

CHILDREN & LEARNING OVERVIEW & SCRUTINY COMMITTEE

26 January 2012

Subject Heading:

School Standards Report, 2011

CMT Lead:

Sue Butterworth

Report Author and contact details:

Grahame Smith
Principal Inspector (Hsis)
01708 433813

Policy context:

SUMMARY

This report summarises the 2011 performance of Havering primary and secondary schools/academies in key stage assessments, tests and examinations.

2011 was another successful year for Havering schools at all levels. Overall attainment at all Key Stages in 2011 remains above the national average for each of the main national attainment measures in each Key Stage and is higher than the performance of our statistical neighbours. (see ANNEX 1).

During 2010-11, primary and secondary schools/academies receiving targeted support improved more significantly than those schools not in receipt of support.

Havering was also one of only 2 Local Authorities in the country (out of 150) to have no schools performing below the new government 'floor standard' in 2011.

RECOMMENDATION

That the committee notes and commends the real 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	82.1	61.2	58.6	81.8	58.6	92	67	27.5
Hav. +/-	-1.4	-0.9	-0.9	-0.9	-0.9	-2	0	1.3
National	79/+2	62/+3	59/+3	79/+2	59/+3	90	61.8	31.4/1.3

DfE: National Curriculum Assessments at EYFSP in England, 2010/11 (Provisional) - Released 01/12/11

- 1.1 Performance overall in all measures in the Foundation Stage in 2011 maintained much of the progress seen in recent years. Although Havering results for 2011 are marginally lower than our best ever outcomes in 2010, we are confident that the 2011 results are more accurate and more robust than in previous years, thanks to the improved moderation procedures that are being developed.
- 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, and we are pleased to report that this gap has narrowed still further in 2011.

2. Key Stage 1

Key Stage 1

%

	Level 2+			Level 2B+			Level 3		
	Re	Wr	Ma	Re	Wr	Ma	Re	Wr	Ma
Havering	89	86	92	79	68	78	28	13	22
Hav. +/-	1	1	1	1	1	0	1	2	2
National	85/=	81/=	90/+1	74/+2	61/+1	74/+1	26/=	13/+1	20/=

DfE: National Curriculum Assessments at Key Stage 1 in England, 2010/11 (Provisional) - Released 29/09/11

- 2.1 Overall performance at the Levels 2+, 2B+ and 3+ benchmarks at Key Stage 1 improved once again. 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. As a result of this robust process of cross moderation these judgements are now as accurate as they can be.

3. Key Stage 2

Key Stage 2 (SATs)
%

	Level 4 +			Level 5+		
	Eng	Ma	Eng & Mat	Eng	Ma	Eng & Mat
Havering	86	82	77	33	36	22
Hav. +/-	5	1	2	6	1	-
National	81/+1	80/+1	74/+1	29/-4	35/+1	21/-2

DfE: National Curriculum Assessments at Key Stage 2 & 3 in England, 2010/11 (Provisional)

- 3.1 In 2010 there was industrial action taken by some headteachers in Havering and across the country that led to the English and Maths SATs not being administered in approximately half of all Havering schools. Comparing the 2011 results with those of 2010 is therefore probably of less value than comparing progress in the trends over recent years.
- 3.2 Level 4+ attainment in both English and maths combined rose to 77.1% - above 2009 and higher than this year's national average figure of 74%, which has remained relatively static for a number of years. Level 5+ performance rose to 22.1% - well above previous years. This places us, once again, above the national average, which dropped back again this year following a significant rise last year. Raising the achievement of our most able learners remains a focus in all of our schools.
- 3.3 In English, Level 4+ attainment rose to a best ever 85.7%, well above the static national average figure of 81%. Level 5+ performance increased to 33%: well above both our 2009 result and the national average.
- 3.4 In mathematics, Level 4+ attainment rose to 82.3% - just 0.1% below our highest ever results of 2009 and above the national average. Level 5+ rose to 35.8%, to remain above the national average.
- 3.5 No primary schools in Havering fell below the government's new floor standard – a minimum measure of both attainment and progress. Havering was one of only two Local Authorities country-wide to have no schools deemed 'underperforming' on this measure.

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	18.7	64.2	78.9	75.3	71.7
Hav. +/-	0.4	1.9	1.5	4.4	2.2
National	16.5/+0.9	58.3/+2.8	78.8/+3.4	72.8/+1.8	65.7/+2.3

DfE: GCSE and Equivalent Results in England 2010/11 (Provisional) - Released 20/10/11

- 4.1 Following the significant rise in our Key Stage 4 results in 2010, we are very pleased to report that these results improved yet again in 2011 – the 5th year of sustained improvement, with the key measure of 5+A*-C including English and maths rising by a full 10 percentage points over that time.
- 4.2 The key measure of 5+A*-C including English and maths rose to 64.2%; still well above the rising national average figure of 58.3%.
- 4.3 The measure of 5+A*-C also rose again, representing a sustained year-on-year improvement. The national average figure matched the Havering figure for the first time ever this year. However, the national improvement is the result of many schools around the country adopting a variety of courses which carry multiple GCSE “equivalencies” but which the current government do not favour and they are looking to either phase out or reduce their equivalency. Havering schools continue to offer a broad and balanced curriculum which is still GCSE-based for the majority of learners, with an appropriate offer of other courses for some students. As such, our schools are well placed, going forward, and the apparent catching up by the national figure in this particular measure is not a concern.
- 4.4 Not only is attainment in Havering continuing to improve, but students’ progress in English and in mathematics continues to rise and outstrips national performance.
- 4.5 This is the second year that 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 last year and still does not reflect any changes in curriculum take up.

5. Key Stage 5

	APS / Student	APS / Examination Entry
Havering	834.7	215.4
Hav. +/-	4.8	1.6

- 5.1 Outcomes for 6th form students in Havering improved in both key measures in 2011.
- 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 (the latest national scores are for 2010) 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 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 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 - 2010- 2011				
Subject	Targeted Schools		Universal Schools	
	%L4+	+ or -	%L4+	+ or -
English & Mathematics	73.4	2.6	78.3	-2.4
English	86.6	8.6	85.4	-0.4
Mathematics	77.3	0.1	84.0	-1.5

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) and other colleagues across Children's Services. Schools are allocated a category from 1 – a light touch school, to 3 – needing significant support. Category 3 schools are subdivided into 3(a)/(b)/(c).

- Category 3 (a): requires Priority Support at a whole school level; at risk of being identified as requiring an Ofsted "Notice to Improve".
- Category 3 (b): identified by Ofsted as "Notice to Improve" or at risk of being identified as requiring Special Measures.
- Category 3 (c): those issued with an LA Formal Warning.

Category 3(b)/(c) schools are the LA's Schools Causing Concern, ie those in which the Authority has statutory powers to intervene. Schools who 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. Support is also targeted according to need: Priority Support; Additional Support; Standard Support.

6.3 Fifteen schools were part of the LA's Targeted Support Programme in 2010-11 and these schools made improvements in both English and Maths at Level 4+.

7. Performance of secondary schools supported by Hsis

Key Stage 4 - 2010- 2011 Progress				
Subject	Targeted Schools		Universal Schools	
	GCSE A*-C	+ or -	GCSE A*-C	+ or -
5+ GCSE's incl. English & Maths	58.2	5.0	70.9	-1.5
English	71.7	8.5	81.6	0.9
Mathematics	66.5	4.9	75.0	-2.1

7.1 10 secondary schools/academies were supported by Hsis during 2010-11; these schools/academies showed significant improvements in English, Maths and at 5+ A*-C GCSEs including English and Maths.

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; proportional funding allocations for personalisation and intervention; 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 (see ANNEX 1)

9.1 All groups are tracked (eg ethnic groups, FSM, boys and girls, EAL, SEN, etc) to ensure that any under-achievement in any group that does exist is challenged. School Improvement Partners in their visits to schools use group performance data as they support and challenge schools to review progress and narrow the attainment gap for all groups but particularly for those pupils in receipt of FSM and identified as having special needs.

9.2 The Local Authority has a full programme of training and consultancy to support the achievement of a range of groups (for example, the Home-School Workers and Learning Mentors across our 6 localities provide intervention specifically to address attendance, motivation and barriers to learning, particularly for our most vulnerable groups). 'Super Output Areas' data continues to be used to challenge perceptions in Foundation Stage schools.

9.3 Below is the performance of some key groups for 2011, showing the proportions reaching the national attainment levels and the expected rates of progress. In Havering, although attainment gaps do exist – in some cases quite significantly – our gaps in almost all cases are narrowing, and are also lower than the national average. Many of our vulnerable groups still perform 'significantly better' when compared to national figures (exceptions in red). Our gaps are greater at KS4 (FSM/CLA).

Key Stage 1:

L2B+ Reading:

	Havering	National	+ or -	Comment
ALL	79	74	+5	Significantly above national
MALE	75	68	+7	Gap - Boys and Girls in Havering = 8%
FEMALE	83	79	+4	Gap - Boys and Girls Nationally = 11%
FSM	62	57	+5	Gap – FSM v Non-FSM in Havering = 20%
NON-FSM	82	78	+4	Gap – FSM v Non-FSM Nationally = 21%

L2B+ Writing:

	Havering	National	+ or -	Comment
ALL	68	61	+7	Significantly above national
MALE	61	53	+8	Gap - Boys and Girls in Havering = 14%
FEMALE	75	70	+5	Gap - Boys and Girls Nationally = 17%
FSM	49	42	+7	Gap – FSM v Non-FSM in Havering = 22%
NON-FSM	71	66	+5	Gap – FSM v Non-FSM Nationally = 24%

L2B+ Mathematics:

	Havering	National	+ or -	Comment
ALL	78	74	+4	Significantly above national
MALE	78	73	+5	Gap - Boys and Girls in Havering = 1%
FEMALE	79	76	+3	Gap - Boys and Girls Nationally = 3%
FSM	63	58	+5	Gap – FSM v Non-FSM in Havering = 18%
NON-FSM	81	78	+3	Gap – FSM v Non-FSM Nationally = 20%

Key Stage 2:

L4+ English:

	Havering	National	+ or -	Comment
ALL	86	81	+5	Significantly above national
MALE	83	77	+6	Gap - Boys and Girls in Havering = 6%
FEMALE	89	86	+3	Gap - Boys and Girls Nationally = 9%
FSM	75	67	+8	Gap – FSM v Non-FSM in Havering = 13%
NON-FSM	88	84	+4	Gap – FSM v Non-FSM Nationally = 17%

L4+ Mathematics:

	Havering	National	+ or -	Comment
ALL	82	80	+2	Significantly above national
MALE	84	80	+4	Gap - Boys and Girls in Havering = 3% (B)
FEMALE	81	80	+1	Gap - Boys and Girls Nationally = 0%
FSM	70	67	+3	Gap – FSM v Non-FSM in Havering = 14%
NON-FSM	84	83	+1	Gap – FSM v Non-FSM Nationally = 16%

L4+ English and Mathematics:

	Havering	National	+ or -	Comment
ALL	77	74	+1	Significantly above national
MALE	76	72	+4	Gap - Boys and Girls in Havering = 2%
FEMALE	78	77	+1	Gap - Boys and Girls Nationally = 5%
FSM	62	58	+4	Gap – FSM v Non-FSM in Havering = 18%
NON-FSM	80	78	+2	Gap – FSM v Non-FSM Nationally = 20%

PROGRESS: English Key Stage 1-2 (2 levels of progress):

	Havering	National	+ or -	Comment
ALL	86	83	+1	Significantly above national
MALE	85	81	+4	Gap - Boys and Girls in Havering = 3% Gap - Boys and Girls Nationally = 5%
FEMALE	88	86	+1	
FSM	86	79	+4	Gap – FSM v Non-FSM in Havering = 0%
NON-FSM	86	84	+2	Gap – FSM v Non-FSM Nationally = 5%

PROGRESS: Mathematics Key Stage 1-2 (2 levels of progress):

	Havering	National	+ or -	Comment
ALL	83	82	+1	Broadly similar to national
MALE	86	83	+3	Gap - Boys and Girls in Havering = 6% (B) Gap - Boys and Girls Nationally = 1% (B)
FEMALE	80	82	-2	
FSM	79	75	+4	Gap – FSM v Non-FSM in Havering = 5%
NON-FSM	84	84	=	Gap – FSM v Non-FSM Nationally = 9%

Key Stage 4:

5 A*-C Grades (inc English and Mathematics):

	Havering	National	+ or -	Comment
ALL	63	57	+6	Significantly above national
MALE	61	54	+7	Gap - Boys and Girls in Havering = 5% Gap - Boys and Girls Nationally = 7%
FEMALE	66	61	+5	
FSM	38	34	+4	Gap – FSM v Non-FSM in Havering = 28%
NON-FSM	66	61	+5	Gap – FSM v Non-FSM Nationally = 27%

PROGRESS: English Key Stage 2-4 (3 levels of progress):

	Havering	National	+ or -	Comment
ALL	74	71	+3	Significantly above national
MALE	70	66	+4	Gap - Boys and Girls in Havering = 9% Gap - Boys and Girls Nationally = 10%
FEMALE	79	76	+3	
FSM	53	55	-2	Gap – FSM v Non-FSM in Havering = 24%
NON-FSM	77	74	+3	Gap – FSM v Non-FSM Nationally = 19%
CLA (13)	54	37	+17	Gap – CLA v Non-CLA in Havering = 20%
Non-CLA	74	71	+3	Gap – CLA v Non-CLA Nationally = 34%

PROGRESS: Mathematics Key Stage 2-4 (3 levels of progress):

	Havering	National	+ or -	Comment
ALL	71	64	+7	Significantly above national
MALE	71	62	+9	Gap - Boys and Girls in Havering = 0% Gap - Boys and Girls Nationally = 4%
FEMALE	71	66	+5	
FSM	46	45	+1	Gap – FSM v Non-FSM in Havering = 27%
NON-FSM	73	67	+6	Gap – FSM v Non-FSM Nationally = 22%
CLA (13)	23	29	-6	Gap – CLA v Non-CLA in Havering = 48%
Non-CLA	71	64	+7	Gap – CLA v Non-CLA Nationally = 35%

* Note: CLA = Children Looked After

IMPLICATIONS AND RISKS

Financial Implications and risks:

In previous years there has been specific grant from the DFE to support school improvement and national strategies in literacy and numeracy but this ceased from start of the 2011/12 financial year. Some central support was available to schools for the summer term (the term in which the tests referred to in this report were taken) from grant that was carried forward from the 2010/11 financial year. The grant has, however, now ceased and the size of Havering's School Improvement Team (HSiS) reduced accordingly. A package of support is offered to schools on a traded basis but the reduction in grant may put at risk the progress made by schools in future years.

Legal Implications and risks:

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

Human Resources Implications and risks:

There are no 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). However, these gaps are narrowing in Havering and they remain smaller in almost all cases than the size of the gaps nationally. This remains a key priority within the school improvement service.

CHERYL COPPELL
Chief Executive

Background Papers List

None.