![Nottinghamshire County Council logo] **Nottinghamshire County Council**

Report to Children and Young People's Committee

9 March 2015

Agenda Item: 05

REPORT OF THE SERVICE DIRECTOR FOR EDUCATION, STANDARDS AND INCLUSION

KEY STAGE 2 PERFORMANCE – ANALYSIS AND ACTIONS

Purpose of the Report

1.   The purpose of this report is to provide Members with an analysis of the final outcomes at Key Stage 2 in 2014. The report also outlines to members the actions currently being undertaken by the Support to Schools Service as well as those planned for 2015 -2016. Members are also asked to consider the recommendations in the light of both the LA's Education Improvement Strategy and the Statutory Guidance to Local Authorities for Schools Causing Concern (January 2015). The report is particularly relevant to Members who are currently school governors as it recommends that they focus sharply on the impact of actions undertaken in school to raise attainment and progress for all pupils.

Information and Advice

2.   At the end of primary education, young people (typically aged 11 years) are assessed against the standards of the national curriculum through a combination of tests and teacher assessments. A new reporting arrangement was introduced in 2013. English was no longer reported and a new grammar, punctuation and spelling test was introduced. Pupils continue to sit reading and mathematics tests but writing tests were abolished in 2012 to be replaced by teacher assessments.

3.   Pupils at the end of key stage 2 are expected to achieve level 4 and to have made at least two levels of progress between key stage 1 (typically aged 7 years) and key stage 2. Level 4b (sometimes referred to as a 'good level 4') refers to a test mark which is in the upper two-thirds of the level 4 mark range. Level 4b results are only reported for test subjects (reading, mathematics and grammar, punctuation and spelling). The information in this report is based on results which have been checked by schools as part of the Performance Tables checking exercise and are considered final published results.

Key Stage 2 Analysis

4.   Since 2008, achievements at level 4 or above (the expected level for 11 year olds) have remained above or in line with national averages. Final published data for 2014 shows that the rate of improvement made across Nottinghamshire schools has slowed in comparison to national and statistical neighbours.

5. The table attached as **Appendix 1** shows the rate of improvement across Nottinghamshire and national for the years 2013 and 2014. The 'Notts. vs National' columns shows the gap narrowing from 2013, where Nottinghamshire was in-line or above the national average in the majority of areas (with the exception of grammar, punctuation and spelling (GPS) at level 5 or above), to 2014 where most measures are in-line or below the average.

6. The charts below demonstrate the reduction in the gap between Nottinghamshire and national in the combined measure of reading (test), writing (teacher assessed) and mathematics (test). A pupil must have achieved the required standard in all three subjects to be counted as having met the performance measure.

Key Stage 2 Reading, Writing and Maths 4+
Time Series 2012 - 2014
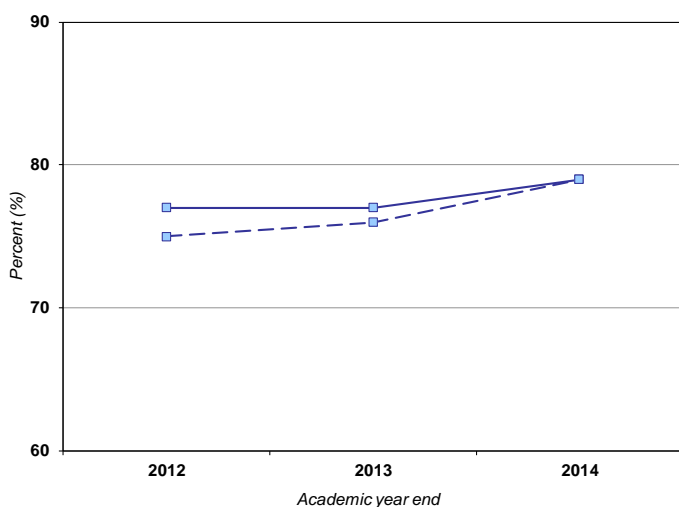
Key Stage 2 Reading, Writing and Maths 5+
Time Series 2012 - 2014
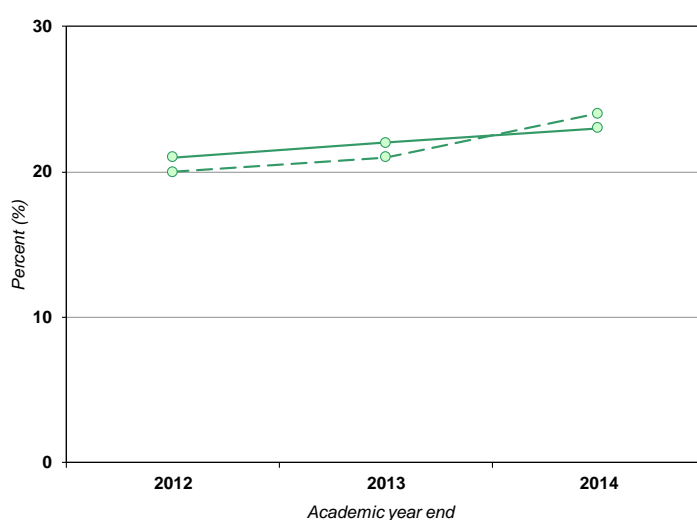
			2012	2013	2014
4+ R,W,M	▬▫▬	Nottinghamshire	77.0	77.0	79.0
	- -▫- -	National	75.0	76.0	79.0
5+ R,W,M	▬○▬	Nottinghamshire	21.0	22.0	23.0
	- -○- -	National	20.0	21.0	24.0

Analysis by gender

7. Analysis by gender in all subjects at level 4 or above, shows that girls continue to outperform boys. In combined reading, writing and mathematics in 2014, 74% of boys achieved this outcome compared to 84% of girls, representing a 10 percentage point gap between the genders. This represents a widening of the gender gap from 8 percentage points reported in 2013.

8. Comparisons between 2013 and 2014 show that girls increased three percentage points in combined reading, writing and mathematics at level 4 or above, which is in line with the increase witnessed nationally, while boys increased one point on this measure, which is three points below that seen nationally.

9. Comparisons nationally show that in all subjects at level 4 or above, boys are either in line with or below the national average where girls are in line or above. The tables below show analysis by gender against national averages for 2013 and 2014.

Boys

	Nottinghamshire			National			Notts vs. National	
	2014	2013	Difference	2014	2013	Difference	2014	2013
% Level 4 or above								
GPS	70	69	⬆ 1	72	69	⬆ 3	⬇ -2	↔ 0
Reading	86	85	⬆ 1	87	83	⬆ 4	⬇ -1	⬆ 2
Writing TA	80	79	⬆ 1	81	78	⬆ 3	⬇ -1	⬆ 1
Maths	86	86	↔ 0	86	84	⬆ 2	↔ 0	⬆ 2
R,W,M	74	73	⬆ 1	76	72	⬆ 4	⬇ -2	⬆ 1
% making 2 or more levels progress								
Reading	91	89	⬆ 2	90	87	⬆ 3	⬆ 1	⬆ 2
Writing TA	91	91	↔ 0	92	90	⬆ 2	⬇ -1	⬆ 1
Maths	89	89	↔ 0	90	88	⬆ 2	⬇ -1	⬆ 1

Girls

	Nottinghamshire			National			Notts vs. National	
	2014	2013	Difference	2014	2013	Difference	2014	2013
% Level 4 or above								
GPS	81	80	⬆ 1	81	79	⬆ 2	↔ 0	⬆ 1
Reading	91	90	⬆ 1	91	88	⬆ 3	↔ 0	⬆ 2
Writing TA	91	90	⬆ 1	90	88	⬆ 2	⬆ 1	⬆ 2
Maths	87	86	⬆ 1	86	85	⬆ 1	⬆ 1	⬆ 1
R,W,M	84	81	⬆ 3	82	79	⬆ 3	⬆ 2	⬆ 2
% making 2 or more levels progress								
Reading	91	88	⬆ 3	91	89	⬆ 2	↔ 0	⬇ -1
Writing TA	94	94	↔ 0	95	93	⬆ 2	⬇ -1	⬆ 1
Maths	90	89	⬆ 1	89	88	⬆ 1	⬆ 1	⬆ 1

Analysis by ethnicity

10. Analysis by ethnic groups shows that 79% of pupils from a Black and minority ethnic group (BME) achieved level 4 or above in combined reading, writing and mathematics which is in line with the outcomes of pupils from a White British background.

11. The greatest improvement was made by pupils from a mixed ethnic background who, at combined reading, writing and mathematics at level 4 or above, increased 13 percentage points to 85% thus meeting this measure. This is five percentage points above the national for this group. All ethnic groups within this category witnessed double digit improvements on 2013.

12. Most ethnic groups in Nottinghamshire are in line or above the national average for the group with the exception of Irish pupils (although the cohort is low for this ethnic group in 2013 and 2014 with numbers standing at 16 and 14 respectively), any other white, any other Asian and any other group.

13. The table below shows outcomes in combined reading, writing and mathematics at level 4 or above by ethnic group.

| | Nottinghamshire | | | | | National | | | Notts vs. National | |
| | Pupils | | Outcome | | | | | | | |
	2014	2013	2014	2013	Difference	2014	2013	Difference	2014	2013
% Level 4 or above R,W,M										
White	7,353	7,199	78	77	⬆ 1	79	76	⬆ 3	⬇ -1	⬆ 1
White British	7,084	6,992	79	77	⬆ 2	79	76	⬆ 3	↔ 0	⬆ 1
Irish	14	16	71	69	⬆ 2	84	82	⬆ 2	⬇ -13	⬇ -13
Traveller of Irish Heritage	x	x	x	x	x	38	35	⬆ 3	x	x
Gypsy/Romany	19	14	63	57	⬆ 6	29	23	⬆ 6	⬆ 34	⬆ 34
Any other White background	234	176	69	75	⬇ -6	71	68	⬆ 3	⬇ -2	⬆ 7
Mixed	304	273	85	72	⬆ 13	80	76	⬆ 4	⬆ 5	⬇ -4
White and Black Caribbean	111	94	84	70	⬆ 14	75	72	⬆ 3	⬆ 9	⬇ -2
White and Black African	22	21	86	76	⬆ 10	81	75	⬆ 6	⬆ 5	⬆ 1
White and Asian	62	50	90	76	⬆ 14	83	80	⬆ 3	⬆ 7	⬇ -4
Any other mixed background	109	108	82	71	⬆ 11	81	79	⬆ 2	⬆ 1	⬇ -8
Asian	218	203	83	84	⬇ -1	80	76	⬆ 4	⬆ 3	⬆ 8
Indian	78	75	88	87	⬆ 1	86	83	⬆ 3	⬆ 2	⬆ 4
Pakistani	81	77	78	87	⬇ -9	75	71	⬆ 4	⬆ 3	⬆ 16
Bangladeshi	15	14	100	57	⬆ 43	81	76	⬆ 5	⬆ 19	⬇ -19
Any other Asian background	44	37	75	84	⬇ -9	83	78	⬆ 5	⬇ -8	⬆ 6
Black	62	57	84	77	⬆ 7	76	73	⬆ 3	⬆ 8	⬆ 4
Black Caribbean	12	17	83	65	⬆ 18	73	70	⬆ 3	⬆ 10	⬇ -5
Black African	31	30	84	87	⬇ -3	78	75	⬆ 3	⬆ 6	⬆ 12
Any other Black background	19	10	84	70	⬆ 14	74	70	⬆ 4	⬆ 10	↔ 0
Chinese	24	28	92	82	⬆ 10	88	85	⬆ 3	⬆ 4	⬇ -3
Any other ethnic group	32	19	66	58	⬆ 8	73	70	⬆ 3	⬇ -7	⬇ -12

X = figures suppressed as cohort is below 10
Pupils where the ethnicity is unknown, not obtained or refused are excluded from the above table

Analysis by free school meal

14. The free school meal (for pupils eligible at any point in the past 6 years – FSM6) gap has narrowed in 2014 for the third year running. Final figures show at level 4 or above in combined reading, writing and mathematics 66.0% of FSM6 pupils achieved this measure compared to 83.4% who were not FSM6, representing a gap of 17.4 percentage points. This is a 2.5 percentage point decrease from the 19.9 reported in 2013.

15. 2014 final results show that FSM6 pupils witnessed the greatest increase in those achieving level 4 or above in reading, writing and mathematics (3.9 percentage points increase on 2013 to 66.0%) vs those who were not FSM6 (1.4 percentage point increase to 83.4%).

16. Comparisons against a provisional national figure place Nottinghamshire 1.4 percentage points above the national average. However, we continue to narrow the gap at a rate faster than is witnessed nationally. Between 2013 and 2014, Nottinghamshire reduced the gap by 2.5 percentage points while nationally the gap narrowed by 1 point.

17. The chart below shows the attainment in combined reading, writing and mathematics at level 4 or above for FSM6 / non-FSM6 pupils and the narrowing attainment gap.

FSM/ Non-FSM gap within Nottinghamshire
4+ in Reading, Writing and Maths

Academic year end
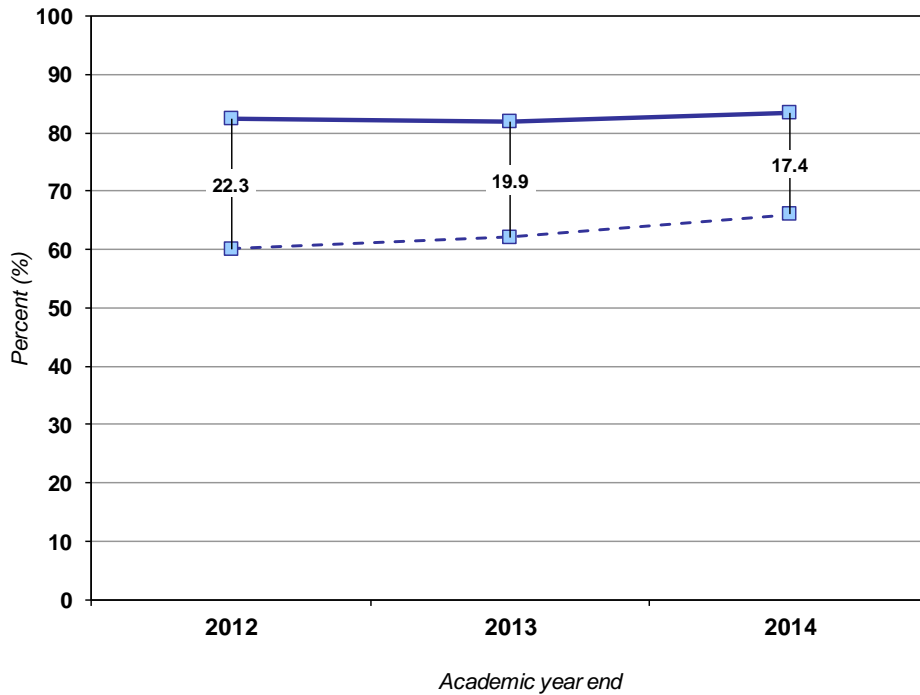
			2012	2013	2014
LA	▢	Non-FSM 6	82.5	82.0	83.4
	▢	FSM 6	60.2	62.1	66.0
		FSM 6 / Non-FSM 6 GAP	**22.3**	**19.9**	**17.4**

Nottinghamshire's school improvement strategy

18. Nottinghamshire's School Improvement Strategy is in line with the Nottinghamshire Schools' Policy which aims at ensuring that every school in the County is at least a good school. The strategy is underpinned by partnership work with all schools, irrespective of governance, Teaching School Alliances (TSAs), National Leaders of Education (NLEs), Local Leaders of Education (LLEs), Partnership Leaders (PLs) and other education providers, around a shared vision and commitment to raise standards for all pupils and to close the gap in relation to disadvantaged groups. The detailed strategy is outlined in the 'School Improvement Strategy' March 2014 and is currently being revised to reflect the revised Statutory guidance to LAs in relation to Schools Causing Concern (January 2015).

19. There are currently eight highly experienced school improvement advisers within the Support to Schools Service. These advisers are deployed to schools in adverse Ofsted

categories, and schools judged to require improvement. Advisers also support schools at risk of being in an Ofsted category of concern and at risk of requiring improvement. In addition, advisers quality assure good and outstanding schools on a rolling programme to ensure that these schools are maintaining their high quality provision.

20. At the time of writing this report, the service and key partners are currently providing support to:

- 23 schools at risk of requiring improvement or an adverse Ofsted category
- 60 schools at risk of not being judged to be 'good' at their next Ofsted inspection
- 24 schools that are not securely good, or are experiencing short term challenges
- 7 academies which choose to buy back LA support (5 secondary, 2 primary)
- health check (watching briefs) visits following RAISEonline data review to schools with low value added: 22 schools in autumn term 2014; 16 schools in spring 2015
- quality assurance visits to good and outstanding schools: 22 schools in autumn term 2015; 15 schools in spring 2015.

21. In addition, all advisers contribute to the planning, delivery and evaluation of the service's sold offer to schools. The impact of courses and training offered through the sold service is analysed through evaluation sheets for all training events. Course evaluations submitted so far since September 2014 show 93% of evaluations graded the training as very useful or useful and only 1% found the training to be of no use.

22. Support for schools causing concern is brokered by the team managers with the relevant Teaching School Alliance. In relation to schools not in membership of an alliance, their support is brokered directly with partners by team managers. At present, there are six in the County: Torch TSA (Toothill Academy), Redhill Teaching School Alliance, Trent Valley (Tuxford Academy), Minster; Cotgrave Candleby Lane; George Spencer Academy; and The Nottingham Catholic Teaching School Alliance.

23. The key role of the adviser in these high and medium risk schools is to monitor the impact of this support in improving the quality of leadership, teaching and learning as well as the outcomes for all pupils and to hold the school being supported to account. The advisers will also raise concerns about any support that is not appropriately impacting on improvement, although such concerns are rare.

Schools causing concern; statutory guidance for local authorities (DfE January 2015)

24. In January 2015, the DfE revised its statutory guidance for local authorities for Schools Causing Concern. This statutory guidance clarifies the circumstances which the DfE believes would qualify for intervention on the grounds of the "breakdown in the way in which the school is managed or governed". In particular it states that evidence of such a breakdown could be:

- high governor turnover
- a significant, unexplained change to the constitution
- the governing body having an excessive involvement in the day to day running of the school.

25. This guidance advises the situations that could indicate a failure of governance that may prejudice standards. In relation to maintained schools, the local authority is advised to investigate and intervene if necessary, through the issuing of a warning notice where there are concerns. LAs are also advised that warning notices should be issued to governing bodies who do not implement an external review of the use and impact of the Pupil Premium if advised by Ofsted following an inspection.

26. In addition, the statutory guidance also includes a separate section entitled "non-statutory guidance relating to governance". This section outlines that local authorities should be actively attempting to prevent schools from becoming "eligible for intervention" by ensuring that governors are well trained, have the necessary skills and have in place "appropriate" systems for monitoring the quality of governance.

27. This statutory guidance confirms the responsibility for the outcome of academies with the Secretary of State for Education although LAs are advised to raise concerns about an academy's performance with the Regional Schools Commissioner.

28. A specific variation to the LA Education Improvement Strategy to raise standards in Key Stage 2, and particularly in 2015/16, is attached as **Appendix 2**.

Other Option/s Considered

29. Other options have not been considered as the advised actions reflect the LA's Schools causing concern strategy which has been fully consulted on with all schools and other relevant stakeholders and will be reviewed in the light of the most recent 'Schools causing concern statutory guidance for Las'.

Reason/s for Recommendation/s

30. Ensuring every child in Nottinghamshire achieves their potential within their primary education is essential to secure a firm foundation of essential skills that underpin the secondary curriculum and ensures that, on completing statutory education, each child has the necessary knowledge, skills and understanding to become a responsible citizen within society with the confidence and skills to ensure economic independence.

Statutory and Policy Implications

31. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the NHS Constitution (Public Health only), the public sector equality duty, safeguarding of children and vulnerable adults, service users, sustainability and the environment and ways of working and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Crime and Disorder Implications

32. Crime and disorder implications have been considered in the writing of this report. Pupils who become disenfranchised from education as a result of poor attainment and progress are at risk of involvement in criminal activity. Therefore ensuring that every child

accesses high quality education and is able to succeed plays a significant role in reducing their likelihood to engage in crime and disorder.

Financial Implications

33. No additional funding is requested by this report. The service's budget and structure has been confirmed by Committee on 17 March 2014 and the further development of the sold service to schools will ensure that the Education Improvement Service continues to be able to support and challenge Nottinghamshire schools.

Human Rights Implications

34. Article 26 of the Universal Declaration of Human Rights identifies access to education as a right. In addition, this article incorporates the 'full development of the human personality and confirms that education should engender tolerance and friendship among all nations' racial or religious groups'.

35. The report also reflects the current focus on the role and responsibility of education to promote British values.

RECOMMENDATION/S

That:

1) the analysis of the final outcomes at Key Stage 2 be noted
2) the additional actions undertaken by the Support to Schools Service from January 2015 to address the issues raised by the relative decline in outcomes at Key Stage 2 as well as those planned for 2015-2016 be endorsed
3) the supporting documents entitled Education Improvement Strategy (**Appendix 2**) and the Statutory Guidance to Local Authorities for Schools Causing Concern (January 2015) be noted
4) the Committee endorses the approach of encouraging school governors to ensure a sharp focus on reviewing 'impact' rather than completion of actions when reviewing and evaluating the school's development plan.

John Slater
Service Director, Education Standards and Inclusion

For any enquiries about this report please contact:

Marion Clay
Group Manager Support to Schools Service
T: 0115 9773736
E: marion.clay@nottscc.gov.uk

Constitutional Comments (SLB 23/02/15)

36. Children and Young People's Committee is the appropriate body to consider the content of the report.

Financial Comments (SS 25/02/15)

37.   There are no financial implications arising directly from this report.

Background Papers and Published Documents

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

Schools Causing Concern - Statutory Guidance for Local Authorities: January 2015

Support to Schools Service – proposed restructure of the Education Improvement Service – report to Children and Young People's Committee on 17 March 2014

Electoral Division(s) and Member(s) Affected

All.

C0597