

OVERVIEW AND SCRUTINY COMMITTEE

Subject Heading:

School Standards Report, 2012

CMT Lead:

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Policy context:

This report relates to the policies relating to education

SUMMARY

This report summarises the 2012 performance of Havering primary and secondary schools/academies in key stage assessments, tests and examinations.

2012 was another successful year for Havering schools. Although EYFS results were mixed, Havering enjoyed its best ever results at Key Stages 1 and 2. There was a fall for the first time at GCSE, due to the outcomes of the English results, which were a national phenomenon. For the second year running, Havering had no schools or academies below the government floor standard (60% L4 joint En/Ma at Key Stage 2, and 40% A*-C (inc En/Ma) at GCSE).

Overall attainment at Key Stages 1, 2 and 4 remains above the national average for each of the main attainment measures and is higher than the performance of our statistical neighbours.

During 2011-12, primary and secondary schools/academies receiving targeted support improved more significantly than those schools not in receipt of support.

RECOMMENDATION

That the committee notes and commends the achievements of its children and young people in achieving such high standards, and recognises the highly successful contribution that is made to the borough by headteachers, teachers and governors.

REPORT DETAIL

1. Foundation Stage

Foundation Stage Profile %

	%Achieving 6+ in PSE	%Achieving 6+ in CLL	%Achieving 6+ in PSE & CLL	% Achieving at least 78 across the Foundation Profile	Achieving at least 78 & 6+ in all PSE & CLL	Median FSP Score	Average FSP Score of Lowest 20% of Pupils in LA	LA % Gap between Median & bottom 20 %
Havering 2012	80.1	62.9	60	80.8	60	92	62.7	31.9
Hav. +/-	-2.0	+1.7	+1.4	-1.0	+1.4	0	-4.3	-4.4
National	82/+3	66/+4	64/+5	81/+2	64/+5	90*	61.8*	21/+11.4

DfE: National Curriculum Assessments at Key Stage 1 in England, 2011/12 (Provisional) - Released 21/11/2012

*2011 Data

- 1.1 Havering results for 2012 are mixed. Overall, they are marginally lower than our best ever outcomes in 2010, but we did not match the national improvements and attainment for 2012 was broadly average.
- 1.2 Last year, we reported on the significant narrowing of the gap between the average FSP scores and those of the lowest 20% of pupils in the Authority. The LA gap between the median and the bottom 20% widened in 2012 to 31.9 percentage points, from 27.5 in 2011.
- 1.3 There was a small improvement in the percentage of children achieving 6+ PSED / CLL (up to 60%), though there was a small fall overall in the percentage achieving at least 78 points across the EYFS (80.8%).

2. Key Stage 1

Key Stage 1 %

	Level 2+			Level 2B+			Level 3		
	Re	Wr	Ma	Re	Wr	Ma	Re	Wr	Ma
Havering	91	88	94	81	71	81	30	14	23
Hav. +/-	2	2	2	2	3	3	2	1	1
National	87/+2	83/+2	91/+1	76/+2	64/+3	76/+2	27/+1	14/+1	22/+2

DfE: National Curriculum Assessments at Key Stage 1 in England, 2011/12 (Provisional) - Released 09/10/2012

- 2.1 These outcomes are the best ever results for Havering at Key Stage 1. Overall performance at the Levels 2+, 2B+ and 3+ benchmarks at Key Stage 1 improved once again. Performance improved in every subject (Reading, Writing, Maths), with more pupils achieving the expected level (2B+) than ever before. There was also an increase in the proportion of pupils achieving the highest levels (L3).
- 2.2 This improvement maintains our place above the national average and is in keeping with the improving trend in the national picture.
- 2.2 As is the case for the Foundation Stage, Key Stage 1 assessments are all teacher-assessed rather than tested, as they are at the subsequent key stages; and again, like at the Foundation Stage, schools have been supported in recent years to improve the accuracy of the teacher assessments.

3. Key Stage 2

Key Stage 2 (SATs) %

	Level 4 +			Level 5+		
	Eng	Ma	Eng & Mat	Eng	Ma	Eng & Mat
Havering	88	86	82	40	43	28
Hav. +/-	2	4	5	7	7	6
National	85/+3	84/+4	79/+4	38/+9	39/+4	27/+6

DfE: National Curriculum Assessments at Key Stage 2 in England, 2011/12 (Provisional) - Released

- 3.1 Level 4+ attainment in both English and Maths combined rose to 82% - our highest ever performance and higher than this year's national average figure of 79%. Level 5+ performance rose to 28% - well above previous years. These results place us, once again, above the national average. Particularly pleasing in 2012 was the significant increase in the performance of our most able learners – with the proportions reaching the higher Level 5+ increasing by 7% in both English and Mathematics. Raising the achievement of our most able learners has been a major focus in Havering over the last few years.
- 3.2 In English, Level 4+ attainment rose to a best ever 88% - this is above the national average figure of 85%. Level 5+ performance increased to 40% - again, above the national average.
- 3.3 In Mathematics, Level 4+ attainment rose to 86% - like English, our highest ever results and above the national average. Level 5+ rose to 43%, to also remain above the national average.
- 3.4 No primary schools in Havering fell below the government's floor standard – a minimum measure of both attainment and progress. Havering was one of only two Local Authorities country-wide in 2011 to have no schools deemed 'underperforming' on this measure, so we are delighted that this has been maintained in 2012.
- 3.5 The table below shows the proportions of pupils making the expected 2 level or more of progress from Key Stage 1 to Key Stage 2. Again, Havering schools performed above the national average

	2 levels Progress	
	Nat	Hav
English	89%	91%
Mathematics	87%	88%

4. Key Stage 4

Key Stage 4 %

	EnBacc	5 A*-C (inc. Eng & Mat)	5 A*-C	Pupils making expected progress from KS2 to KS4 in English	Pupils making expected progress from KS2 to KS4 in Maths
Havering	17.1	61.1	80.7	64.6	73.5
Hav. +/-	-1.6	-2.4	1.5	-9	1.8
National	16.1 / -0.4	58.6 / -0.4	81.1 / -1.5	68.9 / -4.2	69.6 / +3.7

DfE: GCSE and Equivalent Results in England 2011/12 (Provisional) - Released 18/10/2012

- 4.1 The 2012 Havering average for 5A*-C grades (inc En/Ma) decreased for the first time in many years, by approximately 2.4%, to a provisional 61.1%
- 4.2 This is more than accounted for by the drop in English results, which is a national phenomenon that is currently being challenged by secondary headteacher associations. However, the drop in Havering would appear to exceed the national fall and comprises significant variation between the English results of different schools.
- 4.3 The fall in Havering's results is clearly disappointing after so many years of incremental increase. However, scores in Havering remain above the national average at this measure.
- 4.4 With the exception of English, there is more encouraging evidence to suggest that Havering schools have continued to improve this year, with the % achieving 5A*-C (not necessarily inc En/Ma), actually increasing by 1.5% to 80.7% overall.
- 4.5 Once again, the English Baccalaureate measure is being reported. This rewards those students who achieve an A*-C in English, maths, 2 sciences, a modern foreign language and either history or geography. This measure was introduced retrospectively and still does not reflect any changes in curriculum take up.

Additional GCSE Notes:

- 7 schools did, however, improve on their 2011 results, with 5 achieving their best, or equalling their best, ever results.
- The Havering average pass rate for **maths increased by 4%**, with only 3 schools seeing slight drops in their maths A*- C grade percentage.
- The Havering average pass rate for **English fell by 8%**, with only 1 school improving its English A*- C grade percentage (by 3%).
- 8 schools saw a drop in their English A*- C grade percentage of 10+%, with 2 schools dropping by 20+%.
- In keeping with national outcomes, it appears to be the case that those schools which entered significant numbers of students for their English GCSE in January 2012 have suffered lesser falls in results than those that did not.
- Despite the significant drop in English results, the Havering Average Point Score remained almost unchanged – suggesting improvements across other areas of the curriculum in addition to those in maths.
- In every school where their 5+ A*- C (inc. E&M) decreased, the fall was more than matched by the decrease in English results.

5. Key Stage 5

Key Stage 5 %

	APS / Student	APS / Examination Entry
Havering	843.7	216.3
Hav. +/-	9	0.9
National	717.7/ -28.3	211.8/-4.4

DfE: GCE/Applied GCE A/AS and Equivalent Examination Results in England, 2011/12 (Provisional) - Released 18/10/2012

- 5.1 Outcomes for 6th form students in Havering improved in both key measures in 2012.
- 5.2 APS per student and per examination are two headline measures used to assess the performance of sixth forms. Whilst it is important to compare individual year results with national scores it is equally important to note the trend over time to ensure these scores are improving.
- 5.3 The **average point score per student** provides a measure of the average number of A level equivalents studied and the grades achieved. The more qualifications undertaken by a student **and** the higher the grades achieved, the higher the average point score per student. *For Havering schools, APS per student has improved and remains significantly higher than the national average though trends over time vary for each school/academy.*
- 5.4 The **average point score per examination** gives an indication of the average A level grade achieved by students at an institution. The higher the grade, the higher the points score per examination entry. *For Havering schools APS per examination has improved and remains higher than the national average though trends over time vary for each school/academy*

6. Performance of primary schools supported by Hsis

Key Stage 2 - 2011- 2012								
Subject	Targeted Schools				Universal Schools			
	%L4+	+ or -	%L5+	+ or -	%L4+	+ or -	%L5+	+ or -
English & Mathematics	77.3	7.8	27.2	11.9	83.7	3.5	31.0	6.1
English	85.0	1.5	38.1	11.5	88.9	2.3	41.2	5.6
Mathematics	80.9	7.9	37.8	10.5	87.6	1.4	45.0	5.7

- 6.1 The Hsis Senior Leadership Team undertakes a rigorous process twice a year for deciding which category of support is needed for each school in consultation with each school's School Improvement Partner (SIP) or Link, and other colleagues across Children's Services. Schools are allocated a category from 1 – a light touch school, to 3 – needing significant support.

- 6.2 Category 3 schools are the LA's Schools Causing Concern, ie those in which the Authority has statutory powers to intervene. Schools which are designated as Category 3 receive additional targeted support to effect whole school improvements.
- 6.2 In addition to the above, schools also receive support to improve performance in a particular subject, or a combination of subjects.
- 6.3 Fourteen schools were part of the LA's Targeted Support Programme in 2011-12 and these schools made improvements in both English and Maths at Level 4+ and especially L5+.

7. Performance of secondary schools supported by Hsis

Key Stage 4 - 2011- 2012 Progress				
Subject	Targeted Schools		Universal Schools	
	GCSE A*-C	+ or -	GCSE A*-C	+ or -
5+ GCSE's incl. English & Mathematics	58.3	4.7	61.5	-4.5
English	63.5	-1.6	68.8	-9.4
Mathematics	69.3	7.8	76.8	3.5

- 7.1 Only two LA-maintained secondary schools were supported via the core service of Hsis during 2011- 12 due to the number of academies.
- 7.2 These two schools supported by the core Hsis offer showed significant and accelerated improvements in Maths, and those supported for English were hit less than those not receiving core support at all.

8. Interventions for pupils below age-related expectations

- 8.1 The service continues to promote programmes and strategies that target students who are below expectations or who are not making sufficient progress. This is achieved in various ways: use of data intelligence to identify schools with the largest number of students; School Improvement Partner challenge and evaluation of school-based provision; in-school consultancy support; training sessions on all major intervention programmes (eg 1-1 Tuition, Every Child a Reader (ECaR), Every Child a Writer (ECaW), Every Child Counts (ECC), Study Plus, etc). The tracking of these students also forms a major part of the school improvement agenda each term.

9. Support for groups and Closing the Gap (ANNEX 1)

The tables below show the attainment and progress breakdown of some key groups in Havering, and compare their performance with the national picture. They also show the attainment gaps between groups. This is based on the percentages reaching the expected levels.

Key Stage 1 – attainment is significantly above national for all groups, though our gaps between boys and girls is slightly wider than national at some measures.

Key Stage 2 – attainment is again at or above the national average for all groups except for those on FSM, where attainment at L4+ En/Ma is 3% lower than national, and 2 levels of progress in Maths is 1% lower. Again, some attainment gaps, especially for FSM, are slightly wider than found nationally.

Key Stage 4 – attainment is above the national average for all groups and especially for FSM students. Progress measures were below average for all groups in English (except CLA where it was above average). In Maths it was well above average (except CLA which was well below). Please note that CLA cohort numbers were very small for 2012 (13).

Key Stage 1:

L2B+ Reading:						
	Attainment			Gap		
	Havering	National	+ or -	Havering	National	+ or -
ALL	81	76	5	Significantly above national		
MALE	76	72	4	11	9	-2
FEMALE	87	81	6			
FSM	70	63	7	14	18	4
NON-FSM	84	81	3			

L2B+ Writing:						
	Attainment			Gap		
	Havering	National	+ or -	Havering	National	+ or -
ALL	71	64	7	Significantly above national		
MALE	62	57	5	17	15	-2
FEMALE	79	72	7			
FSM	56	49	7	19	21	2
NON-FSM	75	70	5			

L2B+ Mathematics:						
	Attainment			Gap		
	Havering	National	+ or -	Havering	National	+ or -
ALL	81	76	5	Significantly above national		
MALE	79	75	4	4	3	-1
FEMALE	83	78	5			
FSM	71	63	8	13	18	5
NON-FSM	84	81	3			

Key Stage 2:

L4+ English:						
	Attainment			Gap		
	Havering	National	+ or -	Havering	National	+ or -
ALL	87	85	2	Above national		
MALE	84	82	2	7	7	0
FEMALE	91	89	2			
FSM	76	76	0	13	13	0
NON-FSM	89	89	0			

L4+ Mathematics:						
	Attainment			Gap		
	Havering	National	+ or -	Havering	National	+ or -
ALL	86	84	2	Above national		
MALE	85	84	1	1	0	-1
FEMALE	86	84	2			
FSM	75	75	0	14	13	-1
NON-FSM	89	88	1			

L4+ English and Mathematics:						
	Attainment			Gap		
	Havering	National	+ or -	Havering	National	+ or -
ALL	82	79	3	Above national		
MALE	79	77	2	5	5	0
FEMALE	84	82	2			
FSM	65	68	-3	19	16	-3
NON-FSM	84	84	0			

PROGRESS: English Key Stage 1-2 (2 levels of progress):						
	Attainment			Gap		
	Havering	National	+ or -	Havering	National	+ or -
ALL	91	89	2	Above national		
MALE	89	88	1	3	3	0
FEMALE	92	91	1			
FSM	88	87	1	3	3	0
NON-FSM	91	90	1			

PROGRESS: Mathematics Key Stage 1-2 (2 levels of progress):						
	Attainment			Gap		
	Havering	National	+ or -	Havering	National	+ or -
ALL	88	87	1	Broadly similar to national		
MALE	88	88	0	0	1	1
FEMALE	88	87	1			
FSM	82	83	-1	7	6	-1
NON-FSM	89	89	0			

Key Stage 4:

5 A*-C Grades (inc English and Mathematics):						
	Attainment			Gap		
	Havering	National	+ or -	Havering	National	+ or -
ALL	61	58	3	Significantly above national		
MALE	56	53	3	10	10	0
FEMALE	66	63	3			
FSM	44	38	6	21	26	5
NON-FSM	65	64	1			

PROGRESS: English Key Stage 2-4 (3 levels of progress):						
	Attainment			Gap		
	Havering	National	+ or -	Havering	National	+ or -
ALL	64	67	-3	Below national		
MALE	59	61	-2	11	13	2
FEMALE	70	74	-4			
FSM	53	54	-1	13	17	4
NON-FSM	66	71	-5			
CLA (13)	38	35	3	26	32	6
Non-CLA	64	67	-3			

PROGRESS: Mathematics Key Stage 2-4 (3 levels of progress):						
	Attainment			Gap		
	Havering	National	+ or -	Havering	National	+ or -
ALL	73	68	5	Significantly above national		
MALE	73	66	7	1	4	3
FEMALE	74	70	4			
FSM	56	51	5	20	22	2
NON-FSM	76	73	3			
CLA (13)	25	34	-9	48	34	-14
Non-CLA	73	68	5			

*

Note: CLA = Children Looked After

IMPLICATIONS AND RISKS

Financial Implications and risks:

There are no direct financial implications arising from this report which is for information purposes only. There are significant financial implications to the Council arising as a result of schools converting to academy status, and there will be implications due to the devolvement of budgets in the case of pupil referral units. There are separate reports that detail these implications.

Legal Implications and risks:

There are no legal implications from noting the contents of this Report.

Human Resources Implications and risks:

There are no direct HR implications from noting the contents of this Report.

Equalities Implications and risks:

Schools are aware of their responsibilities regarding equality of opportunity and the need to narrow attainment gaps for some groups of pupils where these exist. This remains a key part of the national agenda, and attainment gaps do exist in Havering schools (eg between boys and girls; FSM and non-FSM). This remains a key priority within the school improvement service.

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Background Papers List

None.