseries.

## How well are Staffordshire's schools performing?

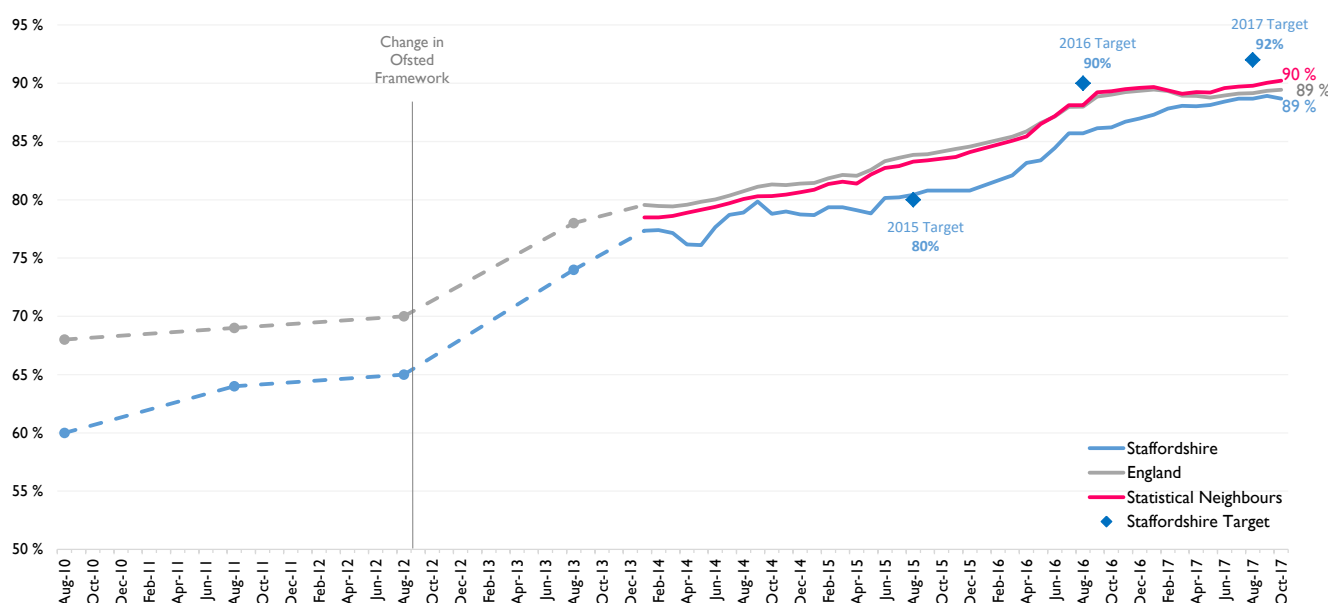
89% of schools in Staffordshire are graded good or outstanding by Ofsted (at October 2017), and this percentage continues to improve year-on-year. Staffordshire remains below national and statistical neighbour averages but these gaps have narrowed.

Staffordshire is ranked 91st of 151 local authorities in England for the percentage of schools graded good or outstanding by Ofsted at October 2017. Staffordshire has made the fourth highest year-on-year improvement of its statistical neighbour local authorities.

Staffordshire County Council is committed to improving educational outcomes for all pupils in Staffordshire. At present, we retain the duty (under the School Standards and Framework Act, 1998) to ensure that all pupils in our area have the opportunity to attend schools that are good or better, and the local authority has powers to intervene where we have concerns about standards in maintained schools (and liaise with the regional schools commissioner (RSC) where we have concerns about an academy school). Our categorisation process sets out how, working together with all mainstream schools, we aim to identify, support and challenge schools about which we have concerns.

Staffordshire achieved its locally set target of achieving 80% of schools to be graded good or better by August 2015. 2016 and 2017 targets of 90% and 92% respectively were not met; however Staffordshire improved at a faster rate than the national average during 2016/17.

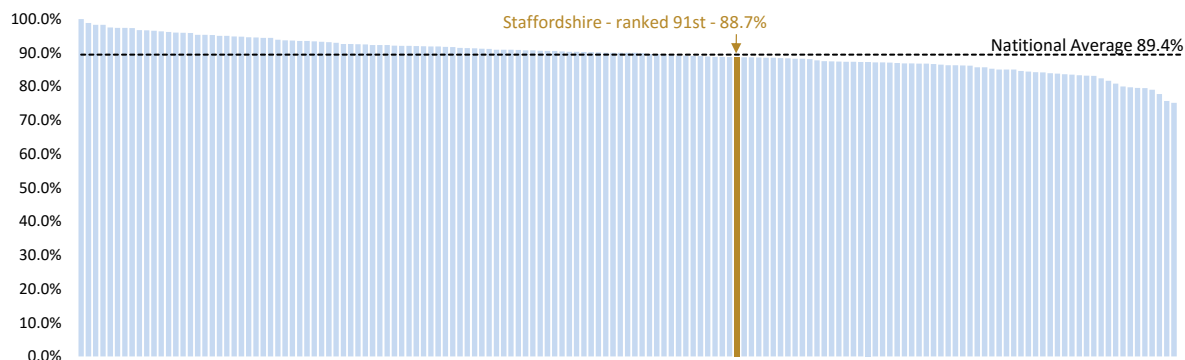
**Figure 6: Percentage of Schools Graded Good or Better by Ofsted**



Source: Ofsted Monthly Management Information (Jan 2014-Oct 2017), Ofsted Dataview (pre Jan 2014)

Staffordshire has continued to improve over the past year and has 89% of schools graded good or better as at 31<sup>st</sup> October 2017. Staffordshire remains below the national and statistical neighbour averages; however these gaps have narrowed to less than one percentage point (pp) against national and 1.5pp against statistical neighbours.

**Figure 7: Percentage of schools graded good or outstanding by Ofsted as at October 2017; Local authorities ranked from high to low**

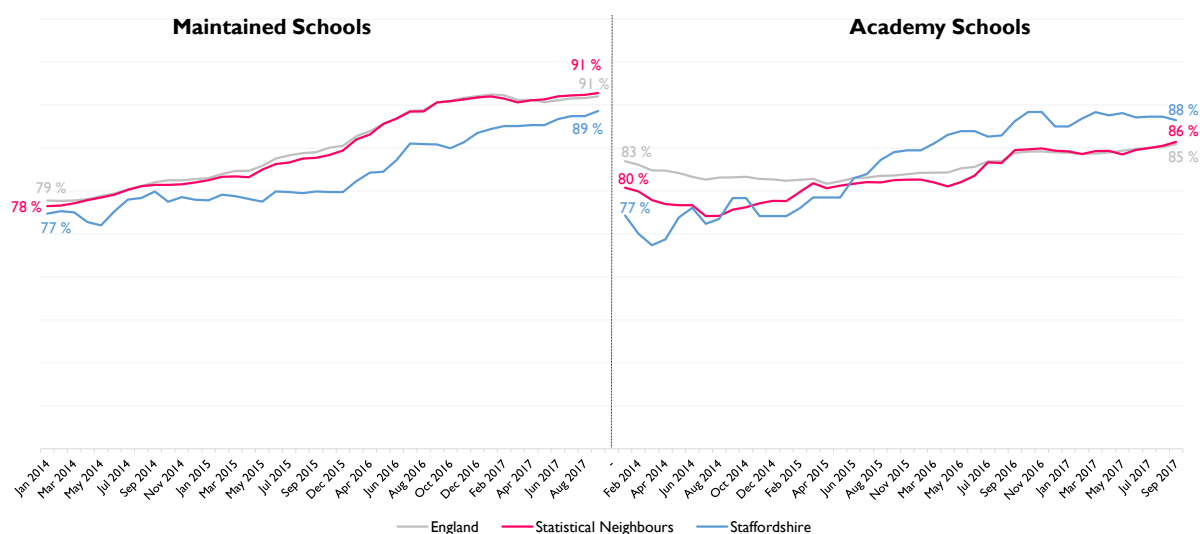


Source: Ofsted Monthly Management Information (Oct 2017)

Figure 8 illustrates that Staffordshire's maintained schools have a higher proportion graded good or better than academy schools since July 2017, this was the first time maintained schools had a higher percentage than academy schools in Staffordshire since March 2015.

This is partly due to a higher proportion of schools converting to academy status in Staffordshire, and also more sponsor-led academy schools having now been inspected by Ofsted. Sponsor-led academies are typically where a school has an existing Ofsted grade of 'requires improvement' or 'inadequate'.

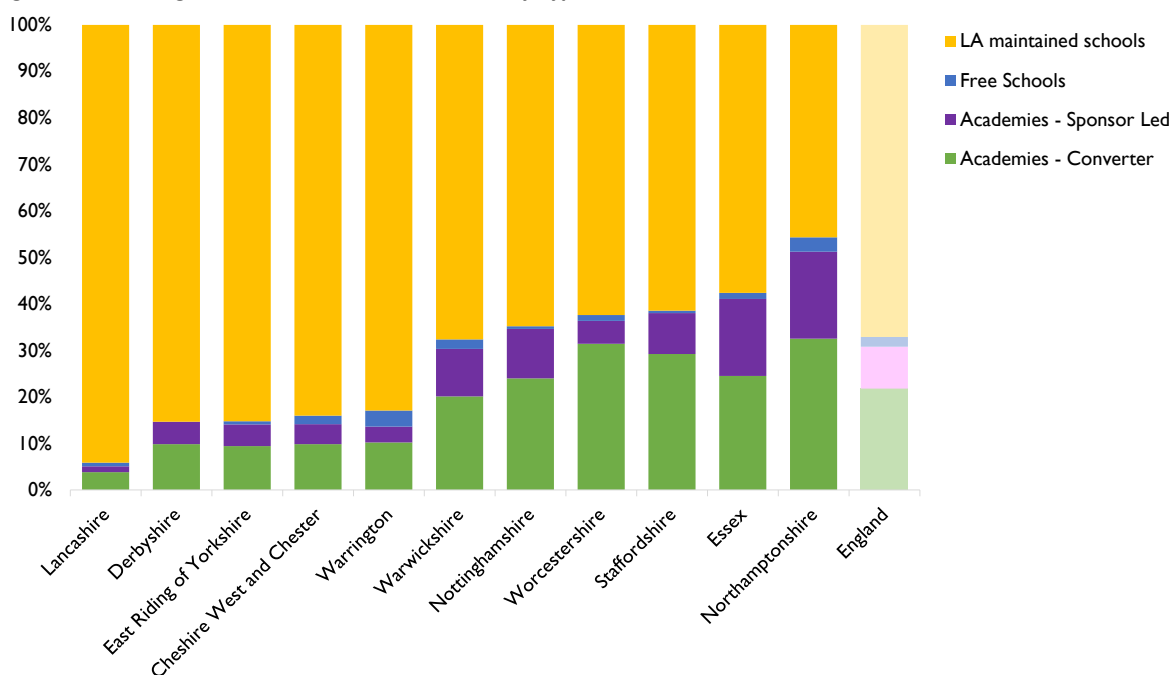
**Figure 8: Percentage of School Graded Good or Better by Ofsted, split by Academy/Maintained**



Source: Ofsted Monthly Management Information



**Figure 9: Percentage of Schools in Local Authorities by Type of School Governance**



Source: DfE, Schools in England (Nov 2017)

Figure 10 shows a breakdown of school groups by school type.

Of the sponsored academies that have been inspected since conversion, 13 of 20 have been judged to be good or outstanding which equates to 65%.

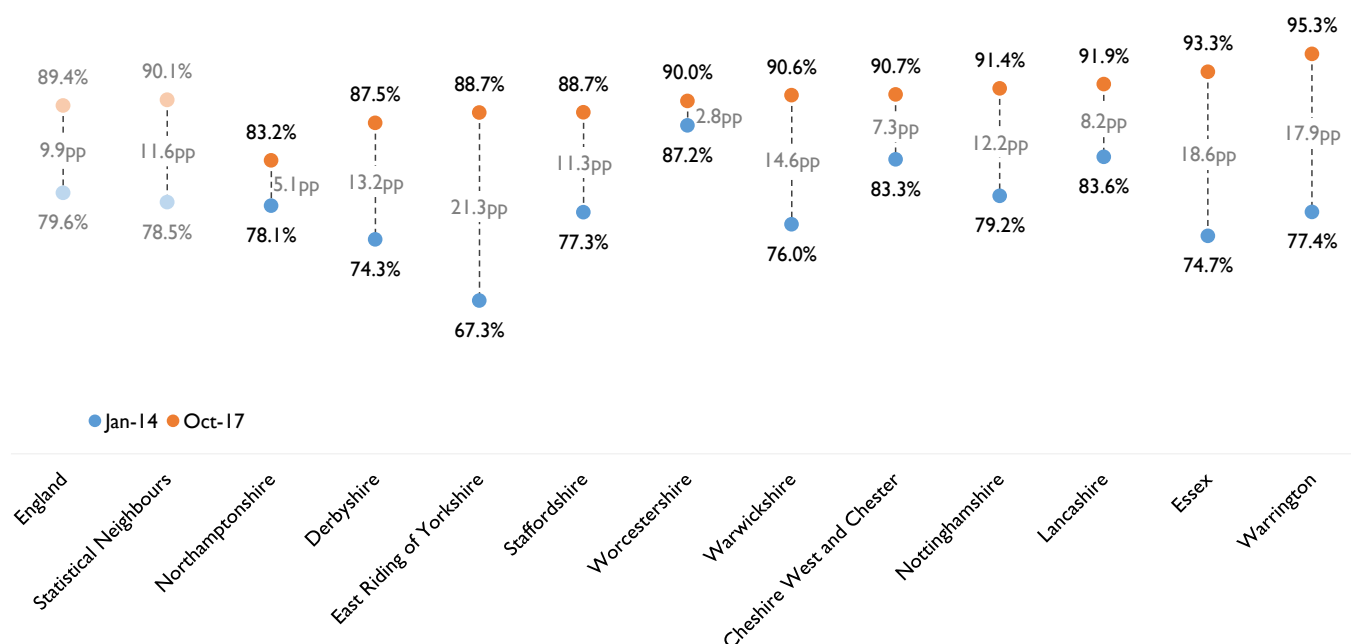
**Figure 10: Ofsted overall effectiveness by Type of School in Staffordshire, October 2017**

Governance	Outstanding	Good	Requires Improvement	Inadequate	Total	% Good or Outstanding
Academy - Converter	19	88	8	1	116	92%
Academy - Sponsor Led	1	12	6	1	20	65%
Free School	0	2	0	0	2	100%
<b>All academies</b>	<b>20</b>	<b>102</b>	<b>14</b>	<b>2</b>	<b>138</b>	<b>88%</b>
Maintained	30	185	21	6	242	89%
<b>Grand Total</b>	<b>50</b>	<b>287</b>	<b>35</b>	<b>8</b>	<b>380</b>	<b>89%</b>

Source: Ofsted Monthly Management Information (Oct 2017)

Figure 11 shows that the percentage of schools graded good or better in Staffordshire has increased by 11.3pp between January 2014 and October 2017. This rate of improvement is above the national average rate of improvement of 9.9pp. Staffordshire is currently ranked eighth of 11 statistical neighbour authorities for the overall percentage of schools graded good or better, and ranked seventh for the amount of improvement made between January 2014 and October 2017, and fourth highest improvement since the same point last year.

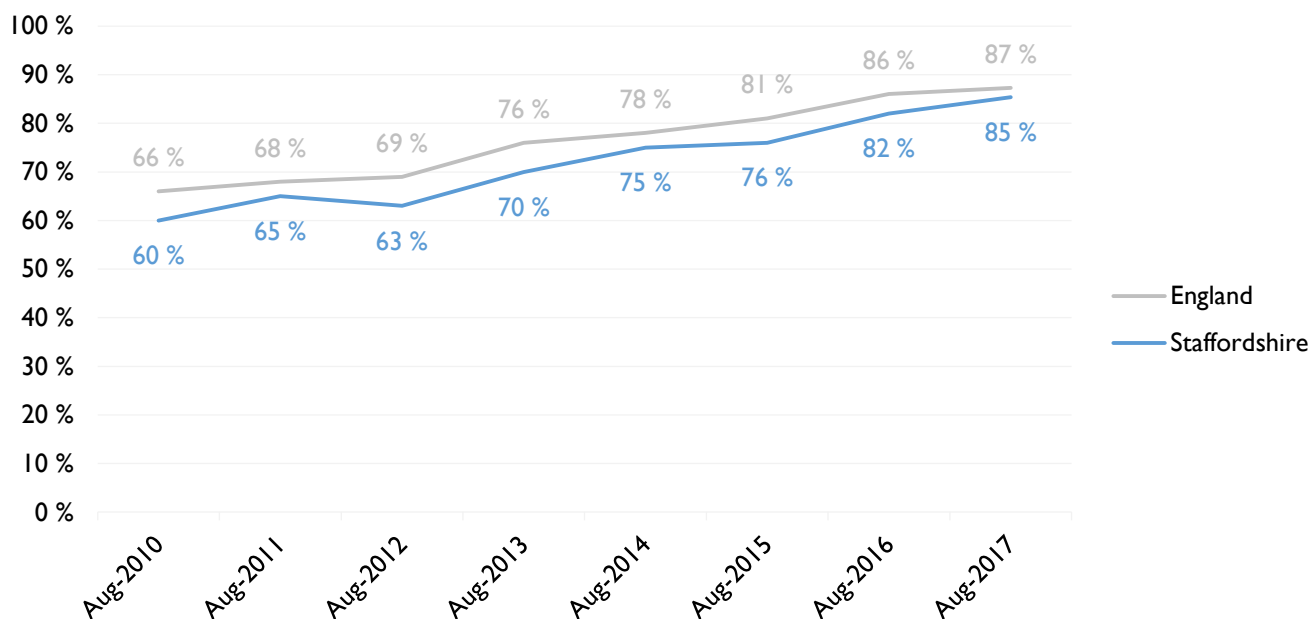
**Figure 11: Change in the proportion of schools graded good or better by Ofsted between Jan-14 and Oct-17**



Source: Ofsted Monthly Management Information (Jan 2014 and Oct 2017)

The percentage of pupils attending schools graded good or outstanding has increased from 82% in August 2016 to 85% in August 2017. Staffordshire remains below the national average but the gap has halved from 4pp in 2016 to 2pp in 2017.

**Figure 12: Percentage of Pupils attending Schools graded good or better by Ofsted**



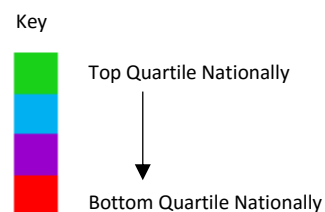
Source: Ofsted Data View

## How does Staffordshire Compare?

The following table shows Staffordshire's ranking against all local authorities (150 in total) at the expected level, across primary and secondary key stages. Each rank is colour-coded, to illustrate which quartile Staffordshire falls within, for results recorded during 2017.

**Figure 13: Staffordshire's 2017 Assessment/Test Rankings Against All Local Authorities (out of 150)**

		Rank
Early Years	Good Level of Development	23
Key Stage 1	Reading	19
	Writing	22
	Maths	26
Key Stage 2	Reading	37
	Writing	42
	Maths	55
Key Stage 4	Attainment 8	101
	Progress 8	105
	English Baccalaureate (inc grade 5 or above in E&M)	103
	Grade 5 or above in English & Maths	104
Key Stage 5	A Level APS per Entry	129
	Academic APS per Entry	128
	Tech APS per Entry	50
	General APS per Entry	25



Source: DfE LAIT

Staffordshire ranks relatively highly in the Early Years (within the top 25% of local authorities) and Key Stage 1 (top 25% and 50% of local authorities). However at Key Stage 2 Staffordshire's ranking falls notably in two key measures, with results placing Staffordshire in the bottom 50% of local authorities.

Staffordshire's ranking are generally much lower across the secondary key stages, with all five measures placing Staffordshire in the bottom 50% of local authorities at Key Stage 4 and two measures at Key Stage 5 placing it in the bottom quartile. At Key Stage 5, based on the DfE comparison methodology outlined in the executive summary however, there are two measures that rank Staffordshire in the top 25% and top 50% of authorities; General APS per entry and Tech APS per entry respectively.

Staffordshire's ranking generally falls from Early Years through to Post-16 with the exception of the two Key Stage 5 measures.

## How well are Staffordshire's primary phase pupils achieving?

Staffordshire's results in the early part of the primary phase remain strong, with results above the statistical neighbour and national averages at Early Years and Key Stage 1. Also there is an improving Staffordshire-National gap in the headline measures at Key Stage 1.

Attainment at the end of the primary phase at Key Stage 2 is notably more positive this year than in 2016. In 2017, results in all four key measures have improved and are now above similar local authority and national averages. There has also been an improvement in the Staffordshire-National gap.

Figures 14 and 15 show results for Staffordshire's primary school pupils, across the main school tests and assessments.

**Figure 14: Key Attainment Results for Early Year and Key Stage 1**

			2013	2014	2015	2016	2017
Early Years Foundation Stage	Good Level of Development	Staffordshire	53.6%	63.8%	70.0%	73.8%	74.5%
		Stat Neighbour	51.4%	60.9%	67.2%	69.9%	70.6%
		England (All Schools)	51.7%	60.4%	66.3%	69.3%	70.7%
		England (State-Funded)	-	-	-	-	-
			Level 2+			Expected Standard	
			2013	2014	2015	2016	2017
Key Stage 1	Reading	Staffordshire	90%	91%	92%	77%	79%
		Stat Neighbour	89%	90%	91%	75%	76%
		England (All Schools)	89%	90%	90%	74%	76%
		England (State Funded)	89%	90%	90%	74%	76%
	Writing	Staffordshire	88%	88%	90%	68%	72%
		Stat Neighbour	86%	87%	88%	65%	69%
		England (All Schools)	85%	86%	88%	65%	68%
		England (State Funded)	85%	86%	88%	65%	68%
	Maths	Staffordshire	93%	93%	94%	75%	78%
		Stat Neighbour	92%	93%	93%	72%	75%
		England (All Schools)	91%	92%	93%	73%	75%
		England (State Funded)	91%	92%	93%	73%	75%

Source: DfE LAIT, Keypas and school checking files. Validated results for 2013 – 2016 and unvalidated (provisional) results for 2017. Rounding in-line with published figures

In Staffordshire pupils generally start well, with results in the Early Years being notably above the national average however the gap between Staffordshire and national performance did narrow slightly in 2017.

At Key Stage 1, Staffordshire's results are above those of similar local authorities and above the national average. The gap between Staffordshire and national performance has also increased in writing and maths.

2017 Key Stage 2 results are still unvalidated, so are subject to change, however provisional results are positive. Results in all four key measures have increased since 2016 and all are above similar local authority and national averages. In comparison in 2016 the majority of results were in-line or just below national.

As the improvements recorded in Staffordshire this year were greater than the improvements seen nationally there has also been a widening of the Staffordshire-National gap.

**Figure 15: Key Attainment Results at the End of Primary School (Key Stage 2)**

			Level 4+			Expected Standard	
			2013	2014	2015	2016	2017
Key Stage 2	Reading	Staffordshire	85%	87%	89%	67%	74%
		Stat Neighbour	87%	90%	90%	67%	72%
		England (All Schools)	86%	89%	89%	66%	71%
		England (State Funded)	86%	89%	90%	66%	71%
	Writing TA	Staffordshire	84%	86%	88%	74%	78%
		Stat Neighbour	84%	86%	87%	75%	77%
		England (All Schools)	83%	85%	87%	74%	76%
		England (State Funded)	83%	86%	87%	74%	76%
	Maths	Staffordshire	83%	84%	87%	69%	76%
		Stat Neighbour	85%	87%	87%	70%	75%
		England (All Schools)	85%	86%	87%	70%	75%
		England (State Funded)	85%	86%	87%	70%	75%
	RWM	Staffordshire	75%	78%	80%	53%	63%
		Stat Neighbour	76%	80%	81%	54%	61%
		England (All Schools)	75%	78%	80%	53%	61%
		England (State Funded)	76%	79%	80%	54%	61%

Source: DfE LAIT, Keypas and school checking files. Validated results for 2013 – 2016 and unvalidated (provisional) results for 2017. Rounding in-line with published figures

Pupils are also measured in terms of the amount of progress they make between key stages however, at the time of writing, this data is yet to be released by the DfE. Provisional internal data does however suggest that, although still below national, Staffordshire's progress results are now closer to the national average than in 2016.

## How well are Staffordshire's secondary phase pupils achieving?

Staffordshire's results in the secondary phase of schooling are less consistent with mixed results.

Staffordshire's provisional Attainment 8 results remain slightly above national, however the proportion of pupils achieving grade 5 or above in English and maths, EBacc entries and EBacc attainment are all below national and similar local authority averages.

At Key Stage 5, Staffordshire results in A level and Academic APS per entry measures are less positive with results below national averages, however Tech and General APS per entry measures provide a more positive picture with results above national averages.

Figure 16 shows results from examinations undertaken at the end of secondary school. The picture in the secondary phase is slightly less positive for Staffordshire than in the primary phase.

In addition to the changes made in 2016, when the new secondary accountability system made changes to the main headline measures, there have been further changes in 2017.

In 2017, pupils took reformed GCSEs in English language, English literature and mathematics graded on a 9 to 1 scale. As a result, the headline measures in 2017 are; Attainment 8, Progress 8, English Baccalaureate (EBacc) entry and achievement (including a grade 5 or above in English and maths) and attainment in English and maths at grade 5 or above<sup>4</sup>. There is also a further non-attainment/progress measure related to pupil destination post Key Stage 4.

In addition to the new headline measures, for this year attainment at grades 9 to 4 has also been included in this report; scores of 9 to 4 provide a closer comparison to the previous A\*-C standard than 9 to 5 and provides some means of comparison to 2016.

The DfE suggest that caution is applied when comparing Attainment 8 scores in 2017 to 2016. In 2017, Attainment 8 scores have been calculated using slightly different point score scales so results are likely to look different in 2017 as a result of this change in methodology.

Therefore instead of looking at percentage point change year-on-year, it is more appropriate to look at whether Staffordshire results were above/below national and similar authorities last year and this year. In the Attainment 8 measure Staffordshire's results remain slightly above national and below that of similar local authorities, the same pattern that was evident in 2016.

Staffordshire results for the proportion of pupils achieving a grade 5 or above in English and maths, EBacc entries and EBacc attainment are all lower than national and similar authority averages.

With regard to the grade 4 and above measures, included for year-on-year comparison, in the English and maths measure Staffordshire results remained above the England all school average but below the England state-funded and similar authority averages.

In the EBacc attainment measure including English and maths at grade 4 or above, results for Staffordshire remained below similar authorities and both England averages but with a smaller gap than in 2016.

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<sup>4</sup> More details of these measures is available in Appendix 4 – Glossary of Terms.

**Figure 16: Key Attainment and Progress Results at Key Stage 4 (GCSE)**

		2015	2016	2017
Attainment 8	Staffordshire	48.0	49.0	44.6
	Stat Neighbour	48.6	50.4	46.4
	England (All Schools)	47.4	48.5	44.2
	England (State Funded)	48.6	50.1	46.1
Grade 5 or above in E&M	Staffordshire	-	-	38.6%
	Stat Neighbour	-	-	43.2%
	England (All Schools)	-	-	39.1%
	England (State Funded)	-	-	42.4%
<b>Key Stage 4</b> English Baccalaureate (inc grade 5 or above in E&M)	Staffordshire	-	-	17.7%
	Stat Neighbour	-	-	19.9%
	England (All Schools)	-	-	19.5%
	England (State Funded)	-	-	21.2%
English Baccalaureate (Entries)	Staffordshire	37.0%	34.7%	33.4%
	Stat Neighbour	37.5%	38.7%	35.4%
	England (All Schools)	36.2%	36.8%	34.9%
	England (State Funded)	38.8%	39.8%	38.2%
Progress 8	Staffordshire	-	-0.10	-0.13
	Stat Neighbour	-	-0.05	-0.06
	England (All Schools)	-	0.00	0.00
	England (State Funded)	-	0.00	0.00

		including A*-C passes		including 9-4 passes
		2015	2016	2017
A*-C or grade 4 and above in E&M	Staffordshire	-	59.7%	61.3%
	Stat Neighbour	-	64.4%	65.1%
	England (All Schools)	-	59.3%	58.5%
	England (State Funded)	-	63.3%	63.5%
English Baccalaureate (inc A*-C or grade 4 or above in E&M)	Staffordshire	21.6%	20.2%	20.1%
	Stat Neighbour	24.1%	24.1%	22.3%
	England (All Schools)	22.9%	23.1%	21.7%
	England (State Funded)	24.4%	24.8%	23.7%

Source: DfE LAIT, Nexus and school checking files. Validated results for 2013 – 2016 and unvalidated (provisional) results for 2017.

Figure 17 provides Key Stage Five results which show a mixed picture in Staffordshire.

When comparing results in the LAIT, the DfE compares the 'England All School' figures to State-Funded students. This Staffordshire figure therefore includes sixth form colleges who the local

authority have little control over. Figure 17 as such provides a number of alternative Staffordshire and England figures to enable a more equitable comparison.

**Figure 17: Key Stage 5 Results (A Level and Equivalent)**

			2016	2017
Key Stage 5	A Level APS per Entry	Staffordshire (State-Funded Schools)	27.93	28.54
		Staffordshire (State-Funded Students)	27.79	28.10
		Stat Neighbour	29.97	30.27
		England (All Schools)	31.79	32.12
		England (State-Funded Schools)	30.84	31.25
		England (State-Funded Students)	30.44	30.85
	Academic APS per Entry	Staffordshire (State-Funded Schools)	28.04	28.63
		Staffordshire (State-Funded Students)	27.90	28.19
		Stat Neighbour	-	-
		England (All Schools)	32.11	32.43
		England (State-Funded Schools)	31.03	31.45
		England (State-Funded Students)	30.63	31.04
	Tech APS per Entry	Staffordshire (State-Funded Schools)	34.71	39.83
		Staffordshire (State-Funded Students)	30.10	33.22
		Stat Neighbour	30.33	31.34
		England (All Schools)	30.77	32.24
		England (State-Funded Schools)	36.89	38.60
		England (State-Funded Students)	30.76	32.23
	General APS per Entry	Staffordshire (State-Funded Schools)	40.61	41.66
		Staffordshire (State-Funded Students)	36.23	38.10
		Stat Neighbour	34.07	35.00
		England (All Schools)	34.69	35.64
		England (State-Funded Schools)	37.99	39.55
		England (State-Funded Students)	34.66	35.61

Source: DfE LAIT, Nexus and school checking files. Validated results for 2013 – 2016 and unvalidated (provisional) results for 2017.

Staffordshire results in the A Level and academic APS per entry<sup>5</sup> measures for both state-funded schools and state-funded students (inc. FE colleges) are below all England averages as stated above.

Staffordshire stated-funded school results in Tech APS and General APS per entry are above all England figures and Staffordshire results for state-funded students (inc. FE colleges) are above the same national comparator.

<sup>5</sup> More details of these measures is available in Appendix 4 – Glossary of Terms.



## Are there district variations?

In the primary phase, Cannock Chase, East Staffordshire or Tamworth consistently record the lowest results; a pattern evident for a number of years.

There is more variation in terms of the highest attaining. At Early Years and Key Stage 1, South Staffordshire, Stafford and Staffordshire Moorlands all have one or more measures where they are the highest attaining district. At Key Stage 2, over the two years of the new expected standard measures, no real pattern is yet evident in relation to the highest attaining district.

At the time of writing, detailed Key Stage 4 data is not available. As a result it is not possible to provide district level results for this key stage.

- **Early Years Foundation Stage** – In the Early Years all districts except South Staffordshire and Tamworth, recorded improvements compared to 2016 results. Staffordshire Moorlands and Lichfield showed the largest improvement, both increasing by three percentage points. East Staffordshire is consistently the lowest performing district at Early Years and, with the exception of 2015, South Staffordshire is the highest performing district.
- **Key Stage 1** - At Key Stage 1 there is some variation. In 2017, Cannock Chase is the lowest performing district in all three subjects, however in 2016 Tamworth was the lowest attaining. Cannock Chase was the only district that recorded a reduction in any measure at Key Stage One this year.  
The highest performing district in reading in 2017 was Stafford. Staffordshire Moorlands was the highest performing in writing and maths. The percentage point improvement seen in Staffordshire Moorlands was particularly marked in writing and maths; 7.0pp and 6.7pp respectively.
- **Key Stage 2** – At Key Stage 2 in 2017, Newcastle is the highest performing district in reading and writing and Stafford the highest in maths. Newcastle district's improvement was particularly marked in reading; 12.1pp. East Staffordshire has the lowest reading result and Tamworth the lowest writing and maths results. East Staffordshire was the only district that recorded a decline in performance from 2016 with a decline in writing results.
- **Key Stage 4** – At the time of writing, detailed Key Stage 4 data is not available. As a result it is not possible to provide district level results for this key stage.
- **Key Stage 5** – At the time of writing, detailed Key Stage 5 data is not available. As a result it is not possible to provide district level results for this key stage.

Full district results, where available, can be found in the appendix.

## How well are we narrowing the gap for vulnerable pupils?

The Free School Meal (FSM) and Special Educational Needs (SEN) gap in Staffordshire has narrowed in a small number of primary phase measures in 2017 but widened in the majority.

At the time of writing only primary phase results are available and a number of these do not yet have comparable published national figures.

Pupils eligible for Free School Meals and those with Special Educational Needs are all vulnerable young people who are at potential risk of low educational outcomes.

### **Pupils Eligible for Free School Meals (FSM)**

The gap in results between those eligible for FSM and those not eligible has narrowed in some key measures and widened in others in 2017. Comparable national data for 2017 is currently only available for Early Years and Key Stage 1.

- **Early Years Foundation Stage** – The gap between those eligible for FSM and not eligible, in terms of the proportion achieving a ‘Good Level of Development’, has remained static at 17pp in 2017. Nationally the gap narrowed by a percentage point to 17pp.
- **Key Stage 1** – The gap between those eligible for FSM and not eligible remained static in reading both in Staffordshire and nationally (19pp and 17pp respectively). However in writing and maths the Staffordshire gap widened by 2pp to 21pp and 20pp respectively compared to only a 1pp increase nationally (19pp in writing and 18pp in maths).
- **Key Stage 2** – The gap between those eligible for FSM and not eligible has increased by a percentage point in reading and writing and 3pp in maths in Staffordshire to 25pp, 23pp and 26pp respectively. National comparator information is not available at the time of writing.
- **Key Stage 4** - At the time of writing, detailed Key Stage 4 data is not available. As a result it is not possible to provide results for this key stage by FSM eligibility.

### **Pupils with Special Educational Needs (SEN)**

The gap in results between those with SEN and those without has narrowed in some key measures and widened in others in 2017. Comparable national data for 2017 is currently only available for Key Stage 1.

- **Early Years** – The gap in Staffordshire between those with SEN and those without widened by 3pp to 57pp. Nationally the gap increased by 1pp to 53pp; a smaller gap than in Staffordshire.
- **Key Stage 1** - The gap between those with SEN and those without reduced by 3pp to 57pp in reading in Staffordshire. In writing and maths it increased by a percentage point to 60pp and 56pp respectively. Nationally the gap increased in all three subjects but the gap still remained smaller than the gap in Staffordshire.
- **Key Stage 2** – The gap between those with SEN and those without increased in reading, writing and maths in 2017. The reading gap increased by 2pp to 52pp, the writing gap increased by 5pp to 62pp and the maths gap increased by a percentage point to 51pp. National comparator information is not available at the time of writing.
- **Key Stage 4** - At the time of writing, detailed Key Stage 4 data is not available. As a result it is not possible to provide results for this key stage by special educational need.

Detailed data tables, where available, can be found in the appendix.

## Appendix 1: Pupil Attainment by District Breakdown

### Early Years

Figure 18: Percentage of Pupils Achieving a Good Level of Development in the Early Years by District

	Good Level of Development					Percentage Point Change (2016-2017)
	2013	2014	2015	2016	2017	
South Staffordshire	64.5	70.2	71.0	78.6	77.9	-0.6
Staffordshire Moorlands	52.0	61.9	69.8	74.1	77.1	3.0
Stafford	55.6	69.7	74.4	76.0	76.8	0.8
Lichfield	58.8	64.4	73.3	73.3	76.3	3.0
Newcastle-under-Lyme	49.3	61.1	69.6	75.2	75.3	0.1
Tamworth	52.5	65.2	69.8	74.5	74.1	-0.4
Cannock Chase	52.1	65.2	69.8	73.2	73.3	0.1
East Staffordshire	48.2	58.7	66.4	70.5	71.1	0.6
Countywide Settings (Specials)						

Source: NCER

	Highest performing
	Lowest performing

### Key Stage 1

Figure 19: Percentage of Pupils Achieving Expected Standard in Reading at Key Stage 1 by District

	Expected Standard - Reading		Percentage Point Change (2016-2017)
	2016	2017	
Stafford	80.6	83.3	2.7
South Staffordshire	79.3	82.7	3.4
Staffordshire Moorlands	78.4	81.9	3.5
Newcastle-under-Lyme	78.6	79.1	0.5
East Staffordshire	76.7	78.5	1.8
Lichfield	77.2	78.1	0.9
Tamworth	74.0	77.8	3.8
Cannock Chase	77.0	76.4	-0.6
County-wide Facility (Specials)	1.9	0.0	-1.9

Source: NCER

	Highest performing
	Lowest performing

Figure 20: Percentage of Pupils Achieving Expected Standard in Writing at Key Stage 1 by District

	Expected Standard - Writing		Percentage Point Change
	2016	2017	(2016-2017)
Staffordshire Moorlands	69.1	<b>76.1</b>	7.0
Stafford	<b>72.6</b>	<b>75.8</b>	3.2
South Staffordshire	71.1	<b>74.0</b>	2.9
Newcastle-under-Lyme	69.2	<b>73.3</b>	4.1
East Staffordshire	68.9	<b>71.4</b>	2.5
Tamworth	<b>61.7</b>	<b>71.1</b>	9.4
Lichfield	67.9	<b>70.9</b>	3.0
Cannock Chase	68.4	<b>68.7</b>	0.3
County-wide Facility (Specials)	0.0	<b>0.0</b>	0.0

Source: NCER





	Highest performing
	Lowest performing

Figure 21: Percentage of Pupils Achieving Expected Standard in Maths at Key Stage 1 by District

	Expected Standard - Maths		Percentage Point Change
	2016	2017	(2016-2017)
Staffordshire Moorlands	75.4	<b>82.1</b>	6.7
Stafford	76.8	<b>81.5</b>	4.7
South Staffordshire	<b>78.6</b>	<b>79.4</b>	0.8
Newcastle-under-Lyme	76.9	<b>79.3</b>	2.4
Tamworth	<b>73.5</b>	<b>78.5</b>	5.0
East Staffordshire	76.1	<b>77.9</b>	1.8
Lichfield	76.0	<b>77.8</b>	1.8
Cannock Chase	74.9	<b>74.4</b>	-0.5
County-wide Facility (Specials)	0.0	<b>0.0</b>	0.0

Source: NCER

	Highest performing
	Lowest performing

## Key Stage 2

Figure 22: Percentage of Pupils Achieving Expected Standard in Reading at Key Stage 2 by District

	Expected Standard		Percentage Point Change
	2016	2017	(2016-2017)
Newcastle	67.0	<b>79.1</b>	12.1
Lichfield	70.6	<b>77.6</b>	7.0
Staffordshire Moorlands	71.5	<b>77.2</b>	5.7
Stafford	<b>72.3</b>	<b>76.6</b>	4.3
Cannock Chase	65.7	<b>74.2</b>	8.5
South Staffordshire	70.2	<b>73.1</b>	2.9
Tamworth	63.6	<b>71.0</b>	7.4
East Staffordshire	<b>60.9</b>	<b>70.3</b>	9.4
County-wide Facility (Specials)	4.0	<b>1.7</b>	-2.3

Source: DfE Performance Tables Checking File



	Highest performing
	Lowest performing

Figure 23: Percentage of Pupils Achieving Expected Standard in Writing TA at Key Stage 2 by District

	Expected Standard		Percentage Point Change
	2016	2017	(2016-2017)
Newcastle	76.4	<b>82.7</b>	6.3
Stafford	77.3	<b>82.2</b>	4.9
Lichfield	75.9	<b>79.5</b>	3.6
South Staffordshire	74.2	<b>79.1</b>	4.9
Staffordshire Moorlands	74.3	<b>78.4</b>	4.1
East Staffordshire	<b>78.6</b>	<b>78.3</b>	-0.3
Cannock Chase	73.9	<b>77.1</b>	3.2
Tamworth	<b>68.7</b>	<b>73.3</b>	4.6
County-wide Facility (Specials)	0.6	<b>0.6</b>	0.0

Source: DfE Performance Tables Checking File





	Highest performing
	Lowest performing

Figure 24: Percentage of Pupils Achieving Expected Standard in Maths at Key Stage 2 by District

	Expected Standard		Percentage Point Change
	2016	2017	(2016-2017)
Stafford	72.5	<b>81.1</b>	8.6
Lichfield	72.4	<b>81.0</b>	8.6
Newcastle	<b>73.0</b>	<b>80.3</b>	7.3
Staffordshire Moorlands	67.5	<b>78.4</b>	10.9
East Staffordshire	67.2	<b>76.5</b>	9.3
Cannock Chase	67.9	<b>74.4</b>	6.5
South Staffordshire	70.9	<b>74.3</b>	3.4
Tamworth	66.8	<b>69.5</b>	2.7
County-wide Facility (Specials)	1.7	<b>0.0</b>	-1.7

Source: DfE Performance Tables Checking File

	Highest performing
	Lowest performing

#### Key Stage 4

At the time of writing, detailed Key Stage 4 data is not available

#### Key Stage 5

At the time of writing, detailed Key Stage 5 data is not available

## Appendix 2 - Free School Meal Gap by Key Stage

### Early Years

Figure 25: Percentage of Pupils Achieving a Good Level of Development in the Early Years

	Good Level of Development					
	2016			2017		
	FSM	Non FSM	Difference	FSM	Non FSM	Difference
Staffordshire	58	75	17	59	76	17
England	54	72	18	56	73	17

Source: DfE

### Key Stage 1

Figure 26: Percentage of Pupils Achieving the Expected Standard at Key Stage 1

	2016			2017		
	FSM	Non FSM	Difference	FSM	Non FSM	Difference
Reading Staffordshire	60	79	19	62	81	19
Reading England	60	77	17	61	78	17
Writing Staffordshire	50	70	19	53	74	21
Writing England	50	68	18	52	71	19
Maths Staffordshire	59	77	18	60	80	20
Maths England	58	75	17	60	78	18

Source: DfE

### Key Stage 2

Figure 27: Percentage of Pupils Achieving the Expected Standard at Key Stage 2

	2016			2017		
	FSM	Non FSM	Difference	FSM	Non FSM	Difference
Reading Staffordshire	45	69	24	51	76	25
Reading England	49	69	20	-	-	-
Writing Staffordshire	54	76	22	57	80	23
Writing England	59	77	18	-	-	-
Maths Staffordshire	48	71	23	53	79	26
Maths England	54	73	19	-	-	-

Source: DfE and NCER

At the time of writing, detailed national Key Stage 2 data by pupil characteristics is not available.

### Key Stage 4

At the time of writing, detailed Key Stage 4 data by pupil characteristics is not available.

## Appendix 3 - SEN Gap by Key Stage

### Early Years

Figure 28: Percentage of Pupils Achieving a Good Level of Development in the Early Years

	Good Level of Development					
	2016			2017		
	SEN	Non SEN	Difference	SEN	Non SEN	Difference
Staffordshire	24	78	54	21	78	57
England	23	75	52	23	76	53

Source: DfE

### Key Stage 1

Figure 29: Percentage of Pupils Achieving the Expected Standards at Key Stage 1

	2016			2017		
	SEN	Non SEN	Difference	SEN	Non SEN	Difference
Reading Staffordshire	24	84	60	29	86	57
Reading England	30	82	52	31	84	53
Writing Staffordshire	16	75	59	19	79	60
Writing England	20	74	54	21	77	56
Maths Staffordshire	27	82	55	29	85	56
Maths England	30	80	50	32	83	51

Source: DfE

### Key Stage 2

Figure 30: Percentage of Pupils Achieving the Expected Standards at Key Stage 2

	2016			2017		
	SEN	Non SEN	Difference	SEN	Non SEN	Difference
Reading Staffordshire	24	74	50	29	81	52
Reading England	29	74	-	-	-	-
Writing Staffordshire	25	82	57	25	86	61
Writing England	29	84	-	-	-	-
Maths Staffordshire	26	76	50	32	83	51
Maths England	32	78	-	-	-	-

Source: DfE and NCER

At the time of writing, national Key Stage 2 data by pupil characteristics is not available.

### Key Stage 4

At the time of writing, detailed Key Stage 4 data by pupil characteristics is not available.



## Appendix 4 – Glossary of Terms

The following definitions are provided by the Department for Education.

### Key Stage 4

#### **Attainment 8**

Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

#### **Progress 8**

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero.

#### **Attainment in English and maths (9-5)**

From 2017, this measure looks at the percentage of pupils achieving a grade 5 or above in both English and maths.

#### **The English Baccalaureate (EBacc) entry and achievement**

The EBacc was first introduced into the performance tables in 2009-10. It allows people to see how many pupils reach the attainment threshold in core academic subjects at key stage 4. The EBacc is made up of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the English Baccalaureate list of qualifications.

In 2017, the headline EBacc achievement measure includes pupils who take exams in both English language and English literature, and achieve a grade 5 or above in at least one of these qualifications. Pupils must also achieve a grade 5 or above in mathematics and a grade C or above in the remaining subject areas.

### Key Stage 5

**A level:** A/AS levels, applied single A/AS levels, applied double A/AS levels or combined A/AS level.

**Academic qualifications:** includes qualifications in the A level group, as well as Pre-U, International Baccalaureate, Advanced Extension Award (AEA), Free Standing Maths, Extended Project (Diploma) qualifications and Core Maths at level 3.

**Applied general:** Applied general qualifications are rigorous level 3 qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning.

**Tech level qualifications:** Tech levels are rigorous level 3 technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus that want to specialise in a specific industry or prepare for a particular job.



## **Prosperous Staffordshire Select Committee Work Programme 2017/18**

This document sets out the work programme for the Prosperous Staffordshire Select Committee for 2017/18.

The Prosperous Staffordshire Select Committee is responsible for scrutiny of highways infrastructure and connectivity, flood and water management, education, learning and skills. As such the statutory education co-optees will sit on this committee. The Council's Business Plan 2017-18 states the Council's Vision: A "Connected Staffordshire"...where everyone has the opportunity to prosper, be healthy and happy. The Plan states three population outcomes – Access more good jobs and the benefits of economic growth; be healthier and more independent and feel safer, happier and more supported. This Committee's work is aligned to the outcome: Access more good jobs and the benefits of economic growth. The Business Plan has seven business commissioning priorities – Great Place to Live; Living Well, Resilient Communities; Best Start; Ready for Life; Right for Business and Enjoying Life. The work of this Committee is aligned to the relevant commissioning priority/priorities.

We review our work programme at every meeting. Sometimes we change it - if something important comes up during the year that we think we should investigate as a priority. Our work results in recommendations for the County Council and other organisations about how what they do can be improved, for the benefit of the people and communities of Staffordshire.

### **County Councillor Ian Parry**

Chairman of the Prosperous Staffordshire Select Committee

If you would like to know more about our work programme, please get in touch with Tina Gould, Scrutiny and Support Manager, 01785 276148 or by emailing [tina.gould@staffordshire.gov.uk](mailto:tina.gould@staffordshire.gov.uk)

**Work Programme Items carried over from 2016/17**

Item	Date of meeting when item is due to be considered	Link to Council's Business Plan Commissioning Priorities	Details	Action/Outcome
<p>1. Library Strategy (item formerly referred to as Libraries in a Connected Staffordshire-Mobile and Travelling Library) – monitor and review outcomes, and Future Operating Model for Staffordshire's Arts Service and the Shire Hall (Future of Shire Hall now to be considered as part of Penda Property Partnership discussions by Corporate Review Committee) Cabinet Member: Gill Heath Lead Officer: Janene Cox/Catherine Mann</p>	<p>12 September 2017</p>	<p><b>Enjoying Life</b></p>	<p>Pre-decision scrutiny</p> <p>Background to the Mobile and Travelling Library is that Members agreed to consider the effects of the mobile and travelling library service review following implementation. (Last considered on 12 October, 1 June 2015 as part of the wider Library review previously considered by PSSC on 23 January 2015).</p>	<p>The comments from the Committee on the current and proposed library offer will be used to help shape the future development of the County Council's Strategy for the Library Services 2018-21. The Committee agreed the principles to determine where community management or self-service is considered as an option. A more detailed breakdown of the nature of the visits to libraries will be provided to Members.</p>
<p>2. New item: Safer Roads Partnership Cabinet Member: Mark Deaville Lead officer: Mel Langdown</p>	<p>12 September 2017</p>	<p><b>Great Place to Live</b></p>	<p>Item proposed by Cabinet Member for Commercial.</p>	<p>The Committee noted the new governance structure and operating model of the Staffordshire Safer Roads Partnership and the wide range of initiatives used to promote road safety across the County.</p>

				The Cabinet Member agreed to investigate whether it is feasible to charge utility companies when roadworks take place and respond to the Chairman. The presentation will be made available to all members via the e-bulletin.
3. Update on Flood Risk Management Cabinet Member: Mark Beaville Lead Officer: Hannah Burgess	10 October 2017	<b>Great Place to Live</b>	To update Members on the Flood Risk Strategy.	The Committee noted the progress being made with regard to the Council's responsibilities as Lead Local Flood Authority for Staffordshire and the collaborative working arrangements with Walsall, Sandwell and Wolverhampton Councils. They supported a call for government to simplify the process for funding local flood alleviation.
4. Countryside Estate Review Cabinet Member: Mark Winnington Lead Officer: Janene Cox/Emma Beaman	14 November 2017	<b>Great Place to Live and Enjoying Life</b>	Members have considered this item on 18.12.14, 4.9.15, 12.10.15 and 24.5.16. At their last meeting they asked that further consideration of larger sites be brought back to the Select Committee for pre-decision scrutiny and that local Members be engaged in discussions regarding the	A further report will be brought in April 2018 on recommendations for the final phase of the Review.

			future of smaller sites.	
5. Supported Bus Network Cabinet Member: Mark Deaville Lead Officer: Clive Thomson	14 November 2017	<b>Great Place to Live</b>	This item was considered on 31 July and Members asked that it be brought back to the Committee following consultation.	The Committee requested a list of the respondents to the consultation, and agreed to monitor the impact of the removal of bus subsidies going forward.
6. Infrastructure + Improvement Plan and Performance Review/Highways Extra Investment Cabinet Member: Mark Deaville Lead officer: James Bailey	14 November 2017 and then six monthly	<b>Right for Business and Great Place to Live</b>	Members have been regularly involved in scrutiny of the contract arrangements with Amey. Members to scrutinise the Improvement Plan and Performance Review. Members asked to scrutinise the county's investment in our road network. Members wished to consider the quality of repairs/failure rate.	The Committee acknowledged the update on the progress made on the previously agreed Action Plan and the extra £5m in-year investment.
7. West Midlands Rail Contract Cabinet Member: Mark Winnington Lead Officer: Clive Thomson	14 November 2017	<b>Right for Business and Great Place to Live</b>	New franchise commences Oct/November 2017.	Briefing Note circulated with papers on 14.11.17. No further scrutiny required.
8. Economic Growth Capital and Development Programme to include Overview of Regeneration Projects Cabinet Member: Mark Winnington Lead officer: Anthony Hodge	15 December 2017 and then quarterly	<b>Right for Business and Great Place to Live</b>	Item proposed by the Corporate Director for Economy, Infrastructure and Skills.	The Committee requested more detail on the 19,000 increase in jobs between 2011 - 2016, together with details of how jobs created are measured.
9. EU funding and European Social Funding Cabinet Member: Mark Winnington Lead officer: Nigel Senior	15 December 2017	<b>Right for Business</b>	This was on the work programme last year under the title EU Funding Programme, but not considered. The future of the Programme was unknown post-Brexit.	The Committee asked that further updates be brought to them on progress with the EU Funding programme, together with details

				of the preparations for continuing support from UK growth programmes once EU Funding is no longer available. They also requested that case studies of investments be brought to the April meeting.
10. Skills and Employability Self-Assessment and Adult and Community Learning – Quality Improvement Plan Cabinet Member: Mark Sutton Lead officer: Tony Baines/Preeya Buckley	18 January 2018	<b>Ready for Life</b>	Members are asked to consider this item on an annual basis pre Ofsted inspection of the service.	
11. School Attainment and Improvement Cabinet Member: Mark Sutton Lead officer: Tim Moss	18 January 2018	<b>Ready for Life</b>	The Committee considers the progress of achievement in Staffordshire schools on an annual basis following the annual announcement of results by Ofsted.	
12. School Funding Formula Cabinet Member: Mark Sutton Lead Officer: Tim Moss	18 January 2018	<b>Ready for Life</b>		Request Briefing Note
13. Update on Charging for Non-household Waste at Household Waste Recycling Centres (to include Large Scale Fly Tipping in Staffordshire) Cabinet Member: Gill Heath Lead officer: Clive Thomson/Chris Jones	2 March 2018	<b>Great Place to Live</b>	This item was called in and considered by the Corporate Review Committee on 26 October 2016. Members are asked to review the current arrangements that came into effect on 1.11.16. Member's views are sought on how large scale fly tipping is being managed. (Views of JWMB to be sought).	
14. School Funding for the Future	2 March 2018	<b>Ready for Life</b>	This item was proposed for addition to the work programme by Members	Request Briefing Note

Cabinet Member: Mark Sutton Lead Officer: Andrew Marsden			at their March 2017 meeting.	
15. Economic Growth Capital and Development Programme to include Overview of Regeneration Projects Cabinet Member: Mark Winnington Lead officer: Anthony Hodge	2 March 2018	<b>Right for Business and Great Place to Live</b>	Item proposed by the Corporate Director for Economy, Infrastructure and Skills.	
16. Delivering Housing in Staffordshire Cabinet Member: Mark Winnington Lead officers: Mark Parkinson	2 March 2018	<b>Right for Business and Great Place to Live</b>	Link to school funding for the future above.	
17. Scrutiny Review of Impact of HGVs on Roads and Communities in Staffordshire – follow up of Executive Response Action Plan Cabinet Member: Mark Deaville Lead officer: Clive Thomson	2 March 2018	<b>Great Place to Live</b>	Members undertook a review of the impact of HGVs on roads in Staffordshire last year. Members are asked to continue to scrutinise the Executive Response Action Plan until all recommendations are completed or an explanation given. An initial Executive Response was scrutinised by the Committee on 13 September 2016.	
18. SACRE Annual Report Cabinet Member: Mark Sutton Lead Officer: Emma Jardine-Phillips	2 March 2018			Copies of the Annual Report to be circulated to the Select Committee prior to the meeting.
19. HS2 Cabinet Member: Mark Deaville Lead Officer: Clive Thomson	4 April 2018	<b>Right for Business and Great Place to Live</b>	Phase 2 under consultation.	
20. Sub-National Transport Body for East-West Midlands Cabinet Member: Mark Deaville Lead officer: Clive Thomson	4 April 2018	<b>Right for Business and Great Place to Live</b>		



21. Countryside Estate Review Cabinet Member: Gill Heath/Mark Winnington Lead Officer: Emma Beaman	4 April 2018	<b>Great Place to Live Enjoying Life</b>	Pre-decision scrutiny.	
22. Post-16 Education Provision Cabinet Member: Mark Sutton Lead Officers: Tim Moss/Tony Baines	4 April 2018	<b>Ready for Life</b>	Item proposed by the Cabinet Member for Learning and Skills.	
23. EU Funding Case Studies Cabinet Member: Mark Winnington Lead Officer: Nigel Senior	4 April 2018	<b>Right for Business</b>	Item requested by the Committee at their meeting on 15 December 2017.	
24. Improving Attendance and participation in our schools and settings Cabinet Member: Mark Sutton Lead officer: Tim Moss/Karl Hobson	21 June 2018	<b>Ready for Life</b>	Members previously considered this matter at their meeting in September 2015 and requested that the Attendance Working Group report further progress, including specific intervention showing how the principles and priorities work in practice; Post-16 changes and any impact these have on take up. 2017-18 Attendance figures not available until June 2018.	
25. Update on Infrastructure + Improvement Plan and Performance Review/Highways Extra Investment Cabinet Member: Mark Deaville Lead officer: James Bailey	21 June 2018	<b>Right for Business and Great Place to Live</b>	Members have been regularly involved in scrutiny of the contract arrangements with Amey. Members to scrutinise the Improvement Plan and Performance Review on a six monthly basis. Members asked to scrutinise the county's investment in our road network. Members wished to consider the quality of repairs/failure rate.	
26. Community Transport Cabinet Member: Mark Deaville	To be advised	<b>Great Place to Live</b>		Proposed at the meeting on 14 November 2017.

Lead Officer: Clive Thomson				
27. Hanford Energy Cabinet Member: to be advised		<b>Great Place to Live</b>		Refer to Corporate Review
28. Supported Bus Network Cabinet Member: Mark Deaville Lead Officer: Clive Thomson	To be advised	<b>Great Place to Live</b>	This item was considered on 31 July and on 14 November, following consultation.	At their meeting on 14 November the Committee agreed to monitor the impact of the removal of bus subsidies going forward.
29. Sportshire Strategy and Major Events Evaluation Cabinet Member: Mark Winnington Lead Officer: Jude Taylor	? Briefing note	<b>Enjoying Life</b>	Strategy reviewed in December 2015. Members asked that future evaluation reports include a detailed cost benefit analysis and that any figures used to highlight the success of events should be robust. The negative impact on local communities of Sportshire events was acknowledged and the Select Committee wish to ensure that everything possible is done to mitigate these in future. An evaluation report of the 2017 Ironman event was requested to be brought to a Select Committee meeting approximately three months after the event.	Request Briefing Note
30. Constellation Partnership Cabinet Member: Mark Winnington Lead officers: Mark Parkinson/Tony Baines		<b>Right for Business</b>	The Partnership is between two LEPS and 7 local authorities with Ministerial backing, and has an ambition to deliver 100,000 new homes and 120,000 new jobs by 2040.	Refer to Corporate Review
31. Heritage Lottery Fund Bid Cabinet Member: Gill Heath Lead officer: Janene Cox/Joanna Terry		<b>Enjoying Life</b>	Item proposed by Cabinet Member for Communities. Lottery bid being completed.	Briefing Note circulated September 2017.
32. Rights of Way Cabinet Member: Gill Heath		<b>Great Place to Live</b>	Issue regarding backlog of applications.	Vice Chairman to discuss this matter

Lead Officer: Nicola Swinnerton				with Cabinet Member for Commercial and report back
33. County Farms Cabinet Member: Gill Heath		<b>Right for Business</b>	Item proposed by Cabinet Member for Economic Growth. Item could be broadened out to a wider issue re rural areas (food production; rural transport; role of county farms; land agents; hydroponics; Agritech)	For discussion at next triangulation meeting
34. Inward Investment Team Cabinet Member: Mark Winnington		<b>Right for Business</b>	Item proposed by Cabinet Member for Economic Growth	For discussion at next triangulation meeting
35. Small Businesses Cabinet Member: Mark Winnington		<b>Right for Business</b>	Item proposed by Cabinet Member for Economic Growth	For discussion at next triangulation meeting
36. Elective home education Cabinet Member Mark Sutton Lead Officer: Karl Hobson		<b>Ready for Life</b>	Item referred by Corporate Parenting Panel – August 2017 (NB Matter also referred to Safe and Strong Communities Select Committee)	Meeting set up to discuss this matter with Chairs of this Committee and Safe and Strong Select Committee. A proposal has been made that a small Working Group of Members from both Committees be formed to take this forward.

Working Groups				
37. Entrust Service Level Agreement Key Performance Indicator Working group Cabinet Member: Mark Deaville	Scrutiny and Support Manager to discuss timing with Chair/Vice Chair	<b>Ready for Life</b>	Following consideration of Education Support Services – Commissioning and Contract Performance on 22 January Members agreed to set up a Working Group to	Committee agreed that new Members should be sought and a further meeting of the Group arranged. Chairman to discuss way forward with Cabinet Member for

Lead Officer: Ian Turner/Karen Coker			consider the review of KPIs and the information they wished to scrutinise in future.	Commercial. Update: Cabinet Member for Commercial is preparing an update for the Committee. Advised to defer setting up of Working Group until this has been received.
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<b>Membership</b>  Ian Parry (Chairman) Julia Jessel (Vice-Chairman) Ann Beech Tina Clements Maureen Compton Keith Flunder Ryan Jones David Smith Simon Tagg Bernard Williams Rev. Preb. Michael Metcalf (Co-optee) Paul Woodhead (Co-optee) Candice Yeomans (Co-optee)	<b>Calendar of Committee Meetings</b> at County Buildings, Martin Street, Stafford ST16 2LH  20 June 2017 – cancelled 31 July 2017 12 September 2017 10 October 2017 14 November 2017 15 December 2017 18 January 2018 2 March 2018 New date: 4 April 2018
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## **Prosperous Staffordshire Select Committee – 18<sup>th</sup> January 2018**

### **Briefing Report - Schools Funding Formula**

#### **Issue**

Following 2 consultations the Department for Education (DfE) have announced a National Funding Formula (NFF) for schools; this will come into effect in time when the 'hard' formula is introduced. From 1 April 2018 local authorities can choose to transition to the NFF with political approval.

It is recommended to Cabinet that Staffordshire schools transition to the NFF to take advantage of the per pupil protections and to ensure a smooth transition when the hard formula is implemented.

#### **Background**

Nationally there has been a campaign for fairer funding for schools. The DfE have recognised the inequalities in funding for schools in different local authority areas and have conducted a 2 stage consultation in order to get a NFF. In September 2017 they have announced the outcome of this consultation which they intend to move over to in time. During the soft years, i.e. before the introduction of the hard formula, it is still the local authorities decision as to the formula it uses to distribute out funding to Staffordshire schools. If the local authority chooses to change the current formula in this period then it must get political approval.

#### **Current Position**

The local authority has consulted with all mainstream schools as well as the Schools Forum. The Local authority has not received any disagreement with switching to the NFF.

#### **Key Considerations**

From the new formula distribution, the indicative aggregate gain for Staffordshire mainstream schools is £9.1m

Within the NFF there are minimum funding levels in the form of per pupil protections which means all schools will receive a per pupil increase of 0.5% per pupil in 2018/19 rising to 1% per pupil in 2019/20.

To ensure a smooth transition to the NFF it is proposed to adopt the formula as the DfE intend. Therefore this would switch our methodology of how we fund sparse schools. The criteria would be based on crow flies rather than walking distance. This is the distance from a pupils postcode to their second



nearest school. This will mean that fewer schools qualify for sparsity funding, although their loss will be protected by the minimum funding levels.

### **Comments and Next Steps**

Political approval is needed so that the NFF can be formally adopted.

### **Conclusion**

Transitioning to the NFF will mean no schools lose in overall cash budgets from 2017/18 allocations. It will also mean that once the hard formula is implemented, schools will have already transitioned to the new formula, therefore no school would face a reduction in funding as a consequence of moving from the soft formula to the hard formula.