

**SURREY COUNTY COUNCIL****CABINET****DATE: 26 APRIL 2016****REPORT OF: LINDA KEMENY, CABINET MEMBER FOR SCHOOLS, SKILLS AND EDUCATIONAL ACHIEVEMENT****LEAD OFFICER: JULIE STOCKDALE, ACTING ASSISTANT DIRECTOR FOR SCHOOLS AND LEARNING****SUBJECT: 2015 EDUCATION PERFORMANCE OUTCOMES****SUMMARY OF ISSUE:**

This report presents an overview of the educational outcomes of children and young people in state maintained schools in Surrey, including academies, for early years, primary, secondary, post 16 and special school phases for the academic year ending in the summer of 2015.

Surrey continues to perform better than the national and South East region in most key measures at all key stages. Attainment at the end of the Early Years Foundation Stage (EYFS), Key Stage 1, Key Stage 2 and Key Stage 4 in summer 2015 was in the top quintile nationally. In particular, Surrey is ranked 15<sup>th</sup> out of 150 local authorities for the proportion of pupils that achieve 5 or more good GCSEs with English and Mathematics. Overall the achievement of most vulnerable groups also continues to improve.

As of 31 March 2016, the proportion of schools that are good or outstanding is 91% and Surrey is ranked 1<sup>st</sup> in the South-East (out of 19 Local Authorities) and 26<sup>th</sup> nationally. The proportion of good and outstanding schools has increased at twice the national rate over the last two years due to the dedication and hard work of school leaders, governors and staff facilitated by the Surrey School Improvement Strategy – Every School A Good School. This initiative, implemented in 2013, was approved by Cabinet and was supported by additional investment.

However, whilst at most Key Stages outcomes for disadvantaged pupils and pupils with special educational needs are improving, these pupils in Surrey are still doing less well than similar pupils nationally. In addition, the gap between these pupils and their peers remains wider in Surrey than that seen nationally.

**RECOMMENDATIONS:**

It is recommended that Cabinet notes:

1. The 2015 Education Outcomes as set out in the report and particularly that the Surrey School Improvement Strategy – Every School a Good School – has resulted in year on year improvements in outcomes for children and young people at each key stage and in Ofsted outcomes.
2. That improving outcomes of disadvantaged and vulnerable pupils continues

to be a key priority for the Local Authority.

3. The recently published White Paper – Educational Excellence Everywhere – indicates that Local Authorities will cease to have a role in school improvement from August 2017.

#### **REASON FOR RECOMMENDATIONS:**

To ensure that Cabinet is fully informed of the latest education outcomes and the success of schools in Surrey and likely implications of changes to school improvement.

#### **DETAILS:**

1. Surrey pupils continue to make good progress and to perform well at all key stages compared with their peers nationally. The great majority of performance measures are above the national average and show significant year on year improvement. When benchmarked against other shire counties nationally Surrey County Council is in a strong position in most measures.
2. However, these strong outcomes overall and outcomes for the many vulnerable pupils are still not as high as we would wish. Outcomes in a small number of schools are still significantly lower than both the national and county average.

#### **Background**

3. There were 393 maintained schools and academies in Surrey open during the academic year referenced in this report (2014/15). The table overleaf shows a breakdown by phase. As at the end of January 2015, 76 of these schools were academies (19%). As at 1<sup>st</sup> December 2015, this had increased to 90 academies (23%).

	<b>Number of schools- Jan 2015</b>
<b>Nursery</b>	<b>4</b>
Primary	259
Primary phase academies	43
<b>Total Primary phase</b>	<b>302</b>
Secondary	24
Secondary academies	30
<b>Total Secondary phase</b>	<b>54</b>
Special	20
Special academies	3
Pupil Referral Units	10
<b>Total Special</b>	<b>33</b>
<b>Total All Schools</b>	<b>393</b>

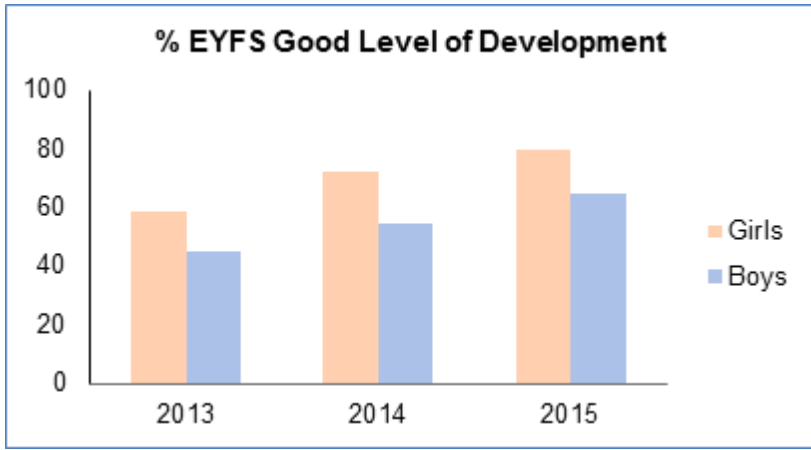
- 3. For further information on the key stage assessments, including expected levels of attainment and progress, please see Annex 1.

**Early Years (ages 2-4)**

- 4. The percentage of children in Early Years that achieved a Good Level of Development (GLD) increased by ten percentage points in 2015. Surrey is ranked 13th nationally out of 151 Local Authorities and third in terms of its statistical neighbours<sup>1</sup>.



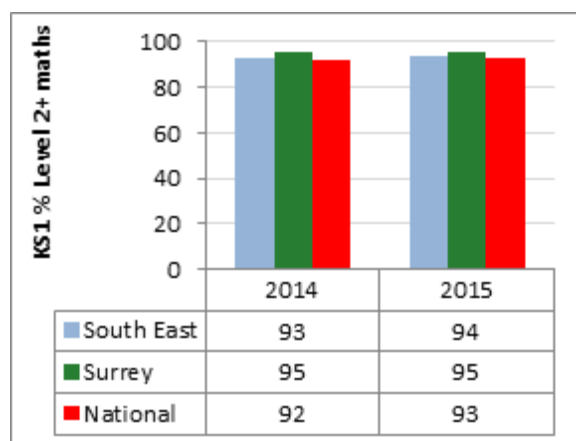
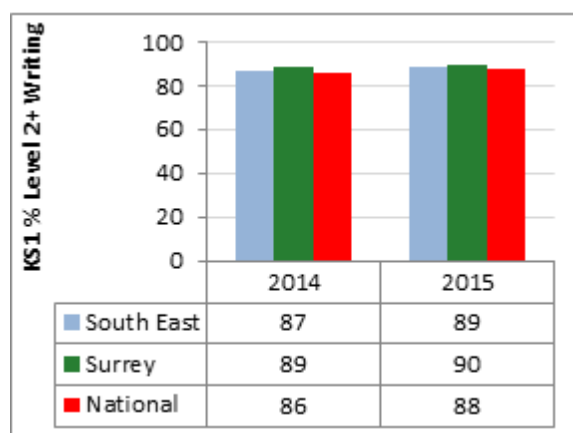
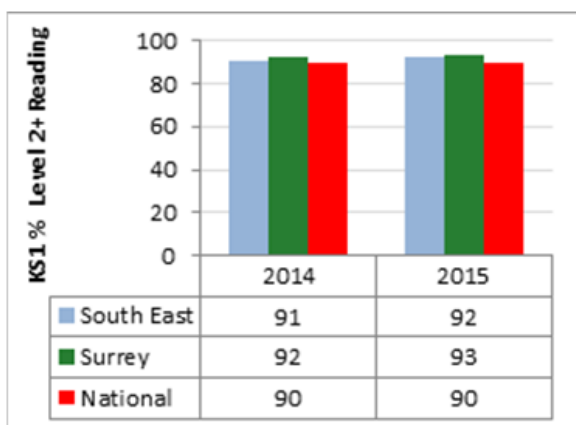
- 5. Girls continue to do better than boys, but the gender gap has decreased in all of the three key measures. The gender gap for percentage achieving a good level of development has reduced from 18 percentage points (ppts) in 2014 to 15ppts in 2015.



**Key Stage 1 (ages 4-7):**

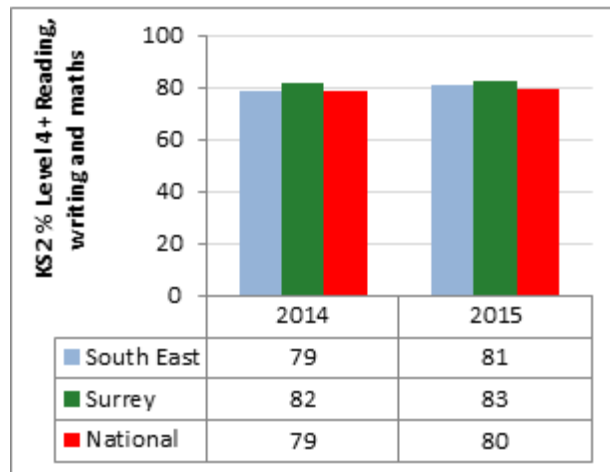
<sup>1</sup> Surrey’s statistical neighbours are Bracknell Forest, Buckinghamshire, Cambridgeshire, Cheshire East, Hampshire, Hertfordshire, Oxfordshire, West Berkshire, Windsor & Maidenhead and Wokingham.

6. The number of Year 1 pupils who met the expected standard of phonic decoding in Surrey increased from 75% last year to 78% this year. This matches improvements nationally. Nationally, (out of 150 LAs), Surrey has improved and moved up the rankings from 56th to 42nd this year. Surrey is 1 percentage point above national in 2015. By the end of Year 2, 92% of pupils are reaching the expected standard, (an improvement of 3ppts from last year) and only 7% are not.
7. Overall, Surrey's Key Stage 1 performance remains strong compared to all authorities nationally and to statistical neighbours. Performance improved or was maintained in all subjects and at all thresholds this year.
8. Surrey is in the top twenty in the national rankings across all subjects at both the expected (level 2+) and higher (level 2b+; level 3) thresholds.

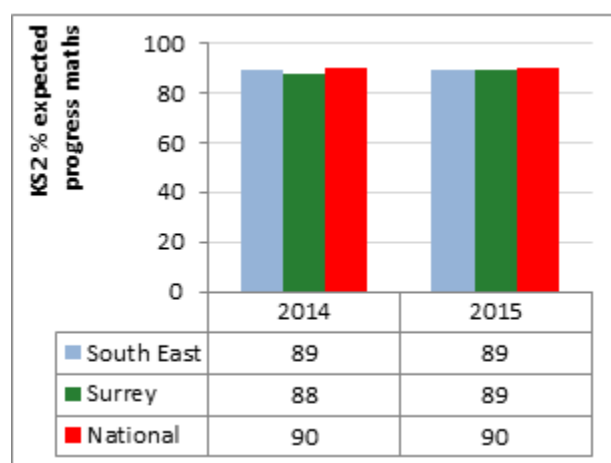
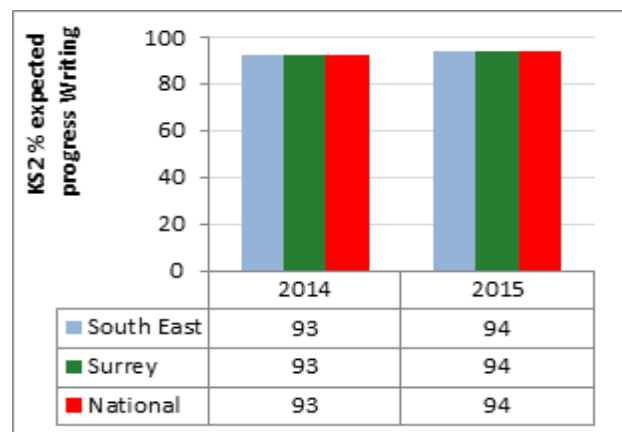
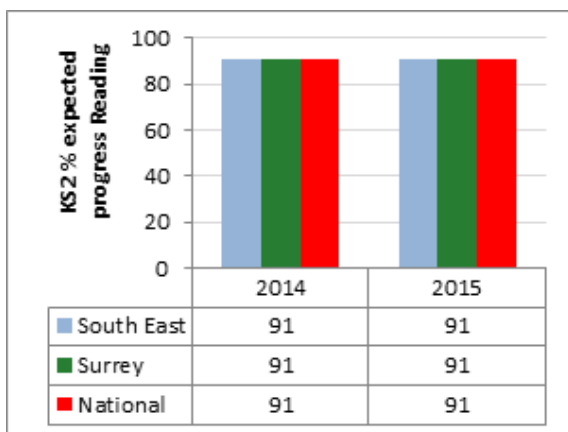


### Key Stage 2 (ages 7-11)

9. The percentage of pupils making the expected level of attainment i.e. Level 4 or above in reading, writing and maths (RWM) increased to 83%. This compares with 80% for state funded schools in England. This places Surrey 28th in national rankings and 3rd amongst its statistical neighbours.



- 10. The proportion of pupils attaining level 4b and level 5 in RWM remains significantly higher than national.
- 11. In Surrey, 91% of pupils were making expected progress in reading, 94% were making expected progress in writing and 89% were making expected progress in maths. This compares to 91%, 94% and 90% for state funded schools in England.

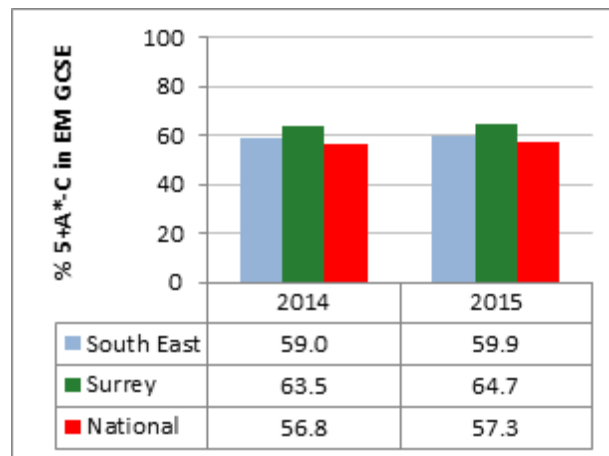


- 12. Following the 2015 results eight schools were below floor standards (compared to nine in 2014). This represents 4% of schools in Surrey compared to a national figure of 5%.

13. Improving the attainment and progress of pupils in receipt of the Pupil Premium and other vulnerable groups remains a key priority at key stage 2 – see paragraphs 24-26.

#### Key Stage 4 (ages 14-16)

14. Surrey pupils performed better than the national average with 64.7% achieving 5+A\*-C GCSEs including English and mathematics, an increase of 1.2 ppts from last year. Nationally the attainment increased by 0.5 ppts to 57.3%. Surrey is ranked 15th place in the national rankings and 4th of 11 statistical neighbours for this measure.



15. The gender gap for proportion achieving 5+A\*-C including English and mathematics is narrower in Surrey than nationally. This is due to boys performing proportionally better in Surrey than elsewhere, putting the Surrey gap at 8 percentage points compared to 9.4 for England as a whole.

#### KS4 key performance indicators by gender

% of pupils achieving	Surrey Girls	Surrey Boys	Surrey All Pupils	National Girls	National Boys	National All Pupils
5+A*-C Inc. A*-C E&M	68.8	60.8	64.7	61.9	52.5	57.3
English Baccalaureate	37.2	25.1	31	29.3	19.5	24.3
KS2-4 3 Levels of Progress in English	81	72	76.4	76.5	66	71.3
KS2-4 3 Levels of Progress in Maths	74.5	71.7	73.1	68.8	65.1	67
KS2-4 4 Levels of Progress in English	41.5	29.8	35.5	36.6	26.5	31.4
KS2-4 4 Levels of Progress in Maths	40	37.9	38.9	31.7	30	30.9

Source: the NCER Nova system was used to allow for calculation of 4 levels progress figure. Figures may therefore not match SFR exactly.

16. The English Baccalaureate (EBacc) was first introduced into the performance tables in 2009/10. It shows how many pupils get a grade C or above in certain core academic subjects. Nearly half (47.3%) of Surrey pupils were entered for EBacc (8.5 percentage points higher than the national figure) and 31% achieved the qualification compared with 24% nationally.
17. A school is below the floor standard in 2015 if fewer than 40% of pupils achieve 5 +A\*-C GCSEs including English and mathematics AND the percentage of pupils making expected progress between key stage 2 and key stage 4 in both English and maths is below the national median. Across England 11% of state funded schools perform below the floor standard, while in Surrey this affects three schools - 6% of secondary provisions. Two of these are academies and one is a LA maintained school.
18. As at Key Stage 2, outcomes for disadvantaged and vulnerable groups at the end of Key Stage 4 remain a concern. This is considered later in this paper.

### **Key Stage 5 (age 16+)**

19. Of those entered for level 3 qualifications in Surrey 92.2% achieved at least two substantial qualifications, the minimum university entry requirement. This is a slight increase from last year, up from 91.8%, with Surrey ranking 55 out of 150 local authorities.
20. In Surrey 12% achieved passes at grades AAB or better with at least two facilitating subjects. In Surrey, the gender gap has been narrowed to 0.2 ppts whereas nationally boys have outperformed girls (13.1 vs 10.7%).
21. The average point score per entry for Surrey students taking A levels was 214.2 (equivalent to a C grade) in state funded schools and colleges. This is slightly behind the national average of 216.1 (equivalent to a C+) for all settings but ahead of state funded schools and colleges which are at 211.9 (equivalent to a C).
22. The average point score per entry for Surrey students taking vocational qualifications was 220.6 (equivalent to a distinction) in state funded schools and colleges. This is slightly ahead of the national average of 219.5 (equivalent to a distinction) for all settings and state funded schools and colleges which are at 219.4 (equivalent to a distinction).
23. The number of entries of Science, Technology, Engineering and Maths (STEM) A level subjects decreased in Surrey from 31.1% in 2013/14 to 29.2% compared to 32.5% nationally (a decrease of 0.5 ppts) indicating a lower science bias. Surrey ranks 110th nationally. The top 4 STEM subjects by number of entries are the same both nationally and in Surrey and account for 84% of the STEM subject exam entries. These are in the subjects of Mathematics, Biological Sciences, Chemistry and Physics.

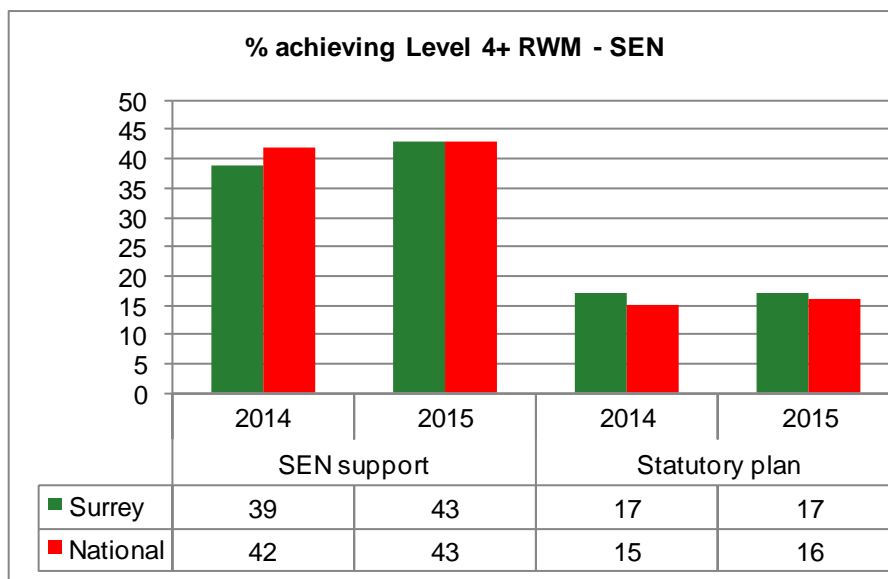
### **Outcomes for vulnerable groups**

24. Improving outcomes for vulnerable groups, including looked after children, disadvantaged pupils and pupils with special educational needs and disabilities (SEND) has been a priority for school improvement over the last

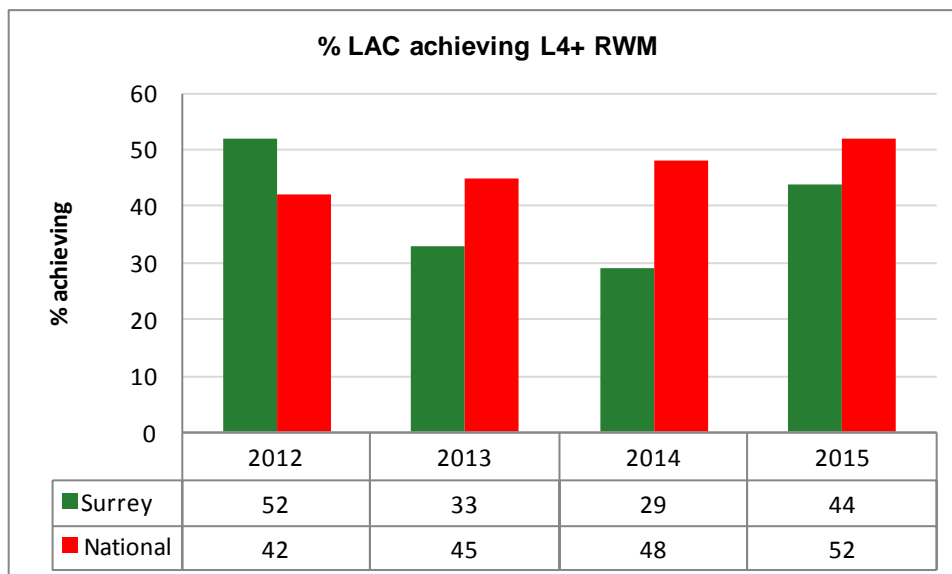
eighteen months. Overall across most key stages outcomes for vulnerable groups have increased however, in many cases the gap remains too wide and this remains a key priority.

### Key Stage 2 vulnerable groups

25. Attainment for children with SEND at the end of KS2 is generally in line with that found nationally. The percentage of pupils with SEN but no statutory plan (i.e. receiving SEND support) that achieved a L4+ in RWM increased by 4ppts to 43% in 2015 and is in line with national. Surrey is now above the average for the south-east and for its statistical neighbours for this group.
26. Attainment of pupils with a statutory plan remains above the national average, with 17% of Surrey pupils achieving Level 4 and above in RWM compared with 16% nationally.

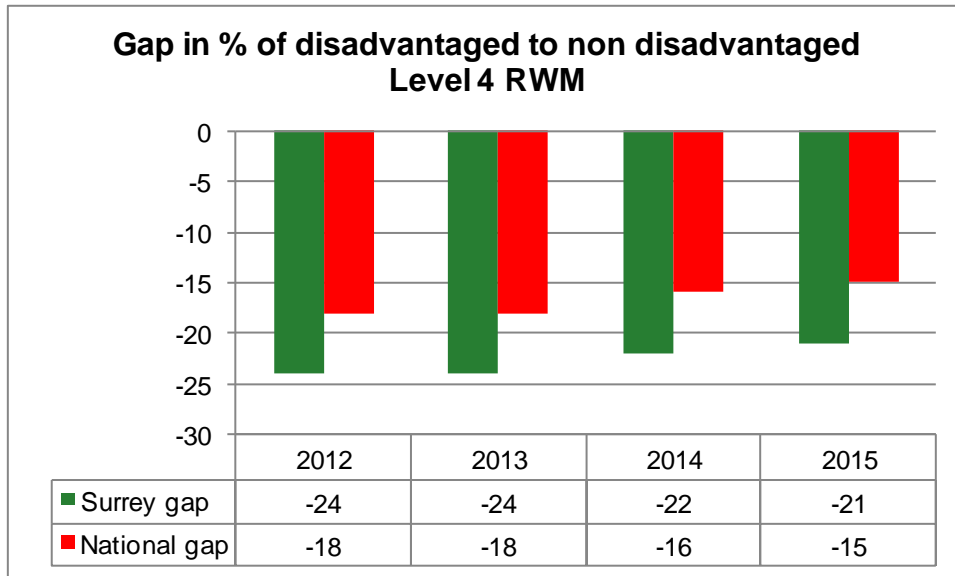


27. There is a marked improvement in the proportion of children who are looked after at the end of KS2 that achieve L4+ in RWM with a 15ppt increase. However, this is still below similar pupils nationally.





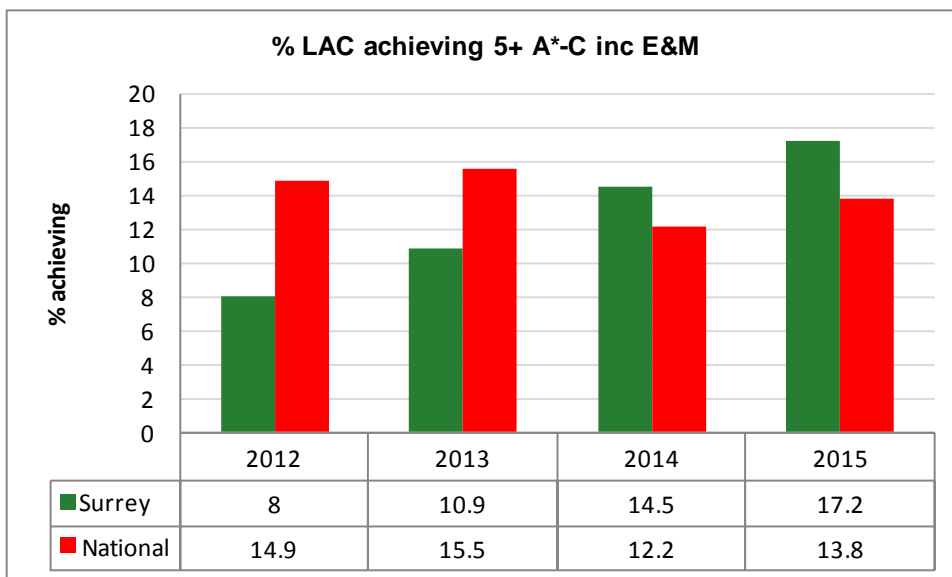
28. The percentage of disadvantaged pupils achieving Level 4 + in RWM is 66% which represents a 3ppt increase on last year in Surrey. However, this is still lower than similar pupils nationally and whilst the gap between disadvantage pupils in Surrey and non-disadvantaged pupils nationally has narrowed since 2013 it is still wider than national.



**Key Stage 4 Vulnerable groups**

29. The attainment of pupils with a statutory plan is better in Surrey than nationally (12.2% of Surrey pupils with statutory plans achieve 5+A\*-C including English and maths compared with 8.8% nationally). Surrey pupils receiving SEND support also perform better than their peers nationally (25% achieving compared to 23.5% nationally).

30. There have also been improvements in the proportion of Looked After Pupils that have achieved 5+ A\*-C GCSEs including English and maths.



31. Outcomes at the end of KS4 for disadvantaged pupils have declined with the percentage of disadvantaged pupils that achieved 5+ A\*-C GCSEs including English and maths declining by nearly 2ppts to 35.2%. This places Surrey 71st nationally compared to 15th for all pupils. Analysis shows that performance varies considerably across schools and also from year to year which suggests that in some schools there are not secure strategies in place to ensure that the gap closes over time.
32. However, this also disguises the fact that most schools are focusing systematically on narrowing the gaps. As part of the School Improvement Strategy there is a clear focus on and challenge to schools where outcomes for disadvantaged pupils are low. This is now having an impact. In most cases, whilst published information from 2015 does not show a significant reduction in gap, in-school evidence shows that this is beginning to happen. This has been recognised by Ofsted in all but one inspection of secondary schools this year:

*'Leaders make effective use of the pupil premium funding. Published information does not show a significant reduction in the gap between the standard of achievement of this group and their peers, but disadvantaged students currently at the school are making rapid progress.'* Section 5 Inspection Oct 2015

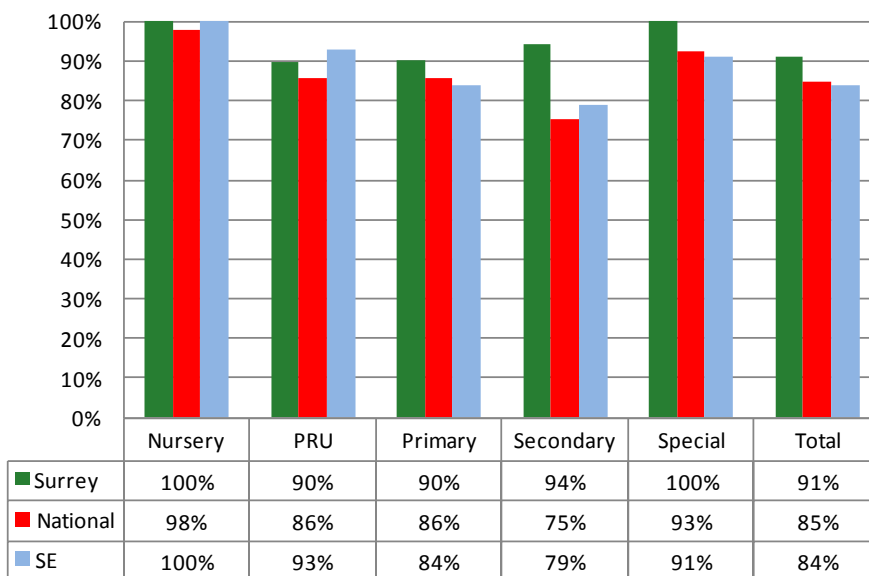
*'The pupil premium grant is used effectively. It has funded a well-managed programme of one-to-one tuition, small-group interventions, accelerated reader programmes and extra help in lessons which have had a demonstrable impact on the progress that disadvantaged pupils have made. Although published information does not yet show a significant reduction in the gaps in standards achieved by this group and their peers, these gaps are closing much more convincingly for disadvantaged pupils currently at the college.'* Section 5 Inspection January 2016

33. Moving forward, improving outcomes for vulnerable and disadvantage pupils remains a priority. The introduction of the Inclusive Values at the Heart of School Improvement Strategy continues to provide a greater focus on improving outcomes for these pupils.

#### **Ofsted**

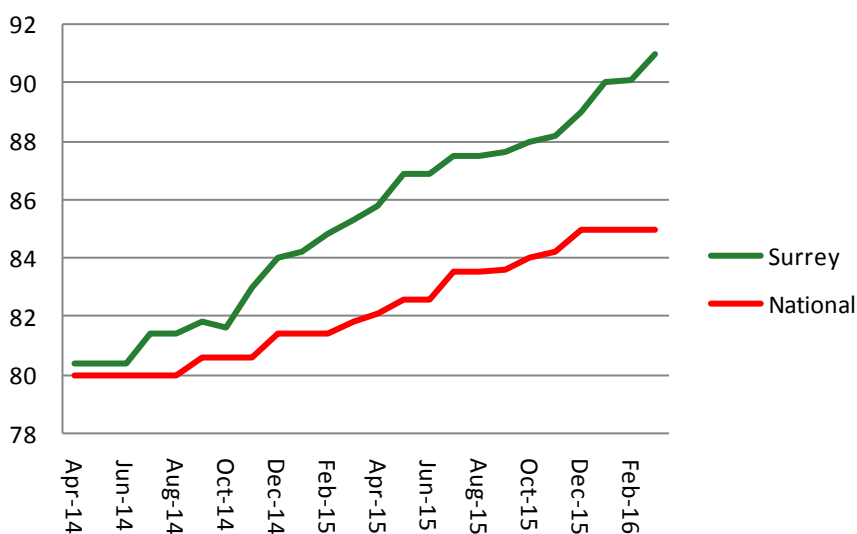
34. The percentage of good and outstanding schools in Surrey at the end of March 2016 is 91%. Overall, 92% of all pupils in Surrey attend a good or outstanding school compared to 83% nationally. This places Surrey 23rd in National rankings and 1st in the South-east.

**% good or outstanding schools - March 16**



35. Since April 2014 the percentage of good and outstanding schools has increased by 11ppts in Surrey compared to 5ppts nationally. This is more than twice the rate of increase found nationally.

**% good and outstanding schools March 16**



**Every School a Good School – The Surrey School Improvement Strategy – Impact**

36. Led by our School Improvement partners, B4S with full support from Surrey County Council, Every School a Good School - The Surrey School Improvement Strategy - was introduced in April 2013. It had the following key priorities. To:

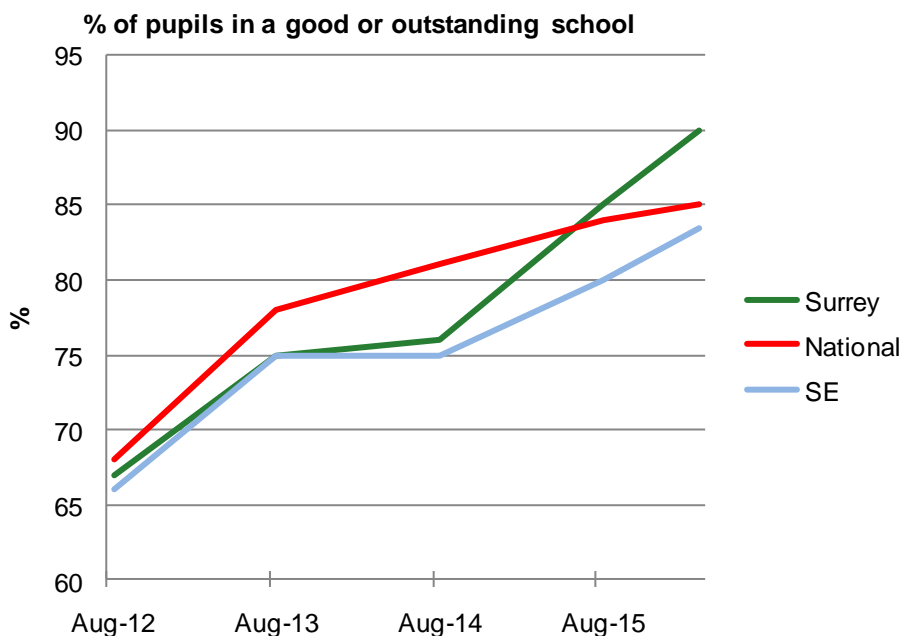
- Increase the proportion of schools that are judged by Ofsted to be ‘good’ or ‘outstanding’

- 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.

37. 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, all schools are monitored through the systematic and routine collection of information relating to school and pupil performance and statutory compliance. Intensive support was given to any school that needs to improve to a position of securing 'good'.

38. The strategy was significantly supported by the additional funding provided by both Surrey County Council - £1.9M per year - and by funding retained from DSG as voted by Schools Forum - £1.3M per year. This has made a substantial difference to both the number of schools that can be support and the amount of support that can be provided. The funding from DSG also enables some support to be provided to academies identified to be in need.

39. The strategy has been amended each year to reflect the changing national and local educational landscape in addition to the outcomes of pupils and feedback from schools. The emphasis in the first year was on implementing the strategy and there was a significant focus on ensuring that the leadership in schools, particularly in primary schools, was driving the leadership of learning in a rapid and targeted manner. This led to a significant number of changes in leadership and in governance. However, over the first year of the strategy this meant that the proportion of good and outstanding schools did not improve rapidly. However, as can be seen by the graph below the proportion of pupils in good and outstanding primary schools accelerated rapidly and from August 2014 has increased at twice the rate in the South-East and three times the national rate.



40. In September 2012 Ofsted introduced a new inspection framework under which schools that were not good were judged to Require Improvement (or be inadequate). Schools in this category are monitored and reinspected within two years. There have now been 54 'Requires Improvement reinspections' since 2014. Of these 83% have been judged to have improved to at least 'Good'. Of the nine that remained Requiring Improvement four increased their Leadership and Management grade to good. In other words over 90% showed significant improvement in Ofsted terms.
41. When the strategy was launched in April 2013 there were 117 schools identified as benefiting from additional challenge and support (Focus Support Schools) in order to be in a secure position a 'good' Ofsted judgement in all aspects of provision and outcomes. This number is now 55.
42. A significant element of the strategy is school-to-school support. The majority of schools that are supported receive some form of school-to-school support from either a systems leader or another good or outstanding head. In addition Teaching Schools and National Support Schools have been brokered to provide the total support package of support to 20 schools. This has proved highly successful. A key focus now is to support the facilitation of a school-led system.
43. In addition to the overall picture of improvement in terms of Ofsted outcomes and attainment at the end of all key stages, the strategy feedback from schools remains positive, particularly from those schools that are part of the Focused Support Programme. Ofsted continue to judge support from Babcock 4S as strong and appropriate in their inspection reports and monitoring letters. Over 98% of Ofsted comments are positive.

*'Since the retirement of the previous headteacher, governors have worked in close cooperation with the local authority to improve teaching and raise pupils' achievement.'* S5 Report

*'School leaders have been responsive to a high level of support provided by the local authority.'* S5 Report

44. A recently commissioned external review of the SI strategy concludes:

*'There was an overwhelming support for the programmes which are currently in place and a recognition of the complexity this work entails. The main message that came through clearly from the heads I interviewed was a recognition of the strength of the structure which is currently in place and the stability which the school improvement team's expertise and effort brings to the changing educational landscape. As one head commented, 'I am a great supporter of the work which Babcock undertakes. I think their ambitions are good, the focus is clear and their efforts are admirable.'*

### **Next Steps and priorities**

45. As a large shire county, covering both urban and more rural areas, the range of circumstances and challenges faced by Surrey's schools varies greatly. In addition, a significant number of new dwellings are currently planned in Surrey by 2026. This demand for housing puts pressure on all services and public infrastructure – particularly schools.

46. The White Paper – Educational Excellence Everywhere – and the National Funding Consultation published in March 2016 make it clear that the government does not expect Local Authorities to be responsible for School Improvement from the end of the academic year 2016/17. The Education Service Grant, which funds much of School Improvement, will also cease at that time.

47. The Local Authority has had to make some very difficult decisions as a result of the changes to local government funding. Therefore the council will no longer be able to support the continued additional funding from the start of the new academic year.

48. The Every School a Good School strategy will continue until the end of the academic year 2015/16. In addition, the LA has commissioned Babcock 4S to work with schools, governors and officers to develop a revised school improvement strategy for the academic year 16/17. This will focus on the following priorities:

- supporting schools to develop and implement new, self-sustaining models of school improvement for the future
- supporting schools to move towards academisation without impacting on outcomes for pupils
- ensuring rapidly improved outcomes for all vulnerable groups
- developing a more inclusive school ethos
- eradicating variability across geographical areas

49. However, this will need to be achieved within a significantly reduced budget.

### **CONSULTATION:**

50. A formal consultation process was not required for this report. This report has been shared with Julie Stockdale, Acting Assistant Director for Schools & Learning and the Children, Schools and Families (CSF) Directorate Leadership Team

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

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

### **Financial and Value for Money Implications**

52. The Local Authority receives funding for school improvement and other school support services via the Education Services Grant. The National Funding Consultation and White Paper proposes that this fund ceases at the end of the academic year - 2016/17. Local Authorities will not be expected to fund or run school improvement after August 2017.
53. £1.3m of the additional funding for school improvement has been withdrawn from September 2016. This will mean that a more focussed approach to improvement will be applied and a transition strategy will be put in place.
54. The Schools Forum approves an allocation of approximately £1.3m for support for all schools (including academies), top-sliced from all schools delegated budgets.

### **Section 151 Officer Commentary**

55. The role of the local authority in school improvement is reducing and is proposed to cease next year should the White Paper be implemented, consequently the current grant funding will also end next year. The funding reductions in 2016/17 are in anticipation of these proposals and allows for some transition.

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

56. Section 13A of the Education Act 1996 imposes upon local authorities a duty to promote high standards in both primary and secondary education. The information contained within this report enables Cabinet members to satisfy themselves that their duty is being fulfilled and that where improvements are required, strategies are in place to address them.

### **Equalities and Diversity**

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

<b>Other Implications:</b>
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58. The potential implications for the following council priorities and policy areas have been considered. Where the impact is potentially significant a summary of the issues is set out in detail below.

Area assessed:	Direct Implications:
Corporate Parenting/Looked After Children	See paragraphs 24-33 and 36-44
Safeguarding responsibilities for vulnerable children and adults	No significant implications arising from this report
Public Health	No significant implications arising from this report
Climate change	No significant implications arising from this report
Carbon emissions	No significant implications arising from this report

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**Contact Officer:**

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Kirstin Butler, Performance & Knowledge Management Team, 0208 541 8606

**Annexes:**

Annex 1: Background to key stages

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