

READING BOROUGH COUNCIL

REPORT OF DIRECTOR OF CHILDREN, EDUCATION AND EARLY HELP

TO:	ADULTS SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	13 DECEMBER 2016	AGENDA ITEM:	8
TITLE:	SCHOOL PERFORMANCE 2015-2016		
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1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 The academic year 2015-2016 saw another year of extensive change in Education with schools reporting their outcomes against new Key Performance Indicators, where schools in Key Stage 2 report against the proportion of students meeting the expected and higher standard. At Key Stage 4, schools report against Attainment 8 and Progress 8, as well as the proportion of students attaining both English and Maths at grade C or higher and those achieving the English Baccalaureate.

This report looks at the provisional performance of schools in Reading for the academic year 2015-2016 at five stages:

- Early Years Foundation Stage (Reception year children)
- Key Stage 1 (Years 1 and 2)
- Key Stage 2 (Years 3 to 6, ending with SAT's)
- Key Stage 4 (end of compulsory secondary age, typically GCSE qualifications)
- Key Stage 5 (end of sixth form education, typically GCE 'A' levels)

- 1.2 The overall Reading performance is compared with both the national standards and benchmarks. Where data is published, the performance is also compared with other authorities that are considered to be statistically similar to Reading, our Statistical Neighbours (SN). Outcomes for this year cannot be compared to previous years, in most cases. This means that in order to compare the performance over time it is important to look at Reading Borough Council's position against the national picture.

- 1.3 The Council is committed to working in partnership with schools so that all children in Reading can benefit from a good or outstanding education. The

2015-2016 provisional results show continued progress towards the targets set within the Raising Attainment Strategy, which is being driven by the School Improvement Team.

- 1.4 Reading schools have been working with a specific focus to reduce the performance gaps in a number of groups as relevant to the individual school. This cannot be commented on at this stage as comparisons to the national picture will only be released in the spring of 2016
- 1.5 Reading has continued to improve the proportion of schools judged to be good or outstanding, with an increase from 77.8% at the end of July 2015 to 83% by October 2016.
- 1.6 Committee will note that the Council is responsible for ensuring that all pupils in the Borough can and do access education.

For maintained schools, that includes the responsibility and authority to intervene as required.

For Academy schools, the local authority has no power of intervention but is expected to challenge any underperformance and, if necessary report unresolved concerns to the Regional School's Commissioner, Reading Borough Council has a continuous dialogue through the Sub Regional Board.

2. RECOMMENDED ACTION

COMMITTEE is asked to:

- 2.1 note the levels of performance at each of the five stages as set out in section 4 and to congratulate all of the pupils who have worked hard in the last academic year, along with all of staff in Reading's schools.
- 2.2 note the evidence of accelerated improvements over time in all phases, although further improvement are required to secure the absolute level of achievement set out in the Raising Attainment Strategy, particularly in relation to those who are most vulnerable.
- 2.3 note that Reading's absolute level of attainment in both primary and secondary phase is above national average levels.
- 2.4 note the increasing proportion of schools that are achieving judgements of Good or Outstanding from Ofsted

3. POLICY CONTEXT

- 3.1 All pupils are subject to a number of tests at the end of each phase during their time at school which determine school performance against national benchmarks in terms of attainment as well as progress through their Key Stage.
- 3.2 The Government has set minimum standards in key stage 2 and key stage 4. At KS2 the Floor Standard for 2015-2016 was 65% of pupils achieving the expected

standard in reading, writing, and mathematics. At KS4 the Floor Standard has been set at a progress 8 score of -0.5.

- 3.3 Reading's results at all stages are compared with both the national benchmarks and averages and those of our statistical neighbours; 10 other local authorities that are considered to be statistically similar to Reading.
- 3.4 All schools are the responsible data owners for the pupil level data in their schools. All schools in Reading have entered a data sharing agreement to allow an aggregated analysis to be provided in this report.
- 3.5 The data used in this report is not yet validated, a process which has been slowed by the national issues relating to GCSE results this summer. The comparative data has been taken from the Department for Education's first statistical release (FSR) in October 2016.

4. THE PERFORMANCE

4.1 Early Years Foundation Stage

- 4.1.1 71% of children in EYFS attained a Good Level of Development (GLD). This compared with 66% nationally. Reading was ranked 45th out of the 152 Local Authorities this year compared to a ranking of 65 in 2015.

In relation to our statistical neighbours RBC was 2nd.

- 4.1.2 In another measure - the proportion of children achieving the expected level in all Early Learning Goals (ELG's) - there was a similar picture, being ranked 2nd against our SN with 69% achieving the expected level. RBC ranking in national terms moved from 95th to 45th
- 4.1.3 In EYFS assessments are made in relation to children working securely in Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy; Mathematics; Understanding the World; Expressive Arts, Designing and Making.

In all cases our children have improved their performance over last year; being at National Average or above in all cases except for Physical Development.

4.2 Key Stage 1: Years 1 and 2 of the primary phase

- 4.2.1 77% of children achieved the expected standard in relation to Reading; this was the same as the National Average and ranked RBC in 77th place. Last year we were ranked 79th in relation to Level 2B or above.
- 4.2.2 In relation to Writing 65% achieved the expected standard (again in line with the national average at 65%). This gave RBC a ranking of 79th, which was above the 87th position last year.
- 4.2.3 The percentage of children achieving the expected standard in Mathematics was 74%, which was above national (at 73%). This gave RBC a ranking of 55th nationally as opposed to last year's position of 42nd. This is an area for further development

4.2.4 The second measure of the Higher Standard (sometimes known as Greater Depth) showed that Reading has performed well against the national picture, achieving:

- 26% for Reading, rank position 41st nationally
- 17% for Writing, ranking RBC 16th nationally
- 22% for Mathematics, giving RBC a rank of 20th nationally

4.2.5 RBC has performed well in the combined measure of RWM (Reading, Writing and Mathematics) with 61.2% achieving the expected standard; this is 0.9% above national. 26% of students achieved the higher standard, which was 2.4% above the national average of 23.6%

4.2.6 An area for development within Key Stage 1 is within Phonics, where we saw an improvement over last year; the proportion of students achieving the national standard raising from 74.5% in 2015 to 79.2% this year, however this is still below the national average at 80.6%. It is good to note however that the gap between the LA position and the national average has closed from 2.3 percentage points to 1.4 percentage points. However RBC ranking is still low at 102 (although improving from last year at 106th and in 2014 being 134th).

4.3 Key Stage 2: Years 3 to 6 in Primary phase

4.3.1 It is good to note that all primary schools in Reading are above the floor standard and that the LA is above the national average in relation to Reading, Writing and Mathematics for the first time in at least 10 years.

4.3.2 2016 Expected Standard

	R	W	M	RWM	GPS
Actuals	65.9%	76.5%	68.3%	54%	73.6%
Rank (152)	75	56	99	49	66

This is a great improvement on last year where the LA rankings were

- 103rd for RWM at Level 4+
- 113th for Reading
- 100th for Writing
- 103rd for Mathematics

The only slightly disappointing picture is a reduction in our ranking nationally in relation to GPS (Grammar, Punctuation and Spelling) dropping one place from 48th nationally.

4.3.2 2016 Higher Standard

	R	W	M	RWM	GPS
Actuals	22.4%	17.1%	20.7%	8%	27%
Rank (152)	27	66	24	10	24

The performance of children in relation to the Higher Standard is extremely pleasing, placing RBC in 10th position nationally for RWM. Making comparisons with last year is more problematical here, however in relation to the proportion of children achieving Level 4B+ in 2015, there has been some dramatic improvements.

4.3.3 Progress within Key Stage 2 is now an important feature:

Scores below -0.7 show that progress across the key stage are significantly below expectation; a score above 0.7 are significantly above the expected levels of progress.

There were a number of schools that were below -0.7 in relation to:

- Reading: 10 schools out of the 21 that were below 0
- Writing: 10 schools out of the 15 that were below 0
- Mathematics: 14 schools out of the 21 that were below 0

5 schools were below -0.7 on all three measures

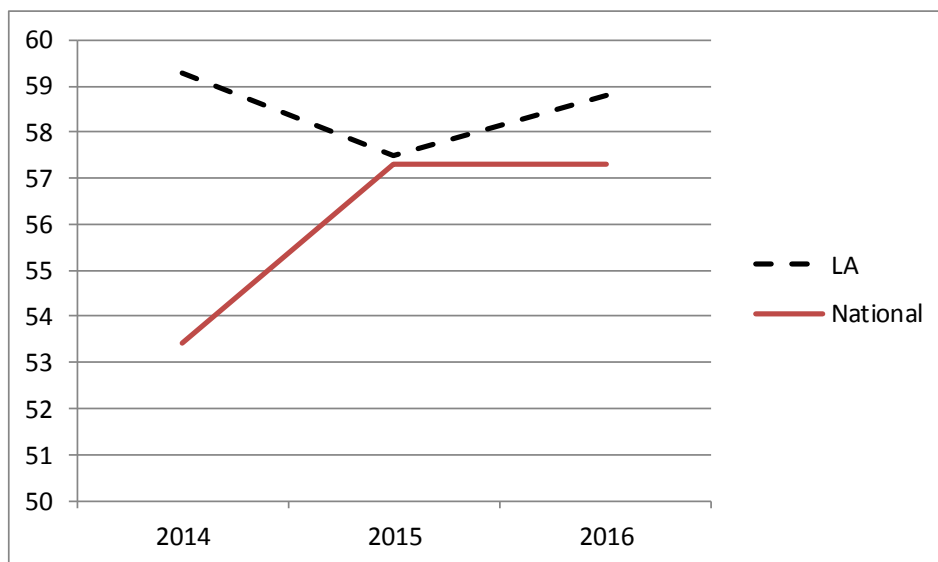
10 schools had a progress score above 0 (of which 8 showed significant progress on all 3 measures)

The scores for each school are shown overleaf.

School Name	Matched Cohort	Average of Reading progress		Average of Writing Progress		Average of Maths Progress	
Alfred Sutton Primary School	47	4.0		2.69		4.14	
All Saints Junior School	21	1.7		0.18		-0.40	
Battle Primary Academy	40	4.0		3.95		3.08	
Caversham Park Primary School	26	0.5		-0.79		0.37	
Caversham Primary School	52	1.4		2.05		-1.73	
Christ the King RC (VA) Primary School	48	-2.3		0.40		-0.84	
Churchend Primary Academy	38	2.3		2.09		2.39	
Coley Primary School	17	1.5		0.22		1.30	
E P Collier Primary School	15	-1.8		-2.02		-1.79	
Emmer Green Primary School	59	-1.1		-1.01		-0.33	
English Martyrs RC (VA) Primary School	55	-1.4		0.75		-0.15	
Geoffrey Field Junior School	74	2.0		-0.49		2.54	
Katesgrove Primary School	46	-2.1		-0.20		-0.38	
Manor Primary School	39	3.5		-0.46		1.11	
Meadow Park Academy	39	-3.7		-6.47		-3.55	
Micklands Primary School	31	3.7		2.92		3.68	
Moorlands Primary School	45	-4.0		0.45		-4.18	
New Christ Church (VA) Primary School	30	0.5		-0.11		-1.91	
New Town Primary School	25	1.6		1.14		2.02	
Oxford Road School	27	4.4		2.43		2.69	
Palmer Academy	32	8.7		4.22		7.60	
Park Lane Primary School	57	-3.6		-0.78		-3.16	
Ranikhet Academy	22	-2.1		-3.87		-4.78	
Redlands Primary School	26	3.7		0.41		2.12	
Southcote Primary School	57	-0.7		2.51		-2.11	
St Anne's RC (VA) Primary School	19	1.3		0.29		-0.41	
St John's CE (VA) Primary School	40	-0.2		-2.66		-0.05	
St Martin's RC (VA) Primary School	26	3.0		-1.83		1.46	
St Mary and All Saints CE Primary School	46	-1.8		2.40		-1.03	
St Michael's Primary School	27	0.9		2.89		-0.47	
Thameside Primary School	42	0.2		0.10		-1.99	
The Hill Primary School	56	-0.5		-1.49		-1.71	
The Ridgeway Primary School	24	-4.0		-1.22		-1.89	
Whitley Park Primary and Nursery School	55	0.3		-0.31		-2.12	
Wilson Primary School	27	0.9		5.73		4.64	

4.4 Key Stage 4: Secondary GCSE and Equivalent Results

4.4.1 The only direct comparison that can be made with previous years is in relation to the percentage of students achieving 5 or more Grade A* to C, including English and Mathematics. The graph shows the results for the last 3 years; however comparisons from 2014 to 2015 are not reliable due to the changes in qualifications. It is however good to see that in the last year RBC's ranking on this measure would have changed from 72nd in 2015 to 49th in 2016.



4.4.2 The key measure of the percentage of students achieving A* to C in both English and Mathematics, places RBC at 64th nationally with 63.6% achieving this standard as opposed to 62.6% nationally. RBC are ranked 5th out of 11 in relation to our Statistical Neighbours.

4.4.3 The students in RBC schools achieved an attainment 8 score of 5.12 (equivalent of achieving a grade B in 8 subjects including English and Mathematics). Nationally this figure was 4.99, giving RBC students a ranking of 39th nationally, against our Statistical Neighbours RBC was ranked 3rd out of 11.

4.4.4 29.4% of students achieved the English Baccalaureate as opposed to 24.6% nationally, ranking RBC in 34th position nationally and 3rd against our statistical neighbours.

4.4.5 The Key Performance indicator for schools is Progress 8 and as a Local Authority, this is an area for some schools to develop. The floor target nationally is -0.5 and RBC are above this at -0.11. This, however ranks RBC in 100th position nationally and a disappointing 7th against our statistical neighbours. Scores for each school are shown below:

	Number of Students	Attainment 8	Progress 8
Blessed Hugh Faringdon	145	4.8	+0.20
Highdown	213	5.5	+0.04
JMA	178	3.6	-0.83
Kendrick	95	7.6	+0.57

Prospect	230	4.3	-0.23
Reading Girls School	132	4.3	-0.39
Reading School	124	7.7	+0.65
UTC	52	5.0	-0.27

4.5 Key Stage 5: Sixth form and college results

It is pleasing to note that RBC is the top ranked LA nationally on a number of indicators.

4.5.1 The average point score (APS) per student achieving all level 3 qualifications is 38.2; this compares favourably with the national position of 31.3, giving a rank of 1st against our statistical neighbours and nationally.

4.5.2 The APS per entry for A Level Students is 42.3 against a national average of 33.5, again giving RBC a rank of 1st position against our statistical neighbours and nationally.

4.5.3 The percentage of students achieving 3 or more of the highest grades (A* and A) is 42.4% against a national picture of 10.2%. Again giving a rank of 1st across both comparators.

4.5.4 The APS per entry is measured by type, as follows

	LA	National	National Rank
Academic	38.3	30.4	1
Technical	39.9	30.8	2
Applied General	36.6	34.7	35

4.6 Reading Priority: Narrowing the Gap

These comparisons are yet to be validated against the national picture, however early indications are promising within Key Stage 2. There is still an area to be addressed within Key Stage 4.

4.6.1 Key Stage 2

It is pleasing to note that the performance of children who are eligible for Free School Meals is in line with or above the national figures in every case except one (Expected Standard in Mathematics). However there is still work to be done in order to close the gap between those who are most vulnerable and other pupils, as can be seen when comparing outcomes for all pupils below.

		FSM Eligible		All Pupils	
		LA	National	LA	National
Expected Standard	Reading	48.3	48.3	65.9	65.7
	Writing	59.5	58.7	76.5	74.0
	Maths	46.1	52.7	68.3	69.7
	GPS	55.8	55.6	73.6	72.4
Higher	Reading	10.4	8.2	22.4	18.7
	Writing	7.8	6.9	17.1	14.7

Standard	Maths	9.7	7.2	20.7	16.6
	GPS	14.9	11.3	27.0	22.5

4.6.2 Key Stage 4

There are more disparities here in relation to the achievement of those students who are the most vulnerable and work needs to be done within the secondary phase for all students, but especially those who are eligible for Free School Meals.

- The average attainment 8 score for FSM students is 35.0 against a national of 38.9; whereas all students achieved above national
- The average progress 8 score for FSM students is -0.76 against a national of -0.46. For all students this is -0.11 against a national of -0.03
- The percentage of students who were eligible for FSM who achieved the English Baccalaureate was 6.9% against a national figure of 10.1%; the outcomes for all students in RBC was 29.4% against the national of 24.6%
- There was a gap of -4.4% for those students eligible for FSM achieving English and Mathematics at grade C or above, with 34.4% achieving this indicator as opposed to 38.8% nationally. For all pupils this was 63.6% against a national of 62.6%.

4.7 Ofsted Inspection Performances

4.7.1 83% of schools within Reading Borough Council are presently judged by Ofsted to be good or better. This is a distinct improvement from 2015, when 77% were in this category and from 2014 when there were 72% judged as good or better.

		Maintained (Including Nurseries)			Academies (including Free Schools)			All Providers		
			%	Cumulative		%	Cumulative		%	Cumulative
Ofsted Grading	1	7	17.9		6	42.9		13	24.5	
	2	29	74.4	92.3	2	14.3	57.2	31	58.5	83.0
	3	1	2.6		5	35.7		6	11.3	
	4	2	5.1		1	7.1		3	5.7	
	No Judgement				6	n/c	n/c	6		
	Total	39			20			59		

5. CONTRIBUTION TO STRATEGIC AIMS

5.1 An effective education system is crucial to the success of Reading. It must be able to provide good quality education for our young people so they are skilled and ready to be economically active. The level of attainment is a nationally comparable measure of that readiness.

6. COMMUNITY ENGAGEMENT AND INFORMATION

- 6.1** It is a clear expectation of all schools that they assess, track and monitor pupil attainment and progress and Reading provides a comprehensive analysis of each schools performance.
- 6.2** Headteachers and Governors have been given regular briefings and updates relating to the national and local pictures and our performance in relation to our statistical neighbours the most recent of these was in October 2016.
- 6.3** The School Improvement Team has introduced a new School Improvement Framework. For schools within the bottom 2 categories, we have instigated a Raising Achievement review process which brings the Headteacher, Chair of Governors, Strategic Lead for School Improvement and the School Partnership Advisor together to plan and then review progress against very specific action/impact statements. This process will accelerate further improvements through 2016 and is being discussed under a separate agenda item within this committee meeting.

7. EQUALITY IMPACT ASSESSMENT

- 7.1** Section 4.6 details the focus on key gaps within the results for Reading to ensure that each group receives an appropriate education.

8. LEGAL IMPLICATIONS

- 8.1** There are no legal implications arising from this report.

9. FINANCIAL IMPLICATIONS

- 9.1** If and when schools consider Academy conversion there is a risk to both the local authority budget and the Dedicated Schools Grant (DSG). When a school converts to an Academy, it retains any surplus budget from the DSG while any deficit is left as a pressure for the DSG to be absorbed in year. The local authority also experiences a reduction in the Education Support Grant effective from the month of conversion. This is the case when a school receives an Academy Order from the Secretary of State or if a school decides to convert or join a Multi Academy Trust (MAT)

10. BACKGROUND PAPERS

None