

Local Members' Interest

N/A

Prosperous Staffordshire Select Committee – 19th January 2017

School Attainment

Recommendations

1. That the Select Committee scrutinises the progress of Educational Achievement in Staffordshire for the period September 2015- August 2016
2. That the Select Committee provides comment and recommendations in regard to the approach set out in the report.

Report of Cllr Ben Adams, Cabinet Member for Learning and Skills

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 September 2016, 86% of Staffordshire schools were judged as good or outstanding which was below our aspirational target of 90%. This was hindered by the reduction in the number of school inspections during the academic year. Staffordshire improved at the same rate as seen nationally. The number of pupils receiving a good education has also increased with 82% of pupils attending a good or outstanding school, an increase of 6 percentage points since 2015.
4. The new primary, secondary and post-16 accountability measures introduced in 2016 by the department for Education (DfE) have resulted in limited trend comparisons being made over time.
5. 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.
6. Our focus in 2016/17 will continue at Key Stage Two (KS2), Key Stage Four (KS4) and Key Stage Five (KS5) where schools need to accelerate improvements to gain ground in the rates of attainment and progress achieved by our statistical neighbours and nationally. Staffordshire schools also need to do more to tackle variations in attainment and progress between localities, phases and for different pupil groups, such as those eligible for Free School Meals (FSM) or Disadvantaged pupils (DA).

Report

Background

7. Over the past few years, education in Staffordshire (and across the country) has changed. Schools are becoming more independent from local authorities and as a result, there are new roles and responsibilities around school improvement.
8. 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.
9. 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 for the council to commission support 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.
10. During the academic year 2015/16 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.
11. 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.
12. 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.
13. This report is an overview of school performance and standards in Staffordshire. It shows how Staffordshire's schools have performed in the 2015/16 academic year and outlines, how working in partnership with Entrust and schools, further action to develop and accelerate school improvement.

Strategic Overview of Educational Achievement Staffordshire 2015

14. 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 2016 in appendix A.

15. 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.
16. The difference between those eligible for Free School Meals (FSM) and their peers, in terms of the proportion achieving a 'Good Level of Development', has reduced further in 2016 by half a percentage point from 17.4pp in 2015 to 16.9pp in 2016. Differences remain in district level performance; however all districts reported improvements since 2015 and are all above both the national and statistical neighbour averages.
17. Staffordshire performs above the national average in reading, writing and mathematics at KS1. Despite these improvements, Staffordshire remains in the second quartile of national performance in 2016 at the expected standard for reading, writing and mathematics. The difference between those eligible for FSM and their peers has mirrored the national picture increasing in all three measures in 2016.
18. Once pupils reach KS2, performance in external assessments is less consistent. Outcomes in 2016 are not directly comparable with assessments in previous years. Staffordshire remains in the third quartile for writing, and mathematics whilst reading has improved to the second quartile nationally having been in the third quartile in 2015.
19. In 2016 attainment at the expected standard is in-line with those similar authorities and the national average for reading but is lower than national at the expected standard in writing, mathematics and the combined reading, writing and mathematics measure.
20. Progress from KS1 to KS2 is calculated differently in 2016, with Staffordshire's results below that of similar local authorities and all pupils nationally. The difference between those eligible for FSM and their peers in terms of the expected standard in reading, writing and mathematics increased over the period 2015-2016.
21. Staffordshire's outcomes at KS4 (GCSE) are also inconsistent. Using the new 2016 performance indicators, Staffordshire is in line with the national average A* - C English and mathematics measure and the attainment 8 measure, but English baccalaureate and progress 8 outcomes are below the national average. Improvement at a faster pace is needed as progression between KS2 and KS4 in Staffordshire remains below similar authorities and the England average. The difference between those eligible for FSM and their peers, in terms of the new accountability measures is still too great.
22. Performance at post-16 (A level & equivalent) remains below the national average in 2016. The local authority does not yet have access to a complete post 16 dataset due to changes made by the DfE, therefore it is not possible to provide further analysis at this time.

Attainment Summaries

23. The following section provides an overview of performance within Staffordshire at each key stage in 2016. 'Quartile' relates to Staffordshire's position nationally (with the 1st, or top, quartile being the best position) and 'trend' indicates direction of travel since 2013.

EARLY YEARS FOUNDATION STAGE(EYFS)

Subject/Level	Change in Rank (2015 to 2016)	2016 Results			National Quartile (1st = top)	National Rank (out of 151)
		Staffordshire	Statistical Neighbours	England		
Good Level of Development	↑	73.8%	69.9%	69.3%	1st	21

24. In 2016, 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, improved from 27th to 21st and 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.

KEY STAGE ONE (KS1): TEACHER ASSESSMENTS

Subject/Level	Change in Rank* (2015 to 2016)	2016 Results			National Quartile (1st = top)	National Rank (out of 150)
		Staffordshire	Statistical Neighbours	England		
Expected Standard Reading	↓	77%	74.6%	74%	2nd	29
Expected Standard Writing	↓	68%	65.3%	65%	2nd	43
Expected Standard Maths	↓	75%	72.4%	73%	2nd	42

25. When comparing the proportion of pupils achieving the new expected standard in 2016, and the percentage achieving the expected standard in 2015 (Level 2 or above) Staffordshire's rank against all authorities reduced. Reading and mathematics results still place Staffordshire in the second quartile nationally but writing results in 2015 were in the top quartile and this year's results place Staffordshire in the second quartile.

26. In reading, writing and mathematics, Staffordshire results were above the national average at the expected standard and the gap between Staffordshire and national results positively increased by a percentage point in each subject.

Key Stage Two (KS2): Teacher Assessments and Tests

Subject/Level	Change in Rank* (2015 to 2016)	2016 Results			National Quartile (1st = top)	National Rank (out of 150)
		Staffordshire	Statistical Neighbours	England		
Expected Standard Reading	↑	66%	66.1%	66%	2nd	62
Expected Standard Writing	↓	71%	73.6%	74%	3rd	103
Expected Standard Maths	↓	68%	69.2%	70%	3rd	99
Expected Standard Reading, Writing & Maths	↓	51%	52.8%	53%	3rd	92
Average Progress Reading	-	-0.1	-	-	-	-
Average Progress Writing	-	-0.8	-	-	-	-
Average Progress Maths	-	-1.0	-	-	-	-

27. In KS2, local authority unvalidated results indicate that when comparing the proportion of pupils achieving the new expected standard in 2016, and the percentage achieving the expected standard in 2015 (Level 4 or above) Staffordshire's rank against all authorities declined in the writing, mathematics and the combined reading, writing and mathematics measure. Staffordshire's reading results however improved to the second quartile nationally having been in the third quartile last year.
28. Outcomes at the expected standard show that Staffordshire results are lower than national at the expected standard in writing, mathematics and the combined reading, writing and mathematics measure.

Key Stage Four (KS4): GCSEs and Equivalent

Subject/Level	Change in Rank (2015 to 2016)	2016 Results			National Quartile (1st = top)	National Rank (out of 150)
		Staffordshire	Statistical Neighbours	England		
5+ A*-C including English & Maths	↓	54.3%	58.4%	52.8%	3rd	102
A*-C in English & Maths	-	59.4%	64.1%	58.7%	3rd	113
English Baccalaureate	↓	20.0%	23.8%	22.8%	3rd	110
Attainment 8	-	48.9	50.3	48.2	3rd	96
Progress 8	-	-0.09	-0.05	-	-	-

29. Staffordshire's provisional 5 or more A*-C including English and Maths, A*-C in English and mathematics and Attainment 8 score are all above the national average.
30. Staffordshire's English Baccalaureate and Progress 8 results however are below the national average.
31. Staffordshire's ranking (in the measures where benchmarking information is available) places it in the third quartile nationally. In the two measures where trend information is available Staffordshire's rank declined in comparison to 2015.

Key Stage Five (KS5): A Level and Equivalent

Subject/Level	Change in Rank (2015 to 2016)	2016 Results			National Quartile (1st = top)	National Rank (out of 150)
		Staffordshire (State-Funded Schools Only)	Statistical Neighbours	England		
APS per Entry	↓	30.3	-	32.2	3rd	109

32. Staffordshire's state-funded school results for this stage are lower than the national average and remain in the third quartile in 2016.
33. Staffordshire's provisional results rank 109th out of 150; slightly lower than 2015 rankings (103rd).

Priorities for 2016/17 Business Planning Year

34. The priority that Staffordshire has placed on increasing the number of schools graded as good or outstanding by Ofsted is a positive achievement in 2015/16,

with 86% of schools judged as good or outstanding compared to 80% in 2015. However this was below the aspirational target of 90%, this was in some part due to the reduction in Ofsted inspections during the academic year. Although Staffordshire remains below the national and statistical neighbour averages; both at 89% of schools graded good or better, the pace of improvement in Staffordshire mirrors that seen nationally. To increase the number of schools judged as good or outstanding by Ofsted continues to be a priority for improvement.

35. Due to the changes in performance indicators at Key Stage 1, Key Stage 2 and Key Stage 4, results from 2016 cannot be directly compared to previous years' results and trends over time.
36. 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, phases and different pupil groups is a further priority highlighted through this report.
37. The local authority has developed strategies with 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).
38. The support and challenge provided by Entrust focuses on the work of school senior leaders to identify key priorities and actions required to bring about improved outcomes in attainment and progress.
39. These priorities carry forward our current approach, reinforcing and enhancing the focus of the council's school improvement priorities in 2015/16.
40. Select Committee are invited to provide comment and feedback to further shape our way forward.

Link to Strategic Plan – Ready for Life

Link to Other Overview and Scrutiny Activity

Appendices:

Appendix A - Education Annual report

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