

SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services **DATE:** 12 March 2014
Scrutiny Panel

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

PART I **FOR CONSIDERATION AND COMMENT**

ASSESSMENT AND EXAMINATION RESULTS FOR 2012-13

1 **Purpose of Report**

To provide updated and validated DfE results 2012/13.

2 **Recommendation**

The Panel is requested to scrutinise and comment on 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 7th 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 (Special Educational Needs; Free School Meals pupils; Looked After Children; particular ethnic 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 of other Legal implications.

(d) Equalities Impact Assessment

There is no need for an equalities impact assessment.

(e) Workforce

There are no workforce implications.

6 **Supporting Information**

6.1 Introduction

To provide updated and validated results for Slough schools for the period 2012/13.

6.2 Early Years Foundation Stage Profile (EYFSP) validated data 2013:

- Percentage achieving a good level of development (Awarded Expected or Exceeding grade in all Prime and all Literacy and Mathematics) – 50.1%.
- 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 is not possible.
- 38% 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, 30.4 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.

Given the changes in the assessment, it is not yet possible to compare this performance with that across other authorities or in terms of national averages.

% children achieving a Good Level of Development (GLD)	Range of % GLD across Slough schools	% GLD National *	% GLD for children eligible for FSM Slough	Average Point Score Slough	Average Point Score FSM Slough
50.1%	0% - 90.2%	52%	38%	31.8	30.4

6.3 Educational attainment:

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.
- For Year 1 pupils the gap between FSM (Free school Meals) and non-FSM remained -10% in 2013, whilst the gap nationally reduced by 1% between 2012/13.
- For 2013 the first year of Year 2 re-takes (pupils re-take phonics if they have not met the threshold) Slough -10% FSM/non FSM gap matches the national gap. Slough FSM attainment at 64% is 2% above national.

b) Key Stage 1 (KS1): 2013

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

	Level 2 or above														
	Speaking and Listening			Reading			Writing			Maths			Science		
	2012	2013	Diff	2012	2013	Diff	2012	2013	Diff	2012	2013	Diff	2012	2013	Diff
LA Average	87	87	0	87	89	2	83	85	2	91	92	1	87	88	1
National Average	88	89	1	85	89	4	83	85	2	91	91	0	89	90	1
Diff from National	-1	-2		2	0		0	0		0	1		-2	-2	

c) Key Stage 2 Results: 2012-13

	Pupils Achieving Level 4 or Above											
	Reading			Grammar Spelling & Punctuation	Writing TA			Mathematics			Reading, Writing and Mathematics	
	2012	2013	Diff	2013	2012	2013	Diff	2012	2013	Diff	2012	2013
Slough LA	85	86	1	75	80	83	3	82	82	0	73	74
England (all schools)	87	86	-1	74	81	83	2	84	85	1	75	75
Difference from England	-2	0		1	-1	0		-2	-3		-2	-1

The above table indicates a 1% increase in the percentage of pupils gaining the national benchmark of Level 4 in Mathematics, Writing and Reading. In Reading the national average of pupils gaining Level 4 at KS2 dropped by 1%, but increased in Slough by 1%. In Writing Slough increased by 3% whilst nationally there was only a 2% increase. In Mathematics there was a 1% increase but no increase in Slough as results for 2012 were the same as in 2013.

Overall Slough is now just 1% below the national average at KS2 for the percentage of pupils gaining a Level 4 in Mathematics, Writing and Reading.

KS1 to 2 Progress

	KS1 to KS2 Expected Levels of Progress in				
	Reading	Writing	Mathematics		
	2013	2013	2012	2013	Diff
Slough LA	88	92	84	86	2
England (all schools)	88	91	87	88	1
Difference from England	0	1	-3	-2	

The above table shows very good news for Slough primary schools. The percentage of pupils gaining 2 levels of progress in Reading KS1 to KS2 was at national average. In writing Slough was 1% above national and in Maths whilst Slough remains 2% below national average, the gap has closed by 1%.

d) Key Stage 2 Results: 2012-13

% of pupils gaining Level 5 at KS2

	Reading			Grammar Spelling & Punctuation	Writing TA			Mathematics			Reading, Writing and Mathematics
	2012	2013	Diff	2013	2012	2013	Diff	2012	2013	Diff	2013
Slough LA	43	42	-1	50	27	30	3	36	39	3	22
England (all schools)	48	45	-3	48	28	30	2	39	41	2	21
Difference from England	-5	-3		2	-1	0		-3	-2		1

Final figures based on DfE Release 12th Dec 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.

KS2 Maths has increased by 3%

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

	5 or more A*-C inc E&M			5 or more A*-C					
	2012	2013	Diff	2012	2013	Diff			
Slough LA	66.1	71.4	5.3	87.4	92.5	5.1			
National	59.4	59.2	-0.2	81.9	81.8	-0.1			
Slough LA - National Difference	6.7	12.2		5.5	10.7				

Figures based on DfE Statistical release 23rd Jan 2014

The results remain positive with a 5.3% increase in pupils achieving 5 or more A*-C, including English and maths, with very significant increases for Beechwood, The Westgate and Wexham. Slough is placed 7th nationally (out of 152 local authorities) on this measure. There has also been a significant increase in the 5A*-C (5.1%) which is an important factor for pupils moving on to further education.

Whilst nationally the % of pupils gaining 5A*-C including English and maths dropped by 0.2%, Slough secondary schools increased by 5.3%. Similarly, whilst nationally the % of pupils gaining 5A*-C dropped 0.1%, Slough secondary schools increased by 5.1%. These very significant increases are testament to the success of secondary schools, particularly in the non-selective sector. The primary schools should also be congratulated on the work they did with this cohort of pupils as the secondary schools build on the work achieved in the primary schools.

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

Revised GCE and Equivalent Summary in Slough LA 2012/2013

	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	810.8	85.7	218.7	216.6	213.8	222.1	8.3
National	744.9	746.0	733.0	724.3	-8.7	214.4	216.2	212.8	213.7	0.9
Slough LA - National Difference	-17.4	-44.9	-7.9	86.5		4.3	0.4	1.0	8.4	

	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	76.0	81.0	89.7	8.7	91.2	94.9	98.9	4.0
National	82.1	82.4	-	-	94.1	93.6	92.3	-1.3
Slough LA - National Difference	-6.1	-1.4	-	-	-2.9	1.3	6.6	5.3

The above tables indicate a significant rise in the average point score for pupils in KS5 (6th form). Whilst nationally there was a drop of 8.7 points per student, in Slough there was an increase of 87.5 points. Similarly, in Slough there was an increase of 8.3 points per individual entry, against a national increase of only 0.9.

Whilst national comparison figures are not yet available for 3 or more A levels, the % of pupils gaining the equivalent of 3 or more A levels has increased in Slough by 8.75, a significant increase on 2012. This leads to confidence that this result will be above national averages for the first time at KS5.

Similarly those pupils gaining the equivalent of 2 or more A levels has increased by 4% and is 5.3 % above the national average.

g) Performance of Pupils with Special Educational Needs for 2012-13:

Percentage of pupils achieving Level 4 or above in Reading, Writing and Mathematics at Key Stage 2 by SEN

	With SEN			No SEN			SEN Gap (Lower is better)		
	2012	2013	Diff	2012	2013	Diff	2012	2013	Diff
Slough	36%	34%	-2%	86%	88%	2%	50%	54%	4%
National	33%	35%	2%	88%	88%	0%	55%	53%	-2%
Slough - National Difference	3%	-1%		-2%	0%		-5%	1%	

Percentage achieving at least 5 GCSEs (at grades A* to C), including English and maths by SEN

	With SEN			No SEN			SEN Gap (Lower is better)		
	2012	2013	Diff	2012	2013	Diff	2012	2013	Diff
Slough	27%	34%	7%	79%	84%	5%	52%	50%	-2%
National	22%	23%	1%	69%	71%	2%	47%	48%	1%
Slough - National Difference	5%	11%		10%	13%		5%	2%	

The % of pupils with SEN at KS2 gaining level 4 or above in Reading, Writing and Mathematics dropped by 2% in 2013. Because nationally there was a 2% increase in achievement for this category of pupils, there is a 4% gap in the year 2012/13.

At KS4 the % of SEN pupils gaining 5A*-C including English and maths increased in 2013 by 7% in Slough secondary schools. Nationally there was only a 1% increase for this category.

In 2013 the secondary schools narrowed the 'gap' for SEN pupils achieving 5A*-C including English and maths by 2%, whereas nationally the gap increased by 1%.

h) Performance of Disadvantaged Pupils for 2012-13:

Percentage of pupils achieving Level 4 or above in Reading, Writing and Mathematics at Key Stage 2: Disadvantaged Pupils

	Disadvantaged pupils			Other pupils			Gap (Lower is better)		
	2012	2013	Diff	2012	2013	Diff	2012	2013	Diff
Slough	62%	63%	1%	80%	79%	-1%	18%	16%	-2%
National	61%	63%	2%	79%	81%	2%	18%	18%	0%
Slough - National Difference	1%	0%		1%	-2%		0%	-2%	

Percentage achieving at least 5 GCSEs (at grades A* to C) including English and maths by: Disadvantaged Pupils

	Disadvantaged pupils			Other pupils			Gap (Lower is better)		
	2012	2013	Diff	2012	2013	Diff	2012	2013	Diff

Slough	42.7%	49.3%	6.6%	74.2%	79.2%	5.0%	31.5%	29.9%	-1.6%
National	38.5%	40.9%	2.4%	65.7%	67.8%	2.1%	27.2%	26.9%	-0.3%
Slough - National Difference	4.2%	8.4%		8.5%	11.4%		4.3%	3.0%	

The tables above are indicators of the success of Pupil Premium Pupils (these are pupils eligible for additional funding because of their Free School Meal entitlement.)

In 2013 the % of children gaining Level 4 in Reading, Writing and Mathematics at KS2 increased by 2%. Nationally this group of pupils increased in this category by 2%. However the 'gap' between Disadvantaged pupils and all other pupils in this achievement category has been reduced by 2%, which is significant.

At KS4 disadvantaged pupils gaining 5A*-C including English and maths has increased by 6.6% and the 'gap' between this group of pupils and all other pupils has been closed by 1.6%. In 2013 KS4 disadvantaged pupils have performed significantly better than national.

Slough schools, both secondary and primary, have been effective in securing above national expectations for the achievement of SEN and disadvantaged pupils. The schools have worked hard to ensure that the additional funding provided for these groups of pupils have been appropriately focused on the needs of the individual. A range of effective strategies have been deployed to ensure that these groups of pupils move towards academic outcomes achieved by all other groups.

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.

Another Key area for improvement is at KS2 and the primary heads and their staff are working hard to ensure that all pupils achievements are at, or above, national average. In recognition of this challenge for 2014/15 financial year there has been a small adjustment in the AWPU (the money a school receives per pupil) increasing the funds available to primary heads.

i) Participation in education and work based learning of 16 and 17 year olds, end 2011

Participation in education and work based learning of 16 & 17 year olds, end 2011

	Percentage of 16 & 17 year olds										
	Full-time education								WBL	Part-time education	Total
	Maintained schools	Sponsored Academies and CTCs	Converter Academies	Free Schools	Independent schools	Sixth form college	Other FE	Total			Education and WBL
Slough	24	5	18	0	0	2	25	74	2	9	85
National	17	3	12	0	6	11	30	78	5	5	88

This table indicates the percentage of 16 and 17 year old Slough pupils and the kind of education/work experience they are participating in. In Slough 74% of 16/17 year old pupils are in full time education and 85% in education or worked based learning (WBL).

7 **Pupils Outside of Borough Boundary**

Being aware that there are a number of schools on the boundary of Slough who have a significant intake from the borough; at the present time we do not have the results for these students. If this is a priority for the Members, this will be sought and reported at a later date. Members should be aware that there are limitations in what can be obtained to give a comprehensive picture of the attainment and progress of these pupils.

8 **Conclusion**

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.

Staffing for schools remains a very significant concern. Whilst not new for Slough, recruiting good teachers and support staff is proving challenging. Schools are looking at innovative ways to recruit and have also pursued recruitment from overseas. Nevertheless we cannot hide the fact that many colleagues in education can gain salaries of £3,000+ by travelling to schools inside the M25. Last year schools across the LA employed 142 NQT's (Newly Qualified Teachers), which was a significant rise from 2012. We have a substantial number of unfilled full time teaching vacancies in the primary and secondary schools and this often leads to difficulties as the schools attempt to raise standards. Recruitment remains the main impediment to improvement in a number of schools that find themselves in challenging circumstances.

9 **Appendices Attached**

None

10 **Background Papers**

None