

SURREY COUNTY COUNCIL**CABINET****DATE: 3 FEBRUARY 2015****REPORT OF: MRS LINDA KEMENY, CABINET MEMBER FOR SCHOOLS AND LEARNING****LEAD OFFICER: NICK WILSON, STRATEGIC DIRECTOR FOR CHILDREN, SCHOOLS AND FAMILIES****SUBJECT: 2014 EDUCATION PERFORMANCE OUTCOMES****SUMMARY OF ISSUE:**

This report presents an overview of the 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 2014.

Surrey continues to perform better than the national and South East region in most key measures at all key stages. Attainment at the end of Key Stage 1, Key Stage 2 and Key Stage 4 in summer 2014 was in the top quintile nationally. In particular, Surrey is ranked 17th out of 150 local authorities for the proportion of pupils that achieve 5 or more good GCSEs with English and Mathematics. The achievement of disadvantaged pupils also continues to improve

As of 31 August 2014, the proportion of schools that are good or better is 81.4%. The proportion of secondary and special schools that are judged to be good or better remains significantly higher than both nationally and other schools in the South-East. Surrey is ranked 11th out of 150 Local authorities for the proportion of pupils in a good or better secondary school at 93%. The proportion of primary schools judged to be good or better, whilst increasing, remains a priority. Ofsted considers that support from the local authority provided to schools is strong and effective.

The Surrey School Improvement Strategy – Every School A Good School – implemented in April 2013 has had a significant impact. Targeted support and intervention to a wide range of schools has facilitated the improvement of many schools with, for example, attainment at the end of KS2 in schools that are on Focused Support increasing at a faster rate than both in other Surrey schools and nationally.

RECOMMENDATIONS:

It is recommended that the Cabinet notes the 2014 Education Outcomes as set out in the report.

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. Foundation Stage assessment changed significantly in 2013; as a result, trend data is only available for one year. A child is defined as achieving a Good Level of Development (GLD) if they achieve at least the expected level for all eight goals within the three prime area of learning: communication and language, physical development and personal, social and emotional development, and in all four of the literacy and mathematics goals within the specific areas of learning.

Early Years: Strengths

3. The proportion of pupils achieving a GLD in Surrey is now three points over the national average which takes the County Council within the top third of all authorities. The County Council has also risen from 8th to 7th (1st being top) out of its statistical neighbours. This reduces the gap on the top authority within the statistical neighbours and is now only four points away compared with nine last year.
4. As in the previous year, results for Surrey exceed the national average across all seven areas of learning. Both boys and girls are 3 points or higher in all their prime areas of learning than nationally and at least 5 points higher in their specific areas of learning.

Early Years: Key Priorities

5. The proportion of Surrey pupils eligible for free school meals (FSM) achieving a GLD has positively increased from 26% in 2013 to 38% in 2014, but is still under the national average of 45%. The gap between those obtaining a GLD who are FSM compared to those without FSM has grown over the last year and is larger than national at 26 points compared with 19.
6. Even though Surrey's boys and girls are performing higher than their national counterparts, the gender gap in favour of girls within Surrey has increased from 14 percentage points in 2013 to 18 in 2014. The largest increases were within Mathematics and Literacy.
7. 64% of girls whose first language was other than English achieved a good level of development compared with 43% of boys, a 21 percentage point difference; this is a 12 percentage point increase since 2013.

Key Stage 1 (ages 4-7): Strengths

8. In 2014, 75% and 89% of pupils achieved the required standards in Phonics in Year 1 and 2 respectively; 5 percentage points higher than 2013 and one percentage point above the national level.

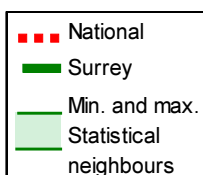
- 9. Overall, Surrey’s key stage 1 performance remains strong compared to all authorities nationally and to statistical neighbours. Performance improved or was maintained in all subjects and at all thresholds this year.
- 10. There is positive attainment gap at Level 3 and above between Surrey and national in reading and mathematics, where Surrey is ranked 2nd and 3rd, respectively out of 152 local authorities.
- 11. 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 4 out of 152 authorities nationally for mathematics at all thresholds.

Key Stage 1: Key Priorities

- 12. Surrey’s attainment at key stage 1 remains high at all thresholds (89% or more of pupils achieved level 2 and above in all subjects). Whilst still in the top 20 authorities nationally, Surrey’s national rank in writing remains below those in reading and maths at all thresholds this year.

Key Stage 2 (ages 7-11)

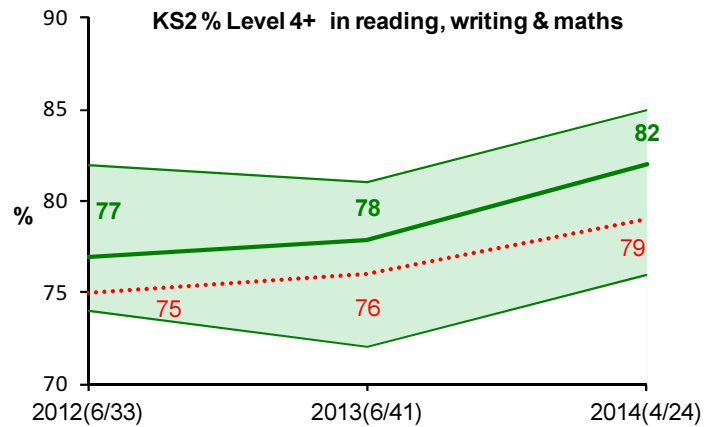
- 13. The Department of Education announced a number of changes to key stage 2 for 2013. They no longer calculate an English level but report the reading test and writing teacher assessment levels individually. As a result the floor targets indicator is now based on progress in reading, progress in writing,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



Figures in brackets represent Surrey’s ranking against our statistical neighbours and all other authorities in England.

Key Stage 2: Strengths

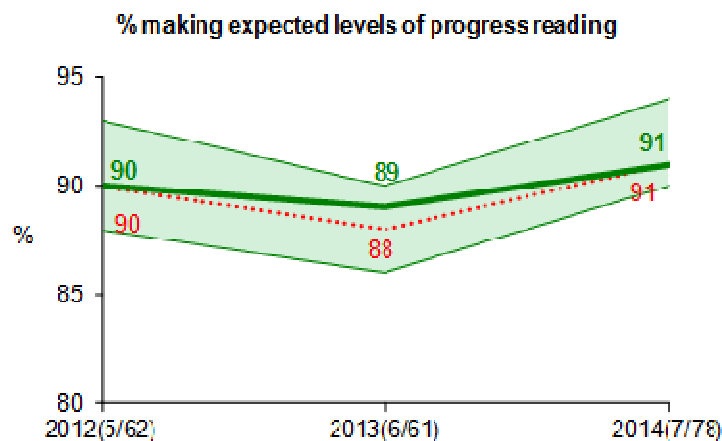
- 15. The proportion of pupils attaining level 4 and above in reading, writing and maths remains above national. Surrey is ranked 24th out of 152 local authorities and 4th out of 11 statistical neighbours for level 4 and above in reading, writing and maths. These rankings are improvements on last year.

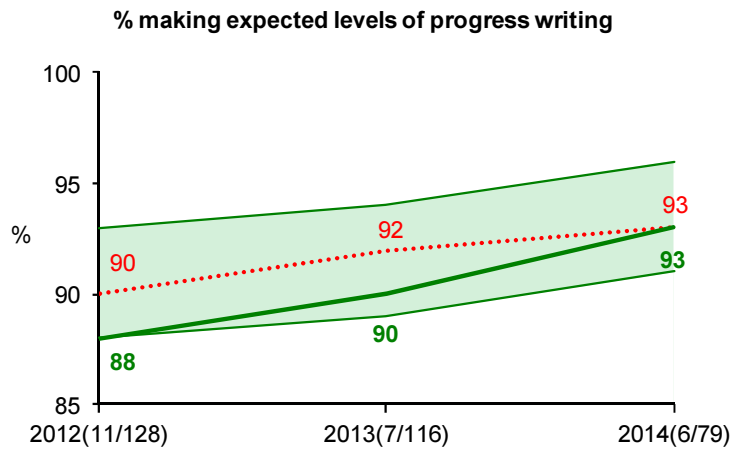


16. The proportion of pupils attaining level 5 in reading, writing and maths remains higher than national and Surrey is ranked 19th out of 152 local authorities.
17. The percentage of pupils attaining Level 4+ in the new grammar, punctuation and spelling test is above both the national and south east averages. Surrey is ranked 30th out of 152 local authorities.

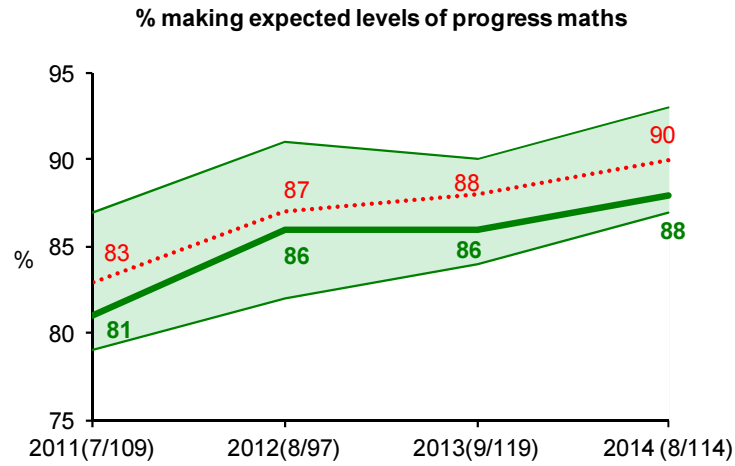
Key Stage 2: Key Priorities

18. 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.
19. The proportion of pupils making expected progress in both reading and writing is now equal to that seen nationally. The percentage of pupils who made expected progress in writing is 93%, three percentage points higher than last year. Surrey is ranked 79th out of 150 local authorities, an improvement of 37 places on last year. The percentage of pupils who made expected progress in reading is 91%, two percentage points higher than last year. Surrey is ranked 78th out of 150 local authorities, a fall of 16 places on last year.





- 20. Surrey remains below the national average for the percentage of pupils making expected progress in mathematics. Surrey is ranked 114th out of 150 local authorities. This is an improvement of 5 places on last year. The gap between the percentage of pupils making expected progress nationally and the percentage in Surrey has remained the same at two percentage points.



- 21. Improving the attainment and progress of pupils in receipt of the Pupil Premium remains a key priority at key stage 2 (see paragraph number 43 – 46 No Child Left Behind).
- 22. There are nine schools out of 204 below floor standard in 2014. This number cannot be directly compared with previous years as the attainment threshold increased from 60% in 2013 to 65% in 2014. Only five schools would have been below the floor in 2014 if the threshold had not changed, which is two schools fewer than in 2013.
- 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 schools with stronger schools that are able to assist them to improve their practices and outcomes.

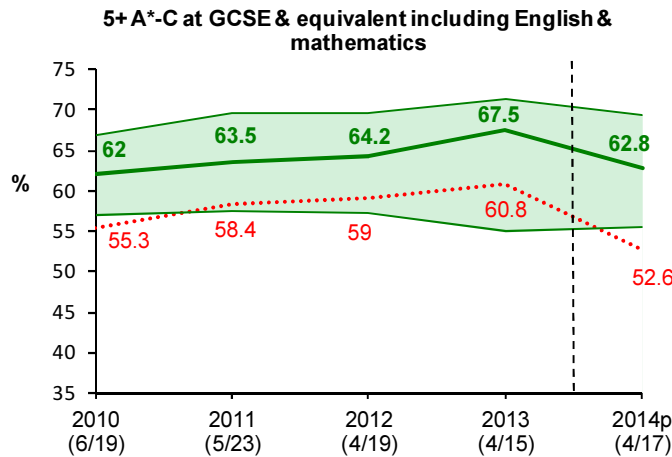
Key Stage 4 (ages 14-16)

- 24. Two major reforms have been implemented by the Department for Education which affect the calculation of key stage 4 performance measures data in 2014. In addition, there have been three further changes which apply to the 2013/14

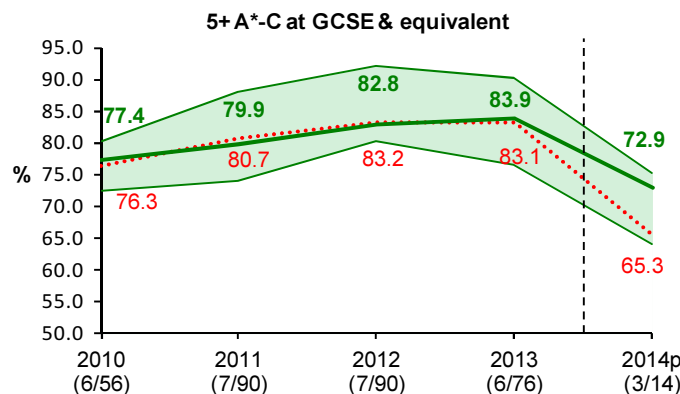
results but not to previous years. As a result, care must be taken when comparing the 2013/14 results with those for previous years.

Key Stage 4: Strengths

25. The percentage of Surrey pupils achieving 5+ A*-C including English and mathematics based on first entry is 62.8%. This compares to 56.1% nationally. Surrey has gone from 15th in 2012/13 to 17th in 2013/14 in the national rankings. Compared with statistical neighbours, Surrey has maintained its position of 4th (out of 11) for this measure.

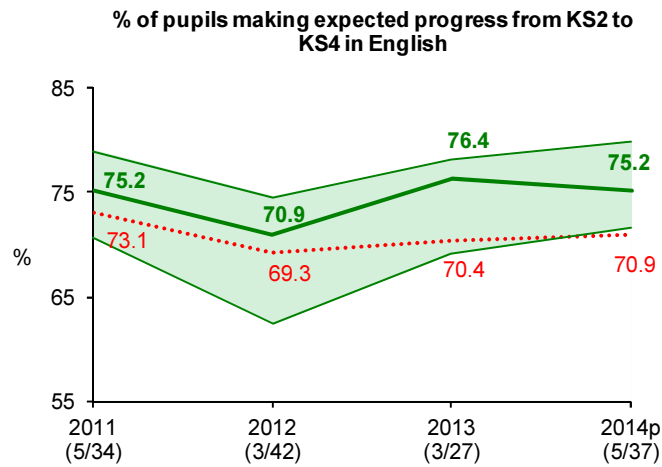


26. In 2012/13 the published statistics were calculated using a different methodology. The percentage of Surrey pupils achieving 5+ A*-C including English and mathematics using this 'best grade' method was 67.5%. The national figure was 60.8%.
27. The proportion of Surrey young people who achieved five or more GCSEs (any subjects) at grades A* to C in 2013/14 is 72.9%. Surrey remains above the national average of 65.3%. Surrey is ranked 14th for this measure in 2013/14, up from 76th the previous year. This puts Surrey in the top 10% of local authorities. In 2012/13 the percentage of Surrey pupils achieving 5+ A*-C was 83.9% compared with 83.1% nationally.

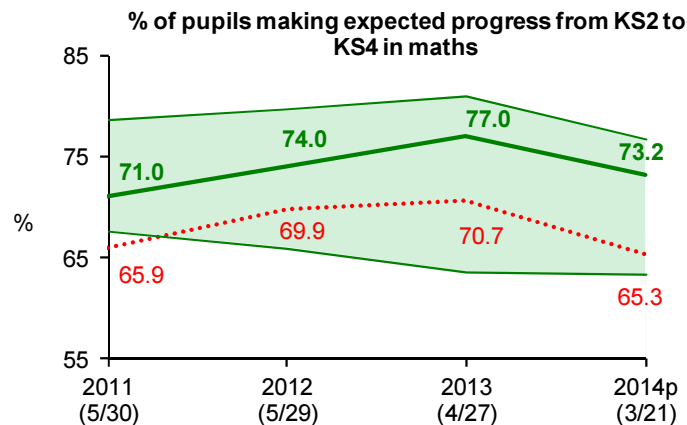


28. The changes to the methodology used for calculating the attainment statistics in 2013/14 have also had a significant impact upon the Key Stage 2 to 4 progress calculations. The proportion of pupils making expected progress in English is 75.2% in 2013/14 in Surrey compared with 71.0% nationally. Surrey

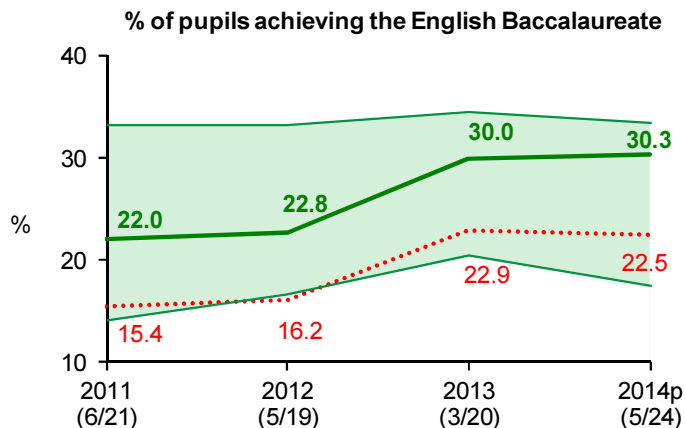
has gone from 27th to 37th in the national rankings. Compared to its statistical neighbours, Surrey has gone from 3rd to 5th place.



29. The proportion of pupils making expected progress in mathematics in 2013/14 is 73.2% compared with 65.4% nationally. Surrey has climbed one place to 3rd position in the statistical neighbour rankings. Surrey is ranked 21st nationally for this measure, compared with 27th in 2012/13.



30. Forty-six percent of pupils in Surrey were entered for all components of the English Baccalaureate in 2013/14 compared with 39 percent nationally. Of those who were entered, 30.3% of pupils in Surrey achieved this measure compared with 24% nationally. Surrey is ranked 5th compared to statistical neighbours and 24th nationally for the percentage of pupils achieving the English Baccalaureate.



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 2 (see paragraph number 43 – 46 No Child Left Behind).

Key Stage 5 (age 16+): Strengths

32. Provisional results at key stage 5 for 2014 indicate that average points per entry and the percentage achieving 2+ A Level passes (the minimum university entry requirement) are slightly above national, regional and statistical neighbour averages.
33. On average, Surrey pupils scored 213.9 points per entry, which is slightly higher than a grade C.
34. 91.7% of pupils completing A Levels in Surrey achieved 2 or more passes, putting the County Council in the top 25% of local authorities nationally.
35. 16.3% of pupils completing A Levels in Surrey achieved 3 or more passes at grades AAB or better. This places Surrey above the national average in 2014, and in the top third of Local Authorities, but slightly below regional and statistical neighbour averages.

Key Stage 5: Key Priorities

36. 11.7% of pupils completing A Levels in Surrey achieved passes at grades AAB or better including 2 or more passes in facilitating subjects. Surrey is placed 10th of 11 statistical neighbours against this measure, and below regional and statistical neighbour averages, though slightly above the national average.
37. The proportion of A Level entries in Surrey in 2014 that were in Science, Technology, Engineering and Maths (STEM) subjects (31.1%) was lower than regional, national and statistical neighbour comparators. Surrey is ranked 10th against its statistical neighbours and 90th nationally for this measure.
38. Babcock 4S works closely with school and sixth form leaders to improve outcomes through its Post-16 Leadership Development Programme and through its school monitoring arrangements. 30 of the 31 sixth-forms in Surrey are now rated Good or Outstanding by Ofsted (97%) which is a significant achievement on the part of schools and those who support them.
39. Ofsted is responsible for measuring quality within Surrey's Further Education (FE) provision. The Education Funding Agency (EFA), as the funding body, sets minimum floor standards and institutions which fall below them are issued with Notices to Improve. If the necessary improvements are not achieved within the time period set, the institutions are not funded to deliver provision in the relevant subject areas.

Children looked after by the local authority

40. Over the course of the last academic year covering the period of this report (September 2013 to July 2014) 706 children of statutory school age were pupils of the Surrey Virtual School because they remained, became or ceased to be looked after during this period. Over this period, around 40 percent of these

children, at any one time, were educated in schools or other educational provisions outside of Surrey's borders in more than 50 other local authorities across the UK.

41. All looked after children in Surrey's care are enrolled into the best performing schools available in the area where the child is placed, with Ofsted judgements of at least 'Good' in order to best support and accelerate opportunities for learning.
42. Key stage 1 results for 2014 show improvement on last year's results across the board and remain above the national average. 44% of pupils had no SEN in this cohort, compared with only 21% in 2013 and 29% in 2012. Overall results in percentage terms at key stage 2 remained similar to the previous year for Level 4 and above in reading (54%) and writing (42%), with an 11 percentage point improvement in mathematics (46%). They remain below the national average. This 2014 cohort had high levels of SEN (80%), including nine pupils (36%) with a statement.
43. Key stage 4 results have been confirmed to show that 13.2% of pupils achieved 5+ A*-C GCSEs, including English and mathematics. As a consequence of the change in methodology for GCSE calculations this year, national results have reduced to 12% - making Surrey's key stage 4 results above the national average for 2014.

No Child Left Behind Project

44. A key focus of the 2012/13 Service Delivery Agreement is narrowing the achievement gap between both low attaining pupils entitled to support provided by pupil premium and other pupils. This has been driven through the No Child Left Behind Campaign. During the year a wide range of initiatives were put in place including:
 - Additional Headteacher Quadrant Meetings
 - No Child Left Behind Leaflet
 - HMI survey
 - Detailed data analysis of Surrey context
 - Updated data available to all schools
 - 60 Audit of good practice
 - School visits
 - Primary Vision conference
 - Sharing information
45. The impact is beginning to be seen in improved outcomes at all key stages. In addition, schools are highly supportive of the project and the culture of high expectations and no excuses for all is increasingly embedded in schools. This work is a continued priority initiative for this academic year.
46. The performance of disadvantaged pupils (Free School Meals in the past 6 years or Looked After) in Surrey has improved across the primary key stages this year. National results are published at Key Stage 2. The gap between disadvantaged pupils in Surrey and disadvantaged pupils nationally has reduced in all key indicators at this key stage apart from expected progress in maths, where the gap remains the same. Outcomes for Surrey disadvantaged pupils remain below disadvantaged pupils nationally.

47. At Key Stage 4, the outcomes for disadvantaged pupils has declined. Until national figures are published it is unclear whether this is representative of changes in assessment or the outcomes for this cohort.

Ofsted

48. Ofsted carried out 106 inspections during the 2013/14 academic year. Inspection results for all state funded schools within Surrey to the end of the 2013/14 academic year were as follows:

Total good or outstanding schools		
	Surrey	National
Nursery	100.0%	95.9%
Primary	78.0%	81.5%
PRU	80.0%	83.1%
Secondary	90.4%	70.9%
Special	100.0%	89.6%
Total	81.4%	80.6%

49. The proportion of Surrey schools that were good or outstanding as at the end of the 2013/14 academic year is 81%. This is in line with the national and above south east figures (78%).
50. 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, 90% of all secondary schools are judged to be good or outstanding, up 5% from last year, compared with 71% nationally.
51. The proportion of primary schools judged to be good or outstanding remains an area of concern and is lower than that found nationally (81%), although in line with the south east as a whole (78%). The proportion of primary schools that are outstanding (24%) remains considerably higher than the national and south east figures (both 17%).
52. It should be noted that by the end of December 2014, the provisional figure for the proportion of good or outstanding primary schools in Surrey had risen to 79.4%. The comparable national figure is not yet available¹.
53. 93% of secondary pupils in Surrey attended a good or outstanding school at the end of August 2014, up 3 percentage points compared with 2013. This is considerably higher than the national figure of 70%.
54. 76% of primary pupils attend a good or outstanding school, up 1 percentage point compared to the end of August 2013. This compares with a national figure of 81%.

School Improvement: Every School a Good School - Impact

¹ Ofsted are due to publish their own provisional figures for the period to 31st December 2014 in late January 2015 and their official statistics in March 2015

55. A new School Improvement Strategy was introduced in April 2013 with the following key priorities.

To:

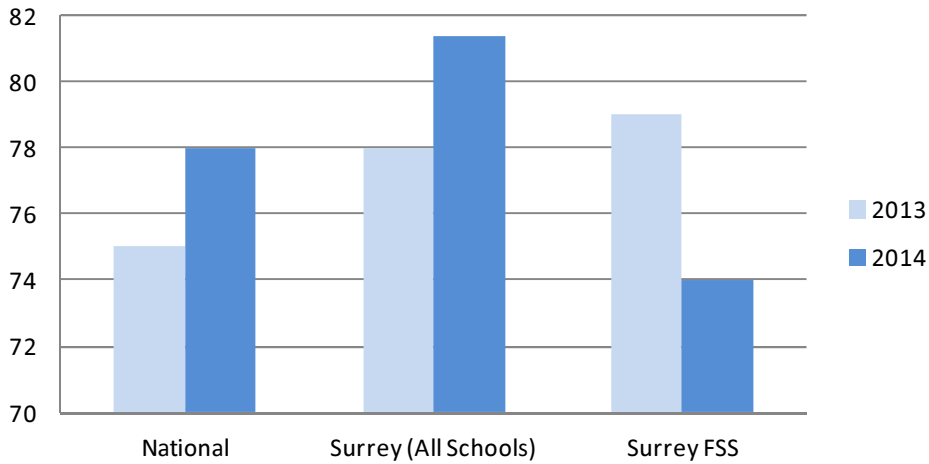
- Increase the proportion of schools that are judged by Ofsted to be 'good' or 'outstanding'
- Increase the proportion of children that attend a good or better school
- Improve the proportion of pupils that make or exceed expected progress in mathematics and English by the end of both KS2 and KS4
- Rapidly improve the attainment and progress of disadvantaged and vulnerable children so they achieve as well as other children
- Continue to develop leadership capacity at senior level through partnership work with Teaching Schools, National Support Schools and other good or outstanding schools
- Develop aspiring leaders to improve succession planning.

56. The Strategy identifies the appropriate support and challenge for all schools so they are able to improve further and share their expertise locally and more widely. It is based on a strategy of differentiated support for all schools. In order to distinguish between highly effective schools and those schools which would benefit from additional support, The county Council monitors all schools through the systematic and routine collection of information relating to school and pupil performance, and statutory compliance. Intensive support is given to any school that needs to improve to a position of securing 'good'. Once assessed, schools are put into one of two groups:

- **Overview Schools**
- **Focused Support Schools**

57. Over 100 schools were intensively supported through the Strategy as Focused Support Schools in 2013/14. These schools were provided a wide range of leadership, teaching and learning and inclusion support from both Babcock Consultants or from Systems leaders and other outstanding school practitioners. This has significantly contributed to the overall picture of improvement in terms of both outcomes for pupils and provision in schools as outlined in this paper.
58. Overall outcomes in Focused Support Primary Schools show improvements. The percentage of pupils attaining L4+ in reading, writing and mathematics in schools that were on Focused Support from April 13 until at least August 14 increased at a faster rate than both in Surrey and Nationally. Outcomes for children in Focused Support Schools overall are now higher than in all schools nationally with improvements in over 2/3 schools.

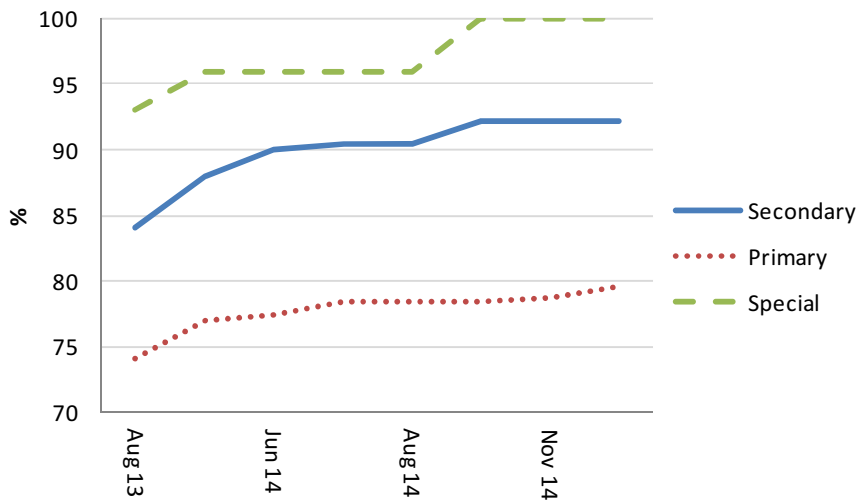
% of Pupils achieving L4 RWM



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- 59. In addition, two thirds of Focused Support Schools increased the proportion of pupils that made better than expected progress. Overall the proportion of pupils making at least expected progress increased in all three subject areas.
- 60. Since August 2013 the percentage of good or better schools has increased in Primary, Secondary and Special Schools.

% of good or outstanding schools



- 61. Sixteen schools have now had a Requires Improvement (RI) Reinspection. Of those eleven have been judged to be good and five RI for the second time. However, four of these were judged to have good leadership and management. One of those has now become a sponsored academy and so will not have an inspection history published by Ofsted.
- 62. An independent evaluation of headteachers in Focused Support Schools in January 2014 showed that there was a consensus in most cases that the support had had a positive impact on success as measured against the initial agreed success criteria and on progress data although some schools inspected

during the programme had not had the positive Ofsted judgement they were working towards. Aspects of the programme that head teachers universally recognised as a strength of the process are:

- The **partnership** with the leadership partners and reviewers
 - The expectation that **reports** will be produced by the school on a regular basis as part of the review of progress
 - The **Leadership Review**
 - The **brokered support**
63. Ofsted are required to comment of Local Authority Support in all of their inspection and monitoring reports. In over 98% of these support has been identified as being strong and effective.
64. Support for 20 schools was delegated and directly provided by one of Surrey's Teaching Schools or National Support Schools. Support for 18 schools is delegated to Teaching or National support schools. Most other Focus Support schools are supported in some way through School-to-school support using over 50 National, Local Specialist Leaders of Education (NLEs, LLEs and SLEs) In addition, one of Surrey's Teaching Schools also provides and intensive teaching programme on behalf of the Babcock funded through the SDA. Ofsted and the National College have identified this as strong practice.
65. Progress in Focused support schools is measured at least termly through an 'Intermediate Review and Challenge Meeting' (IRCM). Progress against priorities identified in the action plan is reviewed and three key judgements are agreed. These are:
- Progress towards securing a 'good' Ofsted judgment (*Insufficient/Reasonable/Accelerated*)
 - The impact of the school leadership on improving the quality of teaching and on pupil achievement: (*Inadequate / Reasonable / Strong*)
 - Does well co-ordinated support provide ongoing challenge to the school (*yes / no*)
66. At the last review 85% of schools were judged to be making at least reasonable progress with 45% showing strong impact of leadership. However, in 15% of cases progress is insufficient. Where there are two successive insufficient progress judgments additional action is taken which can involve the use of the LAs statutory powers or a change of leadership and/or governance. Since May 2013 there have been 27 changes of leadership as a result of actions from IRCM meetings.
67. A key focus of the 2012/13 SDA is narrowing the achievement gap between both low attaining pupils entitled to support provided by pupil premium and other pupils. This has been driven through the No Child Left Behind Campaign. See paragraphs 43-46 for more detail.
68. The School Improvement Strategy is being currently reviewed and revised to take into account feedback from schools and officers, the strengths and areas for development identified in this report and implications of the 20% reduction in funding due to cuts in the Education Service Grant to the Local Authority.

CONSULTATION:

69. A formal consultation process was not required for this report. This report has been shared with Peter-John Wilkinson, Assistant Director for Schools & Learning and the Children, schools and Families (CSF) Directorate Leadership Team.

RISK MANAGEMENT AND IMPLICATIONS:

70. There are no risk management implications of the information contained in this report which is for information only.

Financial and Value for Money Implications

71. The Local Authority receives funding for school improvement and other school support services via the Education Services Grant. This grant is reduced every time a school converts to be an academy and the funding redirected to the academy. At the point when a school converts to academy status it becomes responsible for commissioning its own school improvement support along with a range of other services and is funded directly. It is important to highlight that there is a financial implication to the local authority, if it continues to commission support services, including school improvement, for schools that have converted to academy status.
72. The Schools Forum approves an allocation of approximately £1.2m for support for all schools (including academies), top-sliced from all schools delegated budgets. This equates to approximately 20% of the total school improvement budget. Therefore, academies identified as Focused Support Schools are able to access a proportion of the identified support from this budget.
73. The additional funding from the Local Authority for School Improvement 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.

Section 151 Officer Commentary

74. The Section 151 Officer recognises the County Council's commitment to the 'Every School a Good School' agenda and confirms funding has been included in the base budget for school improvement across Surrey for 5 years.
75. The financial implication for the local authority around continuing to commission support services, including school improvement, for academy schools has been highlighted in this report.

Legal Implications – Monitoring Officer

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

Equalities and Diversity

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

WHAT HAPPENS NEXT:

78. A report will be produced for each of the local committees to show how the education outcomes for their area compare to the Surrey and national results. This will be based upon the revised 2014 data. These reports will be presented to the committees from February 2015 onwards.

Contact Officer:

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Consulted:

Peter-John Wilkinson, Assistant Director for Schools & Learning, CSF
CSF Directorate Leadership Team

Annexes:

None

Background papers:

None

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