

SURREY COUNTY COUNCIL**LOCAL COMMITTEE (WAVERLEY)****DATE: 20 MARCH 2015****LEAD OFFICER: PAULA EVANS, AREA EDUCATION OFFICER****SUBJECT: DATA OVERVIEW OF ACADEMIC PROGRESS WITHIN THE BOROUGH OF WAVERLEY****DIVISION: ALL DIVISIONS IN WAVERLEY****SUMMARY OF ISSUE:**

The report provides an analysis of performance which includes both the outcomes of statutory assessments and Ofsted judgements. The report indicates strengths and areas for improvement.

RECOMMENDATIONS:

The Local Committee (Waverley) is asked to note the content within the report for information only purposes.

REASONS FOR RECOMMENDATIONS:

The recommendation is to inform Local Committee members of the planned support being provided to schools in the borough of Waverley.

EXECUTIVE SUMMARY:

- In Early Years education 68% of pupils in Waverley achieved a good level of development in 2014. This is an increase of 11 percentage points from 2013 this percentage increase is the same as that seen across Surrey and higher than that seen nationally. Waverley is ranked 4th amongst the 11 district and borough councils across Surrey.
- At KS1 the percentage of pupils in Waverley achieving Level 2B+ is above the Surrey and national average in all three subjects of reading, writing and mathematics.
- At KS2 a higher percentage of pupils in Waverley attain Level 4 or above in combined reading, writing and mathematics than pupils nationally. They also attain 5% higher than the Surrey average. Waverley is ranked 1st in this measure amongst the 11 district and borough councils across Surrey.
- The percentage of pupils in Waverley making expected progress from KS1 to

KS2 in reading and in writing is higher than the Surrey average and national average. In mathematics, it is higher than the Surrey average and in line with the national average. In addition, the rate of improvement in Waverley, in this measure, is higher than that of Surrey as a whole.

- At KS4 67.2% of pupils in Waverley achieved 5 or more GCSEs or equivalent at grades A* to C including English and mathematics (First Grade Results). This is above the floor standard of 40%, higher than the Surrey average of 62.8% and the national average of 56.1%.
- Expected progress from KS2 to KS4 in Waverley, in English and in mathematics is higher than the Surrey average, the national average and above the floor standard.
- Attainment at KS5 is above the national average and Surrey average. Waverley is ranked 1st in this measure amongst the 11 district and borough councils across Surrey.
- In Surrey, the percentage of disadvantaged pupils making expected progress in reading, writing and mathematics at KS2 is lower when compared with the percentage of disadvantaged pupils nationally.
- At KS4 the attainment and progress of disadvantaged pupils across Surrey is in line with the national average.
- In Waverley, 88% of schools were judged to be good or outstanding by Ofsted. This compares to 83% in Surrey and 81% nationally.

1. INTRODUCTION AND BACKGROUND:
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1.1 Schools open during 2013/14 academic year

Waverley	Number of schools- Jan 2014	Number of pupils- Jan 2014	% Ofsted rated good or outstanding- Dec 2014
Nursery	1	71	100%
Infant	16	1,945	
Junior	6	1,907	
Primary	15	4,192	
Primary phase academies	2	932	
Total Primary phase	39	8,976	84%
Secondary	3	2,595	
Secondary academies	4	3,631	
Total Secondary phase	7	6,226	100%
Special	2	205	100%
Special academies	0	0	
Pupil Referral Units	0	0	-
Total Special	2	205	
Total All Schools	49	15,478	88%

Data Source: January 2014 Annual School census. DfE Academies tracker. Provisional Ofsted December 2014

1.2 Percentage of school population living within the borough

% of pupils living in borough January 2014 Census	Primary		Secondary	
	In borough	In County	In borough	In County
Borough	89%	93%	68%	76%
Surrey	96%	96%	90%	90%

Data Source: January 2014 Annual School census. Calculated by Surrey CC

Compared with Surrey as a whole, Waverley has a lower proportion of pupils attending its primary and secondary schools within the borough.

1.3 Context of school population January 2014

January 2014 Census % of pupils...	Borough	Surrey	National
Special Educational Needs	17%	17%	18%
Disadvantaged pupils*	14%	15%	27% (approx)
English as an Additional Language	5%	11%	16%

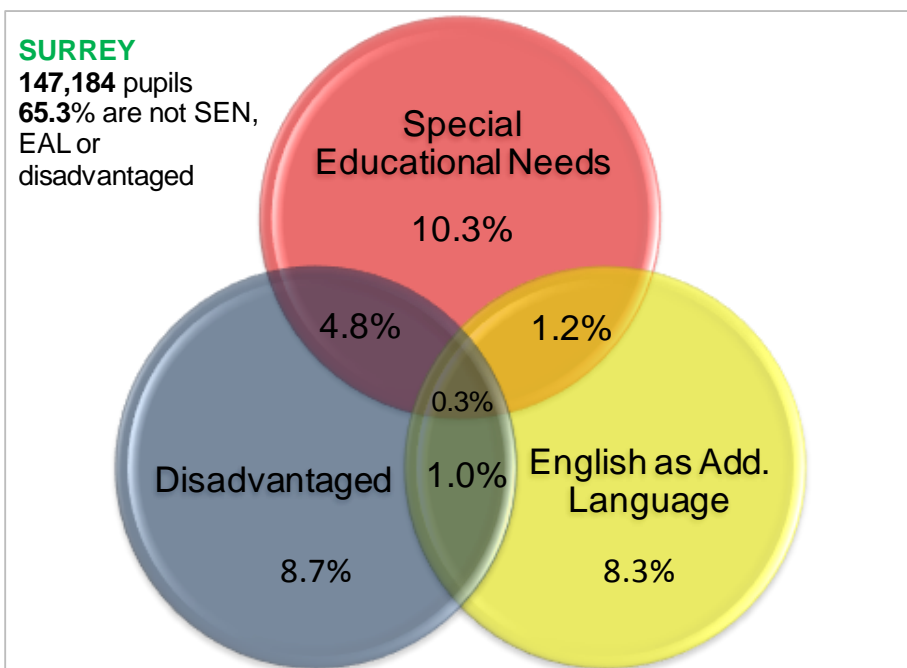
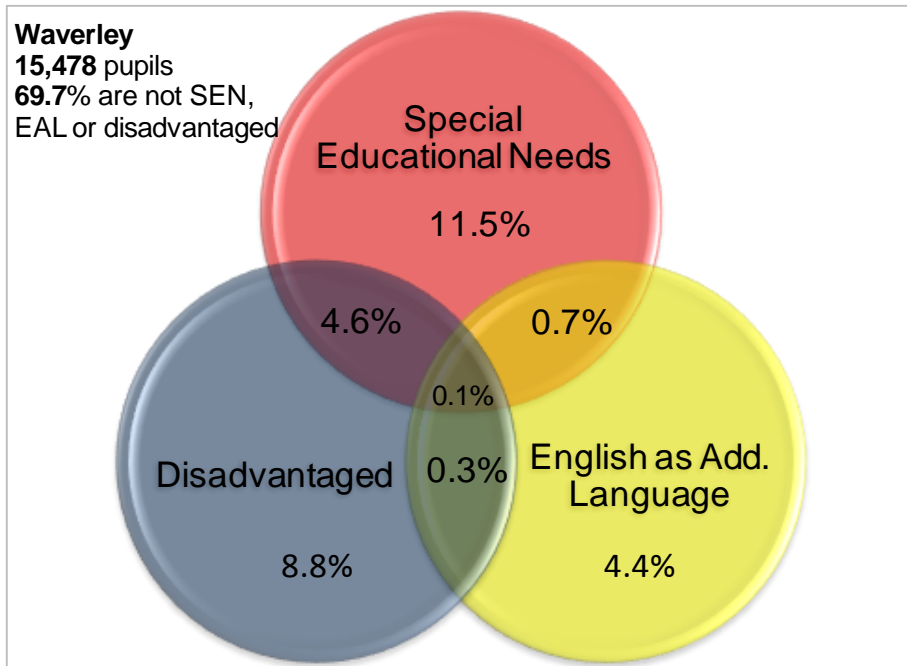
*Disadvantaged = eligible for free schools meals during last 6 years or looked after for 6 months+

Data Source: January 2014 Annual School census. Calculated by Surrey CC

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The table above shows how the school population of Waverley compared with that of Surrey as a whole in January 2014 in three key measures. The diagram below shows the percentage of pupils that make up these groups both in Waverley and in Surrey as a whole, and illustrates the fact that some pupils can be included in two or even all three designated groups.

Compared with the Surrey picture, Waverley has a noticeably higher proportion of pupils without any of the three factors considered here. Waverley has a considerably lower proportion of pupils for whom English is an additional language. It also has a higher proportion of pupils with Special Educational Needs.



Data Source: January 2014 Annual School census. Calculated by Surrey CC

Links to more detailed information at school and borough level can be found in Annex 2.

1.4 School places

Surrey County Council has a statutory duty to ensure there are sufficient school places in the county to meet the present and future demand for school places. The demand for schools places changes over time based on the birth rate, migration into the county and new housing developments. Likely demand for school places is projected using data on these factors.

For the five year period, 2014 - 2019, Surrey County Council has commissioned a capital school building and expansion programme to supply an additional 13,000 school places to meet the projected demand. Much of this demand is presently focussed on primary schools due to an increase in birth rate over the last ten years. As these children progress into secondary school we can expect to see a similar demand for additional places in the secondary phase in the next five years and beyond.

For September 2014 a number of temporary 'bulge' classes were implemented at schools across the county to support the expansion programme and meet exceptional demand where it occurred.

In Waverley, Surrey County Council projects the need for an additional two permanent forms of entry within primary and four within secondary (a form of entry is typically 30 pupils, but there may be some variation to this) to meet projected demand to 2019 at both primary and secondary level. The School Commissioning Team works closely with the Area Education Officers and schools in each area to find solutions to school places.

Please note, the Council are aware of secondary free school bids that have been submitted to the DFE, and it is expected that some of the forms of entry listed above will be provided by successful free schools, which are anticipated to grow in line with demand.

In addition, the secondary school place programme is under review in terms of cost and so secondary place figures will not be finalised until later in the year.

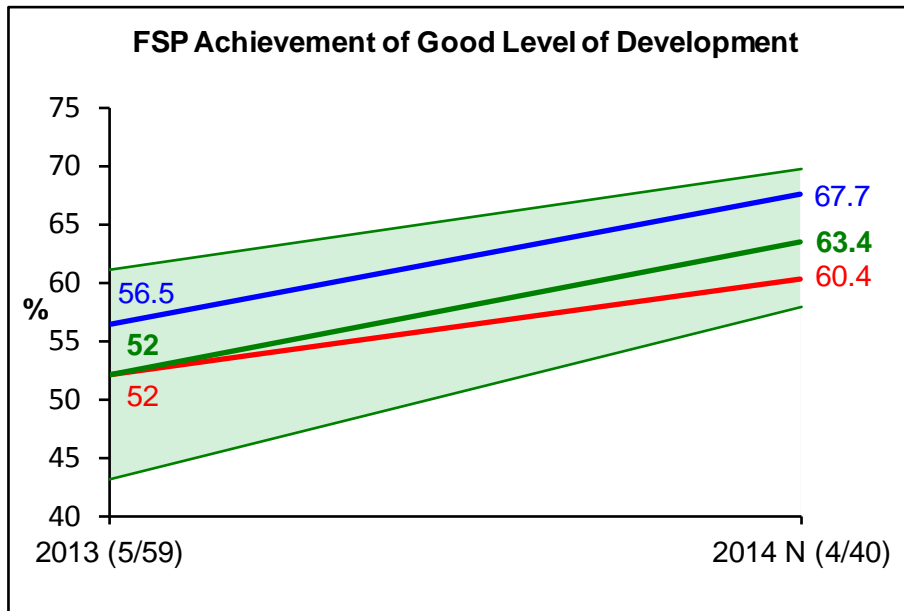
2. ANALYSIS:

Trend Graph Master Key

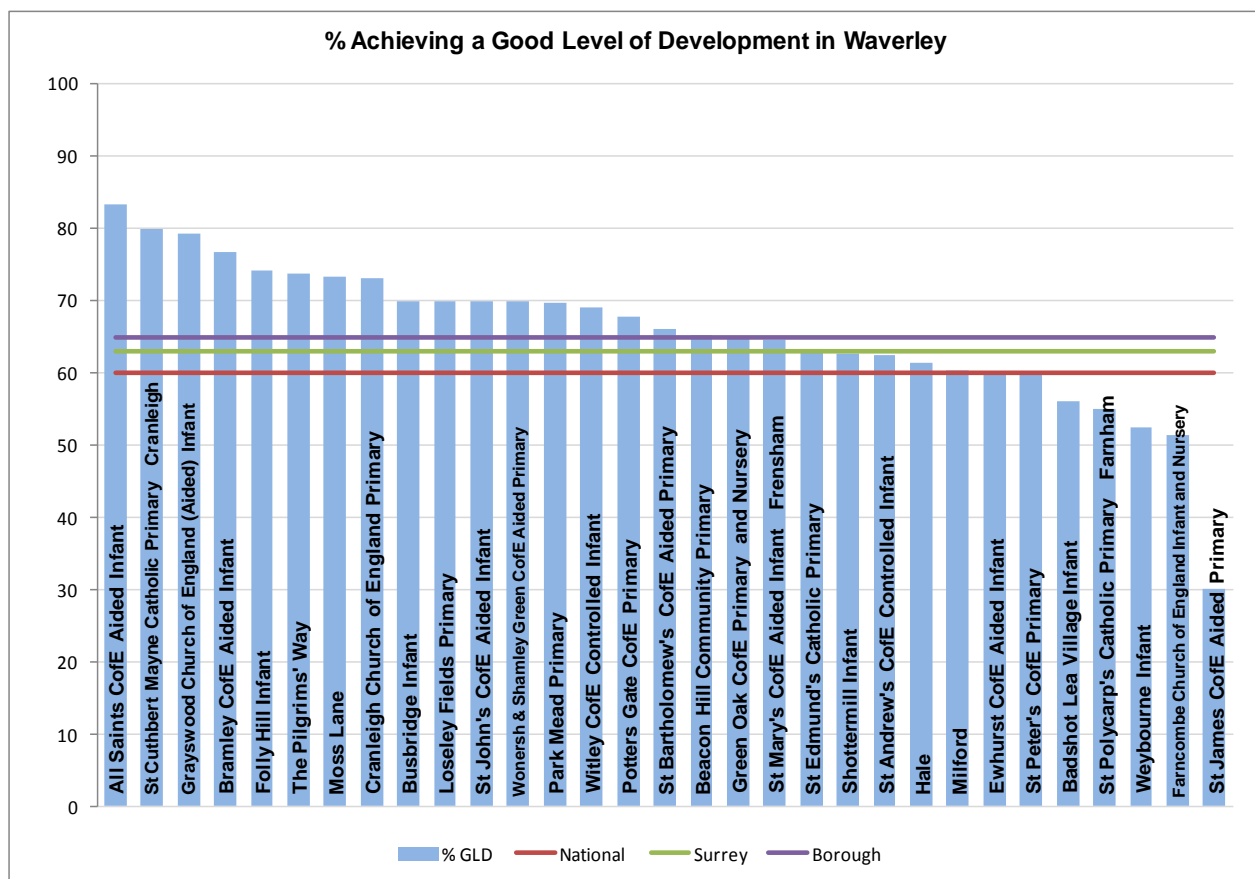
<ul style="list-style-type: none"> — National — Borough — Surrey 	<ul style="list-style-type: none"> Minimum and maximum borough (Elmbridge, Epsom & Ewell, Guildford, Mole Valley, Reigate & Banstead, Runnymede, Spellthorne, Surrey Heath, Tandridge and Woking) <p>Figures in brackets represent borough ranking (Borough/National)</p>
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2.1 Early Years

A child is defined as achieving a Good Level of Development (GLD) if they achieve at least the expected level within the following areas of learning: communication and language; physical development; and personal, social and emotional development; literacy; and mathematics.



The proportion of pupils achieving a good level of development in Surrey is three percentage points above the national average this year. Surrey LA has improved 19 places in terms of national ranking compared to last year. 68% of pupils in Waverley achieved a good level of development this year compared with 57% in 2013. This is an increase of 11 percentage points compared to an 11 percentage point increase in Surrey and an 8pp increase nationally. Waverley is ranked 4th amongst the 11 district and borough councils across Surrey. There are 5 schools in Waverley whose results were below National averages for a Good Level of Development this year.



2.2 Key Stage 1 (ages 5-7)

The expected level of attainment at the end of Key Stage 1 is a Level 2. In Surrey, the majority of pupils achieve this level. Level 2 is divided into 3 sublevels: a 'weak' level 2C (pupil is at the bottom end of the range), a 'secure' level 2B (pupil is in the middle of the range) and a 'strong' level 2A (pupil is at the top of the range). In Surrey, the focus is on achievement of a secure Level 2B or above.

The percentage of pupils in Waverley achieving Level 2B+ is above the Surrey and national averages in all subjects.

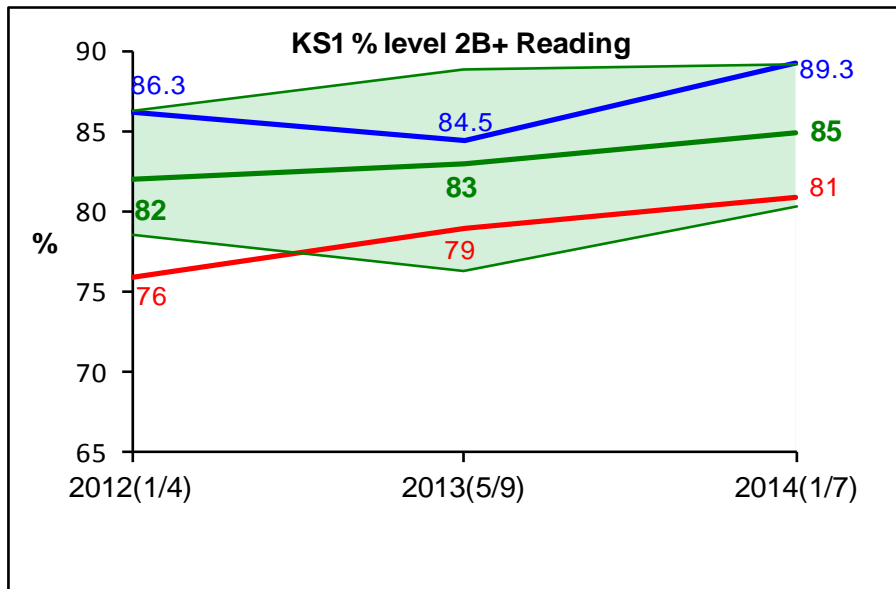
% achieving Level 2B+ 2014	Reading	Writing	Maths
Borough	89.3%	80.3%	88.4%
Surrey	85%	74%	85%
National	81%	70%	80%

Data Source: 2014 Key Stage 1 pupil level data. Calculated by Surrey CC. National- DfE SFR34/2014

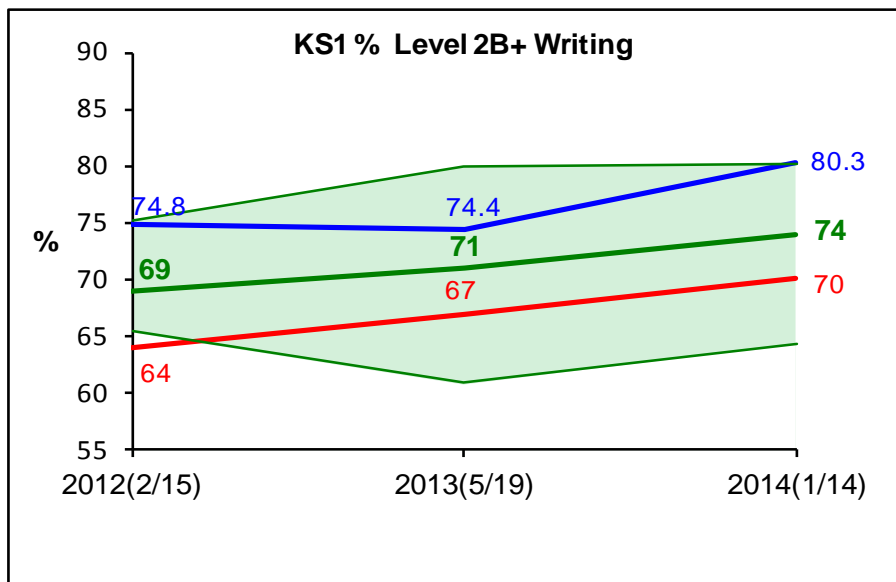
2.3 Key Stage 1 – Trend analysis.

The following graphs show the three year trends for Level 2B+ in Reading, Writing and Maths.

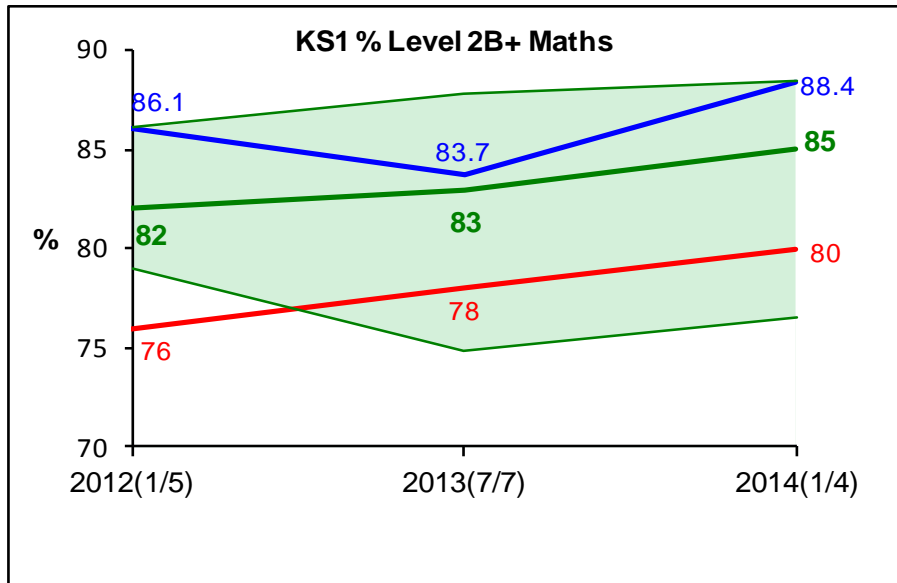
In all three years Waverley is above the national and Surrey averages for Level 2B+ Reading. The rate of improvement in the borough has been greater than for Surrey as a whole.



Waverley has been above Surrey and National averages for L2B+ writing in all three years. It showed significant improvement of 6 pp compared to last year in this measure which places Waverley into rank 1 amongst all other 11 boroughs.



In terms of L2B+ Maths, Waverley is again above national and Surrey averages in all three years. As for Maths, the rate of improvement in Waverley has been faster than that seen in Surrey as a whole.



2.4 Key Stage 2 (ages 7-11)

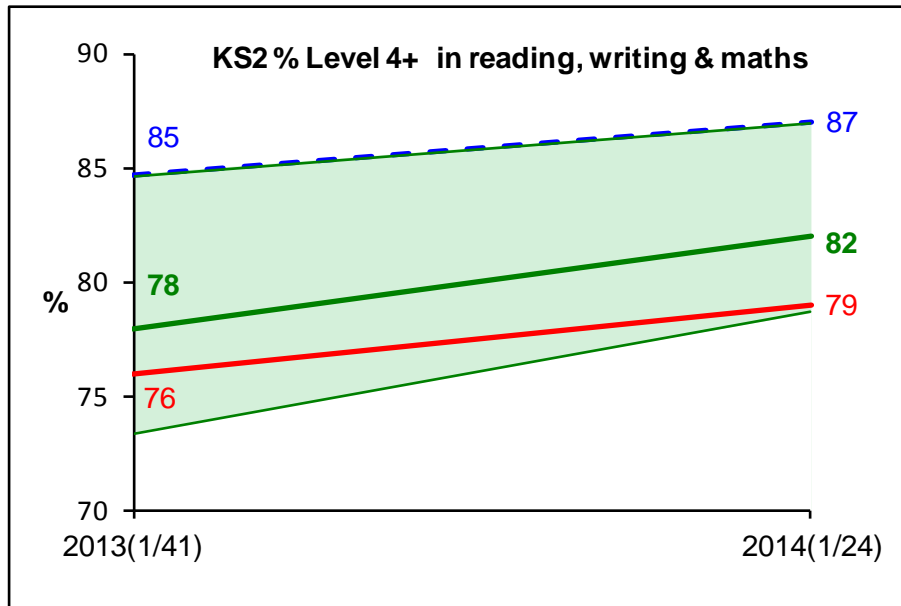
The expected level of attainment at the end of Key Stage 2 is a Level 4. DfE also measure progress made by individual pupils between the end of Key Stage 1 and the end of Key Stage 2. The transition matrix in Annex 3 shows how DfE make the judgement as to whether or not a pupil has made expected progress.

The key performance measures for Key Stage 2 changed in 2013. Achievement of Level 4 and above in English and maths has been replaced by achievement of Level 4 and above in reading, writing and maths. In addition, expected progress is now measured in reading, in writing and in maths rather than in English and in maths.

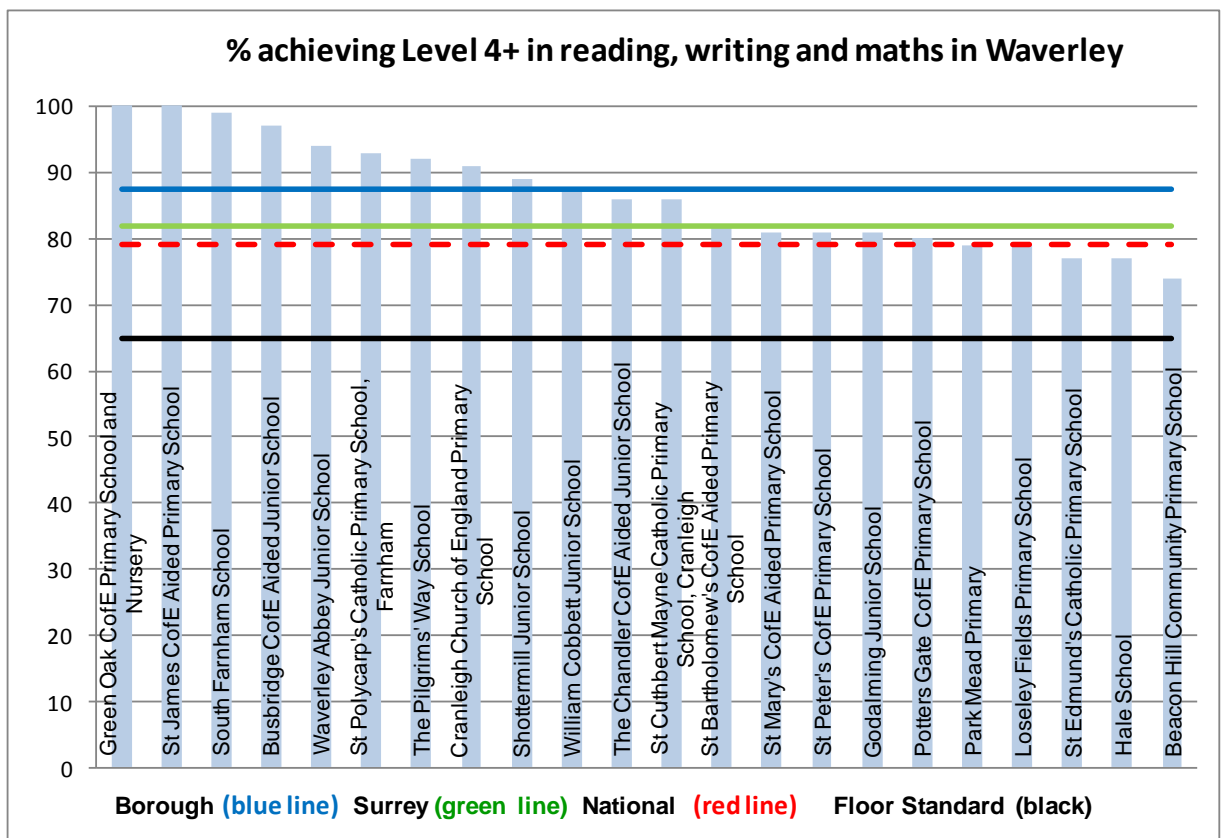
The DfE set 'floor standards' for each of these four measures. These are minimum standards that all schools are expected to reach. Considered against these, a school would be seen as underperforming in 2014 if:

- fewer than 65% of pupils at the end of Key Stage 2 achieved level 4 or above in reading, writing and maths **and**
- below the average percentage of pupils at the end of KS2 made expected progress in reading (2014 national median = 94%) **and**
- below the average percentage of pupils at the end of KS2 made expected progress in writing (2014 national median = 96%) **and**
- below the average percentage of pupils at the end of KS2 made expected progress in maths (2014 national median = 93%)

This graph shows Waverley is above National and Surrey averages for the last two years in Level 4 or above in combined reading, writing and maths. In this measure Waverley is top performing amongst all 11 boroughs.

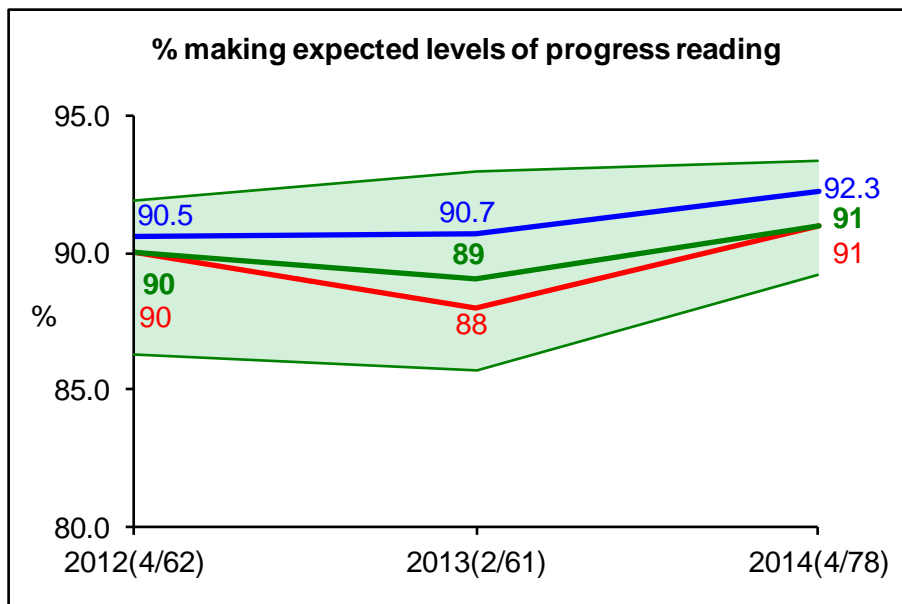


87% of pupils in Waverley achieved Level 4 or above in combined reading, writing and mathematics which was above the Surrey average of 82% and above the national average of 79%. Waverley was placed 1st in this measure amongst the 11 districts and borough councils. Three of the 22 schools were below both the Surrey and national average.

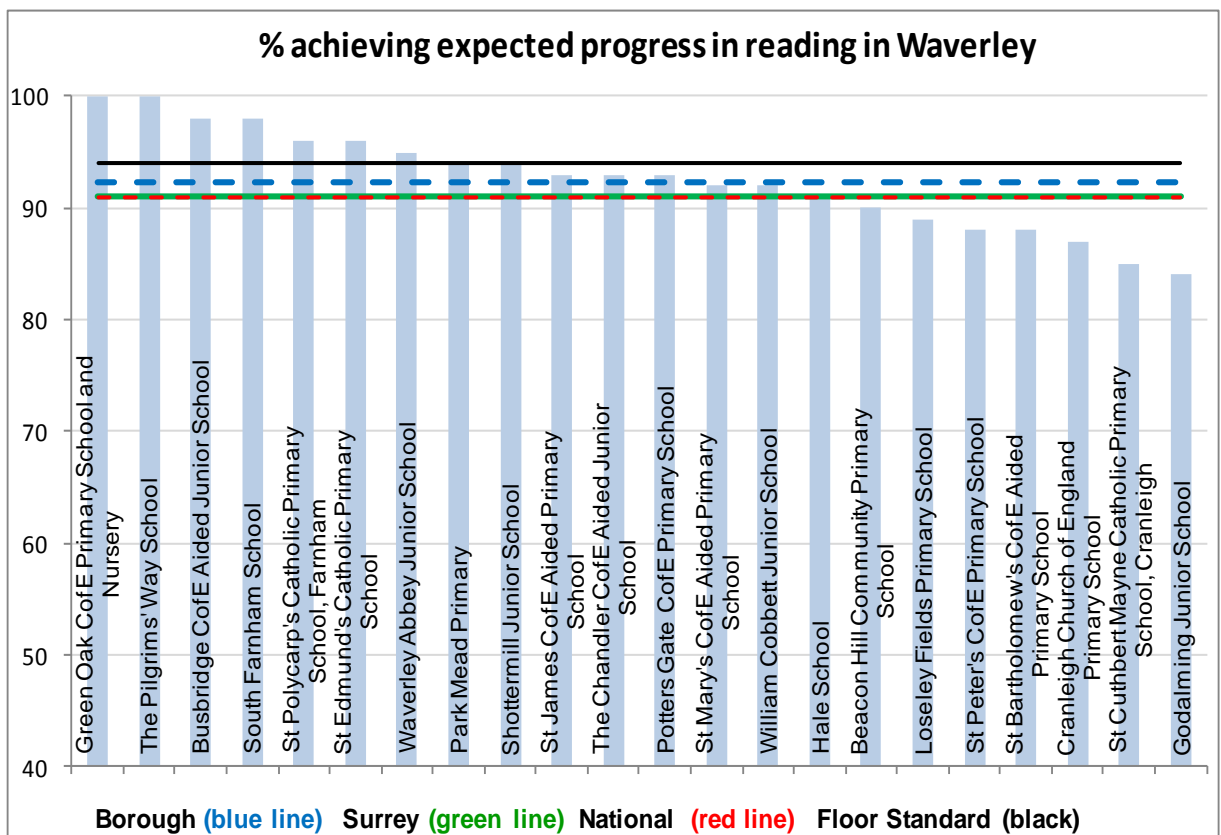


Data Source: 2014 DfE Performance Tables

In Waverley, the percentage of pupils making expected progress in reading in the last three years is above both the Surrey and National averages. Waverley was placed 4th amongst all 11 boroughs on this measure in 2014.

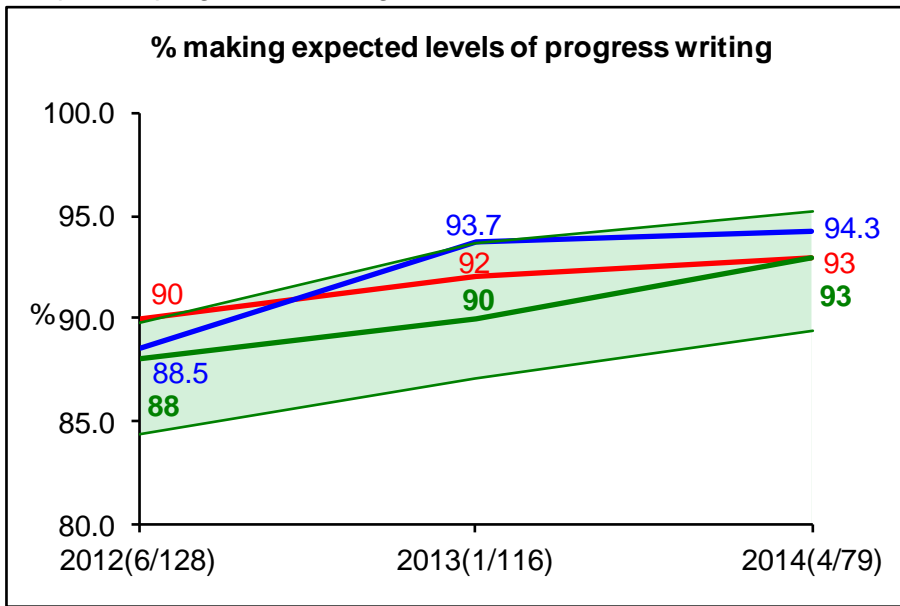


92% of pupils in Waverley achieved the expected level of progress in reading which was above the national and Surrey average of 91%, and below the floor standard (94%). There are 7 out of 22 schools in Waverley which were below national and Surrey averages in expected progress in Reading.

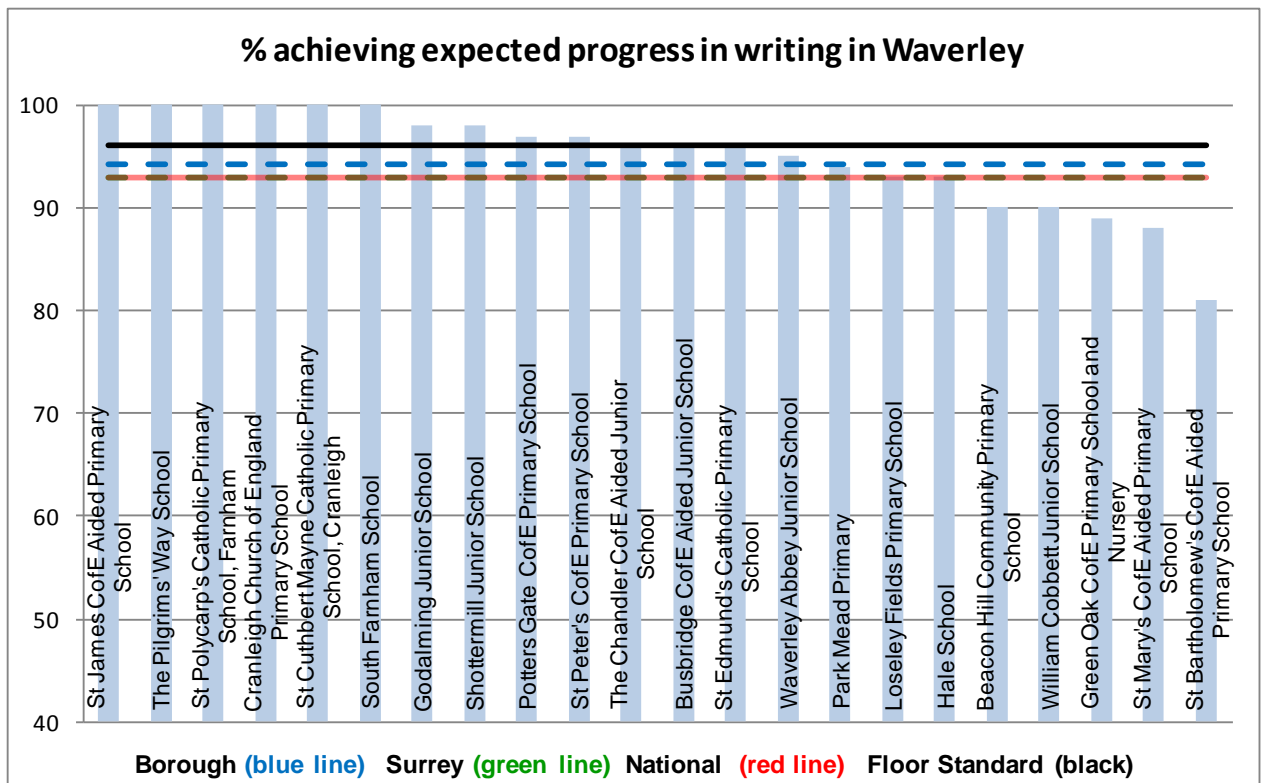


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Waverley has been above the national and Surrey averages for the last two years in expected progress in writing.

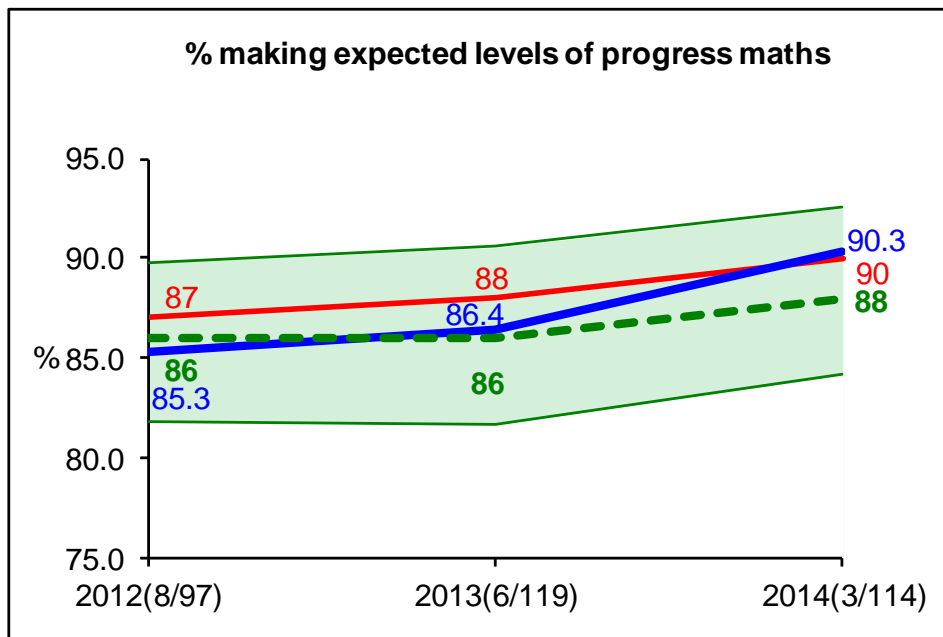


94.3% of pupils in Waverley achieved the expected level of progress in writing which was above the Surrey and National average (93%), and below the floor standard (96%). There were 5 out of 22 schools in Waverley which were below the national and Surrey averages in expected progress in Writing.

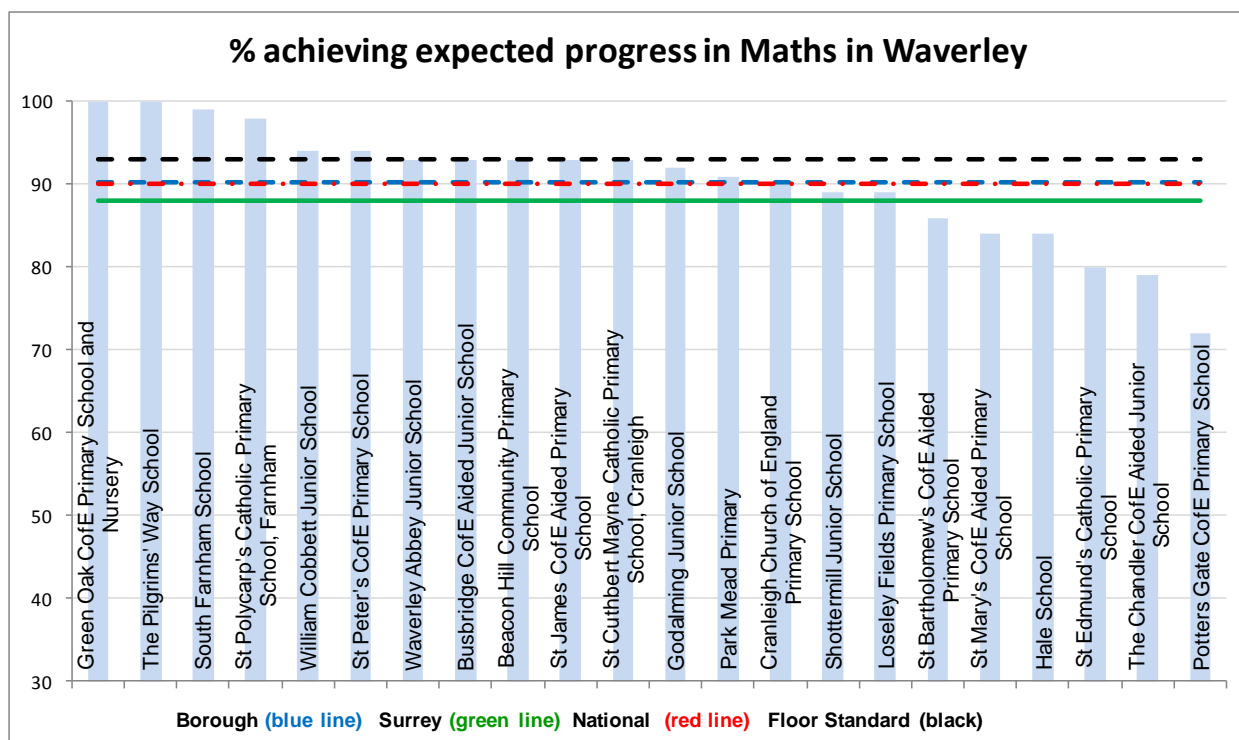


Waverley has been below national and in line with Surrey averages in the previous two years in terms of expected levels of progress in maths. However, this year it is

in line with national and above Surrey averages. In addition, the rate of improvement in Waverley is higher than that of Surrey as a whole in this measure.



90.3% of pupils in Waverley achieved the expected level of progress in mathematics which is above the Surrey average (88%) and the national average (90%) but below the floor standard (93%). There are 6 out of 22 schools in Waverley below Surrey and National averages in this measure.



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A school failing to reach all four thresholds is designated as below the expected floor standards for 2014. There are no schools in Waverley which fell into this category in 2014 which is an improvement compared to last year when 1 school did not meet all of the floor standards.

2.5 Key Stage 4 (ages 14-16)

There are two major reforms that have had an impact on the 2013/14 GCSE and equivalent results. These should be taken in to consideration when looking at the latest results alongside previous years. These changes only apply to figures shown for 2013/14. The new methodology has not been applied to previous years. More detailed information can be found at Annex 6.

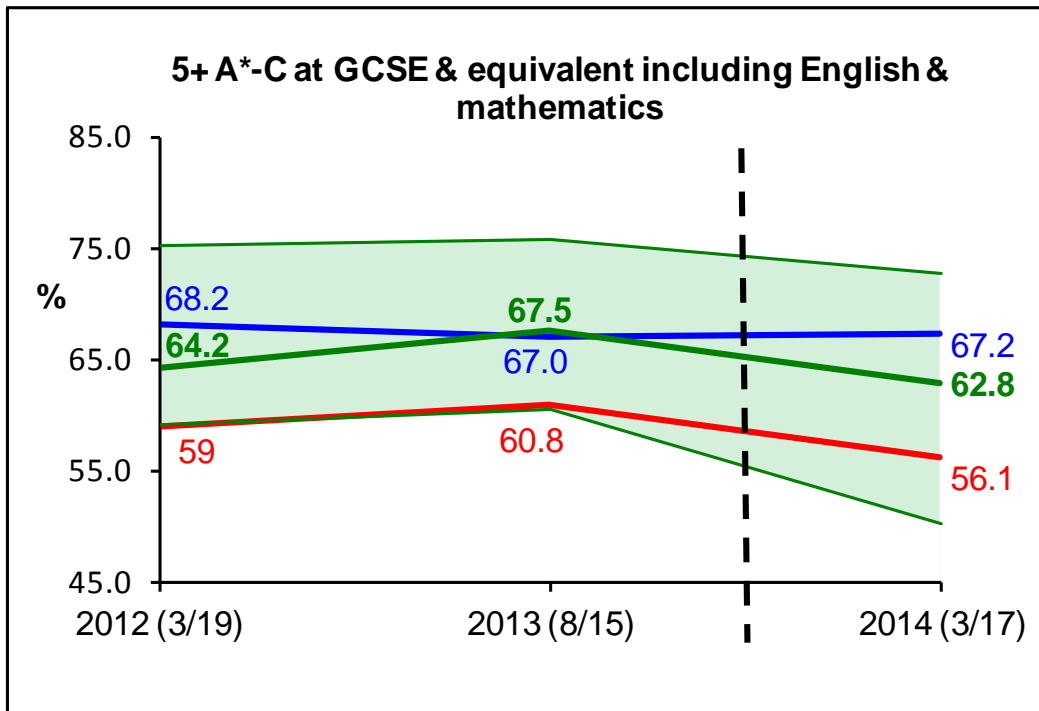
The DfE set 'floor standards' for each of these three measures. These are minimum standards that all schools are expected to reach. A school will be below the floor standard if:

- Fewer than 40% of pupils achieve five or more GCSEs at grade A*-C or equivalent, including GCSEs (or iGCSEs) in both English and mathematics **and**
- The school has a below median score for the percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in English **and**
- The school has a below median score for the percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in mathematics

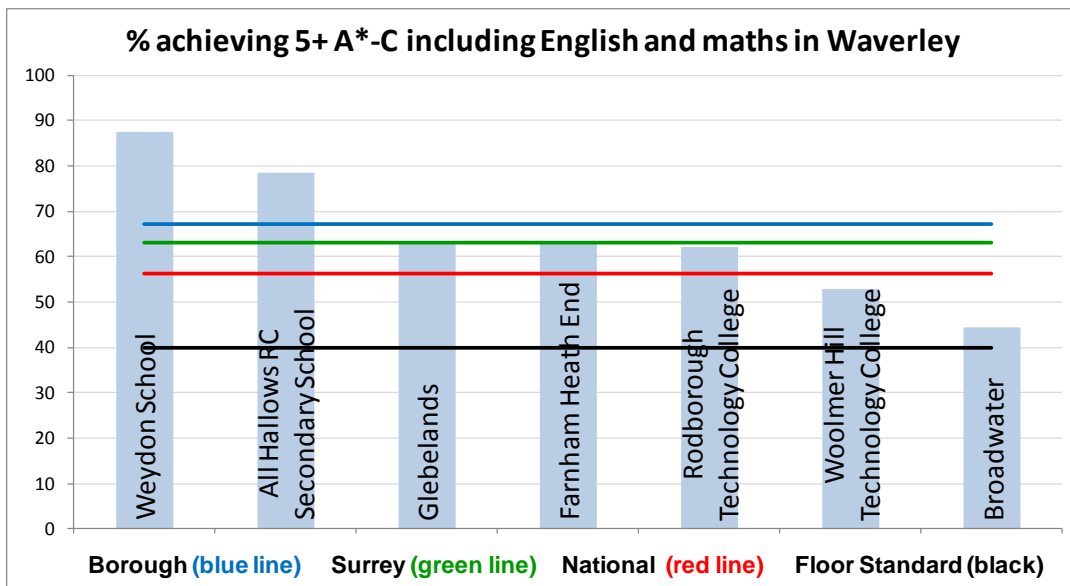
The national median school score for pupils making expected progress in English was 74% and in mathematics was 67% in 2013/14.

In 2014 no schools in Surrey fell below the floor standards in all of these three measurements.

The overall performance of pupils attending schools in Waverley was above the Surrey and National average in 2012 and 2013 using the old methodology. With the new methodology Waverley is above the National and Surrey averages in terms of attainment. Regarding the progress made by pupils in English and in Maths using the new methodology, again Waverley is above National and Surrey averages.



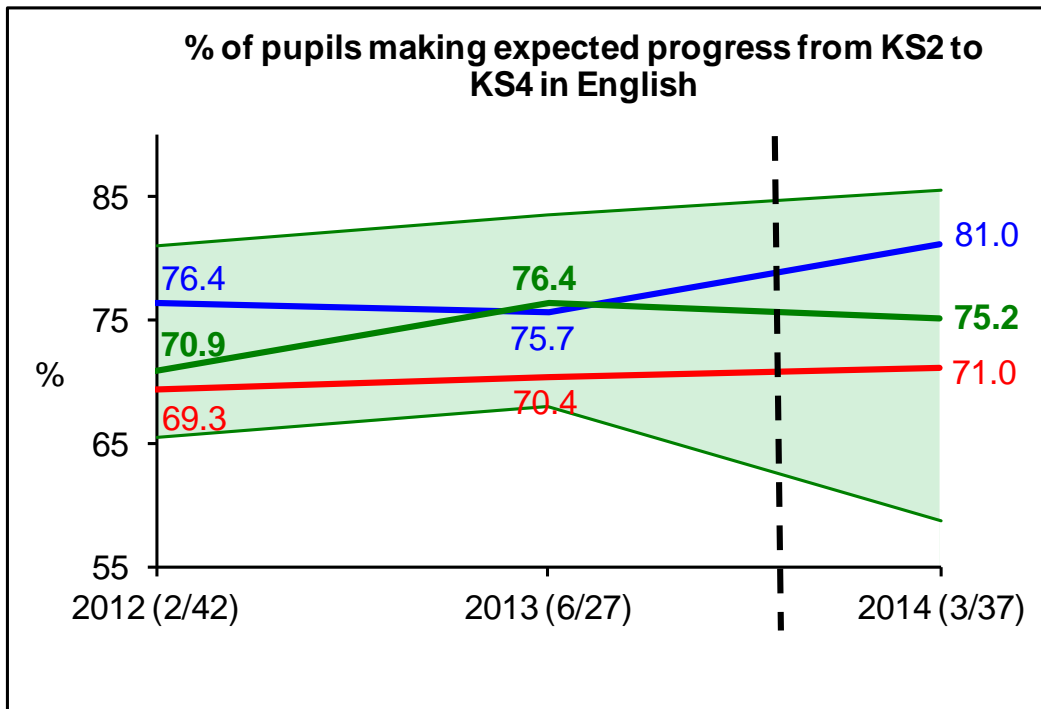
67.2% of pupils attending schools in Waverley achieved 5 or more GCSEs or equivalent at grades A* to C including English and mathematics (First Grade Results). This is above Surrey average of 62.8%, the National average of 56.1% and the floor standard of 40%.



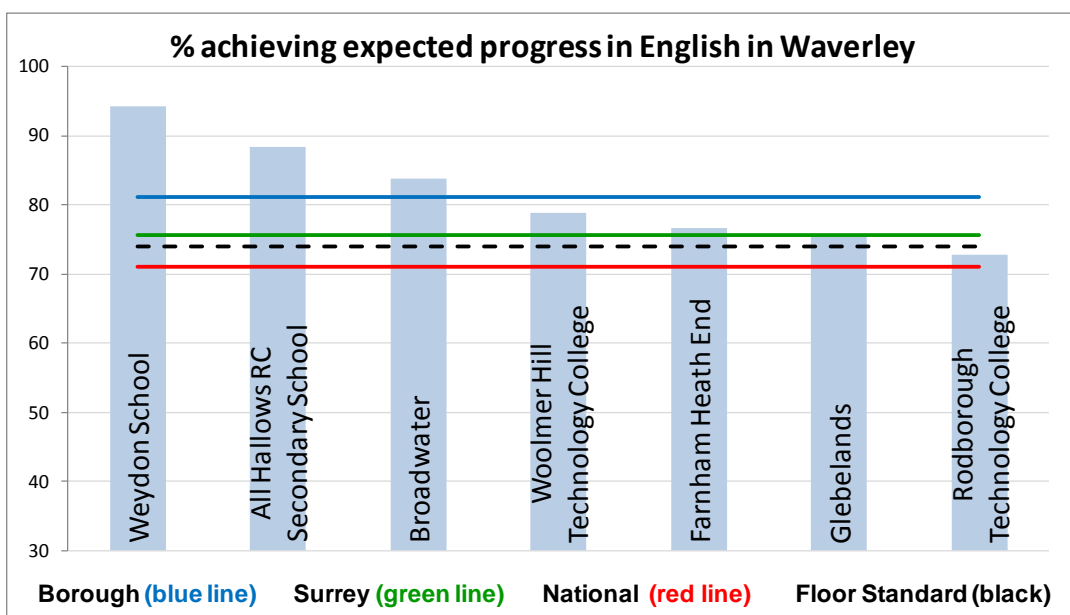
Data Source: 2014 DfE Performance Tables Provisional

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Waverley has performed well in achieving the expected progress between Key Stage 2 and 4 in English in the last two years. It was above the National and just below Surrey averages last year. This year with the new methodology it showed significant improvement of 5 pp which is above Surrey and National averages. It ranked 3rd amongst the 11 boroughs on this measure in 2014.

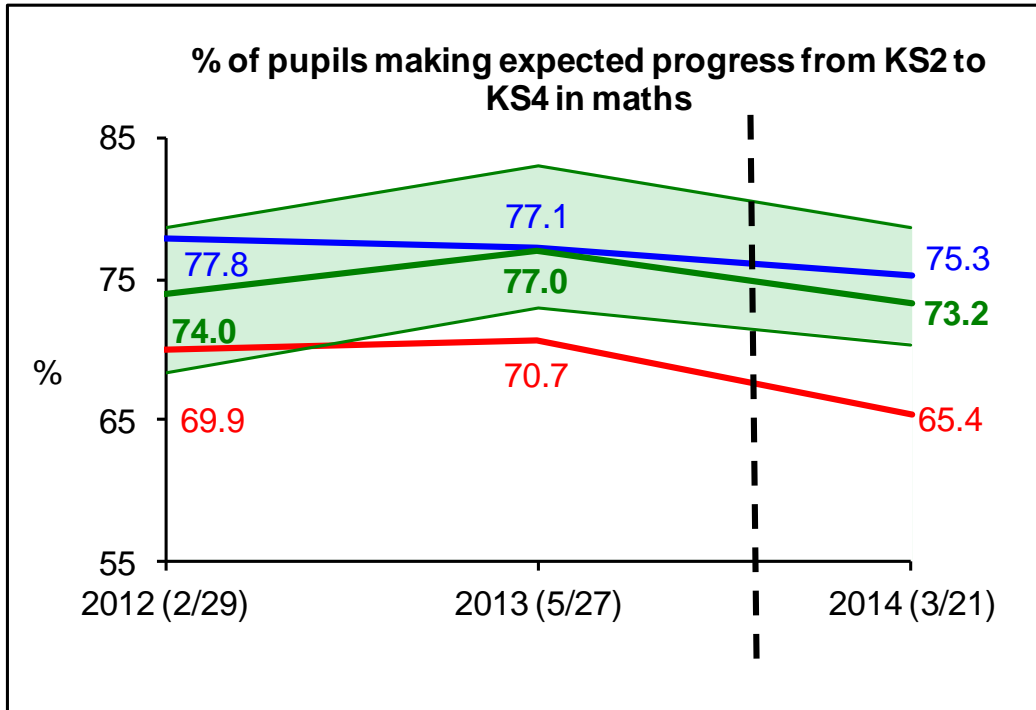


81% of pupils in Waverley achieved the expected progress in English which was above the Surrey average of 75.2%, above the national average 71%, and above the floor standard 74%. Six out of seven schools in Waverley performed above the National and Surrey results.

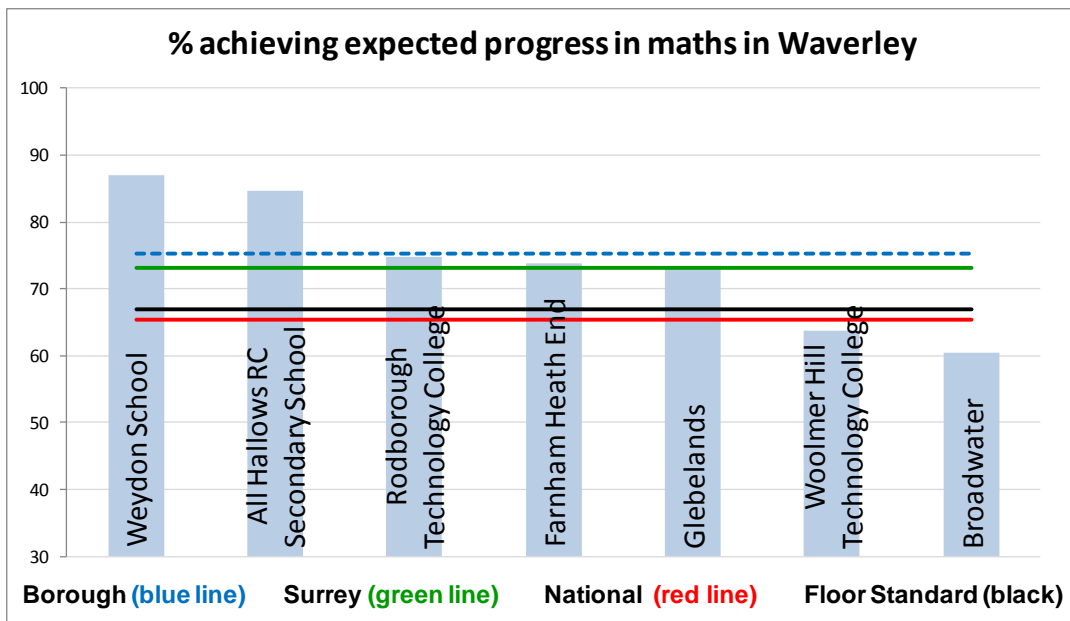


Data Source: 2014 DfE Performance Tables Provisional

Waverley is above National and Surrey averages in terms of old methodology in achieving the expected progress in Maths in 2012 and 2013. In 2014 it is above National and Surrey averages with the new methodology being introduced. It ranked 3rd amongst the 11 boroughs on this measure.



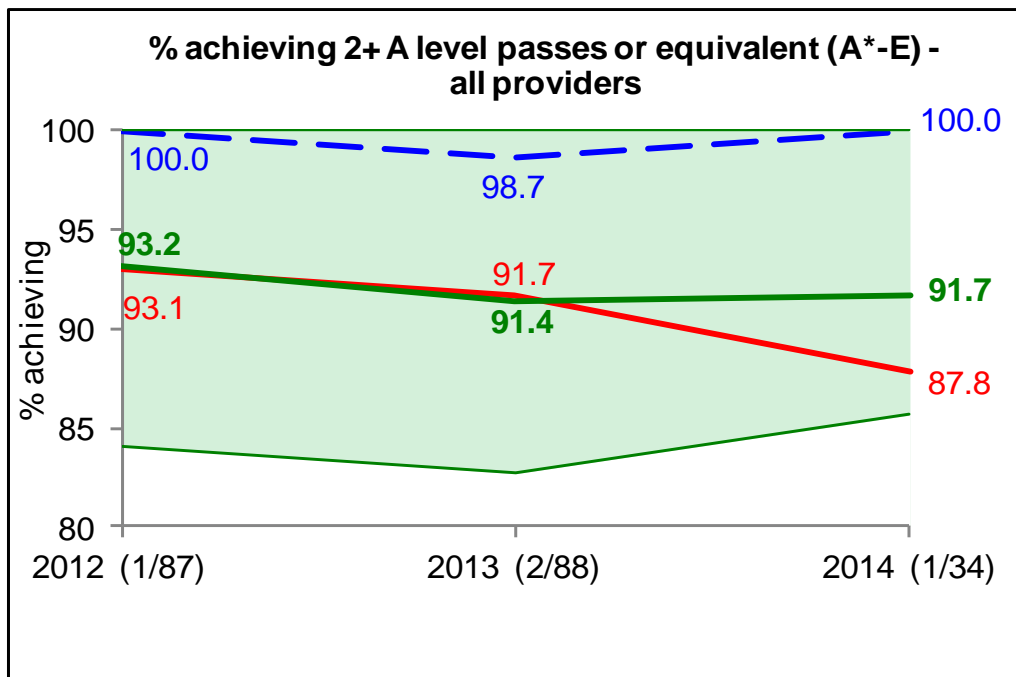
In Waverley, 75.3% of pupils achieved the expected level of progress in mathematics which is above the Surrey average of 73.2% and the National average of 65.4% and above the floor standard of 67%. Progress at two schools fell below the national standard for this measure.



Data Source: 2014 DfE Performance Tables Provisional

2.6 Key Stage 5 (ages 16-19)

100% of the pupils attending school sixth forms in Waverley achieved 2 or more A level or equivalent at grades A* to E. This is above the National average 87.8% and Surrey average of 91.7%. This is reflected in the ranking which places Waverley 1st out of the 11 boroughs in 2014 compared to 2nd in 2013.



Data Source: 2014 DfE Performance Tables Provisional

2.7 Disadvantaged pupils

The Pupil Premium was introduced to help schools to support disadvantaged pupils. Pupils are eligible for the Pupil Premium if they have been eligible for free school meals at any point during the last six years (FSM6) and/or if they have been in the care of a local authority for six months or longer.

Early years

The gap in terms of attainment for those children eligible for Free School Meals is just below that seen across Surrey but is still higher than the national average (see below)

% achieving a good level of development	Eligible for free schools meals	Not eligible for free schools meals	Gap
2014			
Borough	40.4%	66.8%	26.4%
Surrey	39%	66%	27%
National	45%	64%	19%

Data Source: 2014 EYFSP pupil level data. Calculated by Surrey CC. National- DfE SFR46/2014

Key Stage 2

The percentage of disadvantaged pupils in Surrey making at least 2 levels of progress in **reading** was 86% compared with 88% of disadvantaged pupils nationally. Amongst the 22 primary schools in Waverley, two were below and eleven were equal to or above the national average. The data of the remaining nine schools was suppressed and hence unavailable for analysis.

The percentage of disadvantaged pupils in Surrey making at least 2 levels of progress in **writing** was 88% compared with 91% nationally. Amongst the 22 primary schools in Waverley, seven were below and six were above the national average. The data of the remaining nine schools was suppressed and hence unavailable for analysis.

The percentage of disadvantaged pupils in Surrey making at least 2 levels of progress in **mathematics** was 80% compared with 86% nationally. Amongst the 22 primary schools in Waverley, six were below and seven were above the national average. The data of the remaining nine schools was suppressed and hence unavailable for analysis

Key Stage 4

Nationally 36.5% of disadvantaged pupils achieves **5+ A*-C GCSEs** or equivalents including English and maths. In 2014, 37% of disadvantaged pupils across Surrey achieved this measure, bringing overall Surrey performance in line with the national level.

Four out of 7 schools in Waverley achieved better results than the Surrey and the national average.

The percentage of disadvantaged pupils in Surrey making at least 3 levels of progress in **English** was 58.8% compared with 59.1% nationally. Again all schools in Waverley achieved above Surrey and National average. Three schools in Waverley performed well (74% - 84% of disadvantaged pupils achieved this measure)

The percentage of disadvantaged pupils in Surrey making at least 3 levels of progress in **mathematics** was 48.6% compared with 48.5% nationally. In Waverley four out of 7 schools achieved above both the Surrey and national average in this measure.

2.8 Ofsted

At the end of the calendar year 2013/14, 88% of schools in Waverley were good or outstanding compared with 83% in Surrey and 81% nationally. This remains same since 2012/13, against a four percentage point improvement in Surrey and three percentage points nationally.

For all inspections published to the end of December 2014, detailed figures are as shown overleaf. The proportion of good or outstanding secondary schools in Waverley is higher than in Surrey as a whole.

Please note that the number of schools included in the Ofsted calculations does not necessarily match the total number of schools in the

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borough/Surrey. This is because Ofsted do not include previous inspection results for schools that have become a sponsored academy- they are only included in the figure once they have been inspected as an academy.

Overall effectiveness- inspections published to 31st December 2014

Please note: Ofsted data does not include schools that have become academies and have not yet been inspected under their new URN

Waverley

	Outstanding	Good	Requires Improvement	Inadequate	Grand Total
Nursery		1			1
Primary	11	21	6		38
PRU					0
Secondary	2	5			7
Special	2				2
Grand Total	15	27	6		48

Surrey

	Outstanding	Good	Requires Improvement	Inadequate	Grand Total
Nursery	1	3			4
Primary	67	159	55	4	285
PRU	2	6	2		10
Secondary	13	35	3	1	52
Special	12	11			23
Grand Total	95	214	60	5	374

National - based on 2013/14 Annual Report

	Outstanding	Good	Requires Improvement	Inadequate	Grand Total
Nursery	236	160	15	2	413
Primary	2,818	10,444	2,670	334	16,266
PRU	50	241	44	15	350
Secondary	676	1,557	714	203	3,150
Special	343	507	80	19	949
Grand Total	4,123	12,909	3,523	573	21,128

% schools judged to be good or outstanding

	Waverley	Surrey
Nursery	100%	100%
Primary	84%	79%
PRU	N/A	80%
Secondary	100%	92%
Special	100%	100%
Grand Total	88%	83%

% pupils attending good or outstanding schools*

	Waverley	Surrey
Nursery	100%	100%
Primary	77%	77%
Secondary	100%	94%
Special	100%	100%
Grand Total	87%	84%

*Pupil numbers are based upon January 2014 Census data

Ofsted inspection outcomes as published to 31st December 2014

School name	Phase	Overall effectiveness		Latest inspection date
		Latest judgement	Previous judgement	
All Hallows Catholic School	Secondary	1	1	06/06/2014
All Saints CofE Aided Infant School	Primary	1	NULL	01/02/2007
Badshot Lea Village Infant School	Primary	2	2	29/03/2011
Beacon Hill Community Primary School	Primary	2	3	26/04/2013
Bramley CofE Aided Infant School	Primary	2	2	21/11/2014
Broadwater School	Secondary	2	3	19/01/2012
Busbridge CofE Aided Junior School	Primary	2	2	26/09/2013
Busbridge Infant School	Primary	1	NULL	13/03/2007
Cranleigh Church of England Primary School	Primary	3	3	07/11/2013
Ewhurst CofE Aided Infant School	Primary	1	2	04/12/2009
Farncombe Church of England Infant and Nursery School	Primary	2	3	17/10/2012
Farnham Heath End School	Secondary	2	3	18/10/2012
Folly Hill Infant School	Primary	1	2	18/11/2010
Glebelands School	Secondary	2	2	25/09/2013
Godalming Junior School	Primary	2	4	06/12/2012
Grayswood Church of England (Aided) Infant School	Primary	1	NULL	04/06/2008
Green Oak CofE Primary School and Nursery	Primary	2	2	15/06/2012
Hale School	Primary	3	3	06/06/2013
Loseley Fields Primary School	Primary	2	3	22/11/2013
Milford School	Primary	2	2	17/10/2014
Moss Lane School	Primary	2	2	07/02/2014
Park Mead Primary	Primary	3	2	03/05/2013
Potters Gate CofE Primary School	Primary	3	2	29/01/2014
Rodborough Technology College	Secondary	2	1	06/06/2013
Shottermill Infant School	Primary	1	NULL	13/11/2008
Shottermill Junior School	Primary	2	2	24/10/2014
South Farnham School	Primary	1	1	15/06/2012
St Andrew's CofE Controlled Infant School	Primary	2	2	24/01/2014
St Bartholomew's CofE Aided Primary School	Primary	2	1	06/06/2013
St Cuthbert Mayne Catholic Primary School, Cranleigh	Primary	1	1	03/06/2009
St Edmund's Catholic Primary School	Primary	2	2	18/12/2013
St James CofE Aided Primary School	Primary	2	3	09/10/2013
St John's CofE Aided Infant School	Primary	1	1	10/06/2010
St Mary's CofE Aided Infant School, Frensham	Primary	2	2	01/10/2010
St Peter's CofE Primary School	Primary	2	3	25/06/2014
St Polycarp's Catholic Primary School, Farnham	Primary	1	2	31/03/2009
The Abbey School	Special	1	1	04/07/2012
The Chandler CofE Aided Junior School	Primary	3	2	21/06/2013
The Pilgrims' Way School	Primary	3	3	09/05/2014
The Ridgeway Community School	Special	1	1	06/06/2013
Waverley Abbey Junior School	Primary	2	2	05/06/2014
Weybourne Infant School	Primary	2	2	25/01/2011
Weydon School	Secondary	1	3	11/06/2009
Wharf Nursery School	Nursery	2	2	21/09/2012
William Cobbett Junior School	Primary	2	2	04/12/2014
Witley CofE Controlled Infant School	Primary	2	1	24/11/2009
Wonersh and Shamley Green CofE Aided Primary School	Primary	1	1	05/11/2014
Woolmer Hill School	Secondary	2	3	26/11/2009

NULL = no previous inspection results available. Please note that schools that have become academies are treated by Ofsted as new schools and so are not included within the dataset until they have been inspected as such

2.9 Every School a Good School – Surrey School Improvement Strategy

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.

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**

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.

- There are currently 17 schools (out of 50) in the Waverley Borough that are designated as a Focus Support School. This equates to 34% of the schools in the borough and is higher than for all Surrey (29% of all schools).

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 two-thirds of schools.

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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.

Since August 2013 the percentage of good or better schools has increased in Primary, Secondary and Special Schools. 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.

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 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**

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.

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 an intensive teaching programme on behalf of the Babcock funded through the SDA. Ofsted and the National College have identified this as strong practice.

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*)

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.

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.

- 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.

Communication with Area Education Officer and Babcock 4S

- Babcock 4S are contracted by Surrey County Council to work in partnership with Surrey Officers to monitor, intervene, challenge and support schools. Monthly reports on the effectiveness of schools across Surrey are shared with the Assistant Director for Schools and Learning, Peter-John Wilkinson, the Area Education Officers, and the Education Cabinet member, Linda Kemeny. The Head of School Effectiveness at Babcock 4S, Maria Dawes, also reports regularly to Select Committee and Cabinet.
- Any concerns or queries about the performance of schools should, in the first instance, be taken to the Area Education Officer, Paula Evans, through Yvonne Girdler, Telephone: 01483 519526 Email: Yvonne.Girdler@surreycc.gov.uk

3. OPTIONS:

- 3.1 The Committee is asked to note the information provided within the report.

4. CONSULTATIONS:

- 4.1 There have not been any consultations carried out on the report.

5. FINANCIAL AND VALUE FOR MONEY IMPLICATIONS:

- 5.1 None for the purposes of this report.

6. EQUALITIES AND DIVERSITY IMPLICATIONS:

- 6.1 None for the purposes of this report.

7. LOCALISM:

7.1 None for the purposes of this report.

8. OTHER IMPLICATIONS:

Area assessed:	Direct Implications:
Crime and Disorder	No significant implications arising from this report
Sustainability (including Climate Change and Carbon Emissions)	No significant implications arising from this report
Corporate Parenting/Looked After Children	No significant implications arising from this report
Safeguarding responsibilities for vulnerable children and adults	No significant implications arising from this report
Public Health	No significant implications arising from this report

9. RECOMMENDATIONS:

9.1 It is recommended that the Local Authority will continue to work in partnership with Babcock4S, schools, academies and others to support schools in Waverley to ensure all schools are good or better by 2017 and all pupils achieve their best potential.

10. WHAT HAPPENS NEXT:

10.1 The Waverley Local Committee is invited to receive further updates as desired.

Contact Officer:

Jo Freeman, Lead Consultant, Babcock. +441372 834444 ext. 4370

Consulted: Not for the purpose of this report.

Annexes:

Annex 1 – Technical notes

Annex 2 – Links to further information

Annex 3 – Expected Progress between KS1 and KS2

Annex 4 – Expected Progress between KS2 and KS4

Annex 5 - Ofsted Inspections: a summary
 Annex 6- KS4 Changes to Performance Reporting 2013/14
 Annex 7- Academies in Surrey

List of data sources:

Early Years

- The information is based on Teacher Assessment reported on Keypas. National figures were provided in the Department for Education Statistical First Release.

Key Stage 1

- The information is based on Teacher Assessments reported on Keypas in January 2015. National figures were provided in the Department for Education Statistical First Release 34_2015

Key Stage 2

- The information has been calculated from the revised pupil level results issued by the Department for Education and the Statistical First Release, which was published on 11th December 2014.

Key Stage 4

- The Surrey, national and school level data is taken from the information is based on the revised Performance Table data issued by the Department for Education and the Statistical First Release, which was published on 23rd October 2014. Borough level figures are based on provisional pupil level results analysed by the Educational Performance Analysis System (EPAS).

Key Stage 5

- The information is based on provisional results in Educational Performance Analysis System (EPAS).

Ofsted website: <http://www.ofsted.gov.uk/>

Annex 1 – Technical notes

Early Years

- Children are normally aged five when they are assessed, although a minority may be slightly younger or older.
- The Foundation Stage Profile is based on teacher assessments completed in the Summer term 2014.

Key Stage 1

- Children are normally aged seven when they are assessed, although a minority may be slightly younger or older.

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- Whilst the expected level is Level 2+, the Department for Education recommend that children reach Level 2B or higher at key stage 1 to have the best chance of gaining Level 4+ at key stage 2.

Key Stage 2

- Children are normally aged eleven when they are assessed, although a minority may be slightly younger or older.
- Please note that the expected progress methodology changed in 2011 and 2012. The information here is based on 2012 methodology but care is required if making direct comparisons to progress measures published in previous years.
- The English Level is calculated differently this year so caution is required when making comparisons to previous years. The English figures are based on Writing TA figures and Reading Test levels.

Key Stage 4

- The key stage 4 information is a summary of the GCSE and equivalent results for pupils at the end of key stage 4 in state-funded schools (mainstream schools, special schools and academies) in the 2013/14 academic year. The results in the graphs have been based on the final data from Educational Performance Analysis System (EPAS) online.
- Expected levels of progress in English and mathematics are based on pupils making at least three levels between key stage 2 and key stage 4.

Key Stage 5

- The key stage 5 information is a summary of the A level and equivalent results for pupils at the end of key stage 5 in state-funded schools (sixth form only) in the 2013/14 academic year. The results in the graph have been taken from the provisional data from Educational Performance Analysis System (EPAS) online.

Ofsted

- Data covers all inspections in Surrey (and in each Borough/District) published as at 31 December 2014. This may not include all of the inspections carried out during the Autumn term 2014. National data is included for the same period where available

Technical Notes relating to Pupil Premium performance data

Our aim is to use data that is readily available in the public domain from official sources where ever possible. School level data for the performance of Pupil Premium groups was part of the official data set published by the DfE alongside the Performance Tables and this was used to produce figures for the Local Committee reports.

However, the Department of Education has a strict policy on the publication of small numbers, which states:

[They will] suppress publication of figures relating to a cohort of 5 pupils or fewer. This is intended to reduce the risk of individual pupils being identified from published data. In the 2014 Performance Tables:

- We will suppress publication of all figures relating to a cohort of 5 pupils or fewer; and;
- We will suppress publication of figures relating to the characteristics of pupils (SEN, Free School Meals etc) where there are fewer than 6 of the pupils in the

group. For example, if there are four pupils not eligible for FSM in the schools, all indicators for eligibility for free school meals will be suppressed.

As a result the performance figures for a number of schools in the Local Committee reports were suppressed.

More detailed calculations based on individual pupil level data provided to the Local Authority were not possible due to the limited time between publication and the Local Committee report deadlines.

ANNEX 2 – Links to further information

More detailed information at school and borough level is available from the following sources:

2014 DfE Performance Tables

<http://www.education.gov.uk/schools/performance/>

Latest Ofsted inspection reports

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report>

Ofsted 2013/14 Annual Report

<http://www.ofsted.gov.uk/annualreport1314>

Ofsted Data View website

Interactive graphs giving regional and local authority level comparisons

<http://dataview.ofsted.gov.uk>

Ofsted school data dashboards

<http://dashboard.ofsted.gov.uk/>

Surrey i

<http://www.Surreyi.gov.uk>

ANNEX 3 – Expected Progress between KS1 and KS2

		KS2 level (combined test and teacher assessment for reading and maths and teacher assessment for writing)							
		Any non-numeric level	0	1	2	3	4	5	6
	A, D or no KS1 level								
KS1 level	0								
	1								
	2								
	3								
	4								

ANNEX 4 – Expected Progress between KS2 and KS4

		GCSE Grade									
		No KS4 result	U	G	F	E	D	C	B	A	A*
KS2 level	Working towards level 1										
	1										
	2										
	3										
	4										
	5										

Key

Represents pupils making more than expected progress
Represents pupils making expected progress
Represents pupils making less than expected progress
Indicates pupils whose progress could not be determined and who have therefore been excluded from calculations

Annex 5 - Ofsted Inspections: a summary

■ Ofsted inspects schools to provide information to parents, to promote improvement and to hold schools to account for the public money they receive. School inspections are required by law.

What is the frequency of inspections?

- A school that was judged to be outstanding at its last inspection is exempt from routine inspection. Ofsted does not normally inspect 'exempt schools' unless they have a concern about their performance. Ofsted will also carry out an annual assessment of an exempt school's performance (from the third year after the school's last inspection) to determine whether an inspection might be necessary. Exemption from inspection does not apply to maintained nursery schools, Special Schools or Pupil Referral Units.
- A school judged to be 'good' is normally inspected within five school years from the end of the school year in which it was last inspected.

- A school judged as 'requires improvement' will receive monitoring visits from inspectors to check its progress and is inspected within a period of two years. If at that inspection it is still judged as 'requires improvement', there will be further monitoring, and another inspection will take place within a further two years. If at this inspection it is still not 'good', it is highly likely that it will be judged 'inadequate' and deemed to require special measures.
- A school that was judged to be 'satisfactory' under the previous school inspection framework (before September 2013) may receive a monitoring visit from inspectors and is likely to be inspected by the end of the school year 2014/15.

What happens during an inspection?

- Ofsted inspections usually last for two days and the number of inspectors on the inspection team will vary according to the size and nature of the school.
- Inspectors look at the school's self-evaluation and analyse the pupils' progress and attainment. They talk to the headteacher, governors, staff, and pupils, and consider the views of parents. They spend most of their time observing a wide range of lessons and looking at the quality of teaching in the school, and its impact on learning and progress.
- They also look at the behaviour and safety of pupils at the school, the promotion of spiritual, moral, social and cultural development; and how well the school is led and managed.

What judgements will inspectors make?

- Inspectors will judge a school on five aspects:
 - Overall Effectiveness
 - Achievement of pupils
 - Quality of teaching
 - Behaviour and Safety
 - Leadership and Management
- For each aspect they will give a grade from 1 to 4
 - grade 1 (outstanding)
 - grade 2 (good)
 - grade 3 (requires improvement)
 - grade 4 (inadequate).
- For the overall effectiveness judgement the grades mean:

Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.

Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>
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- The lead inspector reports her or his judgement to the headteacher and governors. The inspectors' findings are published in a report for the school, parents and the wider community. Inspection reports provide information about the effectiveness of the school's work and contain recommendations about what the school should do to improve further. The school must take all reasonable steps to make sure that parents receive a copy of the report. Reports are also published on the Ofsted website: www.ofsted.gov.uk/reports.

Where can further details be found about school inspections?

- The Framework for school inspection¹ sets out the statutory basis for inspections. It summarises the main features of school inspections and describes how the general principles and processes of inspection are applied. The School inspection handbook² sets out what inspectors must do and what schools can expect, and provides guidance for inspectors on making their judgements. Both documents are available on Ofsted's website www.ofsted.gov.uk.

¹ *Framework for school inspection* (120100), Ofsted 2014; www.ofsted.gov.uk/resources/120100

² *School inspection handbook* (120101), Ofsted 2014; www.ofsted.gov.uk/resources/120101

Annex 6- KS4 Changes to Performance Reporting 2013/14

There are two major reforms that have an impact on the 2013/14 GCSE and equivalent results. These should be taken in to consideration when looking at the latest results alongside previous years. These changes only apply to figures shown for 2013/14. The new methodology has not been applied to previous years.

Reform of vocational qualifications

The recommendations adopted from Professor Alison Wolf's Review of Vocational Education, take effect for the first time in the calculation of the data underpinning this SFR:

- 1)** Only include qualifications in performance measures which meet the new quality criteria. This has led to the removal of around 3,000 unique qualifications from the performance measures between 2012/13 and 2013/14.
- 2)** Adjust the associated point scores for non-GCSEs so that no qualification will count as larger than one GCSE in size. For example, where a BTEC may have previously counted as four GCSEs it will now be reduced to the equivalence of a single GCSE in its contribution to performance measures.
- 3)** Restrict the number of non-GCSE qualifications that count in performance measures at two per pupil.

Introduction of early entry policy

In the past, school performance measures have been calculated using the best result that a pupil achieved in a subject, regardless of the number of times they may have been entered for it. In September 2013, the DfE announced that only the first result a pupil achieved would count in performance measures from 2013/14. This new rule came into effect immediately with regard to English Baccalaureate subjects and will be expanded to apply to all subjects in 2014/15. This new rule only affects a school's performance measure calculations; pupils will still be accredited with every grade achieved, regardless of the number of entries.

Performance measures using the 'new 2014 methodology'

The 2014 performance measures will be published on the basis of only including qualifications which were identified as part of the Wolf review and also applying the rules regarding the changes in early entry policy.

Other changes from last year's results

In addition to the major reforms outlined above there are a number of other changes that have been made in the 2013/14 academic year. Again these do not apply to 2012/13 or earlier years.

Discounting across qualification type

Qualification discounting ensures that, where a pupil has taken two or more qualifications with an overlap in curriculum, the performance measures only give credit once to the school for teaching a single course of study (qualification discounting does not impact on the individual results achieved by pupils). For the first time this year, discounting will be applied across qualification types. For example, where there is an overlap in curriculum, a GCSE can now discount against a BTEC and vice versa. This may reduce the total number of qualifications a pupil is shown as achieving or entered for on the performance measures.

Move to linear GCSE formats

In 2010 the Government set out its education policy aims in the White Paper, The Importance of Teaching. One of these was to reform GCSE qualifications and, in particular, course structures so that examinations are taken at the end of the course, as opposed to a modularised approach⁴. Ofqual consulted upon and implemented this reform. For two-year GCSE courses starting in September 2012 all examinations had to be sat at the end of the course, in summer 2014. This affects the cohort of pupils that this SFR is based upon and may have had an impact on the grades they achieved.

Removal of the speaking and listening component from English examinations

Ofqual also reformed the constitution of GCSE English and GCSE English language results. From summer 2014, performance in speaking and listening no longer contributes to the overall grade achieved by a pupil but is separately reported. The GCSE grade is now calculated from the other component parts of the qualification. Ofqual considered the impact, noting that overall results in these qualifications would fall because pupils generally do better in speaking and listening than in the rest of the qualification. To mitigate for this, Ofqual have used a comparable outcomes approach to setting standards. This means that where the group of pupils is basically the same from one year to the next, their results should look broadly the same. However, individual schools and pupils may have been affected

Annex 7- Academies in Surrey

The following schools had converted to academy status as at 31st December 2014:

Academy Name	Phase	Borough
Ashley CofE Aided Primary School	Primary	ELM
Cleves School	Primary	ELM
Cuddington Croft Primary	Primary	EPS
Danetree Junior School	Primary	EPS
Boxgrove Primary School	Primary	GUI
Queen Eleanor's Junior School	Primary	GUI
Sandfield Primary School	Primary	GUI
St Lawrence Primary School	Primary	GUI
The Raleigh School	Primary	GUI
Weyfield Academy	Primary	GUI
St John's Church of England Primary School	Primary	MOL
Banstead Infant School	Primary	REI
Lime Tree Primary School	Primary	REI
Warren Mead Junior School	Primary	REI
New Haw Community Junior School	Primary	RUN
Pycroft Grange Primary School	Primary	RUN
Sayes Court School	Primary	RUN
St Paul's CofE Primary School	Primary	RUN
Kenyngton Manor Primary School	Primary	SPE
Saxon Primary School	Primary	SPE
Springfield Primary School	Primary	SPE
The Echelford Primary School	Primary	SPE
Connaught Junior School	Primary	SUR
Cordwalles Junior School	Primary	SUR
Ravenscote Community Junior School	Primary	SUR

Hillcroft Primary School	Primary	TAN
Marden Lodge Primary School	Primary	TAN
Warlingham Village Primary School	Primary	TAN
Whyteleafe Primary School	Primary	TAN
South Farnham School	Primary	WAV
St Mary's CofE Aided Primary School	Primary	WAV
Barnsbury Primary School	Primary	WOK
Beaufort Community Primary School	Primary	WOK
Broadmere Community Primary School	Primary	WOK
Goldsworth Primary School	Primary	WOK
Horsell Village School	Primary	WOK
New Monument School	Primary	WOK
Pyrford Church of England Aided Primary School	Primary	WOK
St John's Primary School	Primary	WOK
Sythwood Primary School	Primary	WOK
The Hermitage School	Primary	WOK
The Oaktree School	Primary	WOK
Esher CofE High School	Secondary	ELM
Hinchley Wood School	Secondary	ELM
Rydens Enterprise School and Sixth Form College	Secondary	ELM
Blenheim High School	Secondary	EPS
Epsom and Ewell High School	Secondary	EPS
Glyn School	Secondary	EPS
Rosebery School	Secondary	EPS
George Abbot School	Secondary	GUI
Guildford County School	Secondary	GUI
Howard of Effingham School	Secondary	GUI
Kings College Guildford	Secondary	GUI
The Beacon School	Secondary	REI
Fullbrook School	Secondary	RUN
Jubilee High School	Secondary	RUN
The Magna Carta School	Secondary	RUN
Sunbury Manor School	Secondary	SPE
Thamesmead School	Secondary	SPE
The Bishop Wand Church of England School	Secondary	SPE
The Matthew Arnold School	Secondary	SPE
Thomas Knyvett College	Secondary	SPE
Collingwood College	Secondary	SUR
Gordon's School	Secondary	SUR
Tomlinscote School and Sixth Form College	Secondary	SUR
Warlingham School	Secondary	TAN
Farnham Heath End School	Secondary	WAV
Rodborough Technology College	Secondary	WAV
Weydon School	Secondary	WAV
Woolmer Hill School	Secondary	WAV
Woking High School	Secondary	WOK
Pond Meadow School	Special	GUI
Carwarden House Community School	Special	SUR
Wishmore Cross Academy	Special	SUR

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