



Education Select Committee
27 March 2014

Education Performance and the School Improvement Strategy

Purpose of the report: Scrutiny of Services and Budgets/Performance Management

The aim of this item is to share the performance outcomes for all key stages for the academic year ending in the summer of 2013 including analysis of the performance of disadvantaged pupils.

In addition, it also includes an update on the Surrey School Improvement Strategy and in particular the strategy for raising the achievement of disadvantaged pupils.

Introduction:

1. This first part of this report presents an overview of the revised educational outcomes of children and young people in early years, primary and secondary, special school phases for the academic year ending in the summer of 2013.
2. An education data glossary is included as Annex 1. Results briefings containing results for Surrey and regional comparators at each key stage is included as Annex 2.
3. The report includes a focus on 'Disadvantaged Pupils'. Disadvantaged pupils are those eligible for Free School Meals at some point in the last 6 years (FSM6) plus those pupils who are Looked After (CLA). A Pupil Premium is paid to schools to help this group achieve as well as their peers.
4. A full briefing on Disadvantaged Pupils is included as Annex 3.
5. The second part of the report presents an update on the Surrey School Improvement Strategy and the revised strategy for improving outcomes for disadvantaged pupils – 'No Child Left Behind – Everyone's Responsibility'. A summary is included in Annex 4.
6. Updated Ofsted inspection outcomes and outcomes against KPIs for the School Improvement Strategy are included as Annex 5.

Summary

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7. Surrey pupils continue to perform well at all key stages compared with their peers nationally. There have been improvements in attainment at both Key Stage 2 and 4 and the great majority of performance measures are above the national average.
8. The achievement of disadvantaged pupils has also improved at all key stages. This was acknowledged by Matthew Coffey HMI, Regional Director SE Ofsted, in a letter to Nick Wilson on 7 February. However, the rate of increase is not as large as seen nationally and Surrey remains below the performance of disadvantaged pupils nationally at most key stages.

Early Years (ages 2-4)

9. 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. Guidance for the revision was released in January 2013 so Reception teachers had to implement a new system midway through the year.
10. A fundamental change was that the Good Level of Development [GLD] became harder to achieve. Children now have to reach 12 Early Learning Goals [ELG's] instead of 7. Consequently the numbers of children reaching the benchmark was anticipated to fall, as the expectation is significantly higher.
11. In addition the support Reception teachers received to make the necessary changes to their teaching and assessment arrangements varied across the country, with greatly reduced EY consultant teams in some LA's This may impact on the accuracy of the National figures particularly in the first year before new patterns, trends and levels emerge.
12. 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.
13. 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.
14. The impact of the changes appears to have been greater in Surrey than nationally. Investigation into this has identified that this was due to four reasons:
 - Lack of consistent information given out at Standardisation / moderation sessions.
 - Schools understanding of the significance of Good Level of Development [GLD]
 - Changes to a Best-fit judgement

- Inaccurate Data Returns

15. As a result, judgements against the profile have been inconsistent across the authority this year. An action plan to address this is in place and adjustments have been made to the training and standardisation programme to address this in future years.

EY Disadvantaged Pupils

16. National comparison data has not been published for disadvantaged pupils. However, data based on statistical first release which provides national figures on FSM eligible pupils shows that the gap between these pupils and all pupils in Surrey is wider than found nationally.

Key Stage 1 (ages 4-7)

17. Last year saw the introduction of phonics testing for year 1 pupils. This year 70 percent of pupils were judged to have reached the expected level, nine percentage points higher than last year and one percentage point above the national level.
18. 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.
19. 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.

KS1 Disadvantaged Pupils

20. Whilst Surrey's performance overall is above national in all measures, despite improvements, the performance of disadvantaged pupils is below the similar group nationally.

Key Stage 2 (ages 7-11)

21. 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.
22. The proportion of pupils attaining level 4 and above in reading, writing and maths remains above national.
23. Surrey is ranked 41st out of 152 local authorities and 6th out of 11 statistical neighbours for level 4 and above in reading, writing and maths.
24. The proportion of pupils attaining level 5 in reading, writing and maths remains higher than national and Surrey is ranked 23rd out of 152 local authorities.
25. 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 31st out of 152 local authorities.

26. 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. Nationally, junior and primary schools achieve similar levels of overall attainment but primary schools perform better than junior schools in the progress measures. Further detail is included in Annex 2.

KS2 Disadvantaged Pupils

27. Improving the attainment and progress of disadvantaged pupils remains a key priority at key stage 2. Whilst there have been improvements in the performance of disadvantaged pupils in Surrey in all measures, overall this has not been as fast as nationally. However, within these overall statistics there is a wide variation between schools.

Key Stage 3 (ages 11-14)

28. 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)

29. The proportion of pupils who achieved five or more GCSEs or equivalent at grades A* to C including English and mathematics increased in 2013 to 67.5%. Surrey remains well above south east and national comparators.
30. Surrey is ranked 15th out of 152 local authorities (an improvement from 2012) and 4th 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.
31. Surrey is ranked 20th 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.
32. The percentage of Surrey pupils making expected progress in both English and mathematics increased significantly in 2013 and Surrey is ranked 3rd and 4th respectively out of 11 statistical neighbours.

KS4 Disadvantaged Pupils

33. The gap between disadvantaged pupils in Surrey and disadvantaged nationally has reduced significantly and this year this group performed in line with similar pupils nationally. However they still perform below the cohort as a whole. Therefore improving the attainment and progress of pupils in receipt of the Pupil Premium remains a key priority at key stage 4.

End of Key Stage 5 (age 18)

34. A detailed updated on Key Stage 5 performance has been presented in an earlier paper.

Children looked after by the local authority

- 35. The goal of the Surrey Virtual School is to improve educational attainment, progress 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.
- 36. Surrey's 2013 attainment 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. 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.
- 37. Systems are now in place to ensure that the Virtual School is able to report on progress indicators to all relevant bodies. Please see the item to be presented by the Head of the Virtual School for more information on outcomes for looked after children.

Ofsted – to end of December 2013

- 38. Inspection results for all state funded schools within Surrey to the end of December 2013 were as follows:

Total good or outstanding schools		
	Surrey	National
Nursery	100.0%	95.2%
Primary	75.6%	80.0%
Secondary	86.8%	72.3%
Special	91.3%	86.8%
Pupil Referral Units	90.0%	80.2%
Total	78.7%	79.5%

- 39. The proportion of Surrey schools that were good or outstanding as at the end of the 2012/13 academic year is 79%. This is slightly below the national (79.5%) but above the south east figures (77%).
- 40. 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, 87% of all secondary schools are judged to be good or outstanding compared with 72% nationally. There are only two secondary schools now where leadership is not judged to be at least good. There are no Surrey secondary schools in a category of concern.
- 41. The proportion of primary schools judged to be good or outstanding remains an area of concern and is lower than that found nationally 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, RI). However, all that are judged to RI by Ofsted have been identified as Focussed Support Schools and are being intensively supported.

42. Eight schools are currently in an Ofsted category of concern. This is a decrease of eight since September and represents 2.6% of all schools. This is significantly below the proportion in the south-east (4%).
43. The proportion of primary schools that are outstanding (23%) remains considerably higher than the national and south east figures (both 17%).
44. Overall the proportion of pupils attending a good or better school is higher than both nationally or in the SE. However, this is due to the proportion of secondary schools being good or better being particularly high. A concern remains around the proportion of pupils attending a good or better primary school.

School Improvement Strategy

45. The new School Improvement Strategy launched on 1 April 2013. A summary is included as Annex 4. 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. Currently 111 schools are identified as Focussed Support Schools (FSS) and are receiving intensive monitoring and support. There was a proactive response to summer 2013 results with 10 schools being transferred to Focused Support. This number has been enabled due to additional funding from the Local Authority.
47. All Focused Support Schools have had a full Leadership Review which identifies the capacity of the leadership and the barriers to improvement. All Focused Support Schools have a bespoke package of support including leadership, teaching and learning, inclusion and governance consultants, support from schools with identified good practice, conferences and courses. For the majority of Focused Support Schools the intervention is a 6-term package with the expectation that the school will secure good in that time.
48. Focused Support Schools are all monitored on a half-termly basis. Most are making progress towards becoming a good school. However, in a number progress has been identified as being inadequate over a period of time and there have been significant concerns about the leadership and management. This has resulted in eighteen head teachers have been replaced and stronger leadership put in place. In other schools governance has been supported and enhanced.
49. 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. Most other schools receive some form of school-to-school support.

50. Ofsted reports show strong and effective support for schools. Inspections identified support as strong and effective in 97% of inspections and monitoring visits undertaken from April 2013. Feedback from schools and governors is also very positive about the new strategy.
51. Performance against KPIs is included in Annex 6.

Improving outcomes for disadvantaged pupils

52. A key focus of the new school improvement strategy is a focus on improving outcomes for disadvantage pupils. Therefore the 'No Child Left Behind – Everyone's Responsibility' strategy has been launched. The following actions are in place and agreed by schools:
- Primary Vision has decided to make narrowing the gap the key priority for 2013/14 to ensure all schools accept responsibility.
 - HMI have conducted a 'good practice' survey in six Surrey primary schools and outcomes published and shared – see annex 5
 - Additional research into Surrey context of FSM has been undertaken,
 - All primary schools have access to comparative and trend data for disadvantaged pupils
 - Where the achievement of disadvantaged pupils is below average consultants conduct additional support visits. These schools are paired with schools with identified good practice.
 - All school visits include a key focus on disadvantaged pupils.
 - Letters sent to schools with highest and lowest gaps from LA
 - Additional headteacher quadrant meetings each term with a disadvantaged pupil focus starting Spring 2014.
 - Primary Vision conference for all primary heads in June 2014.

Conclusions:

53. Whilst Surrey pupils continue to perform well at all key stages compared with their peers nationally and the majority of schools are now good or better there are still a number of priorities that need to be addressed. In particular, improving those primary schools that are struggling to improve to good and to improve the achievement of disadvantaged pupils.
54. Ofsted considers that it takes at least two years to move a school from 'Required Improvement' to Good.' The priorities for the coming year are to:
1. **embed** the strategy rigorously, monitoring and challenging schools
 2. **continue** to focus on leadership and management but with a clear focus on the improvement of teaching

3. **develop** further the partnership work particularly with the Teaching Schools and Multi-Academy Trusts
4. **reducing** the gap between disadvantaged groups and other groups through the 'No child left behind – Everyone's Responsibility' project

Recommendations:

55. Members are asked to:

- a) Consider the revised education results for 2013 presented in this paper alongside the more detailed analyses in the Annexes
- b) Consider the latest published Ofsted results of schools in Surrey and England.
- c) Consider the recommended actions to improve education performance in Surrey, particularly for disadvantaged pupils.
- d) Publish this report on the Council's website

Next steps:

Identify future actions and dates.

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Sources/background papers:

Annex 1 – Education data glossary

Annex 2 – Key Stage Results briefings

Annex 3 – Pupil Group Briefing: Disadvantaged Pupils

Annex 4 – Summary of the School Improvement Strategy

Annex 5 – KPIs

Annex 6 – Report from Ofsted on Surrey HMI Survey on Raising the Achievement of Pupils Eligible for Free School Meals