

CHILDREN & LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE

Subject Heading:	Academically enabled
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Policy context:	Education outcomes
Financial summary:	There are no direct financial implications arising from this report, which is for information only.

The subject matter of this report deals with the following Council Objectives

Communities making Havering	<input checked="" type="checkbox"/>
Places making Havering	<input type="checkbox"/>
Opportunities making Havering	<input type="checkbox"/>
Connections making Havering	<input type="checkbox"/>

SUMMARY

In the Early Years a consistently smaller proportion of Havering children exceed the expectations of their age group. By the end of Key Stage 1 these proportions of pupils exceeding national expectations is broadly in-line with the national averages. These pupils make better than expected progress between KS1-2 and by the end of their primary education a greater proportion of Havering pupils exceed the expectations of their age group than is the case nationally.

By the end of GCSEs, pupils with high prior attainment at KS2 attain broadly in-line with their national peers. Progress in 2016, 2017 was at least in line with national, however declining and early indications suggest this trend is likely to continue.

At A-Level on the key measures Havering has made small gains but remains below national 2017. 2018 National is not available.

RECOMMENDATIONS

Members should note the content of the report.

REPORT DETAIL

Early Years

Early Years Foundation Stage	Year						
Indicator	2013	2014	2015	2016	2017	2018	Average
Good Level of Development (Exp+)	61.6%	65.2%	68.5%	70.8%	71.9%	71.7%	68.9%
Exceeding Level of Development (Exc)	0.0%	0.6%	1.0%	0.9%	1.1%	1.2%	0.9%
Exceeding ALL goals	0.0%	0.3%	0.7%	0.4%	0.5%	0.6%	0.4%
Exceeding in PRIME goals	0.4%	2.0%	2.3%	1.6%	2.0%	3.3%	2.1%
Exceeding in SPECIFIC goals	0.0%	0.4%	1.0%	0.5%	0.7%	1.0%	0.6%
Exceeding in READING (LIT_G09)	5.2%	15.7%	16.8%	13.7%	13.4%	15.6%	14.1%
Exceeding in WRITING (LIT_G10)	1.5%	9.0%	8.0%	6.9%	6.5%	7.8%	7.0%
Exceeding in NUMBERS (MAT_G11)	0.9%	8.0%	10.0%	9.1%	8.0%	12.3%	8.6%
Exceeding in SHAPE, SPACES & MEASURES (MAT_G12)	0.7%	6.1%	7.0%	5.4%	5.9%	9.8%	6.2%
Exceeding in Reading, Writing and Maths goals (G09-G12)	0.5%	4.1%	4.7%	3.8%	4.2%	5.6%	4.1%

¹Good Level of Development: Awarded Expected or Exceeding grade in all Prime and all Literacy and Mathematics

PRIME consists of 8 goals. Communication and Language, Physical Development & Personal, Social and Emotional Development

SPECIFIC consists of 9 goals. Literacy, Mathematics, Understanding the world & Expressive arts and design

As shown in the table above very few children leave early year exceeding in the Good Level of Development, over time this has remain consistent at around 1%. Reading, Writing & Mathematics combined element has remained constant at about 4% (There are no national comparator's for the indicators above).

Of individual goals for Reading, Writing & Mathematics the highest is Reading which has been stable over 5 between 13-17% compared with a stable national of 19-20% (See appendix Chart 1). Similarly this holds true for Writing being between 6-9% for Havering (11-13% nationally) and Mathematics 5-9% (11-13% nationally). In 2018 Havering improved faster than national, thereby diminishing the gap.

Key Stage 1

In Key Stage 1 the main indicators are the individual subjects of Reading, Writing & Mathematics with the combined measure. In each of these separate measures Havering has been broadly in-line with national averages (See Appendix Chart 2).

Key Stage 2

In Key Stage 2 the main indicators are the individual subjects of Reading, Writing & Mathematics with the combined measure. Additionally pupils undertake a test of Grammar, Punctuation and Spelling. In each of these separate measures Havering exceeds the national averages with Maths performing well above (See Appendix Chart 3).

Key Stage 4 (GCSE's)

KS4 Trend

2017 | NPD | Prior Att.: High

Indicator	Havering			National (state funded)		
	2016	2017	2018	2016	2017	2018
Avg Att8 Score	62.5	60.0	62.0	64.5	60.5	
Achieved EBacc (95)	-	52.8%	50.8%	-	43.0%	

At Key Stage 4 the main attainment indicators are:
Attainment 8 (English, Maths, 3 Best Ebacc subjects and 3 Best Other GCSE's),
Strong Ebacc (Strong Pass in English and Mathematics as well as a Standard Pass in 2 Sciences, MFL and a Humanities Subject)

In 2016 and 2017 pupils with high prior attainment Havering performed broadly in line with their peers nationally. 2018 comparators are not currently available.

Key Stage 5 (A-Levels)

Key Stage 5: % of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects

Area	2016	2017	2018	Trend
National	17.0	16.6		■ ■
Inner London	15.7	16.9		■ ■
Outer London	16.7	17.2		■ ■
Statistical neighbours	16.8	15.8		■ ■
Havering	9.9	12.0	10.0	■ ■
National	120	98		↘
Statistical Neighbours	9	7		↘
London	25	23		↘

Key Stage 5: % of students achieving 3 A*-A grades or better at A level

Area	2016	2017	2018	Trend
National	13.2	13.0		■ ■
Inner London	10.4	11.5		■ ■
Outer London	12.2	12.6		■ ■
Statistical neighbours	11.2	8.5		■ ■
Havering	7.7	6.7		■ ■
National	109	126		↗
Statistical Neighbours	9	8		↗
London	23	25		↗

There is no measure nationally specifically measure the performance of high prior attaining students.

High achievement indicators are

- % of of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects and
- % of of students achieving 3 A*-A grades or better at A level

In both of these Havering has made small gains but remains below national 2017. 2018 National is not available.

Progress Measures

Pupils progress in the key indicators above is measured between Key Stage 1 and Key Stage 2 and between Key Stage 2 and Key Stage 4. In all measures a score of 0 represents the national average.

KS2 Trend

2017 | NPD | Prior Att.: High

Indicator	Havering			National (state funded)		
	2016	2017	2018	2016	2017	2018
Reading Progress Score	-0.4	0.2	0.5	-	-	0.0
Writing Progress Score	1.1	0.8	0.9	-	-	0.0
Maths Progress Score	0.5	1.1	1.2	-	-	0.0

Pupils with high prior attainment at Key stage 1 make good progress at Key Stage 2 with positive scores relative to the progress score of all pupils nationally in all subject progress scores. No equivalent national progress score is published.

KS4 Trend

2017 | NPD | Prior Att.: High

Indicator	Havering			National (state funded)		
	2016	2017	2018	2016	2017	2018
Avg Prog8 Score	0.16	0.03	-0.19	0.01	0.00	

2018 progress scores should be regarded as highly likely to change due to the calculations for prior attainment groups using 2017 national averages. This will not be available until October. With this proviso it appears that the progress made by pupils with high prior attainment at Key stage 2 at GCSEs shows a decline in progress across 3 years.

Working with Schools

The local authority, through our annual quality assurance activity, challenges maintained schools where the rate of progress for any significant groups of pupils, including pupils with high prior attainment, is insufficient (significantly below), when compared with national data. In the case of academies, this would be drawn to the attention of the leadership and if there is sufficient concern raised with the Regional Schools' Commissioner. Along with all pupils, the progress of higher prior attaining pupils impacts upon the progress scores in all national measures for schools at all

key stages and by aggregation on the published progress data for the LA as a whole for each key stage.

It is not the responsibility of the LA to provide programmes for higher prior attaining pupils and schools are free to deploy their funding as they see fit to ensure the progress of all groups. This group is not subject to a requirement for specific focus by either national policy Ofsted. Teachers are however, under the Teaching Standards, required to plan work that is appropriate to the needs of pupils working at all levels. In many schools there has been a specific focus on the concept of “stretch and challenge” for the most able and this features in many of the school improvement plans we see.

A high proportion of Havering primary schools provide specific extra teaching for pupils who are on track to exceed national expectations in mathematics and English and almost all provide additional teaching for pupils (including high prior attaining pupils) who are not making the progress they are expected to make between Key stages 1 and 2. There is no specific funding for this.

Some primary schools and parents choose to support their pupils to enter selective education entry testing. This is solely at the discretion of parents and the leadership and governors of individual schools. There is no policy nationally or locally to either encourage or discourage this activity. The LA does not collect data on the number of pupils entering or passing selection tests. Havering currently has no grammar schools and therefore pupils passing election tests will benefit the outcomes at Key stage 4 and beyond of other LAs.

Most primary and secondary schools recognise that there are able pupils in all areas of learning, and not solely those areas that are subject to national comparators.

Many schools make use of commercially available products, for example, “The Brilliant Club”, The “National Association for Able Children in Education” (NACE) and “Rising Stars”. Local programmes such as the Havering Sports Collaborative offer specific opportunities for pupils with specific talents. Other commonly used approaches include university visits designed to raise the aspirations of pupils, and holiday or weekend university-based learning for able pupils, collaborations between primary and secondary schools which enable able pupils to experience secondary teaching in the upper years of primary school and targeted opportunities designed for able pupils as part of schools’ extra-curricular offer.

In 2017-18 the Havering Learning Partnership (secondary and post-16) put forward a successful bid to the DFE School Improvement Fund (SIF), which included a focus on more able pupils at Key stage 4. This is yet to conclude.

Many schools publish a More Able or Gifted and Talented policy on their websites which sets out the approach endorsed by the governing board. There is no national guidance on what this should be and Ofsted says that schools should develop an approach to their whole curriculum offer that suits their context.

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no financial implications arising from this report, which is for information only..

Legal implications and risks:

There are legal implications from this report.

Human Resources implications and risks:

There are no human resources implications from this report,

Equalities implications and risks:

There are no direct equalities implications from this report, and an Equalities Assessment has not been completed as this report is for information only.