



## Report to the Education, Skills and Children's Services Select Committee

<b>Title:</b>	<b>Standards in Buckinghamshire schools</b>
<b>Committee date:</b>	05/06/15
<b>Author:</b>	Pauline Cue
<b>Contact officer:</b>	<b>Atifa Sayani. Tel: 01296 383105</b>
<b>Report signed off by Cabinet Member:</b>	<b>Mike Appleyard</b> <b>Cabinet Member for Education and Skills</b>
<b>Electoral divisions affected:</b>	<b>All</b>

### 1. Purpose of Agenda Item

- to inform Members of the 2014 results attained by pupils in Buckinghamshire schools in the Foundation Stage, Key Stages 1, 2, 4 and post-16, and of Ofsted inspections in Buckinghamshire settings, schools and colleges . This report includes analysis of results of underachieving groups as well as the overall picture on standards and achievement.
- To enable Members to consider the actions being taken deriving from this analysis

### Background

- A report on standards in Buckinghamshire schools is presented to Members every year.
- The Buckinghamshire Education Standards Report 2014-15, which accompanies this report as an appendix, gives more details of results and Ofsted grades. Page references to this report are provided.
- These reports were presented to Cabinet on 13<sup>th</sup> April 2015.

## Summary

### 2. Quality of Buckinghamshire schools

- The percentage of pupils attending a good or outstanding school in Buckinghamshire is improving and is above the national picture for all categories of school.
  - 100% of pupils attend **nursery schools** which are good or outstanding.
  - 85% of pupils attend good or outstanding **primary schools** (Buckinghamshire is the highest performing authority in the south east region for this measure<sup>1</sup>).
  - 75% of pupils attend **secondary schools** which are good or outstanding. This includes 100% of those attending **selective secondary schools**.
  - 96% of pupils attend **special schools** that are good or outstanding (also above national)
  - 100% of pupils attend **Pupil Referral Units** (PRUs) that are good or outstanding.
  - Only 3% of Buckinghamshire pupils attend schools which are classed as inadequate, with 12% attending schools which require improvement.
- Currently 81% of pupils in Buckinghamshire attend a good or outstanding school, compared to 78% of pupils nationally

### 3. Achievement of Buckinghamshire children and young people

**As in previous years, results in Buckinghamshire schools were generally well above the national average and above those of similar authorities** (Statistical Neighbours)<sup>2</sup>. Results were higher than in 2013 in the Early Years Foundation Stage, Y1 Phonics and KS1 reading and writing (maths was the same as 2013). Results in KS4 were affected by changes in methodology. Results fell, but by less than national. Results in KS5 fell slightly.

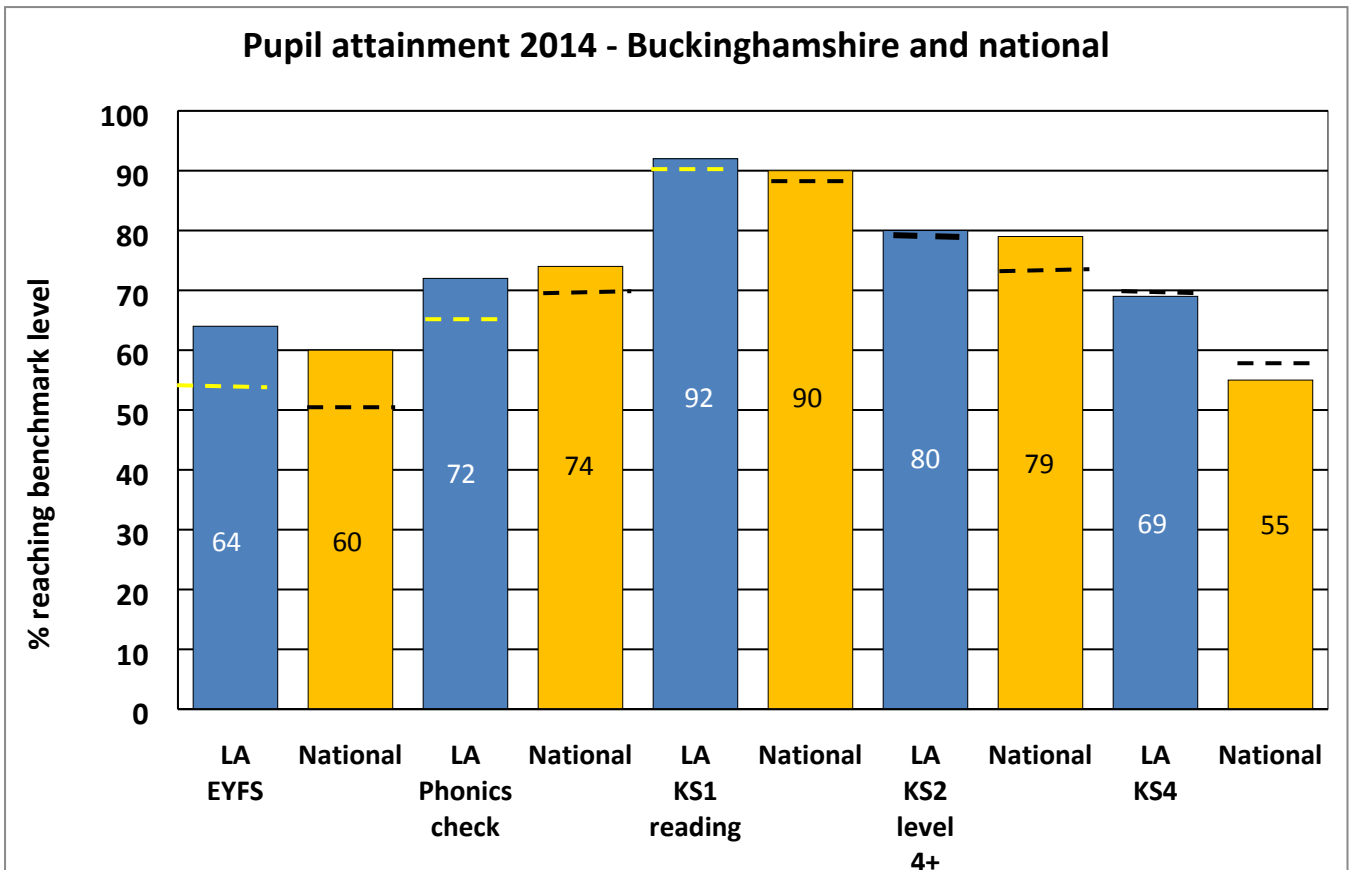
The benchmark levels are:

- Good level of development in the Early Years Foundation Stage
- Expected level in the Y1 Phonics check
- Level 2+ reading at KS1
- Level 4+ reading, writing and maths at KS2
- 5+ A\*-C including English and maths at KS4

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<sup>1</sup> 2014 Ofsted South East Region Annual Report, published in December 2014

<sup>2</sup> Bedfordshire (Central), Bracknell Forest, Cambridgeshire, Hampshire, Hertfordshire, Oxfordshire, Surrey, West Berkshire, Windsor & Maidenhead and Wokingham.



The table shows the percentage reaching the benchmark level at each Key Stage in 2014, compared to national. More detailed results by Key Stage are given later in the report.

Dotted lines show 2013 results

#### 4. Achievement gaps

As the South East regional report of Her Majesty’s Chief Inspector of Education, Children’s Services and Skills states (p. 4), the region as a whole needs to focus on the needs of vulnerable young people:

- in affluent areas, hidden by overall high attainment
- in areas of higher deprivation.

In Buckinghamshire:

- As in the South East generally, gaps are wider than national between **disadvantaged pupils** (those eligible for pupil premium because they have had FSM over the last six years or are looked after children) and other pupils. This is partly because overall results are high, but also because disadvantaged pupil groups in most Key Stages have lower results than national. The gaps were narrower than in 2013 at KS1 and KS2 but increased in the Early Years Foundation Stage, Y1 Phonics and KS4.

- Pupils in some **minority ethnic groups** also have higher results than others. **NB. The numbers of pupils in some groups are small and some fluctuation year on year is to be expected.**
- When disadvantage and ethnicity are both taken into account, achievement gaps are widest for White British pupils. **Disadvantaged White British boys** have the lowest results.
- Pupils whose **first language** is Tamil or Hindi have higher results than those whose first language is English, and at KS4 so do those speaking Gujarati or Panjabi (Gurmukhi). Speakers of the other main language groups do less well than those whose first language is English.
- **Gender gaps** are generally narrower than national gaps.

## ANALYSIS BY KEY STAGE

### 5. EARLY YEARS FOUNDATION STAGE *(see Buckinghamshire Education Standards Report 2014-15 pages 8-10)*

The Early Years Foundation Stage Profile (EYFSP) summarises children's attainment at the end of Reception. To reach a good level of development, children need to reach at least the expected level in all aspects of the prime areas of learning (Communication, Physical Development and PSE), Literacy and Numeracy.

**In 2014, 64% of children achieved a good level of development by the end of the Early Years Foundation Stage compared with 60% nationally.** This was a 9% increase on 2013, and placed Buckinghamshire 5<sup>th</sup> when ranked against statistical neighbours. The gap between the overall median and the average score of the lowest 20% was smaller than national, because the score of the lowest 20% was higher than national.

There is further work to be done to improve the performance of **disadvantaged pupils** in the Early Years Foundation Stage because they do less well than their peers nationally. The gap in Buckinghamshire (26%) is larger than national.

White British pupils and Mixed White-Black Caribbean children performed particularly well and the percentage reaching a good level of development was above national averages for these groups. Other minority ethnic groups performed less well, and this remains an area of focus.

#### Current work

Much work is carried out with **pre-school settings and Children's Centres**.

Initiatives include developments to narrow gaps and to support children with EAL. For example, there is the county-wide Early Language Development Programme, and a Narrowing the Gap project for settings and children's centres which is aimed at developing

parental engagement and the home learning environment. There is also a wide range of other staff training and the provision of Quality Improvement Grants.

The percentage of non-domestic settings identified as good or better has historically been higher than national and statistical neighbours. The impact of recent work supporting settings is that there are currently no Inadequate Non-Domestic Premises settings, although some still Require Improvement. However, there are new places being created and some schools with nursery classes need to improve the quality of teaching.

A comprehensive training programme relating to **the new Profile** was completed by the end of March 2013 for all reception class teachers and for all EYFS settings, to support them with completion of the EYFS Profile in June 2013 onwards. Data is used by the BLT Early Years team to support and challenge schools. As a result, assessment is more secure, reliable and robust, and the percentage of children reaching a good level of development increased significantly in 2014.

With the introduction of **baseline assessment** at the beginning of the Reception Year in September 2015, further training and support is in place.

## **EARLY YEARS - KEY AREAS OF FOCUS**

- Improve the performance of disadvantaged children so that increasing numbers reach a good level of development by the end of the Foundation Stage
- Improve the performance of children who have English as an additional language so that an increasing number reach a good level of development
- Support schools to select a suitable Reception Baseline product from those offered nationally, ready for implementation in September 2015. Ensure that Reception Baseline assessment is applied consistently so that it can be used to measure children's starting points across the county

## **6. PRIMARY SCHOOLS**

### **6a. Phonics Screening Check** (see *Buckinghamshire Education Standards Report 2014-15* pages 11-12)

Children take the screening check in Year 1. Overall, **72% of Year 1 children** taking the check **achieved the expected standard**, up from 66% in 2013. **However, results were 2% below national** (3% below national in 2013), placing Buckinghamshire 9<sup>th</sup> when compared to Statistical Neighbours. As last year, three other Statistical Neighbours were also below national – this was not the case at other Key Stages.

Pupils who do not reach the expected standard in Year 1 have to take the check again in Year 2. **By the end of Y2**, improvements are seen as 89% of children reached the expected standard (Y1 and Y2 results combined), **which was 1% above national**.

The percentage of **disadvantaged** pupils achieving the expected standard in Year 1 was 8% below national. The gap between disadvantaged and other pupils was larger than national, and has increased since 2013. This is improved by Year 2 where 62% of disadvantaged children retaking the check achieved the expected standard, which was 2% above national (an increase on 2013 when it was 5% below national.)

All groups performed below national in the Year 1 check, with key minority ethnic groups performing less well than White British pupils. **By Year 2, all groups performed well and were above or equal to national results.**

#### **6b. Key Stage 1** (see *Buckinghamshire Education Standards Report 2014-15 pages 12-13*)

At Key Stage 1, results have been significantly higher than national for the last three years. 2014 results in reading and writing showed improvements. **Percentages reaching or exceeding level 2+, 2B+ and level 3+ were all significantly above national in reading, writing and maths.** 92% reached Level 2+ in reading (2% above national), 88% in writing (also 2% above national) and 93% in maths (1% above national) Results at level 2+ were 5<sup>th</sup> of Statistical Neighbours in reading and 7<sup>th</sup> in writing and maths. There are no combined measures at KS1.

Results of **disadvantaged pupils** in Buckinghamshire increased more than for other pupils, although results for this group remained below those of other pupils in Buckinghamshire in They were also below results of disadvantaged pupils nationally. Gaps between disadvantaged and other pupils were 12% in reading, 15% in writing and 10% in maths. These gaps were smaller than in the EYFS and for phonics but were still larger than national.

The performance of White British pupils was significantly above national in all subjects. Whilst **Pakistani** pupils performed significantly less well at level 2+ in all subjects, their performance was above national at level 3 in reading and maths. **Mixed White-Black Caribbean** (MWBC) pupils were above national in reading and writing, and below in maths. The small number of **Black Caribbean** pupils were below national in all subjects.

#### **6c. Key Stage 2** (see *Buckinghamshire Education Standards Report 2014-15 pages 13-18*)

The key measure at KS2 is the percentage of children achieving or exceeding Level 4 in all three of reading, writing and maths. **80% of pupils in Buckinghamshire** reached this level in 2014 (national result 79%). Results for this measure were 7<sup>th</sup> of Statistical Neighbours.

Overall percentages making at least expected progress (i.e. 2 or more levels) from KS1 have improved from 2013. 93% made expected progress in reading, 92% in writing and 90% in maths. Progress was significantly above national in reading and maths. Progress in writing was significantly below national (because progress of girls was significantly low), and is a key area of focus.

The government's KS2 "**floor target**" for 2014 identifies schools which have below 65% achieving L4+ in reading, writing and maths, and are also below the national median for 2 levels progress in all of reading, writing and maths from KS1. In 2014, four schools were below the floor target.

The progress made by **disadvantaged pupils** from KS1 to KS2 has increased in all three subjects. While results of disadvantaged pupils were below those of other pupils in Buckinghamshire, gaps were narrower than in 2013. The achievement gaps between disadvantaged and other pupils for level 4+ reading, writing and maths was 19%. Progress gaps were 5% in reading, 3% in writing and 8% in maths. Progress of disadvantaged pupils was above similar pupils nationally in reading, the same as national for writing and below in maths.

At level 4+, the attainment of **Pakistani** pupils was significantly low. However, progress was slightly above national in maths, and slightly below national in reading and writing.

Results for the small number of **Black Caribbean** pupils were 11% below national at level 4+. Progress was significantly low in reading, and below national but not significantly low in writing and maths.

**Mixed White-Black Caribbean** (MWBC) pupils' overall attainment at level 4+ was in line with national. Progress has improved and was higher than last year. Progress was the same as national in reading, above national in writing and 2% below national in maths.

Gaps between disadvantaged and other pupils were greatest for White British pupils. When disadvantage, gender and ethnicity were taken into account, results were lowest for disadvantaged White British boys when compared to boys of Pakistani origin or girls in either group.

In Buckinghamshire in KS2, according to DfE data there were 16 **Looked-After Children** (CLA) in Year 6 who had been in care for a year. This was 0.3% of the yeargroup. Results were in line with national and with the SE region.

## 6d. CURRENT ACTIONS- PRIMARY SCHOOLS

### Phonics check

29 schools across the county are involved in the Phonics project; they were at least 10% below the national benchmark last year.

### KS2 writing

A cross-county project has focused on 17 schools. Initial quantitative data suggests that pupils are making accelerated progress, and qualitative data is overwhelmingly positive. This is a one-year project and data will be scrutinised at the end of the year; sustainability will be built in through the developing and maintaining the network and identification of a team of lead teachers.

Writing at Key Stage 2 is assessed by teachers rather than by a test. Therefore the BLT (Buckinghamshire Learning Trust) is also strengthening moderation to develop consistency further in making judgements.

### **Disadvantaged pupils**

The high profile of the Narrowing the Gap work has focused all schools' attention on this area. In 2015 a BLT Education Excellence Adviser for Vulnerable Groups was appointed. A number of initiatives have been established including the Wycombe Challenge Project (launched Feb. 2015). Additionally there has been a focus on CPD (continuing professional development), multiagency work and direct work with schools

### **Minority ethnic pupils/ EAL**

A BLT Education Excellence Adviser for EAL was appointed from Sept 2014, and works closely with the Vulnerable Groups Adviser. In addition, the BLT has retained a small team of outreach workers who work mainly with EAL new arrivals and pupils from the Gypsy, Roma and Traveller community. All schools and Early Years settings continue to have access to The Multicultural Resource Centre.

### **ASPIRE project**

This initiative in the areas of highest deprivation in Aylesbury has been in place since Sept 2012. Most results over the last three years have risen by more than national, and the gaps between disadvantaged and other pupils have narrowed. Next steps include further seeking out of best practice and strengthening collaboration including a programme to improve literacy. There are also plans to continue to develop Early Years provision within a collaborative approach.

## **6e.PRIMARY SCHOOLS - KEY AREAS OF FOCUS**

- Continue to increase the percentage of children reaching the expected standard in the Year 1 Phonics Screening Check
- Continue to increase the percentage of pupils making expected progress in writing from Key Stage 1
- Continue to improve the performance of Disadvantaged (Pupil Premium) pupils so that they do as well as pupils not eligible for Pupil Premium at all Key Stages
- Continue to work to ensure every pupil in Buckinghamshire attends a good or outstanding school. It is evident that some schools in Ofsted categories of Requires Improvement or Inadequate have significant number of pupils from BME backgrounds and this is impacting on overall figures for Black Caribbean, Mixed White-Black Caribbean and Pakistani pupil attainment across all key stages.



## 7a. **SECONDARY SCHOOLS – Key Stage 4** (see *Buckinghamshire Education Standards Report 2014-15 pages 18-23*)

In terms of the key indicator at Key Stage 4 (the percentage of pupils achieving 5+ A\*-C grades including English and Maths), **the results of secondary schools in Buckinghamshire are consistently above national.**

There are some significant changes to the way results are calculated at KS4 this year and therefore 2014 results are not directly comparable to previous years. Results in Buckinghamshire are generally lower than in 2013, but the decline in national results is greater. Overall the percentage of pupils achieving 5+ A\*-C grades including English and maths (69.5%) was significantly high. Results were 1.8% below last year, while national results were down 5.8%.

33% attained the EBacc. (English Baccalaureate: A\*-C in English, Maths, Sciences, a specified language and humanities subject). This was significantly above national (24%).

In English and maths, the percentages making expected progress were significantly high overall (78.7% in English, and 76.9% in maths). In Buckinghamshire and nationally, progress in maths was lower than in 2013, because of new rules counting a pupil's first entry only.

The government's KS4 "**floor target**" currently identifies schools which have below 40% attaining 5+ A\*-C including English and maths, and are below the national median for progress from KS2 in English and in maths. Three schools were below these figures in 2014, as against two in 2013.

Results for selective (**grammar**) schools were above the national average for grammar schools (98.6%, national 96.8%). Results for our non-selective (**upper**) schools were also above those for modern schools nationally (52.2% against 49.6% nationally).

As in other Key Stages, results were lower for **disadvantaged pupils** than for non-disadvantaged pupils in Buckinghamshire and gaps were wider than national. Changes to measures have had a greater impact on disadvantaged pupils, and a greater effect on these pupils in Buckinghamshire than nationally.

33% of disadvantaged pupils attained 5+ A\*-C including English and maths at GCSE and equivalent, which was 3% below national. Thus the gap between disadvantaged and other pupils was 41%, against a national gap of 26%.

Percentages of disadvantaged pupils making expected progress were close to national, but this contrasts with the percentages of other pupils making expected progress, which were well above national. As nationally, the gap in progress was larger than at KS2.

51% of **Pakistani** pupils attained 5+ A\*-C inc E/M, which was the same as national. Results of **Black Caribbean** pupils were significantly low (33%) although percentages making expected progress were above national. 48% of **Mixed White-Black Caribbean** pupils

attained 5+ A\*-C inc. E/M, which was the same as national. Progress in English was 1% below national whereas in 2013 it was further below. Maths progress of all ethnic groups was above national.

As at KS2, the gap between disadvantaged and other pupils when ethnicity was taken into account was greatest for White British pupils, with the lowest results for disadvantaged White British boys (in the groups large enough to be analysed.)

Results of **Looked- After Children** at KS4 were above national and above the regional average. They were an improvement on 2013, when 6% of pupils reached 5+ A\*-C inc. E/M.

## **7b.KEY STAGE 4 – CURRENT ACTIONS**

### **Upper schools**

Intervention has been triggered by the BLT in response to inspection judgements, with increasing numbers of Upper Schools judged to Require Improvement. Interventions were also triggered in response to data. The identified schools have been reviewed and issues identified where appropriate. The actions are taking place in Upper Schools across the county which are in Ofsted grade 3 or 4, and also in those judged by the BLT to be Red Category of risk, or vulnerable. Graded intervention is taking place in ten Upper Schools, with intense work in some, and lighter-touch monitoring in others.

Additionally, the BLT is currently supporting four upper schools to improve results in KS4 English. There was a significant impact on KS4 results in the four project schools last year, although other factors not connected with the intervention will also have raised results.

The BLT is also working in partnership with “My Science” to support 5 Buckinghamshire Upper Schools develop Triple Science (Physics, Chemistry, Biology). Another project is intensively supporting science in 3 Buckinghamshire upper schools through the National Network of Science Learning Centres.

### **Narrowing the Gap**

The actions noted under the section on primary schools (page 7 above) also apply to secondary schools.

### **Looked After Children**

The DfE has recently expressed concern that in 2012-14 only 66.4% of looked after children were in good or outstanding schools compared to 78.8% of all pupils in the authority. This is also an area of action in the primary phase.

However, figures have improved since 2012-14. By January 2015, 73% of Buckinghamshire CLA were in good or better schools, with 83% of new placements between June 2014 and January 2015 in good or better schools.

## 7c. SECONDARY SCHOOLS - KEY AREAS OF FOCUS

- Increase the percentage of pupils who attend a good or outstanding non-selective school
- Increase the percentage of Disadvantaged (Pupil Premium) pupils achieving 5+A\*-C including English and maths at KS4
- Increase the percentage of Disadvantaged pupils making expected progress in English at KS4
- Increase the percentage of Disadvantaged pupils making expected progress in maths at KS4
- Increase the percentage of Looked-After Children in good or outstanding schools.

## 8. POST-16 (see Buckinghamshire Education Standards Report 2014-15 pages 24- 26)

### 8a. Results

As in previous years, **overall results for students at Level 3 qualifications (A level and equivalent) were well above national and highest when compared to our Statistical Neighbours.** This was the case both for Average Points Scores and for those attaining grades AAB or better at A level.

### 8b. Raising the Participation Age (RPA)

The percentage of young people achieving compliance with Raising the Participation Age in Year 12 has consistently increased over the past year. **Buckinghamshire is well ahead of national and statistical neighbour performance averages.**

There are **low levels of NEET** (those Not in Education, Employment or Training) and Unknowns (those whose destination on leaving school are not known) when compared with national, regional, and statistical neighbour averages.

### 8c. Current actions

Actions are taking place in line with the Local Authority's 11-19 Education for Life Strategy which places duties on elected members and senior officers in relation to securing sufficient suitable provision for all 16 -19 year olds and in respect of Raising the Participation Age (RPA) requirements.

The Local Authority promotes the effective participation of all 16- and 18-year-olds in education, training or an apprenticeship and works diligently to identify young people who are not participating. The Council's Cabinet has agreed to provide funding for a targeted advice, guidance and support service to support young people who are at risk of not participating in education, employment and training.

Participation figures are well above national as a result of this work.

## **8d.POST-16 - Key areas of focus**

- Broker support for one Further Education establishment to improve its Ofsted Judgement to Good
- Engage hard to reach parents in the RPA events to increase participation amongst underrepresented groups
- Continued growth in high quality apprenticeship and traineeship opportunities, with particular focus on the most vulnerable
- Improve young people's employability skills and access to work inspiring opportunities
- Bring together Youth Support Services in Buckinghamshire to reduce duplication, increase the range of services offered and improve outcomes for vulnerable young people
- Utilise the expertise of Teaching Schools to improve the quality of English and maths in sixth forms and other post-16 settings

## **9. OVERALL FOCUS**

Whilst the progress and attainment of Buckinghamshire pupils overall continues to exceed national comparisons, there are still specific groups of children where further improvements need to be made.

The Council will therefore continue to focus on driving improvements in the progress and attainment of certain groups of pupils, such as disadvantaged pupils and those from Pakistani and Mixed White-Black Caribbean backgrounds. Priorities will include:

- Continue to improve the performance of Disadvantaged (Pupil Premium) pupils so that they do as well as pupils not eligible for Pupil Premium at all Key Stages
- Continue to work to ensure every pupil in Buckinghamshire attends a good or outstanding school
- Continue to increase the percentage of children reaching the expected standard in the Year 1 Phonics Screening Check and making expected progress in writing from Key Stage 1.

### **Resource implications**

- There are no specific financial and resource implications for schools.

### **Next steps**

- This is a paper for information.