

STOCKTON-ON-TEES BOROUGH COUNCIL

CABINET RECOMMENDATIONS

PROFORMA

Cabinet Meeting10th September 2015

1. Title of Item/Report

School Performance / Pupil Attainment 2014 - 2015

2. Record of the Decision

Consideration was given to a report presented a headline, summary analysis of performance in the academic year 2014 – 2015 against all the key stages for all providers in the Borough.

With regard to Primary Phase – early Years and Foundation Stage the headline outcome was 59% of children in Stockton achieved a Good Level of Development.

At the end of Year 1 children were tested on their ability to use phonic skills to read a list containing words and non-words. There had been a rise in Year 1 Phonics passes in 2015 making a total rise of 23% in the 3 years since the tests began. The 2015 Y1 result was above the National Outcome 2014 (74%) by 4%.

End of KS1 2015 outcomes showed increases in all elements (2b+ and 3+) from 2014 outcomes except in Maths where there was a 1% decrease at both level 2b+ and level 3+. In 2014, the LA did not achieve any results above the national average. Compared to 2014 national averages, 2015 LA outcomes were above in 3 outcomes (2b+ in reading and writing and also in writing at Level 3+). Other LA 2015 outcomes (maths L2b+, reading L3+ and Maths L3+ were below the 2014 national average.

Ensuring children achieved higher levels in Maths at the end of Key Stage 1 would be a focus for the 0-11 team in 2015-16.

With regard to Key Stage 2 these results presented a challenging picture. Results in CRWM, in reading and in writing at Level 4+ had declined slightly since 2014. Results in CRWM, in reading and in Maths at Level 5+ were also lower than in 2014, especially in reading which had declined by 3.4% since 2014.

The SPAG test results were particularly pleasing as they continued the upward trajectory which had been seen in Stockton-on-Tees since this measure was put in place in 2013. The 2015 Stockton-on Tees SPAG test results were likely to be amongst the highest in the North East. There had also been a slight increase in the Level 4+ Maths outcome.

Improving pupils' attainment at the end of Key Stage 2 and particularly in reading would be a focus for the 0-11 team in 2015-16.

With regard to Secondary Phase – Key Stage 4 8 schools on the key measure of 5 + A* - C including English and maths had increased their results from 2014, some significantly so. For example:-

- Grangefield has gone up 12.3%;
- Bishopsgarth by 15% (Bishopsgarth are requesting remarks on some scripts and are hopeful of being above the 40% floor standard threshold);
- St Michael's by 15.1%;
- OLSB has increased by 17.6%, this will be by far its best result in over 5 years;
- St Patrick's by 20.9%.

Egglescliffe, Conyers, All Saints and Northfield have maintained their strong performance.

Two schools had seen a fall: Ian Ramsey had dropped 10.2% and Thornaby Academy had dropped by 20.2% although this academy report concern about the marking of their iGCSE English papers and would be challenging (there was some evidence emerging that iGCSEs had been hit regionally and nationally).

Stockton overall was 5.2% up on 2014 and would, therefore, hopefully be above national average for this measure.

Levels of progress in English and Maths were also very key indicators. The expected level of progress from KS2 to KS4 was three levels. Schools also calculated those exceeding three levels of progress and achieving four levels.

Levels of progress remained a concern for Stockton secondary schools, particularly in English. The Moving Forward Transition Guarantee for Stockton focused on driving improvement in this area.

The outcomes for the two school sixth forms in A Levels were very positive; Egglescliffe had a 10% increase in the highest grades (A* - B) to 61.3% and Conyers had had a 7.4% increase to 60.3%. This was a very positive result and will place the schools well above the national average.

Stockton Riverside College had also enjoyed an increased rate of the highest grades at A Level and was up 4%.

Stockton Sixth Form Centre had performed less well at A Level with only 34% achieving the highest grades. The percentage achieving an A*-E grade had fallen to 94% which was below previous local and national averages. Their performance at BTEC, however, was strong with 88% achieving the highest grades and 97% achieving an A*-E grade.

The picture for Stockton would be improved for the attainment of high grades but would drop slightly for those achieving a grade A*-E.

With regard to the impact of local authority monitoring, support and challenge the performance of the primary schools in Stockton had been very strong. All maintained schools were presently judged by Ofsted to be good or better. Two academies in Stockton had been judged to be 'Requiring Improvement' in their recent inspection. As more primary schools convert to academy, more schools had no current Ofsted judgement (10 schools - 16% - from September 2015). The challenge was, therefore, to ensure that the monitoring, challenge and support mechanisms of the Local Authority extend to academies to sustain effectively the high quality of performance and maintain the strong Ofsted outcomes.

Of our 16 secondary schools, 6 did not currently have an Ofsted judgement due to their conversion to academy status, and one as a Free School. Of the 10 remaining, 2 were judged outstanding, 2 good, 6 requiring improvement and none inadequate. The percentage rated good or better, was therefore 40% which was significantly below the North East and national average.

The performance of the secondary schools against National and North East averages continued to rise.

In 2012, against the key indicator of 5 x A*-C including English and maths, Stockton secondary schools were 10th out of the 12 North East authorities. In 2013 Stockton was ranked 8th and 6th in 2014. This year Stockton was ranked second.

Stockton's performance in 3 levels of progress for maths ranks 3rd but the performance in 3 levels of progress for English was weak. This was an area of intense focus for 2015 and the appointment of two secondary colleagues to the team with English expertise would respond to this underperformance.

Stockton was also engaging with a Tees wide collaboration to improve

standards. The Transforming Tees; Education and Skills Challenge will be launched in September 2015 and would offer strategies, seminars and the opportunity to share progress towards improving performance across the Tees authorities.

The School Improvement Framework, 2015, provided a series of indicators to judge all schools and academies against, and any school falling short of these indicators, was subject to a range of support and intervention measures, starting with a challenge meeting with the Corporate Director.

As part of the School Improvement Framework, from September 2015, every school or academy would be invited to present the outcomes of their own Ofsted inspection to a Local Authority members' scrutiny subcommittee. This was an opportunity to celebrate successes as well as providing assurance of improvement in reports where anything less than good was highlighted.

The 'Transforming Governance Group' would also evaluate all inspection reports to inform planning around support and challenge for governance.

The support and challenge to secondary schools through the enhanced School Improvement Adviser programme using successful school leaders from Stockton would continue into 2015/2016. The robust meetings with the Corporate Director and the ensuing Intervention Plans have seen to have impact in the improved performance of the schools involved.

The support and challenge to those identified as not performing, against the challenge criteria of the School Improvement Framework 2015, would continue. These criteria had been further strengthened to reflect the school improvement priorities for Stockton, particularly around the Transition Guarantee.

The schools that had been subject to an Ofsted inspection in 2014/2015 were detailed within the report. The comments on the effectiveness of the support from the Local Authority were also included. Where there was no comment, the inspection report was of an academy and had referenced the academy provider's support, not that of the Local Authority.

The Education and Adoption Bill 2015-2016 sought to amend the Education and Inspections Act 2006 by creating a category of schools considered 'coasting' which were eligible for intervention. A 'coasting' primary school would be one that:

- had less than 85 per cent of children achieving level 4, in each year between 2014, 2015 and 2016,

- had below average proportions of pupils making expected progress in reading and writing and maths between Key Stage 1 and Key Stage 2.

Whilst there was no future shift in measures defined for primary schools, new regulations could be laid before Parliament to change the percentage achieving at least level 4 to an equivalent score as primary schools move to new national curriculum tests. Below average was based on median levels of expected progress for both primary and secondary schools. This category of schools would not come in till 2016 but it was a further challenge and one that was reflected in the revised School Improvement Framework for Stockton 2015.

The new definition of 'coasting schools' would mean more schools were eligible for intervention. Outcomes data over a three year period would be used and schools would not be classed as coasting until 2016 when data from 2014, 2015 and 2016 would be used to define them.

A 'coasting' secondary schools would be one that:-

- In 2014 and 2015 had a five A*-C GCSE pass rate (including English and Maths) of below 60%;
- In 2014 and 2015 had a below average proportion of pupils making expected progress in English and maths between Key Stage 2 and Key Stage 4;
- In 2016 receives a below-standard score on the new Progress 8 measure. (This standard will be set after the 2016 results to ensure it is at a suitable level).

The Progress 8 measure would then gradually replace the 5 A*-C based measures until by 2018, coasting schools would be selected on the basis of three years of Progress 8 scores.

Progress 8 aimed to capture the progress a pupil makes from the end of primary school to the end of secondary school. It was a type of value added measure, which meant that pupils' results were compared to the actual achievements of other pupils with the same prior attainment.

The new performance measures were designed to encourage schools to offer a broad and balanced curriculum at key stage 4, and reward schools for the teaching of all their pupils, measuring performance across 8 qualifications. Every increase in every grade a pupil achieves would attract additional points in the performance tables.

Progress 8 would be calculated for individual pupils solely in order to calculate a school's Progress 8 score, and there would be no need for

schools to share individual Progress 8 scores with their pupils. Schools should continue to focus on which qualifications were most suitable for individual pupils, as the grades pupils achieve will help them reach their goals for the next stage of their education or training.

Attainment 8 would measure the average grade of a pupil across 8 subjects including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

A Progress 8 score would be calculated for each pupil by comparing their average grade (their Attainment 8 score) with the average grade of all pupils nationally who had a similar starting point, or 'prior attainment', calculated using assessment results from the end of primary school. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.

A school's Progress 8 score would be calculated as the average of its pupils' Progress 8 scores. It would give an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.

RESOLVED that the standards and achievement across the Borough be noted.

3. Reasons for the Decision

The annual report on standards across the borough enables Cabinet to monitor standards and achievement and to evaluate the impact of local authority monitoring, challenge, intervention and support.

4. Alternative Options Considered and Rejected

None.

5. Declared (Cabinet Member) Conflicts of Interest

Councillor Cook declared a personal non prejudicial interest in respect of agenda item 5 - School Performance 201415 as his wife was a registered child minder.

Councillor Mrs Wilburn declared a personal non prejudicial interest in respect of agenda item 5 - School Performance 201415 as she was a member of the Stockton Riverside College Board.

6. Details of any Dispensations

N/A

7. Date and Time by which Call In must be executed

18th September 2015

Proper Officer
14 September 2015