

Central Bedfordshire Council

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

12 MARCH 2019

Validated Exam Results 2018

REPORT OF: Cllr Steven Dixon, Executive Member for Families, Education & Children, (steve.dixon@centralbedfordshire.gov.uk)

RESPONSIBLE DIRECTOR(S): Sue Harrison, Director of Children's Services (sue.harrison@centralbedfordshire.gov.uk)

This report relates to a decision that is non-key

Purpose of this report

- 1 The report provides an overview of 2018 education outcome data and the actions being taken to improve outcomes.

RECOMMENDATIONS	
The Committee is asked to:	
	Consider the report and comment on the actions being taken to support the improvement of pupil progress and attainment in schools in the area

Issues

OFSTED OUTCOMES

- 2 As at the end of December 2018, 87 percent of schools in Central Bedfordshire were judged 'good' or better by Ofsted. This demonstrates sustained improvement. Ofsted publish comparator data that shows Central Bedfordshire compares well to statistical neighbours' (SN's) 87 percent and England 86 percent. By phase (lower schools are deemed primary and middle and upper schools are deemed secondary):
 - 89 percent of primary schools are rated good or better, compared with the SN and England averages of 88 and 87 percent;
 - 79 percent of secondary schools are rated good or better compared with the SN and England averages of 81 and 75 percent; and
 - all special schools are good or better.

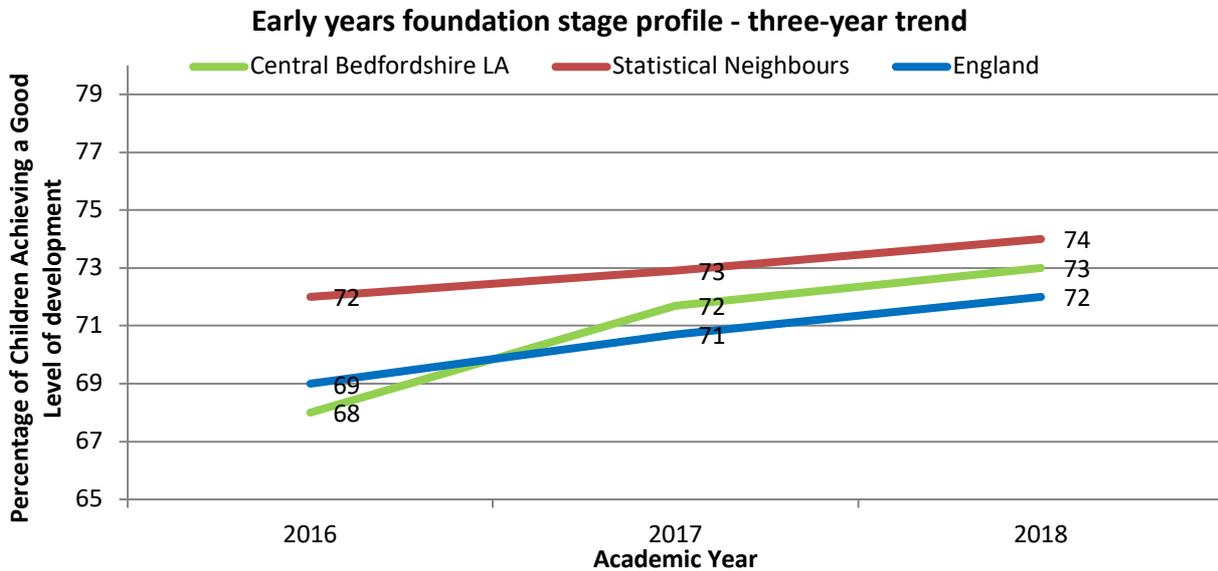
EARLY YEARS FOUNDATION STAGE (EYFS)

- 3 The cross agency focus on 'school readiness' has started to have an impact and will continue to be an area of focus in 2019/2020. However, schools continue to report that there are an increasing number of children starting school without the skills to access the curriculum, a pattern seen across England.
- 4 More schools have taken the decision to lower their age range and make provision for pre-school children, which continues to have an impact on outcomes. Schools are also working with private and voluntary pre-school providers, where possible, to support joint working and

transition. It is anticipated that this will impact on outcomes at the end of early years foundation stage in future years.

- 5 A 'good level of development' (GLD) is achieved by a child reaching the expected standards in the areas of communication and language development, personal social and emotional development (PSED), physical development, literacy and mathematics in the end of reception year assessment.

EYFS outcomes, summer 2018

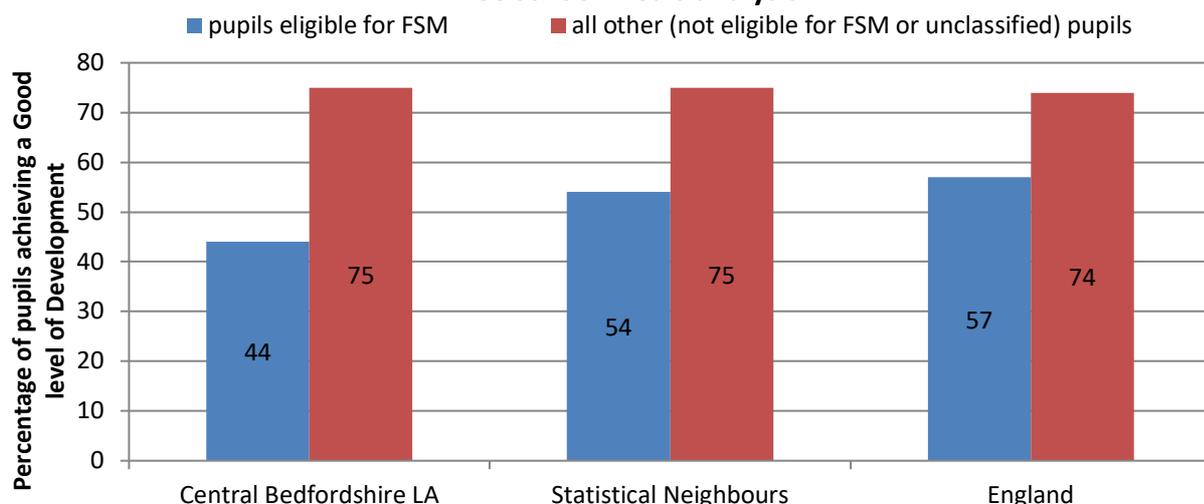


- 6 The percentage of children achieving a GLD is 73.2 per cent, a 1.5 a percentage point (pp) increase from 2017. We remain in the second quartile nationally, just below the SN average but above the national average. As a result, we are ranked 6 out of 11 against SN compared to 7 out of 11 in 2017 and ranked 46 out of 151 nationally, compared to 53 out of 151 in 2017.

PERCENTAGE OF CHILDREN ACHIEVING EXPECTED LEVEL BY FREE SCHOOL MEALS

- 7 The early years pupil premium (EYPP) has been in place since April 2015 and gives providers of early years education extra funding to support disadvantaged 3 and 4 year olds. Early years providers are any organisation that offers education for children aged under 5, including nurseries and childminders. This extra funding is aimed at to improving the quality of education for disadvantaged children. Ofsted inspections will report on whether providers spend their EYPP funding effectively.

2018 early years foundation stage profile free school meals analysis



- 8 The 2018 points gap between pupils eligible for FSM and other pupils achieving a GLD is 31, a 10 point increase compared with 2017. Here, the FSM / Non-FSM gap is 9 points wider than the SN (22 points) and national (17 points) gaps. We are ranked 10/11 for FSM pupil performance compared with statistical neighbours; compared with 8/11 last year and are in the bottom quartile nationally.

MAINTAINED SCHOOL AND ACADEMY PERFORMANCE - EYFS

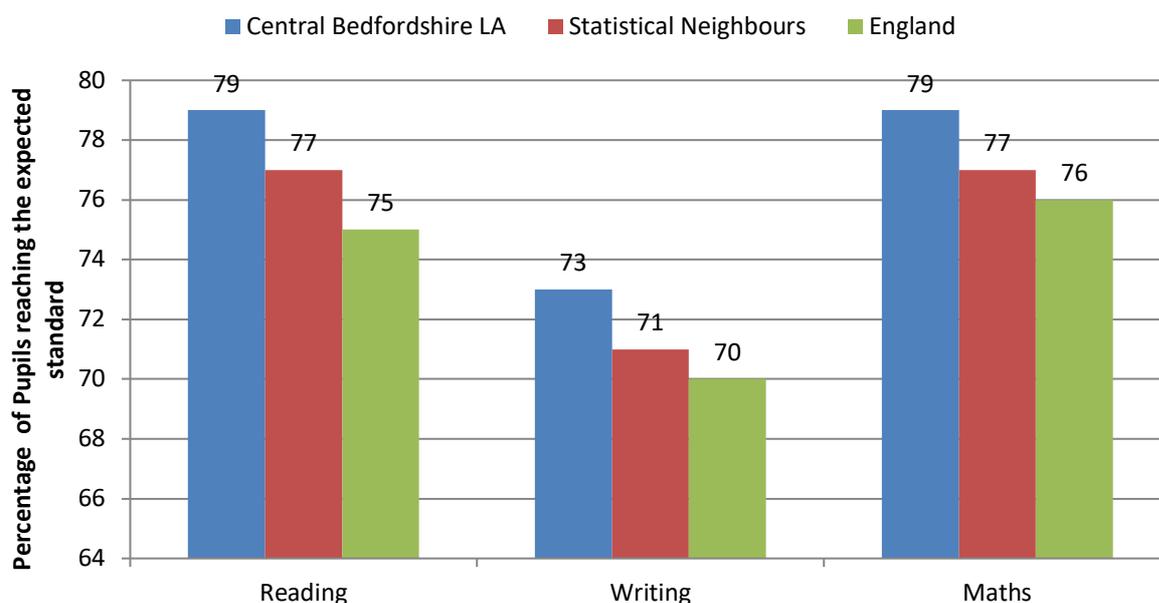
- 9 The performance of children achieving a good level of development is very similar in maintained schools and 'converter' academies. It is lower in sponsored academies, which is expected, as these schools have been taken over by 'strong' sponsor academy trusts due to being judged as 'failing' by the regulator.

	Cohort (no. of schools)	percentage of children achieving a good level of development
Maintained school	2,481 (68)	74
Academy converter	1,006 (28)	73
Academy Sponsor Led	138 (4)	69
Central Bedfordshire LA	3,625	73

KEY STAGE 1

- 10 The standard measure is the performance of pupils, as assessed by teachers, in reading, writing and mathematics. The table below shows our pupils' attainments compared to those in SN and all English local authorities.

2018 Key Stage 1 teacher assessments - percentage reaching the expected standard



Reading

11 The percentage of pupils reaching the expected standard in reading here is 79, the same as in 2017. Our pupils are two points above those in SN LAs and four points above national. This means we are ranked 2/11 against SN compared to 3/11 last year and 18/150 nationally compared with 25/150 last year. Our pupils remain in the top quartile.

Writing

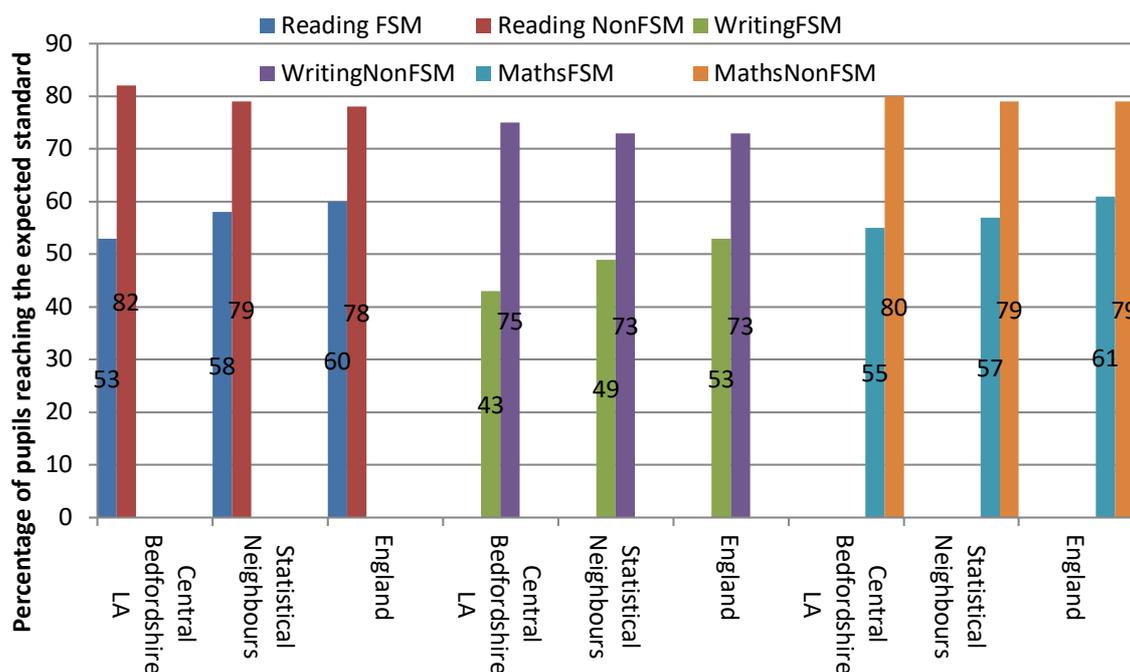
12 The percentage of pupils reaching the expected standard in writing is 73 compared to 70 in 2017, two points above the SN average and three points above the national average, which means we rank 4/11 against SNs (3/11 last year) and 39/150 nationally (53/150), which places us top of the second quartile.

Mathematics

13 The percentage of pupils reaching the expected standard here is 79 compared to 77 in 2017. This is two points above the SN average (77) and three points above the national average. We rank 4/11 against SNs compared to 3/11 last year and rank 29/150 nationally compared to 52/150 last year, moving into the top quartile.

PERCENTAGE OF PUPILS ACHIEVING EXPECTED LEVELS BY FSM

2018 key stage 1 -Free school meals analysis



READING

14 The 2018 points gap between pupils eligible for FSM and other pupils reaching the expected standard in reading is 29 compared to 25 in 2017. The gap is 8 points wider than the SN average gap and 11 points wider than the national gap. This means we are ranked 10/11 against SNs and 140/150 nationally – in the bottom quartile.

WRITING

15 The 2018 gap between pupils eligible for FSM and other pupils reaching the expected standard in writing is 31 compared with 32 in 2017. Our points gap is 7 wider than SNs and 11 points wider than the national average, leading to a ranking of 9/11 against SNs and 142/150 nationally – in the bottom quartile.

MATHEMATICS

16 The 2018 points gap is 26 compared to 29 last year, 4 and 8 points wider than SNs and English averages, which is 7/11 against SNs and 129/150 nationally – in the bottom quartile.

KEY STAGE ONE COMMENTARY

- 17 Narrowing the gap remains a priority at local authority and cluster level. Schools are using the pupil premium review to support them with targeting their actions for improvement. Schools are strongly encouraged to buy into this review process (see paragraphs 44-49 below for more details on actions to improve the progress and attainment of disadvantaged pupils).

MAINTAINED SCHOOL AND ACADEMY PERFORMANCE

- 18 The performance of maintained schools and academy converters is extremely close. The performance of sponsor-led academies is lower, as expected, given the poor performance as judged by the regulator when inspected.

2018 Key Stage 1 – percentage of pupils reaching the expected standard				
	Cohort (no. of schools)	reading	writing	maths
Maintained School	2543 (69)	80	74	79
Academy Converter	972 (27)	80	73	80
Academy Sponsor Led	155 (4)	76	68	78
Central Bedfordshire LA	3,670	79	73	79

KEY STAGE 2

Percentage of pupils reaching the expected standard in reading, writing and mathematics

2018 key stage 2- percentage reaching the expected standard in reading , writing and mathematics



- 19 The percentage of pupils reaching the expected standard in reading, writing and mathematics is 62 compared to 58 in 2017. This is 3 points below SNs and 2 below the

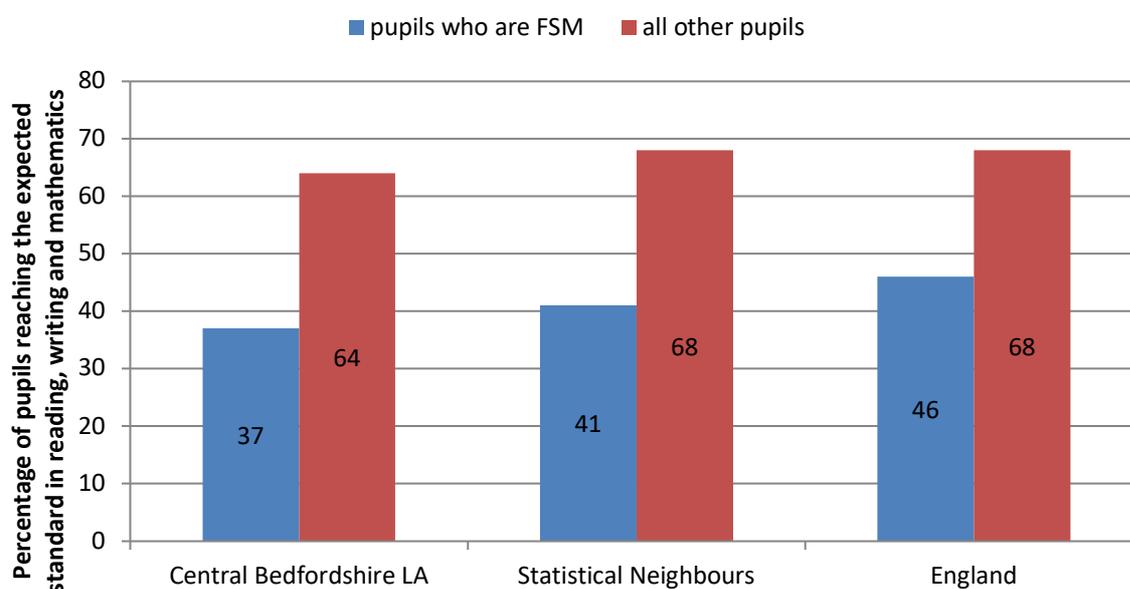
national average – 9/11 against SNs and 113/150 nationally. In 2017, we were 122/152, and have moved from the bottom to the third quartile.

20 In terms of pupil progress from key stage 1:

- **reading:** -1.5, statistically significantly below SN average of -0.3 – bottom of the SN group and 150/152 nationally;
- **writing:** -1.4, statistically significantly below SN and national
- **mathematics:** -1.5, 0.9 points below the SN average and bottom of the SN group, and 149/152 nationally.

PERCENTAGE OF PUPILS ACHIEVING EXPECTED LEVEL IN READING, WRITING AND MATHS BY FSM

2018 Key Stage 2 (Revised) - Free School Meals Pupils Analysis



21 The 2018 points gap between pupils eligible for FSM and all other pupils reaching the expected standard in reading, writing and mathematics is 27 compared to 33 in 2017. While this is a significant narrowing of the gap here, it is the same as the average gap in SN authorities, but with poorer levels of achievement amongst both FSM and all other pupil groups, and 6 points worse than nationally.

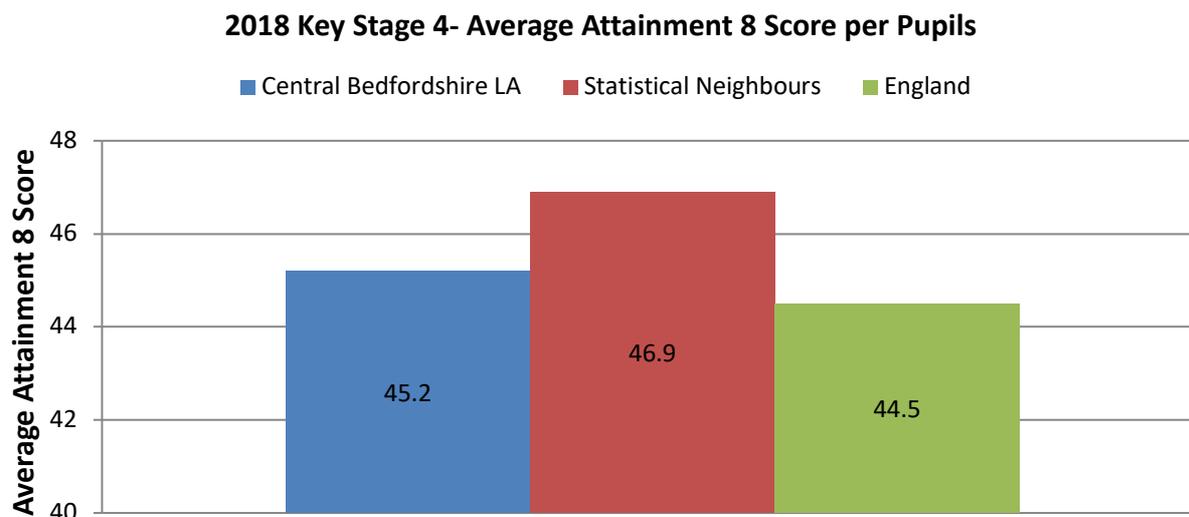
MAINTAINED SCHOOL AND ACADEMY PERFORMANCE

22 Almost 4 out of 5 pupils attend academy schools. However, the progress of academy pupils is lower, and significantly lower at sponsor-led academy schools.

2018 Key Stage 2					
	Cohort (% total)	Percentage reaching the expected standard in RWM	KS2 progress score for reading	KS2 Progress Score for writing	KS2 progress Score for maths
Maintained School	698 (22)	62	-1.2(-)	-0.9(-)	-1.2(-)
Academy Converter	2466 (76)	64	-1.4(-)	-1.4(-)	-1.4(-)
Academy Sponsor Led	85 (2)	49	-2.1(-)	-0.7	-2.2(-)
Central Bedfordshire	3,249	62	-1.5(-)	-1.4(-)	-1.5(-)

KEY STAGE 4

Average Overall Attainment 8 score per pupil



- 23 The average overall attainment 8 score per pupil in Central Bedfordshire decreased by 0.3 compared with 2017 – slightly more than points the national decrease of 0.1 points. Overall, we are below the SN average, but above the national average, which shows in the respective tables – 10/11 in the former and 94/150 (third quartile) in the latter.

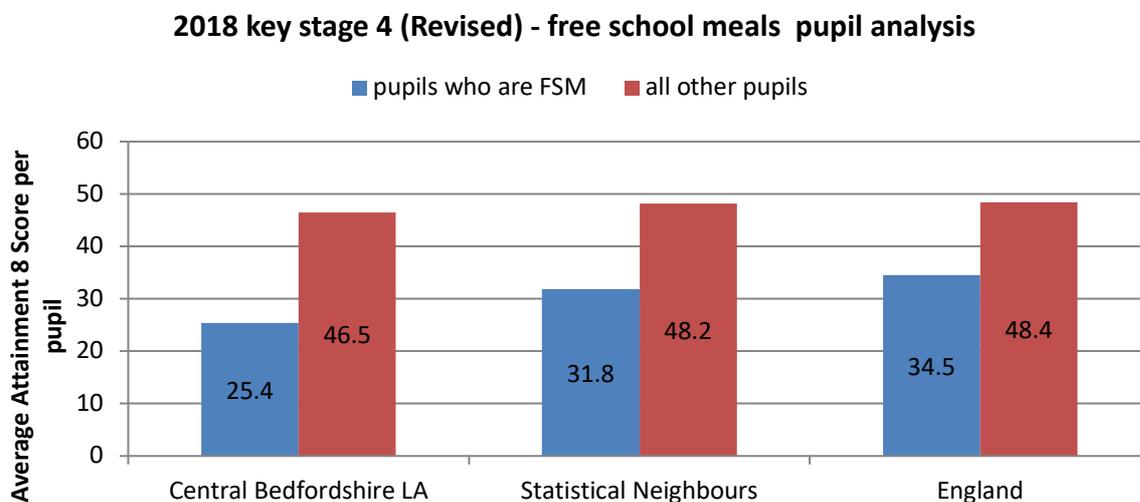
PERCENTAGE OF PUPILS ACHIEVING THE ENGLISH BACCALAUREATE (ALL COMPONENTS 9-5)

- 24 The percentage of pupils achieving the English Baccalaureate (all components 9-5) in Central Bedfordshire is 12% - well below SN (16) and national (15) averages. The means we rank poorly against the comparator groups – 11/11 against SNs and 126/150 nationally - bottom quartile.

OVERALL PROGRESS 8 SCORE PER PUPIL

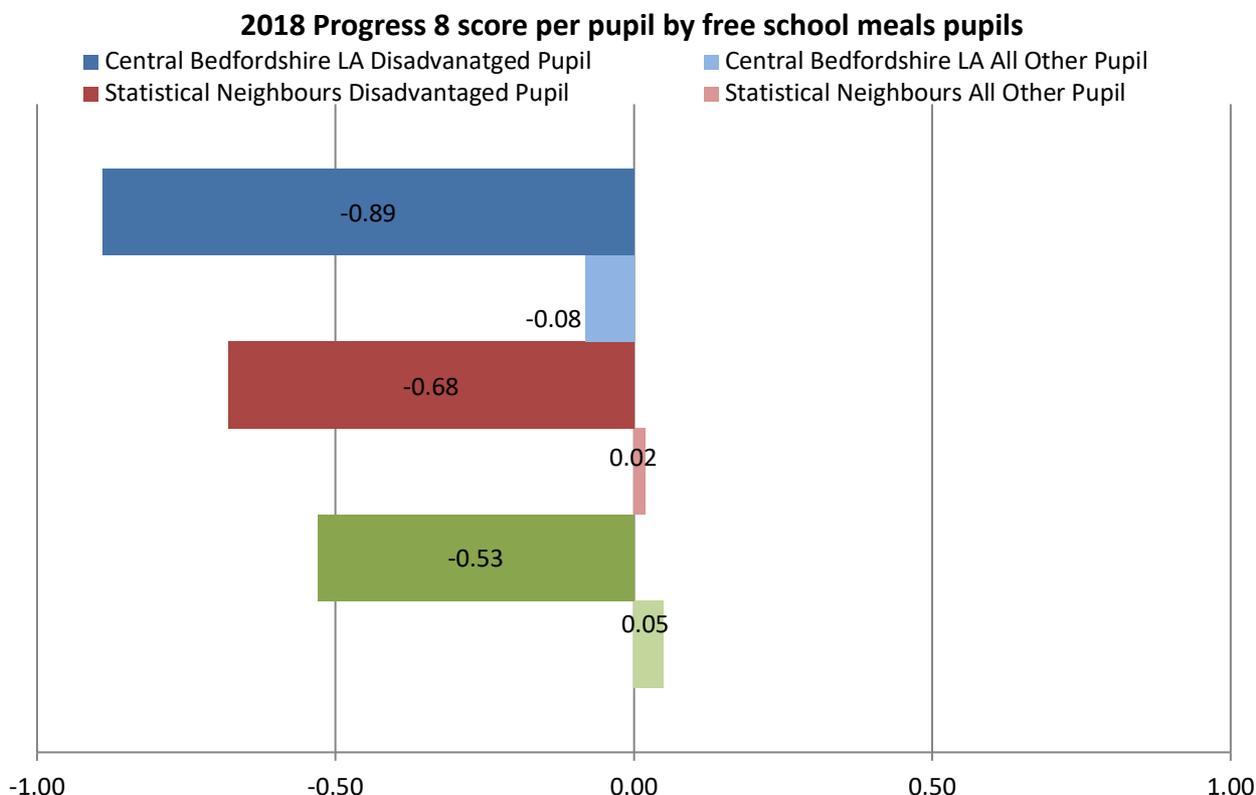
25. The overall progress 8 score per pupil here is -0.13, statistically significantly below the national average and 0.10 points below the statistical neighbour average (-0.03). Again, our ranking is poor – 10/11 against SNs and 104/150 nationally, Central Bedfordshire has moved up one quartile to the 3rd quartile.

Attainment 8 score by free school meals



26 The 2018 attainment 8 Score gap between pupils eligible for FSM and all other pupils is 21.1 points, 4.7 points wider than the statistical neighbour gap and 7.2 points wider than that nationally. Central Bedfordshire is ranked 11/11 of the SN group, down from 9/11 in 2017, and bottom nationally.

Progress 8 score by free school meals



27 The FSM cohort’s progress 8 score is -0.89 points worse per subject than pupils with the same prior attainment, compared with -0.68 points in SNs and- 0.53 nationally. We remain in the bottom quartile for this key measure.

Maintained school and academy performance

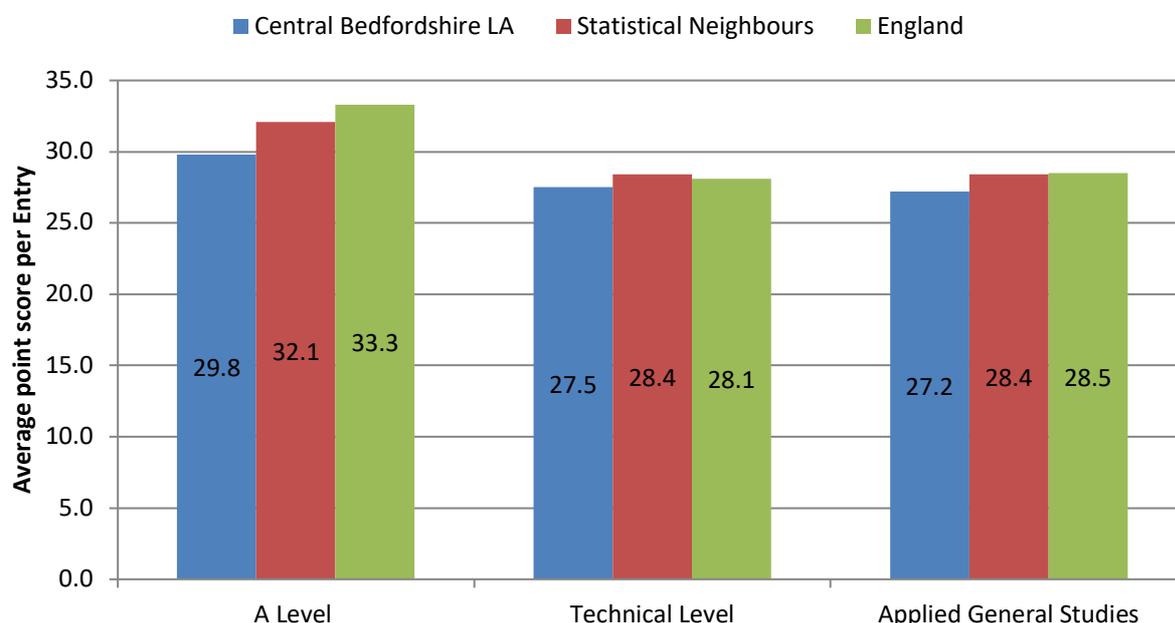
28 There is only one maintained school, whose pupils progressed better than the average pupil in a converter academy. The performance of pupils at sponsored academies is similar to those in converter academies and the maintained school, but their progress between key stages two and four is relatively poor.

	Cohort (% of pupils)	Average Attainment 8 score per pupil	Average Progress 8 score
Maintained school	127 (5)	48.1	0.35
Academy converter	1,898 (76)	48.0	-0.01
Academy Sponsor Led	482 (19)	39.8	-0.48
Central Bedfordshire LA	2,507	45.2	-0.13

KEY STAGE 5 (A LEVELS)

Outcomes

2018 key stage 5- average point score per entry



Level 3 qualifications (all qualifications combined)

29 The 2018 the average point score per entry for all level 3 qualifications (1,352 students) is **29.5**, 0.7 decrease from last year. This is 2.4 points below the SN average and 3.6 points below the national average. Our ranking is 10/11 against SNs and 123/150 nationally - we remain bottom quartile.

A level qualifications

30 The revised average point score per entry for A-Level students (1,253 students) is 29.8, a 1.1 point decrease from last year, 2.3 points below the SN average and 3.5 points below the national average. We are ranked 9/11 against SNs and 115/150 nationally. We remain in the bottom quartile, but improved from 123rd in 2017.

Technical level qualifications

31 Our average point score per entry for technical level students (85 Students) is **27.5**, a 6.2 decrease from last year. This is 0.9 point below the SN average and 0.6 points below the national average. We are 9/11 89/140 respectively (third quartile). In 2017, we were top of the SN group and 46/149 nationally.

Applied general qualification

32 The revised average point score per entry for applied general students (439 students) is 27.2, 8.3 decrease from last year, 1.2 points below the statistical neighbour average and 1.3 points below the national average. We are ranked 9/11 against the SN group, compared to 6/11 last year and 97/148 nationally, compared to 79th last year. We remain in the third quartile nationally.

A caveat about key stage 5 outcomes

- 33 There is, here as in most LA areas, a great deal of movement of students in key stage 5. This means that the outcomes of the schools are not the same as the outcomes for students who have been at school here through the other key stages.

Council priorities

- 34 This report contributes support for Central Bedfordshire's five-year plan, 2015- 2020 and the specific priority of improving education and skills.

Corporate implications

- 35 The school improvement service assists a range of officers, both within and outside children's services, in carrying out statutory duties of the council relating to schools and education more generally. For example, the safeguarding officer is assisted by SIAs liaising with schools about allegations; SEN officers by the availability of curriculum advice to schools that takes account of the range of pupil needs; health and safety officers by advising about council powers to intervene in schools; and finance officers by examining governing bodies' recovery plans viability.

Legal implications

- 36 The council has a total of 30 statutory duties in the area of school standards, compliance and curriculum. These are listed under these subjective headings in **appendix 1** to this report. The first listed duty is set out under the School Standards and Framework Act, 1998. Section 5 of the act amends section 13a of the Education Act, 1996, and states that (top tier) local authorities should ensure their functions are exercised to 'promote high standards' and that this applies to 'persons of compulsory school age (whether at school or otherwise).
- 37 There is no mention of academy schools being exempt, and this section has not been amended or repealed in any subsequent legislation.

Financial and risk implications

- 38 There are no specific financial implications related to this report.

Equalities implications

- 39 Central Bedfordshire Council has a statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and foster good relations in respect of nine protected characteristics; age disability, sex reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 40 Outcome data is analysed by disadvantage, SEN / disability, ethnicity and sex. Gaps widen for most groups at each key stage. Schools are provided with data dashboards to support the analysis of their outcomes by different groups to identify the impact of actions taken. The teaching schools provide training opportunities to support schools in narrowing the gaps, and where schools are identified through the school improvement strategy, the progress made by the disadvantaged forms a key aspect of SIA visit report.
- 41 It is well researched that financial disadvantage shapes outcomes. Children who grow up in poverty are less likely to get qualifications or go on to higher education, and are more likely to become young parents. People with low levels of educational achievement can expect to be less employable, poorer, and less healthy. This report therefore places emphasis on the outcomes for disadvantaged pupils.

Conclusion and next steps

- 42 We are working with schools to ensure we have the right school places, in the right locations, delivering the best education through the schools for the future project. Plans will be based on the evidence we have about the current supply and demand of school places and what we will need in the future, what schools' ambitions are for change and the predicted housing

growth and increased demand. We are working closely with clusters, and individual schools, to consider the growth implications and to understand views and ambitions. A key driver for change is to improve educational outcomes. SIAs will have a role in curriculum planning and helping schools with age range changes

43 Key priorities for the council are:

- raising standards overall, but particularly at key stages 2 and 4;
- diminishing differences for disadvantaged children, which exist throughout the system but, most markedly in key stages 2 and 4; and
- enabling nursery-age children to be educated in primary-age schools and aligning transfer between lower, middle and secondary schools to points at which key stage testing takes place.

44 A number of actions are in place:

- enhanced support has been provided to schools to support teachers' understanding of moderation and assessment techniques;
- an enhanced school improvement team is in place to drive the standards agenda;
- specialist leaders of education [SLEs] from our three teaching schools are available to work alongside teachers to provide support and share good practice;
- a focus has been established on leadership, management and governance and better support is being provided to support headteachers new to headship; and
- the progress and achievement of disadvantaged pupils has been a top priority.

45 Regarding disadvantaged pupils: since their appointment, school improvement advisers (SIAs) have focused on the disadvantaged. After investigating initiatives nationally to address the 'disadvantaged gap', and seeking advice from professor Mick Waters (University of Wolverhampton) who has done extensive work on raising standards in schools, with a focus on the attainment gap between disadvantaged pupils and all others, SIAs identified a 'narrowing the gap' initiative that has become very well regarded.

46 This is the 'raising the attainment of disadvantaged youngsters (RADY). It is the idea of a group of ex-LA advisers (Staffordshire LA), and is based on the need to focus on the acceleration of progress of disadvantaged pupils. The SIAs have started pilot work with nine schools, the head teachers of which were all enthusiastic supporters of the approach.

47 The project work started in January. Both the activities and outcomes for disadvantaged pupils in the pilot schools will be carefully evaluated. If the approach proves successful – as has been the case elsewhere – SIAs will roll out a Central Bedfordshire version led by them.

48 Finally, data analysed by SIAs shows that the gap is partially caused by SEN needs. – 30 per cent of PP pupils are cross matched with other groups with poorer than average attainment.

Appendices

Appendix 1: council statutory duties – school standards, compliance checking and curriculum

Background papers

None`

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