

**SURREY COUNTY COUNCIL**

**CABINET**

**DATE: 17 DECEMBER 2013**

**REPORT OF: MRS LINDA KEMENY, CABINET MEMBER FOR SCHOOLS AND LEARNING**

**LEAD OFFICER: NICK WILSON, STRATEGIC DIRECTOR FOR CHILDREN'S, SCHOOLS AND FAMILIES**

**SUBJECT: 2013 PROVISIONAL EDUCATION PERFORMANCE OUTCOMES**



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#### **SUMMARY OF ISSUE:**

This report presents an overview of the provisional educational outcomes of children and young people in early years, primary, secondary, post 16 and special school phases for the academic year ending in the summer of 2013.

An education data glossary is included as Annex 1. Provisional results briefings containing results for Surrey and regional comparators at each key stage is included as Annex 2. Results are provisional and subject to change.

Based upon the provisional data, there have been improvements in attainment at both key stage 2 and 4. The percentage of pupils achieving level 4 or above in reading, writing and maths at the end of key stage 2 has increased this year, and Surrey has climbed in the national rankings for this measure.

There has also been an increase of three percentage points in the proportion of key stage 4 pupils who achieved five or more GCSEs or equivalent at grades A\* to C including English and mathematics, to 67.2%. Surrey is ranked 15<sup>th</sup> out of 151 local authorities for this measure. Of those LAs above Surrey in the rankings, none is comparable in size (all have fewer than 5,600 pupils compared with Surrey's 10,660).

#### **RECOMMENDATIONS:**

It is recommended that:

1. the Cabinet notes the 2013 Provisional Education Outcomes (as set out in the report and annexes), which will be confirmed following publication of the final key stage 4 data in January 2014.
2. a further report be brought to Cabinet in February 2014 with an update on more recently published Ofsted inspection results and performance headlines.

#### **REASON FOR RECOMMENDATIONS:**

To ensure that Cabinet is fully informed of the latest education outcomes.

## **DETAILS:**

1. Surrey pupils continue to perform well at all key stages compared with their peers nationally. The great majority of performance measures are above the national average.

### **Early Years (ages 2-4)**

2. The method of assessment at the end of Foundation Stage changed significantly this year. As a result, no trend data is available. A child is defined as achieving a Good Level of Development (GLD) if they achieve at least the expected level within the three prime area of learning: communication and language, physical development and personal, social and emotional development, and in the early learning goals within the literacy and mathematics areas of learning.

### **Early Years: Strengths**

3. The proportion of pupils achieving a GLD in Surrey is in line with the national average this year. This echoes the results from the first year of reporting in the Early Years Foundation Stage Profile in 2005, when our results were close to the national average (+2 percentage points) before improving to become first among our statistical neighbours within three years.
4. Results for Surrey exceed the national average across all seven areas of learning. The gender gap in favour of girls is also much narrower in Surrey than nationally in all seven areas.

### **Early Years: Key Priorities**

5. The changes to the method of assessment have increased the expectations of children in some areas, notably mathematics. A Good Level of Development (GLD) is now defined as achieving at least the expected level in twelve specific aspects of the early years curriculum. This compares with a previous requirement to achieve 6 points in two prescribed areas (Communication, Language and Literacy and Personal and Social Development) with the remainder of the 78 required points coming from across all other areas, thus making it more difficult to achieve. This is reflected in the drop seen nationally in the percentage of children achieving a good level of development.
6. The impact of these changes appears to have been greater in Surrey than nationally. Investigation into this has identified that there were a number of issues around standardisation sessions that were not fully effective in responding to teachers concerns about making a best fit judgement and clarifying judgements. As a result, judgements against the profile have been inconsistent across the authority this year. Adjustments have been made to the standardisation programme to address this in future years.

### **Key Stage 1 (ages 4-7): Strengths**

7. Last year saw the introduction of phonics testing for year 1 pupils. This year 71 percent of pupils were judged to have reached the expected level, ten percentage points higher than last year and two percentage points above the national level.

8. Overall Surrey's key stage 1 performance compared to all authorities nationally and to statistical neighbours remains strong. Performance improved or was maintained in all subjects and at all thresholds this year.
9. Surrey is in the top twenty in the national rankings across all subjects at both the expected (level 2+) and higher (level 2b+; level 3) thresholds. In particular, Surrey is in the top ten out of 152 authorities nationally for mathematics at all thresholds.

### **Key Stage 1: Key Priorities**

10. Surrey's attainment at key stage 1 remains high at all thresholds (88% or more of pupils achieve level 2 and above in all subjects). As a result, improvements in performance in Surrey at the expected level 2 threshold have not been as great as those seen nationally, where the baseline was lower. This has caused the gap between national and Surrey performance to reduce again this year. Surrey has also slipped downwards in the national rankings. This will continue to be monitored but is not a cause for concern at this stage.

### **Key Stage 2 (ages 7-11)**

11. The Department of Education announced a number of changes to key stage 2 for 2013. They no longer calculate an English level but report the reading test and writing teacher assessment levels individually. As a result the floor targets indicator is now based on progress in reading, progress in writing, progress in maths and achievement of level 4+ in reading, writing and maths.

### **Key Stage 2: Strengths**

12. The proportion of pupils attaining level 4 and above in reading, writing and maths remains above national.
13. Surrey is ranked 30<sup>th</sup> out of 150<sup>1</sup> local authorities and 5<sup>th</sup> out of 11 statistical neighbours for level 4 and above in reading, writing and maths. These rankings are improvements on last year.
14. The proportion of pupils attaining level 5 in reading, writing and maths remains higher than national and Surrey is ranked 20<sup>th</sup> out of 150<sup>1</sup> local authorities.
15. The percentage of pupils attaining Level 4+ in the new grammar, punctuation and spelling test is four percentage points above both the national and south east averages. Surrey is ranked 22<sup>nd</sup> out of 150<sup>1</sup> local authorities.

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<sup>1</sup> Figures for City of London and Isles of Scilly local authorities for 2013 have been suppressed due to low school numbers. All key stage 2 national rankings for 2013 are against the remaining 150 local authorities

## Key Stage 2: Key Priorities

16. Although some improvements have been seen this year in the percentage of pupils making expected progress, Surrey's national rankings in the progress measures remain considerably lower than those for attainment.
17. The percentage of pupils who made expected progress in writing has improved this year. Surrey is ranked 114<sup>th</sup> nationally for expected progress in writing. This is an improvement of 14 places on last year. The gap between the percentage of pupils making expected progress in writing nationally and in Surrey has narrowed from two percentage points in 2012 to one percentage point.
18. Surrey remains below the national average for the percentage of pupils making expected progress in mathematics. Surrey is ranked 116<sup>th</sup> nationally for expected progress in maths, a drop of 19 places.
19. The percentage of pupils making expected progress in reading fell by two percentage points this year. This mirrors the national picture. Surrey is in line with the national average.
20. The percentage of children that start key stage 2 below the expected level of attainment that make expected progress reading, writing and mathematics, is lower than for the similar group nationally. This is a key priority given that these children often qualify for Pupil Premium. Information about achievement of children that are in receipt of Pupil Premium is not yet available.
21. Improving the attainment and progress of pupils in receipt of the Pupil Premium remains a key priority at key stage 2. Information about achievement of children that are in receipt of Pupil Premium is not yet available. The key stage 2 data is due to be published in mid-December 2013.
22. There are 16 schools this year where less than 60% of pupils attain a level 4 and above in reading, writing and maths. This is likely to mean that a substantial number of these schools will be below the government's floor standards when school level data is published in mid-December.
23. It is expected that the school improvement measures currently in place will continue to improve outcomes at key stage 2. These include partnering weaker settings with stronger schools that are able to assist them to improve their practices.

## Key Stage 3 (ages 11-14)

24. In October 2008, the requirement for schools to run national tests at the end of key stage 3 was ended with immediate effect. Since this date, schools have assessed outcomes at the end of key stage 3 using teacher assessment only.

## Key Stage 4 (ages 14-16): Strengths

25. There has been an increase of three percentage points in the proportion of pupils who achieved five or more GCSEs or equivalent at grades A\* to C

including English and mathematics, to 67.2%. Surrey remains above south east and national comparators.

26. Surrey is ranked 15<sup>th</sup> out of 152 local authorities (an improvement from 2012) and 4<sup>th</sup> out of 11 statistical neighbours for the percentage of pupils achieving five or more GCSEs or equivalent at grades A\* to C including English and mathematics. Of those local authorities above Surrey in the rankings, none is comparable in size- all have fewer than 5,600 pupils compared with Surrey's 10,660.
27. There has been a small improvement in the proportion of Surrey young people who achieved five or more GCSEs at grades A\* to C, to 83.2%. This brings Surrey above the national average for the first time since 2010.
28. Surrey is ranked 19<sup>th</sup> nationally for the proportion of pupils achieving the English Baccalaureate. Just under one third of Surrey pupils (30%) achieved the English Baccalaureate, seven percentage points higher than the national figure.
29. The percentage of Surrey pupils making expected progress in English has increased by five percentage points compared to last year. Surrey is ranked 3<sup>rd</sup> out of 11 statistical neighbours, and has climbed 15 places in the national rankings to 27<sup>th</sup>.
30. The percentage of Surrey pupils making expected progress in mathematics has increased three percentage points compared to 2012. Surrey has climbed one place to 4<sup>th</sup> in the statistical neighbour rankings and is ranked 27<sup>th</sup> nationally.

#### **Key Stage 4: Key Priorities**

31. Improving the attainment and progress of pupils in receipt of the Pupil Premium remains a key priority at key stage 4. Information about achievement of children that are in receipt of Pupil Premium is not yet available. The Key Stage 4 data is due to be published in January 2014.

#### **Key Stage 5 (age 16+): Strengths**

32. For all post 16 providers in Surrey (schools, academies and colleges), Surrey remains above the national average for two of the three key measures at key stage 5 (points per entry and % achieving two or more A\* to E grades).
33. For all state funded students, Surrey has remained 34<sup>th</sup> in the national ranking of local authorities for average DfE performance points per entry and risen one place to 56<sup>th</sup> for DfE performance points per candidate.

#### **Key Stage 5: Key Priorities**

34. Provisional results for all three key measures in Surrey dropped compared with 2012 (for both sixth forms and all post 16 providers). However, this pattern was also reflected in national results and all measures typically rise on publication of the final data.
35. For school sixth forms only, Surrey has fallen in the statistical neighbour rankings compared with the previous year for all three key measures. Surrey

is now ranked 10<sup>th</sup> out of 11 statistical neighbours for the percentage of pupils achieving two or more A\* to E grades. However, it should be noted that 96.6% of pupils achieve this measure in Surrey. The range amongst out statistical neighbours is from 96.2% to 99.3%.

### Children looked after by the local authority

36. The goal of the Surrey Virtual School is to improve educational attainment and achievement and secure better outcomes for children and young people in care. This is accomplished by close monitoring and tracking of children, working with a range of stakeholders to add value to the achievement of our pupils from an assessed starting point. Surrey strives to place all pupils in the best performing schools, looking for an Ofsted judgment of at least 'Good' to best support and accelerate opportunities for learning.
37. The DfE have not yet published the figures showing 2013 outcomes for children looked after by local authorities. Surrey's provisional data suggests that outcomes for those pupils in care for 12 months or more have improved at Key Stage 4 but have not sustained the exceptional performance seen last year at Key Stage 2. A further, more detailed update will be provided to Cabinet once the official figures are published in mid-December 2013.
38. It should be noted that, due to the small size of the cohorts, the outcomes for children in care of the local authority are subject to a great deal of fluctuation from year to year. The proportion of pupils with a statement of special educational needs (SEN) also has an impact upon the results.

### Ofsted

39. Inspection results for all state funded schools within Surrey to the end of the 2012/13 academic year were as follows:

<b>Total good or outstanding schools</b>		
	<b>Surrey</b>	<b>National</b>
Nursery	100%	96%
Primary	77%	78%
Secondary	85%	71%
Special	93%	87%
Pupil Referral Units	90%	78%
<b>Total</b>	<b>79%</b>	<b>78%</b>

40. The proportion of Surrey schools that were good or outstanding as at the end of the 2012/13 academic year is 79%. This is above both the national (78%) and south east figures (77%).
41. The proportion of secondary, special and short stay schools that are judged to be good or better are notably higher than both nationally and in the south east as a whole. In particular, 85% of all secondary schools are judged to be good or outstanding compared with 71% nationally. There are no Surrey secondary schools in a category of concern.
42. The proportion of primary schools judged to be good or outstanding remains an area of concern and is lower than that found nationally (78%), although

higher than in the south east as a whole (76%). The issue is particularly around those schools that are borderline Grade 2 (good) to 3 (requires improvement). The proportion of primary schools that are outstanding (24%) remains considerably higher than the national and south east figures (both 17%).

43. Official figures on the percentage of pupils attending a good or outstanding school are not yet available. Our own provisional data indicates that, since September 2012, the percentage of pupils attending a good or better school has increased.
44. In particular, 89% of secondary pupils attended a good or outstanding school at the end of August 2013 compared with 69% in 2012, an increase of 20 percentage points. 75% of primary pupils attend a good or outstanding school compared to 68% at the end of August 2012.

### **School Improvement: Every School a Good School**

45. The new School Improvement Strategy launched on 1 April 2013. Schools are identified as either Focussed Support Schools or Overview Schools. Focused Support Schools are defined by one or more of the following criteria:
  - The most recent Ofsted S5 inspection judges the school's Overall Effectiveness as Grade 3 (requires improvement) or Grade 4 (inadequate)
  - There are concerns about performance data using current and three year trend data including the achievement of vulnerable groups
  - There are concerns about leadership and governance, in particular the leadership of learning.
46. 114 schools are identified as Focussed Support Schools (FSS) and are receiving intensive monitoring and support. In addition, a number of Grade 1 (outstanding) and 2 (good) schools have been recently placed on Focus Support as concerns have been raised from the recent summer 2013 exam and test results. This number has been enabled due to additional funding from the Local Authority.
47. All schools have now been visited at least once and there have been 67 Leadership Reviews. Teaching and learning consultants are continuing to work with focused support schools. Feedback from Headteachers who have experienced the Leadership Review Process continues to be very positive. Ofsted acknowledge that highly effective support is being provided by the local authority in their evaluations in their reports and letters
48. Teaching Schools and National Support Schools have been brokered to provide all the support to 17 schools. In many cases these are ones that are in process of converting to sponsored academy status with the support school or Diocese.
49. Where schools are not making reasonable progress towards becoming a secure good school and leadership is considered to be inadequate in driving improvement, a range of action is taken by the Local Authority.

50. A key focus of the new school improvement strategy is a focus on improving outcomes for vulnerable groups. The following actions are in place:

- Primary Vision has decided to make narrowing the gap the key priority for 2013/14 to ensure all schools accept responsibility.
- A strategy is in place and actions implemented including a key foci of the achievement of children entitled to FSM in all visits, additional visits to identified schools and updating of data
- HMI have conducted a 'good practice' survey in six Surrey primary schools and will report on these in January 2014
- Additional research into Surrey context of FSM is being undertaken, due to be published in January 2014.
- Letters sent to schools with highest and lowest gaps from LA
- Additional headteacher quadrant meetings with a Free-School Meal focus are taking place in January 2014

#### **CONSULTATION:**

51. A formal consultation process was not required for this report. This report has been shared with Peter-John Wilkinson, Assistant Director for Schools & Learning, the CSF Directorate Leadership Team and with the Children and Education Select Committee on 12<sup>th</sup> December.

#### **RISK MANAGEMENT AND IMPLICATIONS:**

52. There are no risk management implications of the information contained in this report, it is for information only.

#### **Financial and Value for Money Implications**

53. The additional funding from the Local Authority has enabled a much larger number of schools to be supported and challenged in an intensive manner. Currently 29% of all schools (including academies) are supported.

54. At the point when a school converts to an academy the Local Authority's funding for its school improvement ceases, and transfers to the new academy. Therefore to ensure the proper use of public funds and to demonstrate there is no double-funding of one sector at the expense of another, the local authority cannot fully fund the school support. The Schools Forum approves an allocation of approximately £1.2m for support for all schools (including academies), top-sliced from all schools budgets. This equates to approximately 20% of the total school improvement budget. Therefore, academies identified as Focused Support Schools will be able to access a proportion of the identified support from this budget.



### **Section 151 Officer Commentary**

55. The financial and business implications have been considered as part of this report. The Section 151 Officer expects the spend on school improvement to remain within the overall funding which is allocated from various sources.

### **Legal Implications – Monitoring Officer**

56. There are no legal implications of the information contained in this report; the report is for information only.

### **Equalities and Diversity**

57. An EIA was not needed for this report as no proposals are being made; the report is for information only.

### **WHAT HAPPENS NEXT:**

58. A further report will be brought to Cabinet in February 2014 with an update on more recently published Ofsted inspection results and performance headlines.

59. A report will be produced for each of the local committees in January 2014 showing how their education outcomes compare to the Surrey and national results. This will be based upon the revised 2013 data.

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#### **Consulted:**

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#### **Annexes:**

Annex 1: Education data glossary  
Annex 2: Provisional education results briefings 2013

#### **Background papers:**

None

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