

**SURREY COUNTY COUNCIL**

**LOCAL COMMITTEE (WAVERLEY)**

**DATE: 18 MARCH 2016**



**LEAD OFFICER: PAULA EVANS, AREA EDUCATION OFFICER**

**SUBJECT: DATA OVERVIEW OF ACADEMIC PROGRESS WITHIN WAVERLEY**

**DIVISION: ALL DIVISIONS IN WAVERLEY**

**SUMMARY OF ISSUE:**

This report provides an analysis of 2014/15 school performance comprising both the outcomes of statutory end of Key Stage assessments and Ofsted judgements. When interpreting the borough and school level results, it is important to consider the context behind those results and how this differs from the Surrey or national picture. For example;

- The proportion of pupils with Special Educational Needs (SEN)
- The proportion of pupils with English as an Additional Language (EAL)
- The proportion of pupils from a disadvantaged background
- The prior attainment profile of pupils

All of these factors have significant implications for schools, both in terms of teaching and learning and in terms of pupil outcomes. For this reason, additional information on the context of schools within the area has been included in the report.

In Waverley in the 2014/15 academic year the results are:

- In Early Years education 73% of pupils achieved a good level of development in 2015. This is a change of +8 percentage points compared with +6 percentage points nationally.
- At Key Stage 1, the proportion of pupils attaining a Level 2 is 94% in reading, 92% in writing and 96% in maths. This is a change of 0, -1 and 0 percentage points compared to the 2014 result. This compares with a change of 0, +2 and +1 percentage points nationally.
- At Key Stage 2 the proportion of pupils achieving Level 4 or above in reading, writing and mathematics is 85%, a change of -2 percentage points from 2014. This compares to a change of +1 nationally
- The proportion of pupils making expected progress between Key Stage 1 and 2 was 93% for reading, 95% for writing and 89% for maths. This is a change of +1, +1 and -1 percentage points respectively on last year. Nationally the change was 0, +1 and 0 percentage points.
- At Key Stage 4 67.8 % of pupils achieved 5 or more GCSEs or equivalent at grades A\* to C including English and mathematics. This is a change of +0.7 percentage points from the 2014 result and compares to a change of +0.5

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percentage points nationally.

- The percentage of pupils making expected progress between Key Stages 2 and 4 was 79.8% for English and 73.5% for maths (a change of -1.2 and -1.7 percentage points on last year). This compares with a change of -0.5 percentage points for English and +1.4 for maths nationally.
- At Key Stage 5, the Average Point Score (APS) per entry was 220.7, a change of -3.5 percentage points from last year. This is based on state funded schools only. Nationally the APS per entry was 215.4
- The percentage of disadvantaged pupils achieving Level 4+ in reading, writing and maths was 66.1%, a changed of -0.1 percentage points from the 2014 result. This compares with a change of +3 percentage points nationally.
- The percentage of disadvantaged pupils achieving 5+ A\*-C grades including English and maths was 36.6%. This has changed by -5.4 percentage points from the 2014 result. This compares with a change of +0.2 percentage points nationally.
- 91% of schools were judged to be good or outstanding by Ofsted. This compares with 88% in 2014.

### **RECOMMENDATIONS:**

**The Local Committee (Waverley) is asked to:**

- (i) 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 Waverley.

## **1. INTRODUCTION AND BACKGROUND:**

### **1.1 Every School a Good School – Surrey School Improvement Strategy**

1.2 Each school, with the exception of 33 academies, has either an Overview Partner (OP) or, for schools on the Focused support (FS) programme, a leadership partner (LP). The OP conducts an annual health check and if they are concerned about the findings, reports to a Senior Babcock Consultant for the quadrant that the school should enter the FS programme.

The progress of schools on the programme is monitored by a Leadership Reviewer at least every term. There is also (for all schools), a further risk assessment each half-term in which OPs and LPs are asked to RAG rate the schools as to whether they will be graded Good or better at their next inspection, along with any other relevant information. This rating is shared electronically with relevant personnel and with the Area Education teams at half-termly quadrant monitoring meetings.

### 1.3 Schools open during 2014/15 academic year

	Number of schools- Jan 2015	Number of pupils- Jan 2015
<b>Nursery</b>	<b>1</b>	<b>81</b>
Primary	37	8215
Primary phase academies	2	930
<b>Total Primary phase</b>	<b>39</b>	<b>9145</b>
Secondary	3	2515
Secondary academies	4	3602
<b>Total Secondary phase</b>	<b>7</b>	<b>6117</b>
Special	2	209
Special academies	0	0
Pupil Referral Units	0	0 <sup>1</sup>
<b>Total Special</b>	<b>2</b>	<b>209</b>
<b>Total All Schools</b>	<b>49</b>	<b>15552</b>

Data Source: January 2015 Annual School census.

### 1.4 Percentage of school population living within the borough/district

There are varying degrees of movement of children from their home to school. The following table indicates how many pupils living in Waverley are also educated in schools located in Waverley. It also shows the percentage of pupils living in Waverley who are educated in Surrey schools.

% of pupils living in borough January 2015 Census	Primary		Secondary	
	In borough	In County	In borough	In County
Waverley	90.1	93.8	68.6	75.8
Surrey	91	95.9	76.9	90

Data Source: January 2015 Annual School census. Calculated by Surrey CC

## 2. ANALYSIS:

### 2.1 Early Years

A child is defined as reaching 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; personal, social and emotional development; literacy; and mathematics. There were 1459 pupils in the cohort in 2015.

% achieving	2014	2015	Surrey 2015	National 2015
Good Level of Development	65	73	73	66

Please refer to Appendix 2 – Performance Graphs for more detailed results.

<sup>1</sup> Numbers of pupils at Pupil Referral Units include both main and subsidiary placements

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The percentage of pupils achieving GLD changed by +8 percentage points in Waverley. In Surrey the change is +10 percentage points and nationally it is +6 percentage points.

### 2.2 Key Stage 1 (ages 5 – 7)

The expected level of attainment at the end of Key Stage 1 is a Level 2. There were 1346 pupils in the Key Stage 1 cohort in Waverley in 2015.

Please refer to Appendix 2 – Performance Graphs for more detailed results.

% achieving	2014	2015	Surrey 2015	National 2015
L2+ Reading	94	94	93	90
L2+ Writing	93	92	90	88
L2+ Maths	96	96	95	93

In Waverley the percentage of pupils achieving Level 2+ in reading changed by 0 percentage points. In Surrey the change is +1 percentage points and nationally it is 0 percentage points.

The percentage of pupils achieving Level 2+ in writing changed by -1 percentage points. In Surrey the change is +1 percentage points and nationally it is +2 percentage points.

The percentage of pupils achieving Level 2+ in maths changed by 0 percentage points. In Surrey the change is 0 percentage points and nationally it is +1 percentage points.

### 2.3 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. There were 1186 pupils in the Waverley Key Stage 2 cohort in 2015.

Please refer to Appendix 2 – Performance Graphs for more detailed results. Appendix 5 provides more explanation on Key Stages, the changes being introduced and contains matrices to show 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 2015 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 national median percentage of pupils at the end of KS2 made expected progress in reading (2015 = 94%) **and**

- below the national median percentage of pupils at the end of KS2 made expected progress in writing (2015 = 97%) **and**
- below the national median percentage of pupils at the end of KS2 made expected progress in maths (2015 = 93%)

National figures are based on state funded only figures from the Performance Tables. The State Funded figure is the most appropriate comparator for Surrey and Borough/District level figures as these do not include non-maintained or independent settings.

<b>% achieving</b>	<b>2014</b>	<b>2015</b>	<b>Surrey 2015</b>	<b>National 2015</b>
L4+ Reading, writing and maths	87	85	83	80
Reading progress	92	93	91	91
Writing progress	94	95	94	94
Maths progress	90	89	89	90

In Waverley the percentage of pupils achieving Level 4+ in reading, writing and maths changed by -2 percentage points. In Surrey the change is +1 percentage points and nationally it is +1 percentage points.

The percentage of pupils achieving the expected level of progress in reading changed by +1 percentage points. In Surrey the change is 0 percentage points and nationally it is 0 percentage points.

The percentage of pupils achieving the expected level of progress in writing changed by +1 percentage points. In Surrey the change is +1 percentage points and nationally it is +1 percentage points.

The percentage of pupils achieving the expected level of progress in maths changed by -1 percentage points. In Surrey the change is +1 percentage points and nationally it is 0 percentage points.

## **2.4 Key Stage 4 (ages 14 – 16)**

There were two major reforms that impacted on the 2013/14 GCSE and equivalent results. As a result, comparisons with previous years are of limited value.

There were 1275 students in the Waverley Key Stage 4 cohort in 2015.

Please refer to Appendix 2 – Performance Graphs for more detailed results. Appendix 5 provides more explanation on Key Stages, the changes being introduced and contains matrices to show how DfE make the judgement as to whether or not a pupil has made expected progress.

National figures are based on state funded only figures from the Performance Tables. The State Funded figure is the most appropriate comparator for Surrey and Borough/District level figures as these do not include non-maintained or independent settings.

The DfE set 'floor standards' based on three key measures. These are minimum standards that all schools are expected to reach unless they have opted to be judged by the new accountability measure, Progress 8, a year early. Progress 8 is due for introduction for all

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schools in 2016 (see Appendix 5 – Technical notes). A school will be below the 2015 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 (2015 national median = 73%) **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 (2015 national median = 68%)

Five schools in Surrey chose to opt in early to the new accountability measure, Progress 8. These schools were measured against a floor standard based upon Progress 8 rather than against the standards outlined above. None of the five schools in Surrey were below this threshold (see Appendix 5– Technical notes).

<b>% achieving</b>	<b>2014</b>	<b>2015</b>	<b>Surrey 2015</b>	<b>National 2015</b>
5+ A*-C in English and maths	67.1	67.8	64.7	57.1
English progress	81.0	79.8	76.4	71.1
Maths progress	75.2	73.5	73.1	66.9

In Waverley the percentage of pupils achieving 5+ A\*-C in English and maths changed by +0.7 percentage points. In Surrey the change is +1.2 percentage points and nationally it is +0.5 percentage points.

The percentage of pupils achieving the expected level of progress in English changed by -1.2 percentage points. In Surrey the change is +0.6 percentage points and nationally it is -0.5 percentage points.

The percentage of pupils achieving the expected level of progress in maths changed by -1.7 percentage points. In Surrey the change is -0.3 percentage points and nationally it is +1.4 percentage points.

### **2.5 Key Stage 5 (ages 16 – 19)**

The average point score per entry is one of the main headline measures for the 16-18 performance tables and will become the only key attainment measure by 2016. This measure gives an indication of the average results achieved per qualification taken, which enables us to compare achievement over time regardless of the volume of qualifications taken.

The average points score is based on data for state-funded mainstream schools, academies, free schools and maintained special schools only. Other indicators also include the results for FE Colleges.

Science, technology, engineering and maths (STEM) results are not provided at National and Surrey level and we are therefore unable to provide a borough/district level.

There were 78 students in Waverley in the Key Stage 5 cohort in 2015.

% achieving	2014	2015	Surrey 2015	National 2015
Average Points Score per entry	224.2	220.7	216.2	215.4
2+ A level passes or equivalent (A*-E)	97.0	n/a	90.9	88.3

Source: SFR3-2015 table 12a and table 12b

In Waverley the Average Points Score per entry changed by -3.5 percentage points. In Surrey the change is -1.2 percentage points and nationally it is +0.6 percentage points.

Due to a delay in the release of data by DfE to the NCER, we are currently unable to produce borough-level results for the 2+ A level passes or equivalent measure.

## 2.6 Disadvantaged pupils

The Pupil Premium was introduced in 2011 to help schools to support disadvantaged pupils. The definition of a disadvantaged pupil has been changed this year to reflect changes to the conditions of funding for the pupil premium in 2014-2015. The main changes to these conditions are as follows:

- In 2013-2014, children looked after continuously for at least six months were eligible for the pupil premium. In 2014-2015, this has changed so that children looked after continuously for 1 day or more are now eligible for the pupil premium
- In 2014-2015, the pupil premium now includes those pupils recorded on the School Census as being adopted from care

A pupil will therefore be defined as disadvantaged in the 2015 primary performance tables if they are recorded as:

- Eligible for Free Schools Meals (FSM) in the last six years; or
- Looked after continuously for 1 day or more; or
- Adopted from care

National comparisons are only provided at Key Stage 2 and Key Stage 4 for disadvantaged pupils. National comparisons are provided at Early Years and Key Stage 1 for FSM pupils only. Results for the borough/district are shown at Appendix 3 – Disadvantaged pupil graphs.

## 2.7 Ofsted

**Please note that the number of schools included in the Ofsted calculations does not necessarily match the total number of schools in the borough/Surrey.** This is because Ofsted do not include previous inspection results for schools that have become a sponsored academy or free school- they are only included in the figure once they have been inspected as an academy.

2015	Number of schools	% Good or Outstanding
Borough/District	42	91.3
Surrey	336	90.1
National	17,763	84.6

**These National figures are for all inspections published to the end of December 2015 with Surrey/Borough/District figures adjusted to take into account published reports to January 2016.** Please refer to Appendix 4 for Ofsted detailed tables.

### 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 Education, the Area Education Officers, and the Education Cabinet member. 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.

#### **3. OPTIONS:**

3.1 None for the purposes of this 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. CONCLUSION AND RECOMMENDATIONS:**

- 9.1 It is recommended that the Local Authority will continue to work in partnership with Babcock 4S, schools, academies and others to support schools 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 additional data becomes available.

### **Contact Officer:**

Jo Freeman, Senior Consultant Babcock 4S.  
Kirstin Butler, Performance and Intelligence Manager

### **Consulted:**

Not for the purpose of this report.

### **Appendixes:**

Appendix 1 – Context  
Appendix 2 – Performance Graphs  
Appendix 3 – Disadvantaged pupil Graphs  
Appendix 4 – Ofsted detailed tables  
Appendix 5 – Technical notes/FAQs/Glossary

### **Sources/background papers:**

#### Early Years

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

#### Key Stage 1

- The information is based on Teacher Assessments provided by schools in July 2015. National figures were provided in the Department for Education Statistical First Release 32\_2015

#### Key Stage 2

- 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 which was published in December 2015.

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### 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 21<sup>st</sup> January 2016.

### Key Stage 5

- 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 21<sup>st</sup> January 2016.