

Education Standards and Performance Report

Children's Health, Social Care & Education Overview and Scrutiny Committee

Date: 2nd December 2015

Author:	Board Director, Commissioning (DCS/DASs) and Head of Education
Wards:	All Wards
Locality Affected:	All Locality Areas
Parishes Affected:	All Parish Area

1. Purpose and Reasons

- 1.1 This report sets out to show how well Swindon children and young people have achieved in their public assessments in primary and secondary schools. It highlights where there have been improvements in performance and declines. These are measured against national averages. It also provides information on attendance and behaviour which can be an indicator of pupil and school performance.
- 1.2 The report is necessary to ensure that full information on how children and young people achieve is available in the public domain and is open to scrutiny.
- 1.3 The performance of pupils in Swindon schools is a key element of corporate targets which includes the performance of pupils in their GCSE exams. It is also one of the four key priorities in the Vision for Swindon (2015-30) to improve education provision and outcomes for children and young people.

2. Recommendations

The Committee is recommended to:

- 2.1 Note the contents of the report.

3. Detail

3.1 Overview

There are a number of ways to measure educational outcomes across schools which help us to assess the quality of provision. These include:

- Attainment (statutory assessments and qualifications obtained by young people) and progress
- Attendance and exclusions in Swindon schools
- Ofsted inspection outcomes

The appendices included with this report provide a range of detailed information for primary and secondary education across Swindon. It should be noted that the

Education Standards and Performance Report

Children's Health, Social Care & Education Overview and Scrutiny Committee

Date: 2nd December 2015

information provided below is “unvalidated” and subject to change, however, it is unlikely to change significantly. Validated data is published early in 2016. The term ‘disadvantaged pupil’ is used frequently below and in the attached appendices. It refers to pupils who are or have been eligible for free school meals in the past six years, looked after children or children adopted from care. Information on Key Stage 5 (16-19 provision) will be provided for the next Children's Health, Social Care and Education Overview and Scrutiny Committee meeting.

3.2 Primary – Early Years and Key Stage 1

- 3.2.1 Results for primary pupils in Swindon are broadly in line with national averages. Outcomes have improved over the previous in the Early Years Foundation Stage with 68% of children reaching expected levels (a good level of development) against a national average of 66%. The gap between the lowest achieving pupils and the median is narrowing, meaning that fewer children are being left behind. Girls attain higher than boys with the difference being similar to the national difference in achievement. Children on free school meals attain lower than other children but again the difference is similar to the national average.
- 3.2.2 Phonics tests are taken by pupils at the end of Year 1. Results improved by 2% over 2014 with 75% reaching the required standard which is 2% below the national average. The pupils who don't pass at the end of Year 1 retake the test in Year 2 and by this time they have caught up with the national average. By the end of Year 2, 91% of pupils reach the required standard against a national average of 90%. Girls attain higher results than boys with the difference being similar to the national average. Children on free school meals attain lower than other children but again the difference is similar to the national average. In 6 schools, pupils attained less than 60% in the tests and these schools are being targeted for support by the Commissioner for Education (primary) working with the Borough's teaching schools.
- 3.2.3 Pupils are assessed at the end of Key Stage 1 (end of Year 2) in reading, writing and mathematics. Attainment has risen in all subject areas since 2014 and is significantly above average overall and for writing. Again, girls attain more highly than boys and pupils on free school meals attain lower than other pupils. Both gaps are similar to the national average. Level 3 is the higher level of attainment in these assessments and pupils overall were at the national average at this level. In other words, Swindon has a similar proportion of higher attainers to the national average.

Education Standards and Performance Report

Children's Health, Social Care & Education Overview and Scrutiny Committee

Date: 2nd December 2015

3.3 Primary – Key Stage 2

- 3.3.1 Pupils are assessed at the end of their primary education (Key Stage 2) in Year 6 in reading, writing, mathematics and GPS (grammar, punctuation and spelling). Attainment is overall in line with the national average with reading being significantly above the national average. Girls attain higher than boys at level 4+ (expected standard) with the gap being wider than the national average but this is because girls perform significantly higher than the national average in mathematics and writing. Disadvantaged pupils attain lower than other pupils with the gap being similar to the national average. The higher levels of attainment in these tests are level 5 and level 6 and Swindon has a similar proportion of higher attainers to the national average.
- 3.3.2 The progress that pupils make between Year 2 and Year 6 (expected progress) has improved in all subjects in 2015 and is in line with the national average overall. Writing is above the national average putting the local authority in the top quartile against other local authorities. About a third of Swindon pupils make more than expected progress in their subjects which is in line with the national average. Disadvantaged pupils made slightly less progress than their disadvantaged peers nationally and this has been the case for the past three years.
- 3.3.3 Looked after children are a focus nationally and in the South West because of their low overall achievement compared to other children. In Swindon, 12 looked after children were assessed at the end of Year 6 and their attainment as a group is well below other pupils. However, when compared to looked after children nationally, in Swindon these pupils attained higher than the national average with 75% achieving the expected level against a national average of 53%. These pupils also made stronger progress than their peers nationally.
- 3.3.4 Pupils with special educational needs attained below the national average for all pupils at the end of Year 6 as might be expected. When compared to special educational needs pupils nationally, their attainment is in line with the national average and those with statements or Education, Health and Care Plans (EHC) attain higher than the national average. In terms of progress, pupils with special educational needs made more progress than their peers nationally but if they had an EHC, they made slightly less progress. Information on these pupils needs to be treated with some caution, however, as there is no nationally moderated system in place for special needs. This means that a pupil in one local authority could be defined as special needs, whilst in another local authority they would not.
- 3.3.5 Swindon had one school that was below the national floor target for primary schools. Being below the floor target means that less than 60% of pupils achieved level 4 in all subjects taken together (reading, writing and mathematics)

Education Standards and Performance Report

Children's Health, Social Care & Education Overview and Scrutiny Committee

Date: 2nd December 2015

and that pupil progress was below the median for each of the core subjects. This school is now being supported by an exceptional school leader from the teaching school and it is expected that the school's outcomes will be much higher next year.

3.4 Secondary Schools/Academies

- 3.4.1 Outcomes at the end of year 11 in GCSE examinations were below the national average in 2014/15. 52% of pupils gained 5 A*-C GCSEs with English and mathematics against the national average of 56%. This indicator is based on pupils' first attempt at passing a subject exam. The outcome is very similar to last year and the previous four years with the gap to the national average being consistent. English GCSE A*-C pass rates fell from 69% to 65% with the national average at 68% (69% in 2014). Mathematics GCSE A*-C pass rates rose from 65% to 66% while the national average stayed the same at 68%. The English Baccalaureate results improved from 19% to 20% against a national average of 24%.
- 3.4.2 A number of secondary schools had a considerable increase in the number of 5A*-C with English and mathematics pass rates for their pupils. Nova Hreod's outcomes improved to 60% an increase from 33% the year before which is one of the biggest jumps in the country. Swindon Academy also improved considerably from 40% to 53% while Lydiard Park Academy was the highest performing by this measure at 67%. Seven schools, however, had a decline in their results. One academy school fell below the government floor target (this means a school in which less than 40% of pupils obtain 5A*-C and pupil progress is below the median for both English and mathematics). Discussions have been had with the Principal and the Chair of Governors of this school by the Head of Education with a view to supporting the school. There has also been direct communication with the Regional Schools Commissioner.
- 3.4.3 Swindon pupils had improved expected progress in mathematics with a jump of 4% (this means making 3 levels of progress between year 7 and year 11). In 2014/5 this had improved to 65% against a national average of 67%. Improving pupils' ability in mathematics was a focus for secondary schools last year and this may have contributed to this improvement. In English, the percentage of pupils making expected progress fell from 71% to 68% almost mirroring the national average fall from 72% to 70%.
- 3.4.4 In five Swindon schools, the proportion of pupils making more than expected progress in English was higher than the national average with 91% of pupils at Ridgeway School achieving three levels of progress. In mathematics similarly, five schools were higher than the national average in terms of expected progress. At Commonweal School and St Joseph's Academy 75% of pupils made expected progress against the national average of 67%.

Education Standards and Performance Report

Children's Health, Social Care & Education Overview and Scrutiny Committee

Date: 2nd December 2015

-
- 3.4.5 Disadvantaged pupils achieved 39% 5A*-C with English and mathematics, a gap of 26% points to all other pupils. This is similar to the national attainment gap. In both English and mathematics, the proportion of disadvantaged pupils making expected progress is below that of all other pupils but is similar to the national average. Schools receive pupil premium to provide additional support for these pupils and how this is used and its impact is published on school websites. Clearly, there is still considerable work to do to minimise the impact of economic disadvantage.
- 3.4.6 Pupils with special educational needs achieved 13% 5A*-C with English and mathematics, which is below the national average for special educational needs nationally (21% in 2013/14). Progress levels were also below pupils with special educational needs nationally (only 2013/14 data available). As noted earlier in the report, it is quite difficult to compare local authority data on special needs as identification varies across the country. However, there is a need to explore these figures further with secondary schools to ensure that the appropriate provision is in place and that this has the required impact on pupil progress.
- 3.4.7 Looked after children achieved 29% 5A*-C with English and mathematics which is above the national average for this group (12% in 2013/14). Expected progress information shows that looked after children make more progress than this group does nationally too, particularly in English. Care should be taken when trying to interpret this data though because the cohort consisted of 17 pupils.
- 3.4.8 Further information on the performance of more able pupils will be provided for a future committee as not sufficient information is available at this time.

3.5 OFSTED inspection outcomes

- 3.5.1 A key way of measuring school performance is through inspections carried out by Ofsted. The Ofsted framework for inspections has undergone many changes in recent years and a new framework has come into place from this September. Schools judged as good are now normally inspected in a 3 year cycle. Outstanding schools are not subject to routine inspection whereas schools that require improvement are inspected more frequently (on an approximate 2 year cycle).
- 3.5.2 By the end of 2014/15, 82% of primary schools in Swindon were judged as good or better against a national average of 85%. 12 Swindon primary schools are currently judged as outstanding. For secondary schools and academies, 55% were judged as good or better against a national average of 74% which rates Swindon as one of the lowest performing local authorities (Swindon's UTC has yet to be inspected as it is a new school). This has been a major agenda item at the recently established Education Strategy Board which is chaired by the Regional Schools Commissioner. Local authority officers in collaboration with the

Education Standards and Performance Report

Children's Health, Social Care & Education Overview and Scrutiny Committee

Date: 2nd December 2015

Commissioner's office and the teaching schools are working with a number of schools to ensure that schools improve their inspection gradings.

- 3.5.3 One primary school is currently in the lowest Ofsted category having been judged as inadequate. This school is now working in a very strong partnership with another local school and its outcomes have improved this year. It has been monitored by Her Majesty's Inspectors (HMI) and these visits have gone very well. It is due to be reinspected in the near future.
- 3.5.4 Swindon has 6 special schools and 5 of these are judged as being good or better with one school requiring improvement. This school is a focus for support from the local authority and the teaching school. Uplands School is judged as outstanding and recently won the Times Educational Supplement's School of the Year Award.

3.6 Exclusions and Attendance

- 3.6.1 National information on attendance and exclusions for the current year isn't usually published until early in the following year (2016). There is still, however, a considerable amount of very useful information which can be used to review school performance.
- 3.6.2 Attendance at both primary and secondary school is just above the national average. Overall absence for both phases is 4.3% against the national average of 4.5%. Persistent absence (an absence rate of 15% or more) is also below the national average at 5.3% (995 pupils) against a national average of 3.9%.
- 3.6.3 Permanent exclusions from primary schools are relatively few. There were 2 permanent exclusions from Swindon primary schools in 2014/15 which is a reduction from 4 in the previous year and none in the previous two years. Fixed term exclusions are just below the national average with 0.8% of the school population receiving an exclusion. In 2014/15, 273 fixed term exclusions were given to 134 pupils. There has been an increasing number of fixed term exclusions over the past three years. There were 234 in 2013/14 and 194 in 2012/13.
- 3.6.4 In 2014/15, there were 26 permanent exclusions from secondary schools and academies. This is an increase on 2013/14 when there were 13 permanent exclusions and 14 in 2012/13. There is no comparable national data for 2014/15 but in 2013/14, permanent exclusions in Swindon were just below the national average.
- 3.6.5 In 2014/15, there were 1,078 fixed term exclusions from secondary schools and academies which was an increase of 3% on 2013/14. This is likely to be considerably above the national average. In 2013/14, 9.1% of the secondary school population received a fixed term exclusion against a national average of

Education Standards and Performance Report

Children's Health, Social Care & Education Overview and Scrutiny Committee

Date: 2nd December 2015

6.6%. Fixed term exclusions were also high in the special school sector but these exclusions were mostly from one school. In six secondary schools, the number of fixed term exclusions rose in 2014/15. One school was responsible for approximately 25% of these exclusions and several meetings have been held with the school to look at ways of reducing the number. A panel of senior representatives from secondary schools are working with local authority officers to develop some principles for addressing this issue in schools in order to reduce the incidence of fixed term exclusion.

- 3.6.6 Approximately 80% of fixed term exclusions were boys. The main reasons for fixed term exclusions in both primary and secondary schools were persistent disruptive behaviour, physical assault against a pupil and verbal abuse/threatening behaviour against an adult. The picture is very similar for permanent exclusions with most being boys for persistent disruptive behaviour and physical assault against a pupil.

3.7 Local Authority School Improvement Inspection

- 3.7.1 Swindon's school improvement function was inspected by Ofsted in December 2014 with the report being published in March 2015. The inspection made a number of recommendations for improvement. These have or are currently being addressed and the action plan is included in this report. It has been recently updated as requested by inspectors.
- 3.7.2 Many of the recommendations in the inspection report have been addressed. An Education Strategy Board has been set up with terms of reference and a strategy document which are included with this report. Any concerns that the local authority has about the performance of academy schools is communicated directly to the Regional Schools Commissioner or his representative through the board, in writing or through frequent meetings. There is now much closer working with Swindon's two teaching schools to ensure that quality support is provided or brokered. An Education Improvement Strategy plan is in the process of being developed based on a range of information such as that provided in this report.
- 3.7.3 Ofsted has indicated that they will follow up their first inspection to identify what progress has been made with the recommendations. This would usually take place one year after the initial inspection.

4. Implications, Diversity Impact Assessment and Risk Management

Financial and Procurement Implications

- 4.1 There are no direct or indirect financial or procurement implications arising from this report.

Education Standards and Performance Report

Children's Health, Social Care & Education Overview and Scrutiny Committee

Date: 2nd December 2015

Legal and Human Rights Implications

- 4.2 There are no direct legal or human rights implications arising from this report.

All Other Implications (including Staff, Sustainability, Health, Rural, Crime and Disorder)

No other implications arising from this report.

Diversity Impact Assessment

- 4.3 A Diversity Impact Assessment (DIA) has not been completed for the following reasons: This is an update on outcomes and progress.

Risk Management

- 4.4 A risk assessment has not been completed, as this report is not recommending a specific amendment to a policy or strategy.

5. Consultees

- 5.1 The Board Director, Resources (Section 151 Officer) and Director of Law and Democratic Services (Monitoring Officer) are consulted in respect of all reports.

6. Background Papers

- 6.1 There are no background papers

7. Appendices

- 7.1 Appendix 1 – 2014/15 attainment at all stages.
- 7.2 Appendix 2 – Provisional Early Years Foundation Stage profile 2015
- 7.3 Appendix 3 – Key Stage 1 2015 local authority main indicators
- 7.4 Appendix 4 – Provisional Key Stage 2 2015 local authority main indicators
- 7.5 Appendix 5 – Provisional Key Stage 4 2015 local authority main indicators
- 7.6 Appendix 6 – 2014/15 attainment by groups in Swindon
- 7.7 Appendix 7 – 2014/15 attainment by groups Annex A
- 7.8 Appendix 8 – Permanent and Fixed term exclusions official statistics 2013/14
- 7.9 Appendix 9 – Swindon Education Strategy Overview 2014/15
- 7.10 Appendix 10 – Swindon Education Strategy Board terms of reference.

Education Standards and Performance Report

**Children's Health, Social Care & Education Overview and Scrutiny
Committee**

Date: 2nd December 2015

7.11 Appendix 11 – Improving Educational Outcomes in Swindon (Ofsted action plan)

7.12 Appendix 12 – School absence statistics