



Education Select Committee  
28th January 2013

## 2012 EARLY YEARS AND PRIMARY EDUCATION PERFORMANCE

**Purpose of the report:** Scrutiny of Services / Performance Management

The aim of this item is to share the revised results for early years and primary phases for the academic year ending in the summer of 2012 including analysis of the performance of disadvantaged and minority pupil groups.

### Introduction:

1. This report presents educational outcomes of children and young people in the early years and primary phases for the academic year ending in the summer of 2012.
2. Revised key stage 2 results were published by the Department for Education in December 2012 and this paper provides updates on these results.
3. Briefings containing results for Surrey and regional comparators for the revised key stage 2 results and pupil groups are available as background papers.

### Key trends and comparisons:

4. Results for early years and key stage 1 have not altered since the publication of the provisional results. Full details of these results can be found in the Education Select Committee report from 29 November 2012 (item 55/12).
5. Revised results for pupils at the end of key stage 2 were published by the Department for Education in December 2012. These included detailed national and regional comparator data for groups of pupils of different ability based on their prior attainment and those pupils in receipt of the Government's pupil premium funding (introduced for the first time in April 2011).
6. Surrey's headline figures did not change from the provisional results that were shared with Education Select Committee in November 2012, although relative statistical neighbour and national rankings were altered for some measures.

7. National results for key stage 2 improved by one percentage point on publication of the revised figures in the combined English and mathematics threshold but remained the same for the English and mathematics expected progress measures.
8. Based on the revised results for key stage 2, Surrey was above the south-east and national averages for pupils achieving thresholds in both English and mathematics but was below the national average for pupils making expected progress between key stage 1 and 2.
9. The percentage of pupils making expected progress in English between key stage 1 and 2 increased six percentage points to 87% compared with results for 2011. A similar increase from the 2011 results was recorded in mathematics, which increased five percentage points to 86%. Nationally the increase in these measures was five percentage points for English and four percentage points for mathematics. This means that Surrey has narrowed the gap to the national average in both progress measures but remains behind for the third consecutive year.
10. Surrey is ranked 128th out of 152 local authorities for expected progress in English (one place lower than in 2011), and 97th in mathematics (twelve places higher than in 2011).
11. Ten schools in Surrey were below the government floor standard which incorporates attainment and progress measures; this equates to 5% of Surrey's state-funded mainstream schools. This is an improvement of four percentage points on last year and a reduction of seven schools. However, nationally only 4% of state-funded mainstream schools are below the floor standard.
12. Pupils in all prior attainment (PA) ability bands – low, middle and high – have improved compared with last year. However, the rate of improvement has not been consistent across all three ability groups.
13. The largest improvement was made by the high PA band (pupils who were above the expected level at key stage 1) in English progress which rose from 75% to 87%. The smallest improvement was made by the low PA band (pupils who were below the expected level at key stage 1) which rose from 74% to 76% in the same measure.
14. For pupils in the low PA band, Surrey performance was 10 percentage points lower than similar pupils nationally for pupils achieving the expected threshold at the end of key stage 2 (level 4 and above in English and mathematics).
15. Sixteen percent of pupils in the key stage 2 Surrey cohort are classified as disadvantaged and therefore in receipt of the pupil premium (PP) compared to twenty-nine percent nationally. For pupils achieving level 4 and above and for making expected progress, the Surrey pupil premium group is below their peers nationally in all subjects.
16. However, the percentage of disadvantaged pupils making expected progress in English increased by seven percentage points from 2011 results compared to a six percentage point increase nationally. The percentage of disadvantage pupils making expected progress in mathematics increased by four percentage points from 2011 results in Surrey compared to an increase of five percentage points nationally.

17. The percentage of pupils with English as an additional language (EAL) in Surrey reaching a good level of development at the end of the early years was greater than the same cohort nationally. However, the gap between EAL and non EAL pupils was greater in Surrey than nationally.
18. The percentage of EAL pupils achieving level 4 and above in English at key stage 2 is greater than their peers nationally.
19. EAL pupils tend to make greater progress between key stage 1 and key stage 2 than their non-EAL peers. The gap between the EAL and non-EAL groups in Surrey is similar to the gap nationally in both the English and mathematics progress measures.
20. Results for a selection of ethnic minority pupil groups that have been targeted in recent years are included in Annex 4 with key points below.
  - 20.1 Both the Gypsy/Roma and White Traveller of Irish Heritage groups had a higher percentage of pupils achieving level 4 and above in both English and mathematics than in 2011.
  - 20.2 The percentage of Black African pupils achieving level 4 and above in both English and mathematics is 78%; the same level as this group achieves nationally
  - 20.3 The mixed White/Black African group remains about 12 percentage points below the main Surrey cohort
  - 20.4 The percentage of Pakistani pupils gaining level 4 and above in both English and mathematics increased to 75%. This is the same as for their peer group nationally.
  - 20.5 The percentage of Bangladeshi pupils gaining level 4 and above in both English and mathematics continued to improve (a 13 pp increase from 2011 to 82%). This is one percentage point above results for their peers nationally.

<b>Key strengths:</b>
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21. The headline figures for Surrey show a strong performance in the majority of areas.
22. In the early years, the proportion of pupils achieving the early learning goals improved for the fifth consecutive year. Results for Surrey exceeded the national average across all 13 assessment scales.
23. In the year 1 phonics screening test that was introduced this year, over 60% of Surrey pupils were judged to have reached the expected level. This was three percentage points above national average for this measure.
24. At the end of key stage 1, Surrey's performance compared to all authorities nationally and to statistical neighbours remained strong.
25. The proportion of pupils attaining level 4 and above in both English and mathematics at the end of key stage 2 also remained above the national average.
26. The proportion of pupils attaining the higher level 5 threshold in both English and mathematics is significantly higher than nationally and Surrey is ranked 12th out of 152 local authorities at this level.

27. 137 schools (of 203 mainstream state-funded schools) improved their performance in level 4 and above in both English and mathematics compared with 2011.
28. Surrey has made progress towards closing the gap between disadvantaged pupils and their peers over the last two years. Within Surrey, there are several schools with high proportions of disadvantaged children where outcomes for all pupils are very high, for example Manorfield Primary and Nursery School where 44% of children are eligible for pupil premium and all achieved a L4+ in English and mathematics or Broadmere Community Primary School where 42% of children are eligible for pupil premium and 92% made at least expected progress in both English and mathematics.

<b>Key areas for improvement:</b>
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29. The percentage of pupils in Surrey that are disadvantaged (eligible for the pupil premium) is significantly less than nationally (16% vs. 30%). There is also a higher proportion of high ability children in Surrey than nationally and a lower proportion of lower ability children than nationally. This results in the disadvantaged and lower ability children either being dispersed thinly between schools or concentrated into higher levels within one school.
30. The result is either a school isolated within a locality, often surrounded by more affluent and higher performing schools, or due to low numbers provision is targeted mainly at the middle and higher attaining pupils. Surrey schools do not have the even spread of lower ability children or the concentration of these children to make this a significant factor like in other unitary authorities. The agencies and services around schools need to work together better to target support for the lower ability children.
31. Performance in Surrey in comparison to the national average is better at the end of key stage 1 than at the end of key stage 2. This ensures that there are high expectations at key stage 1 and that children have a good start to their education. However, these levels of progress and achievement are not sustained into key stages 2 and 3. There are several factors:-
  - 31.1 Although raised by some schools as a factor, there is no clear evidence to suggest that over-inflation of teacher assessments at the end of key stage 1 is the reason for lower progress in junior schools, compared with primary schools. Nationally, as in Surrey, junior schools perform worse than primary schools in the progress measures clarifying that this is not a Surrey-specific issue. However, in order to give junior schools confidence that over-inflation is not an issue, thus allowing them to focus on improving the progress of all pupils, further work will be undertaken to investigate any inconsistencies across all schools where this is apparent. There is a need to ensure moderation within schools is tight and that schools are challenged for making over optimistic assessments.
  - 31.2 Transition between infant and junior schools needs to be improved. There is a need to ensure better data liaison between phases to

ensure children start their key stage 2 careers at the same level as they left key stage 1.

- 31.3 The proportion of pupils in Surrey that start key stage 2 with low attainment is significantly less than nationally. Smaller proportions can lead to lower expectations; it must therefore be ensured that aspiration and expectation is driven through all key stage 2 settings.
- 31.4 In addition, schools have not been held to account sufficiently for the achievement of the disadvantaged groups, particularly as most schools only have small groups of disadvantaged or lower ability pupils.
32. Realignment and investment into school improvement services and school to school support is necessary. With limited resources, some challenging decisions about deployment of support need to be made to ensure that funds and resources are being used to best effect.

<b>Actions to improve Surrey performance:</b>
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33. Surrey's Education and Achievement Plan 2012 – 17, due to be published shortly, is clear in its ambition that all children should attend a 'good' school by 2017. As part of this commitment we are currently undertaking a full review of our school improvement strategy with our partners, Babcock 4S, with a view to making a number of changes.
34. In particular we will ensure that our support is targeted in a more effective way on reviewing, supporting and developing the capacity of leadership and governance in schools in order to improve outcomes for all children and in particular those that are disadvantaged. As part of this we are also reviewing the way our services from different areas (education, health and social care) work strategically together to ensure best practice to achieve the highest possible outcomes for pupils.
35. The Ofsted outcomes within Surrey must improve so that Surrey ranks in the first quartile nationally and, by 2017, all schools in Surrey should be judged 'good' or better. This will be done through:
  - 35.1 developing a new data management system which ensures all schools are accurately categorised and targeted in a timely manner
  - 35.2 targeting a higher number of schools for intensive support and intervention
  - 35.3 holding leaders, managers and governors more strongly to account for the performance and outcomes of all pupils and groups of pupils in their school
  - 35.4 ensuring that those schools that are due an Ofsted inspection are properly prepared for the inspection.
36. More pupils must make progress in English and mathematics so that the gap between the highest ability pupils and lowest ability pupils narrows. This should ensure that Surrey is meeting and exceeding national averages. Strategies used will include:
  - 36.1 Continuation of the free school meal and pupil premium school project, 'No Child Left Behind', on a Surrey wide basis. The project includes detailed data analysis of those schools with high proportions of FSM; raising awareness of the problem throughout

Surrey; providing schools with an analysis of their individual pupil outcome data for children eligible for FSM to support their self-evaluation; actively identifying good practice that exists in Surrey to demonstrate what is possible and publicising these findings across Surrey. Moving forward the project includes consultants working with schools to undertake an audit of outcomes of and provision for children eligible for Pupil Premium, developing an action plan to address areas for future development to raise attainment for these children and close monitoring and tracking on a half termly basis to ensure progress is being made. Headteachers and other senior leaders are being held more fully to account where progress is slow

36.2 Conduct a review of the moderation processes within Surrey for early years, key stage 1 and key stage 2. This review will establish:

- a) accuracy of teacher assessments
- b) highlight possible issues between infant and junior schools
- c) ensure that schools are making accurate assessments.

36.3 Review and target the transition arrangements within schools. This work will:

- a) ensure schools adopt best practice for transition between year groups
- b) ensure that transition between years R and 1, 2 and 3 and years 6 and 7 is effective and that levels of achievement are sustained
- c) look closely at transition between infant and junior schools.

37. All primary schools in Surrey are committed to ensuring that all children do better than expected. Through Surrey's primary council a 'Primary Vision' has been established with the progress of disadvantaged pupils a central part of the plan. Surrey is funding a number of specific programmes to support the delivery of the plan.
38. The local authority is also engaged with the Department for Education to use a sponsored academy solution to bring about rapid transformation in a number of underperforming schools where pupils from disadvantaged backgrounds are not making enough progress.

<b>Conclusions:</b>
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39. Headline figures for Surrey's early years and primary pupils are strong in the majority of key measures compared with national and regional averages.
40. Disadvantaged and lower ability pupils do not do as well in Surrey as in other local authorities nationally. In particular, smaller proportions of pupils make progress from key stage 1 to 2 in Surrey than nationally.
41. It has been highlighted that the small proportions of the disadvantaged and lower ability pupils may have led to lower expectations and this must be overcome.
42. Schools must also be held to account for ensuring that all pupils make progress, regardless of their starting point at the beginning of key stage 2.

43. A number of key actions to improve outcomes have been highlighted, including committing to the new education and achievement plan and, as part of this, conducting a full review of our school improvement strategy.

#### **Financial and value for money implications**

44. To meet our ambition to have all schools judged to be 'good schools' by 2017 we need to engage earlier, in a more focused manner, with a greater number of schools. It is significantly less costly to work with schools before they significantly decline leading to better value for money.

#### **Equalities Implications**

45. The background papers included with this paper incorporate a range of analyses for pupils in minority groups including pupils with English as an additional language and those who are eligible for pupil premium funding.
46. The recommended actions above will ensure that education outcomes and progress will improve for all pupils, and in particular those who are disadvantaged or of lower ability.

#### **Implications for the Council's Priorities or Community Strategy**

47. Raising education achievement and standards in Surrey schools is a key priority in the children's and young people's strategy approved by Cabinet in July 2012 and will continue to be the focus with the commitment to the Education and Achievement Plan 2012 - 17.
48. These priorities include improving education and achievement outcomes and providing all children and young people in Surrey access to a 'good' school by 2017.

<b>Recommendations:</b>
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49. Members are asked to:
- a) Consider the revised education results for 2012 presented in this paper alongside the more detailed analyses on pupil premium, first language, ethnicity and school type
  - b) Consider the recommended actions to improve education performance in Surrey, particularly for disadvantaged pupils.
  - c) Publish this report to make the findings available to the public on the Council's website
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**Sources/background papers:**

**Annex 1:** Key Stage 2 Final Results Briefing

**Annex 2:** Key Stage 2 Analysis by School Type

**Annex 3:** Pupil Premium Results Briefing - Primary

**Annex 4:** First Language and Ethnicity Results Briefing - Primary