

SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services **DATE:** 5 December 2013
Scrutiny Panel

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PORTFOLIO: Cllr Mann: Lead Member for Education and Children's Services

PART I TO NOTE

PROVISIONAL ASSESSMENT AND EXAMINATION RESULTS FOR 2012-13

1 Purpose of Report

- 1.1 To provide provisional information for Elected Members about the achievement of pupils in Slough. This is based on assessments and examinations taken during the Summer Term 2013.

2 Recommendation

- 2.1 The Committee is requested to note the report.

3 Slough Wellbeing Strategy Priorities

- Economy and Skills

The achievements of children and young people have a direct bearing on their adult lives and prospects in the workplace. The success of these pupils also has a significant bearing on the success and prosperity of the community in which they live.

- Health and Wellbeing

Educational success has a direct relationship with child poverty. Raising educational standards has the potential to break or reduce this cycle of poverty from one generation to another. Educational success also has the power to improve life chances and promote positive well-being.

Cross Cutting themes:

Civic responsibility – successful young people will be in a stronger position to contribute to and gain from the community in which they live. Promoting success and leadership in young people can lead to residents who can play a dynamic role in implementing the Strategy and being champions in improving Slough for themselves and for the benefit of everyone.

Improving the image of the town – the educational success of young people in Slough is now recognised locally and nationally with Slough having the 11th highest

results out of 152 local authorities for pupils gaining 5 or more GCSEs with grades A*-C, including maths and English. Slough's outstanding schools (all Slough secondary schools apart from one out of eleven are good or outstanding, with 7 of them outstanding) are an inducement to coming to Slough for its education and for families to stay in Slough to educate their children.

4 **Joint Strategic Needs Assessment (JSNA)**

The JSNA highlights the educational successes across the town and its relationship with other aspects of life. The JSNA examines outcomes at each life stage from entry into school, through transition to secondary school and work based learning. It gives particular attention to those who are not in education, employment and training (NEET) and those at risk of NEET with consideration to how this group can be supported for their own benefit and that of the community.

5 **Other Implications**

(a) Financial

There are no significant financial implications associated with this report.

(b) Risk Management

Risk	Mitigating action	Opportunities
Legal	None	
Property	None	
Human Rights	None	
Health and Safety	None	
Employment Issues	None	
Equalities Issues	Seeking to close gaps between peers and vulnerable groups	
Community Support	None	
Communications	None	Promoting Slough's educational successes
Community Safety	None	
Financial	None	
Timetable for delivery	None	
Project Capacity	None	
Other	None	

(c) Human Rights Act and Other Legal Implications

There are no significant Human Rights Act or other Legal implications.

(d) Equalities Impact Assessment

There is no need for an equalities impact assessment.

6 Supporting Information

6.1 Introduction

These are provisional un-validated results at present. Definitive results will be available over the next couple of months and these will then be made available for Members for consideration and debate with the invitation to make recommendations about further improvement and sustainability.

6.2 Early Years Foundation Stage Profile (EYFSP) Provisional Data 2013:

- Percentage achieving a good level of development (Awarded Expected or Exceeding grade in all Prime and all Literacy and Mathematics) – 50.1%.
- 37.4% of children eligible for Free School Meals (FSM) reached the same level of attainment (achieving a good level of development).
- The percentage of children attaining a Good Level of Development in Slough schools ranges from 0% to 90.2%.
- The average total point score across all 17 Early Learning Goals in Slough was 31.8 for all children, 30.3 for children eligible for FSM and 21.4 for the lowest attaining 20% of children.
- 85.8% of children attained the Early Learning Goals for Physical Development
- Fewer children attained the Early Learning Goal for Writing than any other aspect.

(As the EYFSP has been altered this year to include 17 areas of learning as opposed to 13 areas and the grade system has changed, historical comparison of performance is not possible. The comparison with national and statistical neighbours' data will not be released until a later date in the academic year. However, early indications suggest this is in line with the national average.)

<u>% children achieving a Good Level of Devt (GLD)</u>	<u>Range of % GLD across Slough schools</u>	<u>% GLD National *</u>	<u>% GLD for children eligible for FSM Slough</u>	<u>Average Point Score Slough</u>	<u>Average Point Score FSM Slough</u>
<u>50.1%</u>	<u>0% - 90.2%</u>	<u>52%</u>	<u>37.4%</u>	<u>31.8</u>	<u>30.3</u>

* unpublished

6.3 Educational attainment: (Provisional results)

a) Year 1 Phonics: 2013

- 69.7% of Slough pupils are working at the required standard at 32 points or more (this figure includes Year 1 and Year 2 retakes)
- For Year 1 pupils 69.9% are working at the required standard at 32 points or more.

The 2012 figure was 56.0%, thus giving an improvement of 13.7% on last year's results.

b) Key Stage 1 (KS1): 2013

Slough Local Authority 2013 PROVISIONAL KS1 results in comparison with 2012 results:

	% Key Stage 1 L2+				
	Speaking & Listening	Reading	Writing	Maths	Science
Slough 2013	87.2	89.0	85.1	92.2	88.4
Slough 2012	86.6	86.9	82.9	90.7	87.4
Difference	0.6	2.1	2.2	1.5	1.0

These results are provisional and are subject to change. Comparator 2012 data will not be released until later in the year. Clearly, these results show improvements across all areas assessed.

c) Key Stage 2 Provisional Results: 2012-13

	Percentage of Pupils Achieving Level 4 or Above										
	Total	2012			2013				Difference		
		Reading	Writing TA	Maths	GPS	Reading	Writing TA	Maths	Reading	Writing TA	Maths
LA results	85	80	82	74	85	83	82	0	3	0	

Provisional figures based on DfE Datafeed 9th July 2013

d) Key Stage 2 Provisional Results: 2012-13

	Percentage of Pupils Achieving Level 5 or Above										
	Total	2012			2013				Difference		
		Reading	Writing TA	Maths	GPS	Reading	Writing TA	Maths	Reading	Writing TA	Maths
LA Results	43	27	36	49	42	30	39	-1	3	3	

Provisional figures based on DfE Datafeed 9th July 2013

It is encouraging to see a very small increase in Level 4 attainment in an area which continues to be high priority for improvement. This Stage assessment has continued to be very hard to shift rapidly to a better place. On the positive side improvements have occurred year on year over the last five years.

It is likely that these results will improve slightly once validated as changes are made around excluding the results of new arrivals to the community and taking into account remarking.

**e) GCSE Results Summary in Slough LA: 2012/13
Provisional**

	Number of Entries 2013	% 5 or more A*-C			% 5 or more A*-C inc E&M			% A*-C inc E&M		
		2012	2013	Difference	2012	2013	Difference	2012	2013	Difference
Slough LA	1677	87.4	92.1	4.7	66.1	70.8	4.7	66.6	71.1	4.5
National		85.5			59.4			60.0		

Figures based on NCER
EPAS Data September
2013

The results remain positive with a 4.7% increase in pupils achieving 5 or more A*-C, including English and maths, with very significant increases for Beechwood, Westgate and Wexham. Last year Slough was placed 11th nationally on this measure. Given the 4.7% improvement this year compared with last year, it is likely that Slough will have an even higher ranking.

Please note these results are provisional and are subject to change. National and Local Authority results will be released over the months to come, when we will have a better idea of where Slough stands nationally.

f) Key Stage 5 including 'A' Level results: provisional for 2012-13:

Revised GCE and Equivalent Summary in Slough LA
2012/2013

	Average QCDA point score by students achieving all Level 3 qualifications									
	Average point score per student					Average point score per examination entry				
	2010	2011	2012	2013	diff	2010	2011	2012	2013	diff
Slough LA	727.5	701.1	725.1	805.2	80.1	218.7	216.6	213.8	221.8	8
National	744.9	746	733	-	-	214.4	216.2	212.8	-	-
Slough LA - National Difference	-17.4	-44.9	-7.9	-		4.3	0.4	1	-	

	* of Key Stage 5 students achieving							
	3 or more A-Levels at A*-E (including equiv)				2 or more A-Levels at A*-E (including equiv)			
	2011	2012	2013	diff	2011	2012	2013	diff
Slough LA	76	81	89.7	8.7	91.2	94.9	98.4	3.7
National	82.1	82.4	-	-	94.1	93.6		-0.5
Slough LA - National Difference	-6.1	-1.4	-	-	-2.9	1.3		

Schools are very clear about their responsibilities to provide high quality and effective education. They are very alert to the importance of having strong and sustainable schools with high educational standards, particularly for vulnerable groups, such as those with special educational needs (SEN), pupils on free school meals (FSM), looked after children, particular ethnic groups, travellers and forces children. They are aware that these areas of responsibility are the focus of Ofsted inspections and that they will be viewed as failing unless they succeed across all of these aspects.

Schools take seriously their need to be responsible for their self improvement and that mutual support between schools is a useful approach in increasing robustness. This is now leading to many schools in Slough converting to academy status as an important part of the solution to strengthening schools and raising standards. The strength of multi-academy trust arrangements is seen as a secure route to consolidating their position and building in sustainability.

7 Conclusion

- 7.1 Overall, across Slough, schools are improving and standards are rising. However, there are still areas of concern which require concerted attention, effort and resources to maximize success and progress for **all** pupils. The priorities for the future are consolidating and extending performance at Key Stage 2 and closing the gap between the achievements of vulnerable groups and their peers.

8 Background Papers

None.