

CABINET

8 April 2014

Title: Schools' Annual Results 2013 and Performance Update	
Report of the Cabinet Member for Children's Services	
Open Report	For Information
Wards Affected: All	Key Decision: No
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Summary This report sets out performance in two key areas: i) Results in national tests and examinations Summer 2013; ii) School inspection outcomes 2012/2013 It reviews current educational performance and sets out priority areas and actions for the Director and Education Division. This report updates the information presented to Cabinet Members in December 2013 and provides the final national comparative figures.	
Recommendation(s) The Cabinet is asked to note the schools' performance information for 2013 and the priorities set out in section 3 of the report.	
Reason(s) The priorities set out following the review of performance will drive improvement and support the Council Priority 'Ensure every child is valued so they can succeed'.	

1 Performance in national tests and examinations - headlines

1.1 Early Years Foundation Stage

- On the headline indicator of children achieving a good level of development, at 46% Barking and Dagenham is 6% below the national figure and is ranked 111th out of 151 Local Authorities nationally and 22nd out of 32 in London.

- After a number of years of closing the gap to within 3% this is disappointing. However, the method of assessment changed significantly in 2013 so it is difficult to compare with previous years.
- Results have fallen across the country with the national figure dropping from 64% to 52%. Barking and Dagenham has fallen further than the national.
- This appears to be caused by a fall in the Personal, Social and Emotional Development strand which dropped by 10%.

1.2 Key Stage 1

- Results rose on the headline measures for reading, writing and maths but nationally results rose at a greater rate. This means that reading and writing have slipped at L2B from in line with the national to 1% below. Maths stays in line with the national for the third year running.
- As a result the borough has fallen 9 places to 75th in reading and 25 places to 88th in writing, although it climbed 3 places to 64th in maths out of 150 Local Authorities nationally.
- Compared with 32 Local Authorities in London, the borough has fallen 6 places to 20th in reading, 9 places to 24th in writing and 2 places to 15th in maths.
- At the higher level the gap has closed to within 1% in maths. Reading is further from the national at 4% and is a priority for improvement.

1.3 Key Stage 2

- Revised results, published 12 December 2013, show the borough is at the national average of 75% for the headline measure of Level 4 and above in reading, writing and mathematics. This represents a 2% improvement from 2012 and a 12% improvement over 3 years. As a result the borough has climbed 12 places to 90th out of 152 Local Authorities nationally and 2 places to 29th in London.
- Performance at the higher levels has improved in writing and mathematics and is closing the gap to national to 2% for both.
- The key weakness in performance as at KS1 is in reading which has fallen in line with the national and at 84% Level 4 and 37% Level 5 plus, is 2% and 8% respectively below the national figure.
- The proportion of pupils making expected progress between KS1 and KS2 in reading fell by 1% to 87%, 1% below the national. However, writing rose by 1% to 90% and maths by 3% to 89%, 2% below and 1% above the national respectively.
- Despite the drop in reading, the borough rose 2 places to 108th out of 152 Local Authorities and 34 places to 63rd in maths. However, it fell 6 places to 116th in writing.
- Compared to Local Authorities in London, the borough remained in 32nd place for expected progress in reading, although it rose by 1 place for expected progress in both writing and maths to 31st and 30th respectively.
- The number of schools below the floor standard of 60% on the combined reading, writing and maths indicator fell from three in 2012 to one in 2013.
- The cohort of 22 looked after children performed significantly better than in 2012 with 59% achieving a Level 4 in reading, 64% in writing and 74% in mathematics. This is at least in line with the latest published national figures and well above for mathematics.

1.4 GCSE

- Revised results, published 23 January 2014, shows that GCSE performance continues to make steady gains against a backdrop of change at national level. A 1.6% rise to 60.2% for the headline 5+ A*-C including English and maths figure puts the borough above the national average for the first time with an overall ranking of 84th out of 151 Local Authorities nationally and 29th in London. Nationally performance fell slightly to 59.2%.
- English continues to perform very strongly with 73.9% of the cohort achieving an A*-C grade, 11.9% above the national average. Maths saw a drop of 1.9% this year falling from above the national average to 66.4%, 1.6% below.
- The proportion of pupils making expected progress between KS2 and KS4 in English rose by 7.7% to 78.5%, 8.1% above the national. However, there was a fall of 2.2% in maths to 66.7%, 4.0% below the national.
- As a result the borough rose 32 places to 12th for expected progress in English but fell 44 places to 117th for maths out of 151 Local Authorities nationally.
- Similarly, when compared to Local Authorities in London, the borough rose 13 places to 10th for expected progress in English but fell 3 places to 32nd in maths.
- EBacc saw a good rise from a very low base from 5.1% to 13.6% - still below the national position of 23.0% and still with significant scope for improvement to ensure this measure gets to national levels in all schools in the borough.
- GCSE performance of looked after children fell this year. Only two (7.4%) of the 27 young people achieved 5A*-C including English and mathematics – both taught in borough schools. It was a very vulnerable cohort with 11 of the 27 not in mainstream schools. Disappointingly six of the cohort entered secondary school with Level 4 in English and mathematics but they had high levels of fixed term exclusions, incidences of absconding and poor attainment.

1.5 Post 16

- Revised results were published 23 January 2014 and after a mixed performance in 2012, this summer saw some good rises at A Level and equivalent.
- On the A*-C measure a 1.3% rise closes the gap to within 5% of the national figure of 77.6%.
- The published average point score figures include Barking College. They show a fall in the per pupil point score although schools improved on this measure. For APS per entry results are within 3 points of the national and the average grade is a C.
- The key area which is proving difficult to improve is A and A* performance which at 15.4% remains 11.4% below national.

1.6 Key Groups

- There is an increasing focus on the performance of groups nationally. Key groups for the borough which are not performing as well as the national include White British pupils, in particular at secondary and SEN pupils without a statement at both KS2 and KS4.
- The attainment of boys at KS2 is also significantly below that of boys nationally, although girls in the borough have improved and are now outperforming their national counterparts.

- The low proportion of pupils who reach the highest levels of attainment is a key issue at every stage of education.

Appendix 1 shows the comparative performance over five years for 11 and 16 year olds.

2. Ofsted Performance

2.1 Ofsted published annually the percentage of schools which are judged good or outstanding. Its expectation is the same as the borough's – that every school should be good or outstanding.

2.2 How we compared at 31 August 2013:

- 78% of schools were judged good or outstanding nationally – up from 70% last year. Overall at 68% Barking and Dagenham is below that figure. When broken down by phase, secondary schools performed well above the national at 89% with only one school that was not good.
- Whilst primary performance has improved significantly over the last 3 years from below 50% in 2010 to 61% on 31 August 2013. It is still well below the average.

2.3 Current performance

- The borough continues to have high levels of inspection activity with eight full inspections in the Autumn and six HMI monitoring visits and a further five full inspections and two HMI monitoring visits in the first half of the Spring term.
- Current inspection performance as of 12 February 2014 is:
Primary – 60% good or outstanding
Secondary – 78% good or better
PRU and Special – 100% good or better
Overall – 65%
- As of 12 February 2014 17 of 43 primary schools are not yet good and 9 of these are making good progress. The gap to national represents seven schools moving to good.
- Improving leadership at primary level has been, and is still, a priority. The LA has taken action to address weaknesses in leadership in nine primary phase schools over the past three years where it was clear that the leadership was not able to improve performance rapidly. Ofsted is recognising the impact of the change. All primary schools which are not yet good have a target to become so by July 2014.
- There are eight schools which are not currently on track to achieve a good judgement by July. These schools are subject to intensive monitoring, support and challenge.

3. Review of performance and priority areas for action

- 3.1 The Education Strategy 2011 – 2014 set out two overarching expectations:
- every school at least good or outstanding;
 - performance at national and then London levels and 10 standards.

- 3.2 The LA reviewed performance against the strategy with headteachers during the summer. The full review is attached as Appendix 2.
- 3.3 In order to support schools in the continued drive to improve the following five areas were agreed as a focus for 2013/14:
- a) Support for the leadership of teaching, including:
 - recruitment;
 - teaching school bids and links;
 - focus on the teaching of reading (including leading primary reading project and £500K bid to Education Endowment Fund to continue);
 - intervening where leadership lacks skills or capacity to improve quality of teaching;
 - b) Supporting the quality of governance, including:
 - brokering and providing training and mentoring for governors;
 - improving the quality of clerking;
 - intervening where governing bodies are working not effectively e.g. appointing additional governors;
 - c) Further developing school partnerships and improvement networks;
 - d) Continuing to focus on Post 16 outcomes including:
 - working with schools and colleges to ensure all of our young people have an educational, employment or training destination at 16, 17 and 18;
 - monitoring, analysing and where necessary challenging provision and performance at all levels at 16 plus.
 - e) Continued focus on reaching the highest levels of attainment including:
 - continued focus with headteachers on A and A* at secondary and higher levels at primary;
 - supporting high quality teaching of reading through the primary reading comprehension project;
 - borough-wide ten minute extra reading campaign.

4. Conclusion

- 4.1 Appendix 3 provides a summary of the population growth, levels of mobility and impact on school places. That most schools are continuing to improve outcomes for pupils in this context and under an inspection framework where twice the bar has been raised – in September 2012 and again in 2013 is a considerable achievement.
- 4.2 In the primary phase reaching the national average on the new headline measure and improving faster than the national over three years is a key milestone.
- 4.3 In the secondary sector attaining above the national average for the first time at GCSE in the headline 5A*-C with English and mathematics was the biggest collective achievement.
- 4.4 Reaching the London average for eleven and sixteen year olds is the next milestone.

- 4.5 Securing Ofsted Grade 2 - Good is the key driver and challenge for schools and then moving towards outstanding. Whilst the headline percentage of good or outstanding schools is still around the mid 60s, it should rise significantly over the next 18 months as those requiring improvement schools which are making good progress are re-inspected.

Public background papers used in the production of this report

SFR43/2013 - Early years foundation stage profile results: 2012 to 2013

SFR37/2013 - Phonics screening check and national curriculum assessments at key stage 1 in England: 2013

SFR51/2013 - National curriculum assessments at key stage 2: 2012 to 2013

SFR01/2014 - GCSE and equivalent results in England, 2012 to 2013 (revised)

SFR02/2014 - A level and other level 3 results, England 2012 to 2013 (revised)

All available from <https://www.gov.uk/government/organisations/department-for-education/about/statistics#statistical-series>

Appendices

Appendix 1 Improvement trajectory at 11 and 16

Appendix 2 Barking and Dagenham Education Strategy Review Summer 2013

Appendix 3 The context – population, school organisation and places