

**SURREY COUNTY COUNCIL****CABINET****DATE: 18 DECEMBER 2012****REPORT OF: MRS LINDA KEMENY, CABINET MEMBER FOR CHILDREN AND LEARNING****LEAD OFFICER: NICHOLAS WILSON, STRATEGIC DIRECTOR FOR CHILDREN'S, SCHOOLS AND FAMILIES****SUBJECT: 2012 PROVISIONAL EDUCATION PERFORMANCE OUTCOMES****SUMMARY OF ISSUE:**

This report presents an overview of the provisional educational outcomes of children and young people in early years, primary, secondary and special school phases for the academic year ending in the summer of 2012. The aim of this item is to share the provisional results with Cabinet.

Provisional results briefings containing results for Surrey and regional comparators for each key stage are available as annexes. Results are provisional and subject to change. These figures represent the latest available data and will not be the same as those presented in the Children's, Schools and Families directorate annual report.

**RECOMMENDATIONS:**

It is recommended that:

1. the provisional education outcomes be noted.
2. Cabinet note that schools and Babcock 4S are currently undertaking a full review of the School Improvement Strategy which will inform the annual school improvement plan for the local authority, to be finalised by 31st March 2013.
3. the Head of Education and Head of School Effectiveness, Babcock 4S to return to Cabinet in January 2013, with the Education and Achievement plan and an update on more recently published Ofsted inspection results and performance headlines.

**REASON FOR RECOMMENDATIONS:**

To ensure that Cabinet is fully informed of the latest provisional education outcomes and to be aware of the current policy context prior to receipt of the Education and Achievement plan in January 2013.

**DETAILS:**

4. Data included in the directorate annual report (item 7) reflects the final position for education data at the end of the 2010/11 academic year. This report introduces the provisional outcomes for the 2011/12 academic year.

5. The great majority of performance measures are above the national average. Surrey pupils continue to perform well at all key stages compared with their peers nationally.
6. Over the last five years, the proportion of pupils eligible for free schools meals has risen by nearly two percentage points (from 6.5% to 8.1%). The proportion of pupils classed as belonging to an ethnic minority group has also increased over the last five years; from 17% to 21% in the state-funded primary school population and from 14% to 18% in the state-funded secondary school population. The proportion of pupils with English as an additional language increased from 7.9% to 10.1% in the state-funded primary school population in the last five years and from 6.9% to 8.5% in the state-funded secondary school population. The Education and Achievement plan highlights that there is now greater ethnic diversity in Surrey than a decade ago with more than 190 languages spoken.
7. The Education and Achievement Plan will be brought to Cabinet in January 2013. This sets out the forward plan for the next five years.

### **Early Years: Strengths**

8. The proportion of pupils achieving the early learning goals improved for the fifth consecutive year and also exceeded the locally set target for this year.
9. Results for Surrey exceeded the national average across all 13 assessment scales.

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

10. Despite continuous improvements and outperforming the national average, Surrey has fallen in the statistical neighbour rankings for both key measures this year; falling from 1<sup>st</sup> in 2010 to 2<sup>nd</sup> in 2011 and 3<sup>rd</sup> in 2012 (of 11 statistical neighbours) for the proportion of pupils achieving the early learning goals and dropping from 5<sup>th</sup> in 2010 to 6<sup>th</sup> in 2011 and now 8<sup>th</sup> in 2012 for the gap between the middle child and the mean of the bottom 20% of the cohort.

### **Key Stage 1: Strengths**

11. Over 60% of Surrey pupils were judged to have reached the expected level in the new Year 1 Phonics screening test introduced this year. This is three percentage points above national.
12. Overall Surrey's performance compared to all authorities nationally and to statistical neighbours remains strong. Surrey's high positions in the national rankings improved or were maintained across all subjects at both the expected (level 2) and higher (level 2b+; level 3) thresholds. In particular, Surrey remains in the top ten out of 152 authorities nationally for reading, at all thresholds, and in the top five for mathematics.

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

13. Improvements in performance in Surrey at the expected level 2 threshold have not been as great as those seen nationally; this has reduced the gap between national and Surrey performance.

14. The gender gap in writing, which was highlighted as an issue by National Strategies in 2009, has widened again this year in Surrey. Performance of girls achieving level 2 or more in writing is nine percentage points higher than boys.

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

15. The proportion of pupils attaining level 4 and above in both English and mathematics increased at a faster rate than nationally this year and remains above national and above statistical neighbours.
16. Surrey is ranked 26<sup>th</sup> out of 152 local authorities and 4<sup>th</sup> out of 11 statistical neighbours for level 4 and above in both English and mathematics. These rankings are improvements on last year.
17. The proportion of pupils attaining the level 5 threshold in both English and mathematics is significantly higher than nationally and Surrey is ranked 12<sup>th</sup> out of 152 local authorities.
18. 143 schools (of 214 schools) improved their performance in level 4 and above in both English and mathematics.

### **Key Stage 2: Key Priorities**

19. Despite an increase in the percentage of pupils making expected progress in both English and mathematics between key stage 1 and 2, Surrey remains below the national average for expected progress in both English and mathematics. Surrey is ranked 125<sup>th</sup> out of 152 local authorities for expected progress in English and 103<sup>rd</sup> in mathematics.
20. Despite a significant decrease in the number of schools where less than 60% of pupils attain a level 4 and above in both English and maths, there are still 15 schools that are below this level. This is likely to mean that a substantial number of these schools will be below the government's floor standards when school level data is published in December.

### **Key Stage 4**

21. Issues with the grading of GCSE English assessments emerged in August 2012 and have since been widely publicised in the media. This has had a widespread impact on all measures that incorporate GCSE English, affecting a large number of pupils, schools and the majority of local authorities. Ofqual conducted an inquiry but concluded that the grades were valid. A legal challenge has been launched by a group of head teachers and local authorities to contest this decision but the outcome has yet to be determined.

### **Key Stage 4: Strengths**

22. Surrey is ranked 21<sup>st</sup> out of 152 local authorities (an improvement from 2011) and 5<sup>th</sup> out of 11 statistical neighbours for the percentage of pupils achieving five or more GCSEs or equivalent at grades A\* to C including English and mathematics.
23. Despite a small decrease in the proportion of pupils who achieved five or more GCSEs or equivalent at grades A\* to C including English and

mathematics (62.9% compared to 63.5% in 2011) this remains above south east and national comparators.

24. Surrey is ranked 20<sup>th</sup> nationally for the proportion of pupils achieving the English Baccalaureate. 22.4% of Surrey pupils attained this measure compared with 16.1% nationally.
25. The percentage of Surrey pupils making expected progress in mathematics has increased 2.5 percentage points compared to 2011, maintaining fifth position in the statistical neighbour rankings.

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

26. An implication of issues surrounding the grading of English GCSE has meant that the percentage of Surrey pupils making expected progress in English has fallen five percentage points compared to last year. However, Surrey is ranked 3<sup>rd</sup> out of 11 statistical neighbours. This is an improvement of 2 places compared to last year.
27. Two of Surrey's mainstream schools are below the government floor standards according to the provisional data. These schools have not reached specified thresholds for pupils achieving five or more GCSEs or equivalent at grades A\* to C including English and mathematics nor for pupils making expected progress in English or in mathematics.

#### **Key Stage 5: Strengths**

28. For all post 16 providers in Surrey (schools, academies and colleges), Surrey remains above the national average for the three key measures at key stage 5 (points per candidate, points per entry and % achieving two or more A\* to E grades).
29. Surrey (for all post 16 providers) has also risen in the national rankings in 2012 for all three key measures. Surrey is ranked 5<sup>th</sup> out of 11 statistical neighbours for both points per candidate and points per entry.
30. For school sixth forms only, Surrey was above the national average for all three key measures.

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

31. Provisional results for all three key measures in Surrey dropped compared with 2011 (for both sixth forms and all post 16 providers). However, this was also reflected in national results and all measures typically rise on publication of the final data.
32. Across all post 16 providers, and across school sixth forms only, Surrey is placed in the third quartile nationally for the proportion of pupils attaining two or more A\* to E grades.
33. For school sixth forms only, Surrey has fallen in the statistical neighbour rankings compared with the previous year for the points per entry and two or more A\* to E grade measures.

## Ofsted

34. In January 2012, Ofsted introduced a new inspection framework that “raised expectations of schools and required inspectors to focus more intensively on the quality of teaching and learning” (Ofsted Annual Report 2012). From September 2012, the previously used ‘satisfactory’ judgement was replaced with ‘requires improvement’.
35. It should be noted that the new inspection framework focuses on schools that are not yet good; outstanding schools are exempt from routine inspections.
36. Inspection results for all state funded schools within Surrey to the end of the 2011/12 academic year (31<sup>st</sup> July 2012) were as follows:

Outstanding	27.0%
Good	44.1%
Satisfactory	25.5%
Inadequate	3.3%

37. 71% of all Surrey’s state-funded schools were judged to be good or outstanding compared with 69% in the south-east region and 70% in England as a whole.
38. The proportion of good or outstanding schools has increased over the last four years in both the south-east region and in England. In comparison, the proportion of good or outstanding schools in Surrey has decreased from 75% in 2009 to 71% by the end of July 2012 (As of 24<sup>th</sup> October 2012, this has improved to 73%).
39. The proportion of schools judged to be outstanding is higher in Surrey than found nationally; 27% in Surrey compared with 21% nationally and 21% in the south east.
40. The proportion of schools judged to be inadequate has increased over the last four years in Surrey, the south east, the majority of Surrey’s statistical neighbours and in England. In most cases there was a marked increase between 2011 and 2012 following the introduction of the new inspection framework.

## School Improvement

41. The school improvement strategy in Surrey continues to be committed to supporting all schools. It is based on differentiated support for all schools with a focus on lifting those below the government floor standard or in an Ofsted category of concern and enabling other schools that are causing concern to improve rapidly with sustained capacity.
42. All schools receive a core level of support. However, last year approximately 80 schools received a level of intensive support. This included 31 schools on the additional support and intervention programme (ASIP). A further 48 schools were supported from funding retained from the assimilated grant which is approved annually by the Schools’ Forum.
43. For both primary and secondary schools the majority of schools have improved, both in terms of pupils’ achievement and in other measures such as leadership and the quality of teaching.

44. Of the primary schools receiving a higher level of support through either the ASIP or the targeted support programme:
- a. 70% increased the proportion of pupils attaining level 4+ in English
  - b. 78% increased the proportion of pupils attaining level 4+ in mathematics
  - c. Nearly 80% increased the proportion of pupils attaining level 4+ in both English and mathematics; 65% increased the proportion attaining this level by more than ten percentage points
  - d. Of the 16 inspected in the last year, 10 improved their overall effectiveness judgement by at least one grade.
45. Of the eleven secondary schools receiving a higher level of support through either the ASIP or the targeted support programme:
- a. Ten improved the proportion of pupils that gained five or more A\*-C GCSE or equivalent grades
  - b. Seven improved the proportion of pupils that gained five or more A\*-C GCSE or equivalent grades including GCSE English and mathematics.

**Next steps to meet Surrey's ambition that all children should attend a good school by 2017**

46. Our current school improvement strategy has been successful in securing significant improvements for many schools. Where we have targeted our resources intensively on less successful schools the majority have improved.
47. However, since April 2011, when the National Strategies funding of £4M formerly paid to Local Authorities to support school improvement in the Primary and Secondary sectors was assimilated into the Dedicated Schools' Grant, the funding directly allocated by the local authority for school improvement has been significantly decreased. In 2011/12 and 2012/13 the total spend for school improvement has been £3M (£1.75M directly allocated from the local authority and £1.29M retained from the Dedicated School's Grant). Within this context, funding is spread too thinly to guarantee acceptable improvement in all schools.
48. We are currently undertaking a full review of the School Improvement Strategy with the view to making a number of significant reforms. In particular we will ensure that our support is targeted in a more effective and focused way on reviewing, supporting and developing the capacity of leadership and management. This is key to school improvement.
49. In addition, there is a need to engage earlier, in a more focused manner, with a greater number of schools. It is far less costly to work with schools before they significantly decline, leading to better value for money. In order to do this we propose to develop a more rigorous risk assessment to identify schools that are declining from 'Good'.

50. We recognise the need to ensure that we continue to build capacity in the local system. This will involve further development and management of school-to-school support including the use of Surrey's excellent Teaching Schools and National and Local Leaders of Education and our own sponsoring academies. We also aim to ensure better co-ordinated working between the Babcock 4S team and the Area Education Officers and their teams.
51. We acknowledge the need to achieve improvements in a more efficient and effective way. However, it is also important to recognise that these reforms and the aims of the Education and Achievement Plan over the next 5 years will not be met in full without an increase in the annual investment in school improvement.
52. A redesigned and, if possible, better-funded service would be well placed to support schools that are currently 'satisfactory' or 'requires improvement' to develop into good or outstanding schools. In time, this will reduce the need for intensive work to recover failing schools and ensure that Surrey's whole school community can deliver to an equally high standard.

#### **CONSULTATION:**

53. A formal consultation process was not required for this report. This report has been shared with Peter-John Wilkinson, Assistant Director for Schools & Learning, the CSF Directorate Leadership Team and with Education Select Committee on 29<sup>th</sup> November.

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

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

#### **FINANCIAL AND VALUE FOR MONEY IMPLICATIONS:**

55. Most of Surrey's children perform well at all key stages of education compared with their peers nationally. Our current school improvement strategy has secured nearly three quarters of schools as good or outstanding. Where we have targeted our resources on schools the majority have improved. However, despite overall improvement in performance across the county the introduction of the new Ofsted inspection framework has raised the bar, resulting in more schools vulnerable to receiving a 'requires improvement' judgement.
56. Increasing pressure on resources within the council in the medium to long term has reduced the resources available to support schools to raise standards. Our early preventative model relies on schools recognising the urgency and funding their own support. This has generally been successful for secondary schools; however, it is not a sustainable model for primary where there are over 300 schools. We know that changes of leadership, staffing and governance can have immediate impact on capacity to improve.
57. To meet our ambition to have all schools judged to be 'good schools' by 2017 we need to engage earlier, in a more focused manner, with a greater number of schools. It is significantly less costly to work with schools before they

significantly decline leading to better value for money. Paragraphs 49 to 55 identify the next steps to achieve this.

#### **Section 151 Officer Commentary**

58. The Section 151 Officer confirms that all material financial and business implications have been considered as part of this report and that investment into school improvement is being considered as part of the County Councils business planning process.

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

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

#### **Equalities and Diversity**

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

#### **WHAT HAPPENS NEXT:**

61. Babcock 4S are currently undertaking a full review of the School Improvement Strategy which will inform the annual school improvement plan for the local authority, to be finalised by 31<sup>st</sup> March 2013.
62. The Head of Education and Head of School Effectiveness, Babcock 4S to return to Cabinet in January 2013, with the Education and Achievement plan and an update on more recently published Ofsted inspection results and performance headlines.
63. Further papers will be presented to Education Select Committee in early 2013 to respond to their requests for further analysis on the finalised education outcomes.

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#### **Contact Officer:**

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#### **Consulted:**

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

#### **Annexes:**

Annex 1: Education data glossary  
Annex 2: Provisional education results briefings 2012

#### **Background papers:**

None

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