

Education Standards – Update

Children’s Health, Social Care & Education Overview & Scrutiny Committee

Date: 24th January 2018

Author:	Director of Children’s Services
Wards:	All Wards
Locality Affected:	All Locality Areas
Parishes Affected:	All Parish Areas

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 when available. It also provides information on behaviour in terms of fixed term and permanent exclusions which can be an indicator of pupil and school performance. The report will review the work of the Swindon Challenge Board which has now been in place since March 2017.
- 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 is 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 primary assessments, their GCSE exams and their post 16 assessments at A-level and in vocational qualifications. 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.
- 1.4 This report links directly to Priority 2 of the Council’s vision for 2030 “To offer educational opportunities that lead to the right skills and the right jobs in the right places”.

2. Recommendations

The Committee is recommended to:

- 2.1 To note the contents of the report and the work being undertaken to improve educational outcomes.

3. Detail

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

Further information on the subject of this report can be obtained from Peter Nathan, 01793 463067, pnathan@swindon.gov.uk.

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- Attainment (statutory assessments and qualifications obtained by young people) and progress
 - Attendance and exclusions in Swindon schools
 - Ofsted inspection outcomes
- 3.2 The appendices included with this report provide a range of detailed information for primary and secondary education across Swindon. It should be noted that some of the information provided below is “unvalidated” and subject to change, however it is unlikely to change significantly. Validated data for secondary schools for example is expected to be published early in 2018. 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.
- 3.3 Primary outcomes have improved significantly this year with outcomes at Key Stage 2 at the expected level being the most improved in the country. Phonics outcomes are now at the national average and a letter has been received from Nick Gibb, Minister of State for School Standards congratulating Swindon on having one of the highest rates of improvement in the country. Secondary outcomes overall have not improved although there has been an improvement in the number of schools judged good or outstanding. There has also been an overall decline in A-level performance although all providers of post 16 education are graded by Ofsted as good or outstanding including Swindon’s two FE colleges.
- 4. Primary – Early years, Key Stage 1 & Key Stage 2**
- 4.1 In the Early Years Foundation Stage, outcomes have improved over the previous year but the improvement has been slightly less than that nationally. In Swindon, of the 3,111 children assessed, 69.8% (68.8% in 2016) of children reached expected levels (a good level of development) against a national average of 70.7% (69.3% in 2017). Girls attain higher than boys by 13.8% but the difference has been narrowing over the past three years and difference in attainment is now in line with the national difference in achievement. Children on free school meals attain lower than other children with 19% (17% in 2016) fewer pupils attaining a good level of development against non-FSM children (national average gap 17%). Children with special educational needs attain well below their peers with 55% (48% in 2016) fewer pupils reaching a good level of development – the national gap being 50%.
- 4.2 Phonics tests are taken by pupils at the end of Year 1. Results improved by 5% over 2016 with 81% reaching the required standard which is in line with the national average of 81%. As noted earlier, this is one of the largest increases in
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performance in the country and is the fifth year in a row that outcomes have improved (they remained at the same level nationally last year). Girls attain 8% higher than boys which is a similar gap to the national achievement gap. Disadvantaged pupils attain 19% below non-disadvantaged pupils which is a larger gap than the national average by 4%. There is no gap in achievement between EAL pupils and non-EAL pupils. SEND pupils attain well below their non-SEN peers with for example pupils on SEN support achieving a pass rate of 42%. Overall, Swindon is now ranked 75th nationally (out of 152 local authorities) and 5th in the South-West (out of 15).

- 4.3 The pupils who don't pass at the end of Year 1 retake the test in Year 2 and performance is also in line with the national average. By the end of Year 2, 92% of pupils reach the required standard against a national average of 92% which ranks Swindon at 49th in the country and 5th in the South-West. The focus on improving phonics outcomes has clearly had an impact in the borough. Swindon Challenge funding has provided monies for a Phonics champions programme with schools supporting each other with good practice and courses have been run with the Swindon Teaching School to improve practice.
- 4.4 **KEY STAGE 1** - Pupils are assessed at the end of Key Stage 1 (end of Year 2) in reading, writing and mathematics. The method of measuring attainment changed two years ago with levels no longer being used. The new measures are the "expected standard" and "greater depth". In 2017, outcomes in reading, writing and mathematics were the highest they have been for many years with virtually all results being in line with or above the national average. In reading, 76% of children reached the expected standard in reading (an improvement of 5%) which is now in line with the national average with Swindon being ranked 66th against other local authorities.. 26% reached the higher standard of greater depth in reading (also an increase of 5%) against a national average of 25% which was a rank of 60th against other local authorities. In writing, 71% of pupils attained the expected standard (an improvement of 8%) against a national average of 68% which was in the top quartile of local authorities at 36th place.. 21% attained greater depth (an improvement of 3%) against a national average of 16% which was a ranking of 59th. In mathematics, 77% achieved the expected standard (an improvement of 7%) against a national average of 75% which was 44th against other local authorities whilst 20% achieved greater depth, an improvement of 7% (76th ranked). Disadvantaged pupils achieved less well than other pupils in all subject areas by about 16% but the gap to the national average was narrower than in other local authorities across the country. Girls achieve higher than boys particularly in writing and also in reading however the gap is smaller than the national average. SEND pupils overall perform well below their non-SEN peers with the attainment gap being similar to the national average. In 2016 South-West Ofsted highlighted outcomes in phonics and in reading as being areas that needed to improve and this has happened. This has

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been because of the focus primary schools have had on improving outcomes working together targeting assessment practice with backing from Swindon Challenge resources and Teaching School support.

- 4.5 **KEY STAGE 2** - 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 changed 2 years ago as with Key Stage 1 with levels of 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. As was noted previously, there has been a considerable improvement in attainment with Swindon having the largest improvement for pupils reaching the expected level for reading, writing and mathematics in the country (although from a low baseline). 62% of pupils reached the expected standard in all three subjects which is in line with the national average and ranks the local authority in 65th place against other local authorities. In reading, 73% of pupils attained at the expected standard in reading (national average was 72%) which was 6th highest in the South-West and the 59th rank nationally. 76% attained the expected standard for mathematics (national average was 75%) which was 2nd highest in the South-West and 60th nationally and 79% attained the expected standard for GPS (national average was 78%) which was the highest in the South-West and 51st nationally. In writing, 77% of pupils were assessed by teachers as meeting the expected standard (a big improvement of 17% over 2016) the same as the national average. The local authority came in for much criticism last year because of the relatively low outcomes in the new assessments particularly in writing – it was said at the time that the assessments had been interpreted differently in different local authorities and that those outcomes were not a true reflection of pupils' abilities. This has proved to be the case with the much improved outcomes this year although of course there is still room for improvement. Much praise needs to go to headteachers and their staff for the resilience shown despite the criticism from regional Ofsted and others.
- 4.6 In terms of greater depth (the higher level), 25% achieved greater depth in reading (national average – 25%) which was 10th highest in the South-West and 63rd nationally. In mathematics, 20% attained greater depth (national average – 23%) which was 8th highest in the South-West and 104th nationally. In GPS, 31% attained greater depth (national average 31%) which was 5th highest in the South-West and 69th nationally. In teacher assessed writing, 16% achieved greater depth a large improvement of 9% against a national average of 18% (national improvement of 3%). This ranked Swindon 11th in the South-West and 108th nationally. The focus for primary schools this year as discussed with headteachers and the Swindon Challenge board is improving outcomes at

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greater depth whilst continuing the improvement at the expected level across all subjects.

- 4.7 Disadvantaged pupils' attainment is considerably lower than for other pupils, with the gap being similar to the national average. This attainment gap varies between 14% in GPS to 10% in reading. At "greater depth", the gap is narrower than the national average for reading between disadvantaged and other pupils but similar for other subjects
- 4.8 Pupil progress measures in primary schools also changed 2 years ago 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 outlined 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 3% above the national average which means the majority of schools in the country are below this aspect of 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 was set as minus 5.0 for reading, minus 5.0 for mathematics and minus 7.0 for writing. In 2017, two Swindon primary schools fell below the floor standard (a reduction from 6 in 2016). One of these was inspected in 2017 and received a "good" outcome. The other school was judged as "inadequate" by Ofsted and is in the process of becoming of an academy.
- 4.9 In Swindon, pupil progress in reading was minus 0.2 (-0.4 in 2016), for mathematics minus 0.6 (-0.5 in 2016) and for writing minus 0.7 (-3.6). This means that overall progress outcomes are below the national average for all subjects with a ranking of 101st for reading, 127th for writing and 112th for mathematics against other local authorities. This is clearly a concern. Closer analysis of schools' progress data, shows that the overall progress data is impacted on by 3 large (3 form entry) primary schools in particular whose pupil progress scores were relatively low. These schools are clearly a focus for support this year.
- 4.10 Children Looked After, are a focus nationally and in the South West because of their low overall achievement compared to other children. In Swindon, 8 Children Looked After (looked after for 12 months+ as at 31st March 2017) were assessed at the end of Year 6 and their attainment as a group is well below other pupils. 25% met or exceeded the expected level in reading, writing and mathematics. National comparison data is not yet available for 2016/17. Because of the small size of the cohort, the data provided has little statistical significance. Specific

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issues relating to achievement of these pupils is discussed in more depth at the Corporate Parenting Board and at the Virtual School Management Committee.

- 4.11 The attainment of pupils with SEND is much lower than their non-SEND peers. The gap though is similar to the national with SEND pupils with EHCPs gap being 66% (national gap is 63%) and for SEND support it is 52% (national gap is 50%). The progress of pupils with SEN has improved over 2016 overall particularly in writing but was generally lower in 2017 in Swindon schools than national averages. In reading, average "SEND support" pupil progress was minus 1.0 against a national average of minus 1.3 and so better than the national average: in mathematics it was minus 1.9 against a national average of minus 1.1 and in writing it was minus 3.4 (-7.4 in 2016)) with a national average of minus 2.2. 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.
- 4.12 In Swindon, 29 primary school academies and 28 maintained primary schools had pupils engaged in the Key Stage 2 assessments. Academy schools are independent state funded schools with direct accountability to the DfE. The data on the performance of the two groups of schools is as follows: community schools outperformed academies at the expected level in reading (74.6% of pupils attaining the expected level against 73.8%) and in writing (78.2% against 77.8%) but not in mathematics (75% against 79.4%). In terms of pupil progress, community schools outperformed academy schools in terms of reading (+ 0.3 against -0.42), and in writing (-0.16 against -1.12) but not in mathematics (-0.56 against -0.34). In terms of Ofsted inspection data, 6 primary schools are currently graded as requires improvement or inadequate. Of these, 4 are academies (King William St C of E, St Catherine's RC, Southfield Juniors and Holy Cross RC) and two are community schools (Grange Juniors and Bridlewood). The Local Authority can work with all schools in Swindon but Academies have to buy in central support for school improvement.
- 4.13 In terms of Ofsted inspection outcomes overall for primary schools, 90% of schools in Swindon are currently judged to be good or better which is in line with the national average. For inspections of early years settings, there is currently only one setting that is RI meaning that 98% of settings are good or better which is higher than the national average (93%). Swindon has six special schools and of these four are rated as good or outstanding (with Uplands retaining its outstanding grading this year), one is graded as RI and one as inadequate.

At the end of Key Stage 2 in 2017, approximately 16% of pupils from Swindon primary schools leave the Borough to be educated at other schools, mostly in

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neighbouring local authorities. Of these pupils 10% are eligible for pupil premium as against 29% who stay in Swindon: 11% who leave have Special Educational Needs (SEN) against 20% who stay. In terms of outcomes, 85% of pupils who left met the expected standard in reading against 71% who stayed. 87% who left met the expected standard in mathematics against 74% who stayed. 78% of children leaving meet the expected standard (reading, writing and maths) compared to 59% of those who stay. 19% of those leaving meet the higher standard compared to 6% of those who stay. Of all pupils meeting the higher standard at KS2, 38% leave the borough. The average progress scores for Reading, Writing and Maths across pupils who left were all positive, against negative average scores for those who stayed. This indicates that the cohort of pupils entering Swindon secondary schools is different to that leaving Year 6 in primary."

5. Secondary School & Post 16 outcomes

- 5.1 The systems used for secondary school GCSE assessments are in the process of a 3 year change with the headline indicators used by the DfE and Ofsted also changing 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). A numbering system was introduced for English and Mathematics GCSE this year (using numbers from one to nine with nine being the highest replacing the previous A*-G system). This will be introduced for most other subjects next year. The numbering system does not fully match the previous system but a grade four is a "standard pass" with a grade five being a strong pass. The grade nine is designed to recognise very high attainment. It is thus quite difficult to relate outcomes in 2017 to previous years. Furthermore, when looking at the results below, feedback from headteachers has indicated that there have been a large number of remarks and also inaccuracies in terms of pupils on roll or not on roll which could impact on the validated data.
- 5.2 The headline data used for measuring secondary school performance is published in the DfE publication "Secondary Accountability Measures" (November 2017). These include Attainment 8 and Progress 8 which measure performance in the best 8 subjects a pupil takes at GCSE with double weightings available for English and mathematics. In addition, there are measures for the proportion of pupils who enter the English Baccalaureate (EBACC - English, mathematics, science, a humanities subject and a foreign language) and who achieve passes in all these subjects. The final headline measure is for pupil destinations into education and employment. Performance information on schools also includes other information such as on level 4 passes as these are more or less equivalent to previous passes at GCSE level.

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- 5.3 For the level four standard pass in English and mathematics, 59% achieved this level against a national average of 64%. This is approximately equivalent to a 2% drop at this level for Swindon schools and ranks Swindon at 114th against other local authorities. For the level five strong pass rate which is a headline indicator, 35% of pupils attained this level in English and mathematics against a national average of 42% and this ranks Swindon at 128th.
- 5.4 The proportion of pupils taking the EBACC nationally dropped from 40% to 38% last year and in Swindon only 29% of pupils took the range of academic qualifications. Only 13% of Swindon pupils achieved the EBACC against 21% nationally. The evidence suggests that this is not a popular measure with pupils and schools. This may be because of the considerable literacy demands of humanities subjects and the unpopularity of studying foreign languages (as well as the lack of languages teachers for example).
- 5.5 Swindon's Attainment 8 outcome was 42.5 against a national average of 46.1 which ranked Swindon at 137 (out of 152) local authorities. Progress 8 outcomes were at minus 0.26 which ranked Swindon at 134th against other local authorities. These figures are clearly a cause for concern and improving secondary outcomes is a major focus for the Swindon Challenge initiative. Swindon's achievement data has also been affected by some school's curricula which did not fit into the new assessment systems; and also by the rules on "first entry" where a pupil's first attempt at a subject may not be counted. In terms of pupil progress, two Swindon schools achieved a positive above average Progress 8 score, 2 schools were in line with national progress levels, 6 were below and 2 schools may be below the national floor target (tbc).
- 5.6 In terms of Ofsted inspection gradings, 78% of secondary schools are now graded as good or better which is just below the national average. The current system for inspection gradings does mean though that if a school academizes or joins a different academy chain, it loses its previous grading as it officially becomes a new school. In Swindon this has affected Kingsdown who have joined the River Learning Trust: Lawn Manor who have joined the Royal Wotton Bassett Trust and Swindon UTC who have joined ACTIVATE. It is also likely to affect Dorcan Academy who may join The Excalibur Trust, Abbey Park who are likely to join the Park Academy Trust and also St Luke's who may join the White Horse Federation. The joining of Swindon schools to join successful academy trusts is a key part of the strategy to raise standards in borough schools. It should also be noted that EOTAS (Education Otherwise than at School) was inspected recently and achieved a good outcome. This service covers the pupil referral unit, the Riverside Centre, the Hospital School and the Marlborough House NHS facility.
- 5.7 Post 16 education is provided by six VI Forms and two FE colleges. New College is the main provider of A-level course with 1032 pupils taking their examinations
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out of a total of 1,381 in Swindon. The schools with the larger VI Forms are Ridgeway, Commonweal, Lydiard Park and St Josephs. All of these providers are judged at least good by Ofsted. The average points score per A-level entry (APS) is 25.07 as against a national average of 30.85 which ranks Swindon at 140th in the country against other local authorities. Pupil progress data is not yet available but in previous years the main provider New College has been just above the national average. The difference between attainment and progress may be accounted for by pupils being accepted onto courses with relatively low GCSE results who make good progress but not enough to obtain the higher grades. The fact that not as many pupils obtain higher grades affects the numbers moving into higher education. Only 33% of young people move on to higher education (one of the lowest proportions in the country) against a national average of 48%. Many pupils with higher grades at GCSE attend other colleges outside Swindon such as Cirencester VI Form College (two thirds of pupils at this college are from Swindon).

- 5.8 An initiative in place to encourage more Swindon pupils to attend Higher Education has been launched by Oxford Brooks University in collaboration with Swindon entitled Study Higher. An initial investment of £1.2 million is being used to employ three Higher Education Learning Officers (HELOs) to work with schools and young people. Part of this investment includes a further project called "Fantastic Futures" working with Villiers Park, an organisation who have worked with local schools and have a strong track record in motivating young people to move into higher education. These projects are in place for an initial two years which may be extended to four years.
- 5.9 Further information on post 16 outcomes will be available later in the year when validated information is published. This includes information on vocational courses as well validated A-level data.

6. Exclusions and Attendance

- 6.1 There was a considerable increase in the number of exclusions in both primary and particularly in the secondary phase in 2016/17 although there has been a sign of a reduction in incidents in the first two terms of 2017/18. The number of permanent exclusions (PEX) has given a particular cause for concern at secondary level putting a considerable strain on services to support young people excluded from school. Because of this and also because of changes to the organisation and funding of EOTAS, an Alternative Provision Working Group has been set up to review borough practice and protocols. This is in the process of agreeing a number of actions to improve practice in agreement with schools.
- 6.2 There was an increase in the number of permanent exclusions from primary schools from six in 2015/16 to thirteen in 2016/17. This included five children in Key Stage 1 with three in Reception classes. This has put a particular strain on

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provision with Nylands Campus being unable to provide for the numbers of pupils so commissioned alternative provision had to be provided. A recommendation from the Alternative Provision working group is to set up a Fair Access Panel for primary schools to ensure that the right decisions are made in relation to the placement of pupils excluded from school.

- 6.3 There was more of a mixed picture with primary fixed term exclusions. The number of pupils who received fixed term exclusions reduced markedly from 203 to 142 but the actual number of days of exclusion increased from 489 to 609. Of the actual 345 incidences of exclusion, one school was responsible for 134 of these (nearly 40%). Regular meetings have been held with this school to try to seek solutions to this concern.
- 6.4 In the secondary phase (excluding special schools), there were 40 PEXs (18 in 2015/16) and 35 withdrawn PEXs (24 in 2015/16) which was a considerable increase on the previous year. This is reflective of a national pattern of an increase in permanent exclusions across the country although Swindon's increase appears to be greater than most. The main reasons for permanent exclusions are persistent and disruptive behaviour, verbal abuse and physical assault. This has put considerable pressure on the borough's Fair Access Panel and the services that the borough provides for excluded pupils. A protocol is in the process of being agreed with schools currently including a payment system for exclusions. Swindon Challenge is also funding a research project with the Mulberry Bush special school (an outstanding special school near Witney in Oxfordshire) to work with two secondary schools to analyse positive approaches to reduce exclusions. In addition, there is a much stronger process in place for reintegrating pupils who are excluded back into mainstream schooling through the Pupil Referral Unit. In terms one and two of the new year 2017/18, it is encouraging to see that the number of permanent exclusions is down by a third.
- 6.5 In terms of fixed term exclusions (FTE) in the secondary phase, there were 1359 FTEs (959 in 2015/16) involving 646 pupils (512 in 2015/16). This is a 42% increase in the number of FTEs. Seven schools have seen a rise in their FTE numbers. When these increases were discussed at the Swindon Challenge Board, reasons put forward were for example the reduction in pastoral staff in schools (due to funding pressures) combined with a higher expectation of behaviour. External pressures from Ofsted and also of the new progress performance measures were also cited. These reasons also apply to permanent exclusions.
- 6.6 There have been no permanent exclusions in special schools for a number of years. The number of FTEs last year was 152 (306 in 2015/16) involving 51 pupils (75 in 2015/16). The main reason for the reduction came from the impact of the work carried out at St Luke's School in the partnership with Beckmead

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School which so a very large drop in FTEs. There has also been a reduction in the numbers of FTEs in EOTAS (Education Otherwise than at School) particularly at the Pupil Referral Unit currently based in Stratton. The number of FTEs has reduced to 263 from 329 in the previous year due to changing practice.

- 6.7 In 2015/16 overall absence in Swindon was below or in line with national and statistical neighbours. In 2016/17 this has changed and Swindon absence is higher than these comparators. Absence in Swindon primary schools was at 3.9% in 2016/17 (3.7% in 2015/16) against a national average of 4.0%. In secondary schools, it was at 5.4% (4.9% in 2015/16) against a national average of 5.2%. Persistent absence in Swindon primary schools has increased 0.4% compared to 2015/16 but is still lower than the national average. Persistent absence in Swindon secondary schools remains higher than the national average by 1.9%.

7. The Swindon Challenge Initiative

- 7.1 The Swindon Challenge initiative was agreed by Cabinet in December 2016. Its purpose is to raise standards in education in Swindon bringing all partners together in this endeavour. It involves councillors including the leader of the council, headteachers, school governors, the office of the Regional Commissioner, Swindon Teaching Schools, council officers including the Chief Executive and local business. It has an independent chair in order to bring external scrutiny to the Challenge board. Swindon Challenge is funded with £600,000 over three years to support a number of programmes to raise achievement and it also has the function of supporting and holding to account other programmes impacting on education in the borough. Its first meeting took place in March 2017 and it has since had three further meetings including a data workshop.
- 7.2 It is a little early to assess the impact of the Challenge initiative but it has already been able to make a direct contribution to the improvement in primary standards. Funding was put aside to support the Phonics and Writing Champions programmes (identifying and sharing good practice) developed with primary headteachers and also to support collaborative work on understanding and improving assessment. This is continuing this year with the expansion of the programme to include mathematics and reading champions. There is also additional funding for targeted work with key schools in need of support. In addition, through the new School Improvement Fund, Swindon primary schools are involved with the Excalibur teaching school in a project to further improve phonics outcomes.
- 7.3 In collaboration with secondary school headteachers, a number of initiatives have been funded. These include the following;

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- Membership of all secondary schools in PIXL (partners in excellence) – a national secondary school improvement organisation.
- All schools are engaged with the National Education Trust in analysis of school provision and practice focusing on disadvantaged pupils.
- Nine mostly collaborative projects are being funded after a bidding process was engaged in. For example, Swindon Academy are leading a collaborative project focusing on strategies such as “Teach Like a Champion” involving seven schools. New College are being supported to run additional Easter revision classes for pupils – over 200 pupils attended last year. A number of other schools have targeted programmes focusing on core subjects.
- A number of schools have had mathematics reviews working with the Cabot Federation from Bristol which may lead to additional funding coming through the School Improvement Fund to support further improvement work.

The Challenge Board will monitor the progress of the projects closely and have appointed project sponsors from the board to each project. The impact of the projects and the recent changes to secondary school organisation in a number of schools, may take a little time to impact. The expectation is though that over time standards will improve.

- 7.4 The Challenge Board is also supporting the development of the “Swindon: A Learning Town” project based on an idea from Bristol which is a UNESCO Learning City. One of the key aims of the Learning Town idea to engage the whole community in raising the profile of education in Swindon in order to raise aspirations. This may include a series of borough wide events for example focusing on reading, science and technology or mathematics. This will also link in with the Swindon National Literacy Trust Hub being sponsored by WH Smith. The first meeting of the working group is planned for this January.

8. Implications, Diversity Impact Assessment and Risk Management

Financial and Procurement Implications

- 8.1 There are no financial and procurement implications.

Legal and Human Rights Implications

- 8.2 There are no legal or human rights implications.

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

- 8.3 There are no other implications.

Diversity Impact Assessment

- 8.4 A Diversity Impact Assessment has not been completed for this report because this is an update on outcomes and progress.

Risk Management

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

9. Consultees

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

10. Background Papers

- 10.1 There are no background papers.

11. Appendices

- 11.1 Overview of school outcomes at all key stages (provisional). This appendix includes Key Stage 5 and exclusions data.
- 11.2 Early Years Foundation Stage – Local Authority Level – All indicators
- 11.3 Phonics outcomes – 2017 Local Authority Level
- 11.4 Key Stage 1 2017 Local Authority level indicators
- 11.5 Validated Key Stage 2 level main indicators
- 11.6 Swindon Challenge Board membership
- 11.7 Swindon Challenge Board Terms of Reference