

CHILDREN AND LEARNING OVERVIEW AND SCRUTINY COMMITTEE

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Subject Heading:

Havering School Results

SLT Lead:

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Policy context:

Standards in Education

SUMMARY

Consistent with Havering's vision to ensure a good start for every child to reach their full potential, and our ambition to establish a self-improving education system, this report updates members of the Committee on progress to improve standards across Havering's schools.

RECOMMENDATIONS

It is recommended that the Overview and Scrutiny Committee continues to receive updates on school improvement, consistent with a schools-led strategy as agreed by school leaders, governors and partners, including the Regional Schools Commissioner.

REPORT DETAIL

1. The report below highlights the key areas of performance in each of the key stages of education. A detailed data appendix is provided, and it should be noted that all tables include the available statistics as at 31st October 2017.

2. Based on government statistical demographic information, when compared to other 150 local authorities, Havering would usually be expected to achieve in the top third (50's), and only one London Borough (Bexley) is a statistical neighbour.

Early Years

3. In the Early Years Foundation Stage (pupils aged 5), children on Havering get off to a strong start in their education, with the percentage of children improving and reaching a Good Level of Development (GLD) in the Early Years Foundation Stage Profile exceeding the number found nationally again in 2017. Havering ranked 52/152 of all local authorities, and 6th amongst our statistical neighbours. The EYFS measure has been unchanged since 2013 during which Havering attainment has improved consistently.

Year 1 Phonics

4. The Year 1 Phonics Screening Test (for pupils aged 6) measures pupils' ability to decode words using phonics. Pupils in Havering achieve well, and improved on 2016 results. Havering ranked 7th nationally, 7th in London , and 1st amongst statistical neighbours
5. This measure was introduced in 2012, and Havering has improved consistently. Havering comparative rankings have also consistently improved.

Key Stage 1

6. Pupils in Key Stage 1 (aged 7), performed well in their Reading, Writing and Mathematics assessments. From 2011 until 2015, the standard measured was pupils reaching national curriculum level 2B, which constituted the expected standard. Level 3+ was also measured, constituting above expected standard/ greater depth standard.
7. In 2016, this has been replaced by a new assessment methodology which is not comparable. The new benchmarks are Expected Standard and Greater Depth. It is recognised that these standards have moved the benchmarks upwards, hence national statistical decline.
8. Havering has improved consistently and is in the 2nd quartile across all subjects, and 5th amongst statistical neighbours. However, the ranking dropped against London due to a faster improvement rate.

Key Stage 2

9. Our Key Stage 2 (pupils aged 11) attainment in Reading, Writing, Mathematics and English spelling, punctuation and grammar tests were excellent, all being significantly above national, and the combined measure of pupils reaching the new government standard in all areas was

significantly above the national average, being 11% points higher, and was also better than all of our 11 statistical neighbours.

10. As with Key stage 1, 2016 saw the introduction of a new higher standard and a new methodology which is not directly comparable to the results from 2011 to 2015. From 2011 to 2015, the government standard was pupils attaining national curriculum level 4 and (introduced later), level 4B, and for higher attainers, level 5.
11. The proportion of pupils reaching the new more challenging 'Expected Standard' in Reading, Writing and Maths combined was so positive that Havering ranked the 4th highest performing borough in the country, out of 152 Local Authorities. The percentage of pupils exceeding the national standard is also measured with Havering ranking 12th nationally, 1st amongst statistical neighbours and 11th in London.
12. The government also measures the individual components separately, and in all areas Havering has attained well.
13. Alongside the attainment of pupils, the government also measures the progress they have made from their starting point (their last statutory assessment in the previous Key Stage). In previous years (2012 to 2015) this was reported as expected progress (two national curriculum levels) or above expected (i.e. more than this). Havering has been steadily improving the progress pupils make through those years and our ranking accordingly.
14. In 2016 this is calculated entirely differently and is expressed as a point score above or below the calculation of the cumulative expected progress of the cohort (the national average will always be represented as 0.0).
15. 2017 Figures are not available as yet for comparators on this measure, but Havering's scores are positive, so show continuing added value as pupils move through primary education. It is likely that due to increased progress scores the rankings will be affected positively. Parameters are narrow with -5.0.-7.0 and -5.0 equalling floor standard.

Key Stage 4 (GCSE's)

16. At GCSE level (students aged 16), since 2011 the key measure was 5+ GCSE's A*-C grades including English and Maths; the gold standard until 2016. This measure is no longer valid, being replaced by Attainment 8 and Progress 8
17. Attainment 8 is the total score of 8 subjects (English - doubled, Maths - doubled, 3x Best Ebacc subjects (see appendix), 3x best remaining GCSEs). 2017 saw the introduction of new grading of 9-1 for some GCSE's, and a definition of 'Standard' pass (grade 4 = legacy GCSE C grade) and 'Strong' pass (grade 5 = equivalent of a C+).

Attainment 8

18. Due to continued changes to the calculation of Attainment 8, headline figures fell nationally, however, Havering scores fell less than others, therefore our ranking improved against all benchmarking groups.

English Baccalaureate (Ebacc)

19. At Key Stage 4, pupils schools are also measured on entries to and achieving the English Baccalaureate. This is a school accountability measure and does not constitute any personal certification for pupils, but Havering has been consistently above national average and Havering's rankings have improved year on year.

The Basics

20. This is the percentage of pupils achieving a standard pass in both English and mathematics. Although historically above national, 2017 saw a substantial increase on previous year, leading to a substantial increase in rankings to 37th from 64th in 2016, and placed Havering 1st amongst statistical neighbours.

Progress 8

21. As with Key Stage 2, the government also measures pupils' progress from their starting points at the last statutory assessment. From 2010 to 2015, this expected progress was considered to be 3 national curriculum levels during Key stage 2 to 4 in both English and mathematics. In 2016, this was abandoned, and a new progress measure (Progress 8) was introduced. Progress 8 is calculated and expressed as a point score based on a scale allocated to GCSE grade. As with Key stage 2, the parameters are quite narrow with -0.5 representing floor standard progress.
22. In 2016, this first year of this measure, Havering performed poorly against all benchmarking groups. In 2017, as a result of concerted improvement activity, Havering's score has improved, bringing progress in line with state-funded schools nationally, with ranking against all groups improving significantly.

Key Stage 5 (A Level)

23. At A-Level the results used are State-funded Sixth forms (excludes FE Colleges). Havering now has six academy 6th forms, and in 2016, the point score attributed to the A*-E grades were reduced by a factor of 7 (C grade – 30pts previously 210pts).

APS per entry

24. The Average Points Score per Entry increased nationally by 0.2pts, whereas Havering and its statistical neighbours decreased -0.7pts and -1.5pts respectively, however this didn't impact the ranking compared to last year.

APS of Best 3 A-Levels

25. The APS for students best 3 A-levels decreased by 0.9pts. Havering's ranking against all benchmark groups therefore decreased, placing Havering in the 4th quintile (below national).

Achieving grades AAB or better at A level, of which at least two are in facilitating subjects

26. Facilitating subjects are comprised of the elements that make up the Ebacc at GCSE. Havering's percentage increased by 2.3%pts, as result, all benchmark ranking improved, however despite this remains below national.

Disadvantaged Pupils

27. From 2016 the government changed how it measures outcomes for disadvantaged pupils. The current measure 'diminishing the difference' compares disadvantaged pupils with national non-disadvantaged pupils.

Key Stage 2

28. In 2017, the performance of Havering's disadvantaged pupils achieving the expected standard at reading, writing, and mathematics was 58% against 47% national improving 6%pts on last year. Benchmark ranking are not yet available.

29. In reading, writing and mathematics, disadvantaged pupils in Havering have positive progress scores for the second year running. Nationally disadvantaged pupils score negatively in all areas for both years. Benchmark ranking are not yet available.

Key Stage 4

Progress 8

30. Along with other pupils in 2016, disadvantaged pupils had a negative progress score, which was below the national average. In 2017, progress score remains negative but has improved. Benchmark ranking are not yet available.

Attainment 8

31. In 2016, Attainment 8 for Havering's disadvantaged pupils achieved slightly above national, and well above statistical neighbours, ranking 55th and 3rd

respectively. Although Att.8 points score declined from 41.3 to 38.1 in 2017 points attributed to grades changed and cannot be compared to previous year. There is currently no other published information. Benchmark ranking are not yet available.

32. Disadvantaged pupils Ebacc entries remain broadly static, however the percentage achieving Ebacc increased 2%pts to 14% and an increase of 4%pts of disadvantaged pupils achieving the Basics.

NEET and Unknown

33. Havering performed in the top quintile for both NEET and participation, performing significantly better than the England averages. As at October 2017, NEET levels were 2.2% compared to the national average of 2.8%. The percentage of unknown young people was 1.4%, compared to 3.2% nationally.
34. The numbers of young people participating in education and training was 94.4%, compared to 92.1% nationally. A significant success the number of young people in apprenticeships, with Havering performing at 9.2%, compared to the national average of 6.4%.

Ofsted Judgements

35. Ofsted measures performance based on providers being judged as either Good or Outstanding, the remaining judgements being 'Requires improvement' and 'Inadequate' (with the additional descriptor of 'serious weaknesses' or special measures). Historically the main focus was 'percentage of providers judged to be good or better', in recent years this focus has changed to 'percentage of pupils in a good or better school'.
36. In line with the Government's initial intention of enforced academisation, 'failing' schools who became sponsor-led were classified as new establishments, and exempted from inspection for a minimum of 3 years and were not included in Ofsted calculations. This led to period of sustained national improvement of schools being Good or Better increasing from 69% in 2012 to 89% in 2017.
37. Using the historic measure (% of Good or Better schools) Havering has not compared well with Benchmark comparator's, and has been consistently below national particularly in relation to Secondary schools.
38. This remains the case, however the secondary sector has improved in 2017 and in primary, it is now in line with national and statistical neighbours. The new measure mirrors the position above, though in primary the percentage of pupils in a good or better school is above national and rankings for primary have significantly improved in 2017.

Next steps

39. The authority continues to monitor the performance of all schools on a regular basis with a refreshed approach to bringing about necessary improvements. This includes forensic evaluation of progress through monthly performance review meetings in those schools identified as being under-performing and a greater use of the powers available to the authority where schools are a cause for concern.

IMPLICATIONS AND RISKS

Financial implications and risks:

None arising directly as a result of this report.

Legal implications and risks:

It is recommended that the Overview and Scrutiny Committee notes the content of the Report and notes that further reports will be presented updating on progress against the agreed action plan.

Human Resources implications and risks:

The recommendations made in this report do not give rise to any identifiable HR risks or implications that would affect either the Council or its workforce.

Equalities implications and risks:

As a public authority the Council is required to comply with the general duty as set out in the Equality Act .This states that those subject to the general equality duty must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups.

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

It is important that the issues relating to under-performance of specific groups of pupils are addressed urgently to remove potential barriers that could prevent specific protected characteristics from achieving their full potential.

BACKGROUND PAPERS

None