

SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services Scrutiny Panel

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PART I **FOR COMMENT AND DISCUSSION**

ASSESSMENT AND EXAMINATION RESULTS FOR 2014-15

1 Purpose of Report

To provide validated results for all phases of education, apart from Key Stage 4 and 5 where the validated results are released on 26th January 2016.

2 Recommendation

The Committee is requested to note and acknowledge the success of local schools, children's centres and other provides in securing good assessment and examination results for the children in the borough; scrutinise the areas for improvement and seek clarity and assurance about what will be done to improve future performance which is sustainable.

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 8th 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 two 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.

(e) Workforce

There are no workforce implications.

6 **Supporting Information**

6.1 **Introduction**

Schools across Slough continue to work hard to improve standards. In 2015 there has been a slight decline in Key Stage 4 (KS4) results, the same results at Key Stage 2 (KS2), although these dipped when compared to the national average, and a significant increase in Early Years Foundation Stage results and Key Stage 1 (KS1).

ATTAINMENT

- Early Years Foundation Stage: Slough is ranked 5th (out of 11) when compared with its statistical neighbours for 'Good Level of Development'.
- Key Stage 1: the results are above the national average for reading, writing and maths combined, and slightly below the national average in speaking/listening.
- Key Stage 2: the results are slightly below the national average in reading and maths; at the national average in writing and 2% below the national average in combined Level 4+ in reading, writing and maths.
- Key Stage 2 Pupil Premium (PP) pupils have improved in reading, remained the same in writing and reduced by 3% in maths. However PP pupils in writing and reading remain above the national average.
- Key Stage 4: Slough has the 8th highest GCSE results (5 A*-C, including English and maths) when compared with the 152 local authorities across the country.

6.2 Overall, educational attainment is on an upward trajectory across all phases of education with reasonable sustainability. However, there are still significant improvements to be made across all phases of education, apart from Key Stage 4, in moving up into the second and first quartiles (the top 50% of authorities). Key Stage 2 is the biggest challenge and is key to improving the overall performance of all schools and primary schools. Continued attention needs to be focused on particular vulnerable groups (special educational needs, pupil premium, looked after children, particular ethnic groups) which will deliver improvements in aggregated Local Authority results.

All the details of the above are contained within the report.

The following information provides details of the validated results for Slough schools 2014/15, apart from Key Stage 4 which continue to be un-validated until 26th January 2016.

6.3 **Early Years Foundation Stage Profile (EYFSP) Data 2015:**

- 2,388 children completed the Early Years Foundation Stage in July 2015 and 65% achieved a Good Level of Development –GLD (achieving the Expected or Exceeding grade in all Prime Goals and all Literacy and Mathematics), an increase of 7% on 2014.
- Slough is ranked 5th amongst its statistical neighbours for GLD.
- 58% of children eligible for Free School Meals (FSM) achieved a Good Level of Development.
- 65% of children for whom English is an additional language (EAL) achieved a 'Good Level of Development'.
- 89.4% of children attained the Early Learning Goals for Physical Development, ranking the LA in 33rd place nationally (out of 152 local authorities).
- 70% of children attained the Early Learning Goals for Literacy, an increase of 5% on 2014.
- The 'inequality' gap (the achievement gap between the lowest 20% of achievers and the median score for all children) is now below the national average at 29.9%, ranking Slough 2nd amongst its 10 other statistical neighbours (eleven in total).

6.4 Early Years Foundation Stage results are showing year on year improvements and significant advances in the performance of disadvantaged groups with a closing of the gaps compared with their peers. This bodes well for their entry into statutory schooling and contributes to their success as they move forward with the next stages of their education.

6.5 Alongside this, there continue to be challenges in addressing the performance of the 35% of children who are not as yet achieving a 'Good Level of Development' which includes a significant number of vulnerable groups, such as those on free school meals (FSM) which is 8% below the national average. The Care and Quality Assurance team continue to provide support, advice, monitoring and challenge to promote higher levels of performance.

6.6 **Educational attainment for primary age children: (Provisional results)**

a) Year 1 Phonics: 2015

- 76.3% of Slough pupils are working at the required standard at 32 points or more (this figure includes Year 1 and Year 2 re-takes)
- For Year 1 pupils 77.6% are working at the required standard at 32 points or more (42nd nationally and in the top quartile).

The 2014 figure was 76.6%, thus giving an improvement of 1% on last year's results. However, given the 3% improvement nationally, Slough has decreased from 30th in the country to 42nd out of 152 authorities.

The trajectory is positive in that the results have improved year on year over the last four years. However, given the acceleration in national results of 3% over the last year, there is a challenge to Slough schools in similarly accelerating progress.

b) Key Stage 1 (KS1): 2015

- Reading (16th nationally) and writing (25th nationally) continue to improve with the former now being 2% above the national average, and the latter 1% above.
- Maths has improved by 1% and is 1% above the national average (18th nationally).
- There has been a slight improvement in speaking and listening standards, however Slough remains 1% below the national average.
- Science results have declined, and are now 4% below the national average

While reading, writing and maths need to be consolidated and extended to achieve excellence, priorities for the coming year include emphasis on promoting speaking and listening and extending children's attainment in science.

c) Key Stage 2 Results: 2014-15 Attainment

Key Stage 2 (KS2) are mixed for 2015:

- Reading has improved by 1%, however national improvement has been static, so Slough is now only 1% below the national average (113th nationally; third quartile).
- Grammar, spelling and punctuation (SPAG) has improved by 2% but the national result has improved by 4%, so Slough is now 2% below the national average (104th nationally; third quartile).
- Writing has improved by 1% and is now at the national average (72nd nationally; second quartile).
- Mathematics has remained static, whilst the national average has increased by 1%; as a result Slough remains 2% below the national average (122nd nationally; fourth quartile).
- The % of pupils gaining Level 4 or above in reading, writing and mathematics (the main indicator for KS2 results: R, W and M) has remained static whilst the national average has risen by 2%; therefore Slough is now 2% below the national average (116th nationally).
- One of the primary schools was identified for mal-administration during the course of the KS2 Statutory Assessment Tests (SATs) and as a result had a significant number of results removed from their data. The school was instructed by the DfE Standards and Testing Agency (STA) to pass on the teacher assessment to the respective secondary schools. Had these results been counted in the overall Local Authority (LA) results then the % of pupils gaining Level 4+, including reading, writing and maths would have increased by 1% and Slough would be 1% below the national average and would have a ranking around 95th nationally.

6.7 Priorities for Key Stage 2 attainment are improving reading, grammar, spelling and punctuation (SPAG), and especially maths. The latter is being pursued collectively across the Authority with two specific maths projects to address Year 6 performance and sustained improvement across Key Stage 2 in the longer term. Cambridge Education has been involved in identifying the schools and drawing them into these initiatives. Slough Learning Partnership is involved in co-ordinating, organising and supporting the delivery through an external provider working with specific schools which are receptive to this engagement.

6.8 **KS2 Expected Progress**

KS1 to KS2 progress has shown a slight decline in 2015.

- Reading has remained static and is 1% below the national average.
- Writing has declined by 2% and is 2% below the national average.
- Mathematics has declined by 2% and is now 3% below the national average.

Alongside areas for improvement with KS2 attainment there is a need to address KS2 progress (which is what pupils gain between the start and the finish of KS2) with reading, writing and especially maths. The planned maths projects will contribute to improving pupil progress.

6.9 **KS2 Pupils Achieving Level 5 or above (Attainment) – recognising that Level 4 is the expected level to achieve by the end of Key Stage 2.**

- Reading increased by 5% in 2014 but has slipped back by 2% in 2015 and is now 3% below the national average.
- Grammar, spelling and punctuation (SPAG) improved by 6% in 2014 and has increased again by 2% in 2015 and is now 3% above the national average.
- Writing has improved by 4% in 2015 and is 1% above the national average.
- Mathematics improved by 6% in 2014 but has slipped back by 3% in 2015 and is now at the national average.
- The % of pupils getting a Level 5 in reading, writing, and mathematics combined has remained static in 2015 and remains 1% above the national average (47th nationally out of 152 local authorities; 2nd quartile).

6.10 The priorities for the higher achievers in primary schools at KS2 are improvements in reading and maths. These have been identified as areas on which to focus, recognising the decline in reading performance needs to be redressed during this academic year. Not only is emphasis required on addressing the performance of less able pupils, but also work to be done on extending the achievements of the more able.

6.11 **KS2 Level 4+ attainment for SEN 2015 (SEN pupils are categorised as ‘SEN with a statement or Education, Health and Care plan) when compared against the national average for pupils with SEN**

- Reading 63% and 6% below the national average.
- Writing 55% and 3% below the national average.
- Maths 50% and 15% below the national average.
- Grammar spelling and punctuation (SPAG) is 42% and 3% below the national average.
- Level 4+ combined R, W+M is 36% and 7% below the national average.

6.12 The priorities for SEN attainment relate to all the key areas of reading, writing, SPAG, and especially maths. Clearly there continues to be a task to address in raising the attainment of children with SEN in all core subjects across the Authority to achieve and move beyond national averages.

6.13 KS2 Level 4+ attainment for pupils whose first language is other than English when compared with other pupils nationally whose first language is other than English: 2015

- Reading 89%, 2% above the national average.
- Writing 89%, 3% above the national average.
- Maths 87%, the same as the national average.
- Combined R,W+M 80%, 1% above the national average.
- Grammar, punctuation and spelling 84%, 1% above the national average.

6.14 Clearly, Slough pupils whose first language is other than English are above the national average in all core areas, apart from being at the national average for maths. The priority is to be aspirational in this area, congratulating these pupils, and consolidating and raising their attainment even higher in the future.

6.15 KS2 Level 4+ attainment by ethnicity in 2015. In each case comparisons are being drawn against other pupils nationally from the same heritage groups.

White heritage

- Reading 85%, 5% below the national average.
- Writing 81%, 6% below the national average.
- Maths 81%, 6% below the national average.
- Grammar, punctuation and spelling 69%, 10% below the national average.
- Combined R, W+M 72%, 8% below the national average.

Asian heritage

- Reading 91%, 2% above the national average.
- Writing 91%, 2% above the national average.
- Maths 89%, the same as the national average.
- Grammar, spelling and punctuation (SPAG) 87%, the same as the national average.
- Combined R, W+M 83%, 1% above the national average.

Black heritage

- Reading 87%, 2% below the national average.
- Writing 90%, 3% above the national average.
- Maths 82%, 3% below the national average.
- Grammar, spelling and punctuation 79%, 4% below the national average.
- Combined R, W+M 77%, 2% below the national average.

While pupils of Asian heritage are performing well, this is not the case across other groups. Priorities associated with heritage relate to improving attainment in all key areas of reading, writing, spelling, punctuation and grammar and maths for white pupils and those of black heritage. These groups have been identified previously for attention and this continues to be the case. While improvements have occurred across all groups, including white pupils and those of black heritage, it is the white pupils who continue to be the top priority, particularly with maths and SPAG.

6.16 Performance of disadvantaged pupils (those on Free School Meals and Looked After Children) for 2014/15: These are the pupils who receive additional funding (Pupil Premium) to assist in closing the educational gap between disadvantaged pupils and their peers.

- The % of Pupil Premium (PP) pupils gaining Level 4+ at KS2 in reading, writing and maths remained static in 2015 and is 1% below the national average.
- The % of PP pupils gaining 2 levels of progress in reading rose by 1% and is at the national average.
- The % of PP pupils gaining 2 levels of progress in writing dropped by 3% and is 1% below the national average.
- The % of PP pupils gaining 2 levels of progress in maths remained static and is at the national average.

The data indicates that there are still challenges to address in improving the performance of those pupils in receipt of the Pupil Premium, related to performance in reading, writing and maths when compared with other children nationally who are receiving this funding.

Looked After Children (LAC) achievement in comparison with overall results:

Priorities for Looked After Children are improving attainment at KS2 and KS4 as this is below national figures for Looked After Children and shows a substantial gap with other pupils in Slough which needs to be closed.

Performance of Pupil Premium Pupils at Key Stage 2 by Pupil Group:

- Last year concerns were reported about the attainment and progress of Asian Indian Pupil Premium pupils. It is pleasing to report that this year this group of pupils has performed significantly better in almost every subject (both boys and girls).
- Overall PP boys have increased the % Level 4+ in R, W+M by 2%, whilst PP girls have decreased 2% on the same measure.
- For both PP girls and boys writing has decreased slightly this year, whilst reading has improved.

This year the data indicates that the priorities are about improving the performance of White British and White Other pupils and those with SEN who are in receipt of the Pupil Premium. Other areas needing to be redressed are the writing of girls and boys, and maths for boys who are in receipt of the Pupil Premium. (See attached data in the appendix)

6.17 Provisional GCSE results for Slough Secondary Schools - Summer 2015

These GCSE results currently remain un-validated. GCSE validated results will be published on the 26th January 2016 and are therefore not available at the time of writing this report.

- The data (see attached in the Appendix) indicates that at GCSE results for Slough are significantly above the national average in all subjects. Some of this data will change when the validated data is published, but early indications are that on the most significant measure, 5 or more A*-C, including English and Maths, Slough is ranked 8th in the country, down 1 place on 2014.

- The data in the Appendix provides information on Slough's national ranking in a number of subjects. It is worth noting that Slough's ranking of 70th for the English Bacallaureate is because few of the schools enter all pupils for the combination of subjects required to contribute to a Bacallaureate.

GCSE A*-C in English and Maths

- In English there has been a decrease of 3.6% in the A*-C grades, however this is 3.9% above the national average.
- Maths has shown a decline in A*-C by 1.2%, although this is 5.7% above the national average.

These figures highlight the need to rectifying the dips in English and Maths. This is important in strengthening attainment and driving forward in securing even stronger GCSE results.

6.18 Expected Levels of Progress in English and Maths KS2 - KS4 (from the start to the end of secondary school education)

- 80.4% of pupils made the expected progress in English in 2015. This is a drop of 4.8% against a national drop of 1.6%. This is 10.4% above the national average.
- There was a slight increase in the percentage of pupils making expected progress in maths, 0.7%. This is 11% above the national average.

While pupils are making good progress on their journey through secondary education, the decrease in English performance needs to be redressed. The data on progress strengthens the argument for focusing on English performance with both attainment and progress across the secondary phase.

6.19 Performance of Pupils with Special Educational Needs for 2014/15:

Pupils with Special Educational Needs (SEN) have achieved slightly better in comparison to pupils with no SEN.

- At KS2 SEN pupils who gained Level 4 or above in reading, writing and maths increased by 6%.
- The gap between SEN and non-SEN pupils at KS2 has narrowed from 54% in 2013 to 47% in 2014. This is a very positive step forward.
- At KS4 the % of SEN pupils gaining 5 A*-C, including English and maths has decreased by 2%. However because the % of non-SEN pupils gaining 5A*-C, including English and maths decreased by 3%, the gap between SEN and non-SEN has narrowed by 1%.

The performance of SEN pupils at KS2 with reading, writing and maths needs to be celebrated, particularly recognising that they are closing the gap between their performance and their non-SEN peers. Yet, there is no room for complacency as there is still a substantial gap at KS2 and KS4 to be overcome.

6.20 Pupil Premium (PP) at Key Stage 4:

- PP pupils gaining 5A*-C, including English and maths has decreased 3%.
- PP pupils gaining 3 levels of progress (between KS2 and KS4) in English has decreased by 0.7%.
- PP pupils gaining 3 levels of progress in maths has decreased by 8%.

At GCSE PP results have declined slightly in English, but more significantly in maths. At this stage there is a further wait however for the performance tables to measure this against national figures. Certainly the current data to hand indicates where emphasis needs to be placed with these pupils in receipt of the Pupil Premium, which is particularly on maths.

6.21 Key Stage 5 including 'A' Level results: provisional for 2014/15: Data release is on 26th January 2015

Whilst there has been a slight decline in the average point scores achieved at KS5 in Slough (see data in Appendix), the results remain well above the national average.

- For students achieving 3 or more A Levels (or equivalent) at A*-E in Slough, the performance improved from 82.7% to 94.6%: a 11.9% increase. A similar improvement occurred with students achieving 2 or more A Levels (or equivalent) at A*-E, improving from 92.8% to 98.9%: a 6.1% increase.
- At 'A' level there has been a 0.7% decline in the pass rate for those taking 3 or more A levels.
- For those taking 2 or more A levels (including equivalent) the pass rate has dropped by 1.3%.

Overall, the Key Stage 5 results have been very successful this year. However, the data points towards the importance of monitoring this lower pass rate and considering actions to rectify this in the future.

6.22 Key Stage 4 and 5 Destinations:

- Slough has 95% of its KS4 cohort from 2012/13 going on to, or remaining in, an education, employment or training destination in 2013/14. This places Slough as first when compared with its ten other statistical neighbours, with the national and South East figure being 92%.
- The percentage of students in 2012/13 who entered on to A Level or other Level 3 qualifications, going to, or remaining in, an education and/or employment/training institution in 2013/14 is 77% for Slough. This places the Authority in 5th position when compared with its ten other statistical neighbours and well above the national and South East averages of 73 and 68% respectively.

6.23 Post 16 engagement

- Currently: Not in Education, Employment and Training (NEET), the rate for Slough as a snapshot is 4.3% which is below Slough's set target of 5% (national 4.8% and statistical neighbours 4.95% in 2014). Overall, a positive result.
- Slough's has a current 'Not Known' rate of 8.9% (snapshot on 03/12/2015) while it is 8.5% nationally and 7.1% for statistical neighbours in 2014.

Priorities are around identifying the 'Not knowns' and further reducing the number of NEETS.

6.24 The current Ofsted gradings for schools in Slough

	Nursery	Primary: Maintained	Primary: Academy	Primary: Free School	Secondary: Maintained	Secondary: Academy	Secondary: Free School	Special: Maintained	Special: Academy	Total
No formal designation	0	0	2	0	0	0	2	0	0	3
Inadequate	0	0	0	0	0	0	0	0	0	2
Requires Improvement (prev. Satisfactory)	0	3	4	0	2	0	0	0	0	9
Good	3	8	6	1	1	1	0	1	1	21
Outstanding	2	2	3	0	1	6	0	0	1	15
Total	5	13	15	1	4	7	2	1	2	50
	5	29			13			3		50

Rating	Nursery	Primary: Maintained	Primary: Academy	Primary: Free School	Secondary: Maintained	Secondary: Academy	Secondary: Free School	Special: Maintained	Special: Academy	Total
Inadequate	0%	0%	0	0%	0%	0%		0%	0%	4%
Requires Improvement (prev. Satisfactory)	0%	23%	27%	0%	50%	0%		0%	0%	19%
Good	60%	62%	40%	100%	25%	14%	#DIV/0!	100%	50%	45%
Outstanding	40%	15%	21%	0%	25%	86%		0%	50%	32%

This table conveys some very positive data about the success of Slough schools:

- The strength of Slough nurseries: all are good or outstanding (100%).
- The strengths of Slough secondary schools and the high percentage of schools which are good or better (82% in Slough, whereas nationally this is at 75%), and the percentage which are outstanding (64%), which is one of the highest percentages in the country.
- The strengths of Slough special schools where all are good or outstanding (100%).

This table above highlights the priority for school improvement, which is to increase the number of primary schools which are good and better (currently at 68% of all Slough primary schools and 77% of Slough maintained schools, whereas the national average is 85%). Since 2010, when there were 6 primary schools in special measures, significant improvements have been made. Over time, these schools in 'Special Measures' (Ofsted grading) have improved. Focus has then been transferred to driving forward with those schools 'Requiring Improvement'. More recently, attention has been given to those schools which are 'Good' or 'Outstanding', yet showing some signs of vulnerability.

7. Conclusion

Schools are very clear about their responsibilities to provide high quality and effective education. They are geared up to address performance even though they face considerable challenges associated with inward migration into the community and its schools, a rapid churn of pupils in and out of their schools, difficulties with teacher recruitment and retention, and shortcomings in the quality of some of the work force. At the same time, 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 (LAC), 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.

Priorities for the year ahead relate to increasing the effectiveness of Slough primary schools so that a higher percentage of pupils are in schools which are good or better, extending performance at Key Stage 2 with attainment and particularly progress, and closing the gap between the achievements of vulnerable groups and their peers.

8 **Comments of Other Committees**

This information has not been to any other committees.

9 **Appendices Attached**

'A' - Education Results.

10 **Background Papers**

None.