

Education Standards and Performance Report

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

18th January 2017

Author:	Head of Education
Wards:	All
Locality Affected:	All
Parishes Affected:	All

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 where there have been 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. The report will also review the work of the Education Strategy Board which has now been in place since July 2015 and the new arrangements proposed for the Swindon Challenge Board.
- 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. It also provides the opportunity to review the steps being taken to support school improvement within the Borough and will provide an opportunity to monitor the impact of the "Swindon Challenge" initiative.
- 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 and scrutinise the contents arising from 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

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- 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 information provided below is “unvalidated” and subject to change, however it is unlikely to change significantly. Validated data is published early in 2017. The term ‘disadvantaged pupil’ is used frequently below and in the attached appendices. It refers to pupils who are or have been eligible for (FSM) 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 The way that pupils are assessed in primary schools has changed and levels of attainment are no longer used.

3.3 Primary – Early Years and Key Stage 1

3.3.1 Results for primary pupils in Swindon at Key Stage 1 are below national average for reading, writing and mathematics. In the Early Years Foundation Stage, outcomes have improved over the previous year but the improvement has not been as great as the national average. In Swindon, 68.8% of children reached expected levels (a good level of development) against a national average of 69.3%. The gap between the lowest achieving pupils and the median has widened (but it is still better than the national average), meaning that slightly more 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 with 15% fewer pupils attaining a good level of development against non-FSM children (national average gap 18%). Children with special educational needs attain well below their peers with 48% fewer pupils reaching a good level of development.

3.3.2 Phonics tests are taken by pupils at the end of Year 1. Results improved by 1% over 2015 with 76% reaching the required standard which is 5% below the national average of 81%. This is the lowest in the South-West although by only 2%. 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 91% which ranks Swindon as 8th in the South-West. Girls attain higher results than boys with the difference being slightly wider than the

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national average. Children on free school meals attain lower than other children but again the difference is similar to the national average. Improving phonics outcomes is a priority for school improvement working with the teaching schools (White Horse Federation) and primary headteachers. An action plan is in place and phonics champions are being recruited from schools with strong phonics outcomes to support schools with lower outcomes.

- 3.3.3 Pupils are assessed at the end of Key Stage 1 (end of Year 2) in reading, writing and mathematics. The method of measuring attainment has changed this year with levels no longer being used. The new measures are the “expected standard” and “greater depth”. Consequently it is difficult to measure against previous years particularly as teachers and schools engage with a new assessment system. However, in 2015 using the previous system of levels, writing was above the national average with mathematics and reading being in line with the national average. Swindon also had a similar proportion of higher attainers in 2015 to the national average. In 2016, outcomes in reading, writing and mathematics were all below the national average for the expected standard. 71% of children reached the expected standard in reading against a national average of 74% with Swindon being joint lowest in the South-West with Bristol and Plymouth (out of 15 local authorities). 21% reached the higher standard of greater depth in reading against a national average of 24% which was joint 10th highest in the South-West. Disadvantaged pupils achieved less well than other pupils with the gap being wider than the national average. The gap is similar across all subjects being 20% against a national gap of 17%. Girls achieve higher than boys particularly in writing and also in reading with the gap also being wider than the national average. In writing, 63% of pupils attained the expected standard against a national average of 65% which was joint 8th in the South-West. 12% attained greater depth against a national average of 13% which was joint 5th in the South-West. In mathematics, 70% achieved the expected standard against a national average of 73% which was 9th in the South-West whilst 13% achieved greater depth (14th in the South-West). South-West Ofsted highlighted outcomes in reading in their recent letter as being an area that needed to improve and this is also a focus of work with the teaching schools and the school improvement work in Swindon.

3.4 Primary – Key Stage 2

- 3.4.1 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). The method of assessment has changed this year with levels of

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attainment not being used and there has been a significant upgrading of the level of expectation. This is also reflected in the new primary curriculum. Pupils are now assessed as being at the expected level or at greater depth. The assessments are tested by exam, in all subjects bar writing which is teacher assessed. Attainment is overall in line with the national average for reading, mathematics and for GPS. 67% of pupils attained at the expected standard in reading (national average was 66%) which was 8th highest in the South-West. 70% attained the expected standard for mathematics (national average was 70%) which was 2nd highest in the South-West and 73% attained the expected standard for GPS (national average was 73%) which was also 2nd highest in the South-West. In writing, 60% of pupils were assessed by teachers as meeting the expected standard against a national average of 74% which is well below the national average. The outcome was one of the lowest in the country (along with Dorset) and this has been identified by South-West Ofsted as a cause for concern. Because of the low outcomes in writing, only 46% of pupils reached the expected standard in reading, writing and mathematics against a national average of 53% which puts Swindon on the this measure as one of the lowest local authorities in the country (144 out of 152) alongside authorities such as Dorset, Bedford, Luton and Liverpool.

Much has been written about this new assessment and the Head of Education in Swindon has written to the Chief Executive of the Standards and Testing agency citing evidence that there were variations in the way pupils' writing was assessed and graded across the country.

- 3.4.2 Ofsted has informed all school inspectors that the outcomes of the 2016 assessments particularly the writing assessment need to be treated with caution due to the wide variation in outcomes. Nevertheless, the local authority is treating this very seriously and an action plan has been produced with the teaching schools and primary headteachers to improve results. This will also include reviewing the assessment and moderation process and working with other neighbouring local authorities.
- 3.4.3 In terms of greater depth (the higher level), 18% achieved greater depth in reading (national average – 19%) which was 14th highest in the South-West. In mathematics, 15% attained greater depth (national average – 17%) which was 6th highest in the South-West. In GPS, 25% attained greater depth (national average 22%) which was 3rd highest in the South-West.
- 3.4.4 Girls attainment is higher than boys at the expected standard in reading and writing, with the gap being wider than the national average (a 9% gap (7% national) in reading and a 17% gap (13% national) in writing). At "greater depth" this position was repeated but with more boys attaining this level in

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mathematics than girls by 2%. This was also reflected in terms of pupil progress with girls making more progress than boys in reading and writing but boys making more progress in mathematics.

Disadvantaged pupils' attainment is considerably lower than other pupils, with the gap historically being similar to the national average. This attainment gap varies between 16% in writing to 20% in mathematics. At "greater depth", the gap is much narrower than the national average for reading and writing between disadvantaged and other pupils. Pupils with SEN in Swindon attained at a similar level to SEN pupils nationally except in writing which was much lower. 7% of SEN pupils attained the expected level in reading, writing and mathematics against a national average of 14%.

- 3.4.5 Pupil progress measures in primary schools have changed to a new value added measure which looks at the progress all pupils make in a school. This is explained in detail in a DfE publication "Primary school accountability in 2016" available on the DfE website. This publication also outlines the new floor standards for primary schools which relate to attainment and progress. For attainment, the measure is for 65% or more pupils to meet the expected standard in reading, writing and mathematics – it is interesting to note that the floor standard is 12% above the national average which means the majority of schools in the country are below the floor standard. If a school does not meet the floor standard for attainment, it needs to be above the floor standard for progress from Key stage 1 to Key stage 2 for each subject. This is minus 5.0 for reading, minus 5.0 for mathematics and minus 7.0 for writing.
- 3.4.6 In Swindon, pupil progress in reading was minus 0.4, for mathematics minus 0.5 and for writing minus 3.6. This means that overall progress outcomes are just below the national average for reading and mathematics and well below for writing. Six schools were below the floor target with four being under for writing, one for mathematics and one for reading. In 2015 using the previous measures, the progress that pupils made between Year 2 and Year 6 (expected progress) was in line with the national average overall with writing above the national average putting the local authority in the top quartile against other local authorities. This shows the impact of the new assessment system in Swindon primary schools.
- 3.4.7 In 2016, 26 schools had negative reading progress for disadvantaged pupils although for 18 of these, the upper limit of the confidence interval was positive, indicating the negative score was not statistically significant. For writing, 46 schools had negative progress scores for disadvantaged pupils (including 18 with a positive upper limit of confidence interval) with this being 37 for mathematics (including 25 with a positive upper limit of confidence

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interval). Overall in Swindon, disadvantaged pupils made less progress than disadvantaged pupils nationally. In reading, pupils made -1.3pts progress against a national average of -0.7: in mathematics pupils made -1.4 against a national average of -0.5 and in writing it was -4.2 against a national average of -0.3. Improved progress for disadvantaged pupils is a key focus for schools this year.

- 3.4.8 Children Looked After, are a focus nationally and in the South West because of their low overall achievement compared to other children. In Swindon, 6 Children Looked After (looked after for 12 months+ as at 31st March 2016) were assessed at the end of Year 6 and their attainment as a group is well below other pupils. Half met or exceeded the expected level in reading and writing, and 67% met the expected level in mathematics. National comparison data is not yet available for 2015/16 but in 2014/15, achievement and progress for looked after children in Swindon was generally higher than the national average, but we remain ambitious to do even better for our children in care.
- 3.4.9 The progress of pupils with SEN was lower in Swindon schools than national averages. In reading, average SEN pupil progress was -2.5 against a national average of -1.8: in mathematics it was -2.4 against a national average of -1.8 and in writing it was -7.4 with a national average of -2.9. 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. Nevertheless, improving pupil progress for SEN pupils is an important concern to be addressed by schools.
- 3.4.10 In Swindon, 27 primary schools are Academies and 34 are maintained schools. Academy schools are independent state funded schools with direct accountability to the DfE. The Local Authority can work with all schools in Swindon but Academies have to buy in central support for school improvement.
- 3.4.11 At the end of Key Stage 2 in 2016, approximately 15% of pupils from Swindon primary schools leave the Borough to be educated at schools in neighbouring local authorities. Of these pupils 15% are eligible for pupil premium as against 31% who stay in Swindon: 11% who leave have Special Educational Needs (SEN) against 19% who stay. In terms of outcomes, 76% of pupils who left, met the expected standard in reading against 64% who stayed: 80% who left met the expected standard in mathematics against 68% who stayed. Pupils

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who left had an average positive progress score against an overall negative score for those who stayed. This indicates that the cohort of pupils entering Swindon secondary schools is different to that leaving Year 6 in primary.

3.5 Secondary Schools/Academies

- 3.5.1 The headline indicators used by the DfE and Ofsted have changed this year for measuring secondary school performance (NB – validated data is not yet available and is due to be published in January 2017. Data used in this report is unvalidated). One of the previous key headline measures was for pupils attaining 5A*-C with English and mathematics. Outcomes at the end of year 11 in this measure for GCSE examinations improved this year over 2014/15 by 2% narrowing the gap to the national average but were still below the national average. In 2015/16, 54% of pupils gained 5 A*-C GCSEs with English and mathematics against the national average of 57%. This indicator is based on pupils' first attempt at passing a subject exam.
- 3.5.2 For the new headline measure of pupils passing both English and mathematics with an A*-C pass, outcomes improved by 6% over 2015 narrowing the gap to the national average in 2016 to 2%. 61% of pupils passed this standard against a national average of 63%. English GCSE A*-C pass rates rose from 69% to 74% with the national average at 75% (68% in 2015). Mathematics GCSE A*-C pass rates rose from 66% to 67% against a national average of 69%. The English Baccalaureate results declined from 19% to 17% against a national average of 25%. Three schools were above the national average with 8 schools being below.
- 3.5.3 Two new headline measures are explained in a DfE document entitled "Progress 8 and Attainment 8 measures in 2016, 2017 and 2018". Attainment 8 measures attainment in 8 subjects combining core academic subjects with other foundation subjects or vocational subjects. Points are allocated for a pupil's grades in each subject. The Swindon average attainment grade was 48.0 against a national average of 49.9. Five schools attainment 8 was above the national average and six schools were below.
- 3.5.4 Progress 8 is similar to attainment 8 except that it measures progress from the end of Key Stage 2 to GCSE. It measures the progress each pupil makes and this is combined together with all other pupils' progress in the school and averaged out to achieve a score. Swindon's overall progress 8 score was 0.16 which was below the national average of 0.03. Six schools had positive progress 8 scores and five had negative scores. One school was below the government floor standard of minus 0.5 but as the school (the University

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Technical College – UTC) only takes pupils from year 10, the validity of this measure is questionable.

- 3.5.5 Progress 8 for disadvantaged pupils, shows that only one school has a positive result. 4 schools have negative progress 8 scores but statistically these are close to 0 or expected progress. 6 schools have negative progress 8 scores for disadvantaged pupils that are statistically significant. This is a new measure and this will need further exploration with headteachers but it does highlight the need, to ensure disadvantaged pupils achieve. One concern with this measure is that if a pupil or pupils do not attain very well at all, they can adversely impact on a school's progress 8 score (like a cricket average but with minus scores). This can create a disincentive to ensure that more challenging pupils remain on a school's roll.
- 3.5.6 Of all disadvantaged pupils in Swindon, 36% achieved 5A*-C with English and mathematics, a gap of 23% points to all other pupils. The attainment gap in 2014/15 was 27% compared to a national average of 28%. The average Progress 8 score for disadvantaged pupils was -0.56 compared to -0.05 for all other pupils. 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.
- 3.5.7 Of pupils with special educational needs, 18% achieved 5A*-C with English and mathematics. The average for special educational needs nationally was 20% for both 2013/14 and 2014/15. Progress levels were also below pupils with special educational needs nationally (only 2014/15 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.
- 3.5.8 Of the nine children who had been looked after for 12 months or more at 31st March 2016, 11% achieved 5 A*-C with English and mathematics. This is broadly similar to the national average for this group (14% in 2014/15). For the last two years, looked after children in Swindon made more progress than their peers nationally, particularly in English. For 2015/16, the average Progress 8 score for this cohort was -1.1. Care should be taken when trying to interpret this data because of the small cohort.

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3.5.9 Further information on the performance of more able pupils will be provided for a future committee as there is not sufficient information available at this time.

3.6 OFSTED inspection outcomes

- 3.6.1 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 came into place from September 2015. Schools judged as good are now normally inspected in a 3 to 5 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). Schools that are judged inadequate receive an Academy Order from the Secretary of State requiring them to become an Academy. An Academy that fails its inspection is usually taken over by another Academy provider.
- 3.6.2 By the end of 2015/16, 94% of primary pupils were educated in Swindon schools and judged as good or better (Ref: The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2015/16). Since this report was published, one further primary school has moved from 'requires improvement' to 'good'. Currently one maintained primary school and three academy primary schools require improvement. 12 Swindon primary schools are currently judged as outstanding. For secondary schools and Academies, 47% of pupils are being educated in schools judged as 'good' or 'better' putting Swindon as one of the lowest performing local authorities in the country. Five secondary schools are rated as being 'good', three are 'requires improvement' (RI) and two have been graded as 'inadequate'. The UTC has yet to be inspected.
- 3.6.3 This has been a major agenda item at the Education Strategy Board which has been in place now for 18 months which is chaired by a representative of the Regional Schools Commissioner. It was also a major cause of the letter written by the Regional Director of South-West Ofsted to Swindon Borough Council in November 2016. Local authority officers in collaboration with the Commissioner's office and the teaching schools are working with a number of schools to ensure they improve their inspection gradings. For example, three academies judged as RI or 'inadequate' are now working with Academy schools judged as 'outstanding' by Ofsted. The intention is for all three of these schools to join these Academy Trusts. The two further RI schools are managed by the United Learning Trust. The only local authority maintained school which has been judged as 'inadequate', is now being managed by a very strong local Academy Trust to improve outcomes. This local authority

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school is unlikely to become an Academy in the near future due to legal issues pertaining to the land and the site.

- 3.6.4 Swindon has 6 special schools and 5 of these are judged as being 'good' or 'better' with one school being judged as 'inadequate' (St Luke's). Its headteacher left in the summer term and it is being managed by an Executive Headteacher from a local school with a recently appointed head of school. Further support has been sourced from Beckmead School in Croydon who have considerable expertise in working with pupils with social, emotional and mental health (SEMH) needs. The outstanding school is Uplands School which won the Times Educational Supplement's School of the Year Award in 2015.

3.7 Exclusions and Attendance

- 3.7.1 National information on attendance and exclusions for the current year is not usually published until early in the following year (2017). There is still, however, a considerable amount of very useful information which can be used to review school performance.
- 3.7.2 Attendance at both primary and secondary school is just above the national average. Overall absence (Autumn and Spring terms of 2015/16) for both phases is 4.2% against the national average of 4.4%, which is the lowest in the South-West. Persistent absence (an absence rate of 10% or more) is below the national average at 10% against a national average of 10.3% placing Swindon 4th in the South-West.
- 3.7.3 Permanent exclusions from primary schools are relatively few. There were six permanent exclusions from Swindon primary schools in 2015/16 which is an increase from two in the previous year and four in the year prior to that. .

In 2015/16, there were 348 fixed term exclusions given to 155 primary pupils. 91 exclusions came from one Academy. In 2014/15 there were 273 fixed term exclusions were given to 134 pupils. There has been a considerable increase in the number of fixed term exclusions over the past three years. There were 234 in 2013/14 and 194 in 2012/13. It is difficult to ascertain exactly why there has been a rise which is now likely to put Swindon above the national average for fixed term exclusions. Headteachers report that there is more difficult behaviour and mental health issues amongst pupils; however this is not likely to be markedly different from any other local authority area. One Academy, however, does account for a very high proportion of the increase.

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- 3.7.4 In 2015/16, there were 18 permanent exclusions from secondary schools which is a decrease from 2014/15, when there were 26 permanent exclusions. In 2013/14 there were 13 permanent exclusions (9 secondary and 4 primary) and 13 in 2012/13 (secondary only). There is no comparable national data for 2015/16 but in 2013/14, permanent exclusions in Swindon were below the national average.
- 3.7.5 In 2015/16, there were 1946 fixed term exclusions overall. This included 961 (485 pupils) from secondary schools, 348 Primary (155 pupils), 306 (72 pupils) Special Schools of which 270 were from our Social, Emotional and Mental Health (SEMH) special school and 331 Education Other Than at School (EOTAS) (72 pupils). This is likely to be above the national average and is an increase on the previous year. In 2014/15, there were 1,078 fixed term exclusions from secondary schools and Academies. A panel of senior representatives from secondary schools has been 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. However, this has not had the required impact so far.
- 3.7.6 Addressing the rise in fixed term exclusions and addressing the growing need for effective SEMH and alternative vocational provision will be a key focus for "Swindon Challenge" discussed later in this report.
- 3.7.7 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 or against an adult.

3.8 Swindon Education Strategy Board (ESB) & Swindon Challenge

- 3.8.1 The Swindon ESB has been in place since July 2015. The Board has met eight times during the period up until December 2016 and was chaired by the Regional Schools Commissioner (RSC), Sir David Carter. Since the summer term 2016, a representative of the new RSC Rebecca Clark has chaired the meetings. The principle outcomes of the ESB so far have been as follows:
- Strong relationships have been developed between the RSC's office and the local authority senior officers. This has enabled the RSC's office to have a good working knowledge of schools in Swindon and the key issues facing the Borough. It has facilitated a number of actions (see below) to support school improvement and has allowed the local authority to influence decision making relating to Academies.

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- SW Ofsted has been kept informed about the development of the ESB and also the challenge that the local authority has been making to the RSC's office. Ofsted were offered a place on the ESB which they declined at the time; following the recent meeting with the Regional Director, Ofsted will now sit as an observer on the new Board. Relationships and communication with SW Ofsted and senior advisers have been strong with a recognition of some of the improvements being made particularly in primary education. This partnership was recently reflected in two Ofsted conferences held for schools in July 2016 in Swindon. This focused on narrowing the gap and the attendance of the Swindon link HMI at a meeting in September with headteachers. Albeit the recent letter from Ofsted to the Borough led to challenging conversations, the Council remains fully committed to working with Ofsted for the benefit of Swindon's children.
 - The ESB has provided a forum for there to be data sharing and challenge which has impacted outside the ESB, for example; secondary headteacher meetings and this has led to a number of outcomes. The focus on the achievement of white disadvantaged pupils led to a secondary conference addressing this issue in June 2016, led by two outstanding coastal schools. A key issue looked at was the high level of fixed term exclusions and has led to a good practice conference being organised in October 2016. A working group was set up to provide good practice advice to schools sent in the Autumn term.
 - Facilitating the setting up of the Blue Kite Academy Trust joining Ruskin Junior School with Ferndale Primary School. This was supported by an excellent presentation by the head of Ferndale at an ESB meeting.
 - Supporting the development of Multi-Academy Trusts (MATs) at Churchfields (with Wootton Bassett Academy); Dorcan (with Excalibur) and Kingsdown (with River Learning).
 - Providing an opportunity for engagement with academy trusts such as ULT and to showcase good practice.
 - Ensuring accountability for support to 'requires improvement' (RI) schools whether Academy or maintained on a regular basis.
- 3.8.2 The ESB has provided an accountability forum where a wide range of partners can discuss and agree actions on a regular basis. For example, a number of secondary headteachers expressed the view that SASH needed to have a more school improvement focus at its meetings and this has now taken place. Primary representatives have strongly argued for greater cross

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phase working and a number of projects have been set up as a result of this. Outcomes data is regularly discussed at these meetings helping set priorities whilst keeping all partners informed. Issues such as the use of Chelsea's Choice can be openly discussed and this no doubt had an impact on its use in secondary schools this year. This sort of cross-phase forum did not exist before.

- 3.8.3 Despite the successes of the ESB, it is clear that much more needs to be done to improve education in Swindon, particularly in the secondary sector. Over half of Swindon pupils attend schools that are not judged to be 'good' or 'better' by Ofsted. Disadvantaged pupils do not achieve as well as they should and fixed term exclusions are too high. There is also considerable pressure on EOTAS due to the numbers of pupils being referred to the service. In primary schools, phonics outcomes need to improve, reading standards at Key stage 1 are relatively low and in 2016 writing outcomes are a concern at Key Stage 2 with a new assessment process in place. Because of this, Swindon Borough Council has launched an initiative called Swindon Challenge with an investment of £600,000 over 3 years.
- 3.8.4 Swindon Challenge will replace the ESB as from January 2017 and will include representation from councillors. This is to show the commitment the Council has, to improving outcomes in education in the town and is reflected in improving education this being one of the four key Council Pledges for its 2015-30 vision.

4. Implications, Diversity Impact Assessment and Risk Management

Financial and Procurement Implications

- 4.1 There are no financial and procurement implications.

Legal and Human Rights Implications

- 4.2 There are no legal and human rights implications.

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

- 4.3 There are no other implications arising from this report.

Diversity Impact Assessment

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

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Risk Management

- 4.5 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 - Early Years Foundation Stage profile – All indicators
- 7.2 Appendix 2 - Early Years Foundation Stage – Ranking of Local Authorities
- 7.3 Appendix 3 - Phonics outcomes and Local Authority rankings
- 7.4 Appendix 4 - Key Stage 1 performance
- 7.5 Appendix 5 - Key Stage 2 main indicators
- 7.6 Appendix 6 - Key Stage 2 ranking of Local Authorities
- 7.7 Appendix 7 - Key Stage 2 disadvantaged pupils' attainment and progress
- 7.8 Appendix 8 - Key Stage 2 SEN performance
- 7.9 Appendix 9 - Key Stage 2 performance by gender
- 7.10 Appendix 10 - Education Strategy Board Terms of Reference