

## **SLOUGH BOROUGH COUNCIL**

**REPORT TO:** Education and Children's Services Scrutiny Panel

**DATE:** 9<sup>th</sup> February 2017

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**WARD(S):** All Wards

### **PART I** **FOR COMMENT AND CONSIDERATION**

#### **ASSESSMENT AND EXAMINATION RESULTS FOR 2015-16**

1 **Purpose of Report**

To provide results by school (2016) for Key Stage 2 and 4 with a breakdown of SEND and ethnicity per school.

2 **Recommendation**

The committee is requested to note and acknowledge the results of each school by SEND and ethnicity as requested. The committee needs to consider a task and finish group to ascertain how it can move forward and support schools in achieving higher outcomes for different categories of pupils.

3 **The Slough Joint Wellbeing Strategy, the JSNA and the Five Year Plan**

3a **Slough Joint Wellbeing Strategy Priorities**

Priority 1 – Protecting vulnerable children

3b **Five Year Plan Outcomes**

Outcome: Children and young people in Slough will be healthy, resilient and have positive life chances

#### 4 **Implications**

(a) Financial

There are no significant financial implications associated with this report.

(b) Risk Management

<b>Risk</b>	<b>Mitigating action</b>	<b>Opportunities</b>
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.

#### 5 **Supporting Information**

##### **Introduction**

- 5.1 Following the cabinet meeting on 8<sup>th</sup> December 2016 this paper shows a more detailed breakdown of the results of each school in Slough at KS2 and 4 by ethnicity and SEND (In Appendix A,B and C). The breakdown is in 5 ethnic groups (the largest groups in Slough) which include: Pakistani; Indian; white British; white other and black African.

The headline figures are:

## Key Stage 2

- 5.2 **Key Stage 2 attainment:** At KS2 for attainment in Reading, Writing and Maths, Slough achieved the following overall:

	All pupils	SEND	Pakistani	Indian	White British	White Other	Black African
<b>National</b>	53%	16%	47%	65%	54%	48%	54%
<b>LA</b>	54.6%	16.1%	53.7%	72.4%	47.9%	43.8%	51.9%

Slough performed in line with national average for pupils with SEND and above national average for Pakistani and Indian groups. However, Slough achieved under the national average for the three other ethnic categories identified above.

### Key Stage 2 progress: Reading

	All pupils	SEND	Pakistani	Indian	White British	White Other	Black African
<b>LA</b>	-0.2	-1.6	0.0	0.7	-1.3	-0.3	0.6

### Key Stage 2 progress: Writing

	All pupils	SEND	Pakistani	Indian	White British	White Other	Black African
<b>LA</b>	1.3	0.1	2.3	0.8	-0.5	2.2	2.4

### Key Stage 2 progress: Maths

	All pupils	SEND	Pakistani	Indian	White British	White Other	Black African
<b>LA</b>	0.8	-0.6	1.4	2.8	-1.7	1.6	-0.1

## Summary

- 5.3 The overall progress for Pakistani, Indian, white other and black African pupils is positive. White British pupils are under performing and this seems to be in line with national trends. The overall progress of SEND pupils shows under performance.
- 5.4 There are complexities in doing a desktop analysis on results for each school because each reason for under performance may be unique to that school. For example, smaller numbers may contribute to a seemingly larger picture of under performance if just one or two pupils do not reach their target.
- 5.5 The results by ethnicity and SEND for each school and each assessment are wide and varied. The headline data is available in appendix A but a further deeper analysis, if required, should be the objective of a task and finish group to ascertain what the priorities should be going forward. There are 27 primary schools to be analysed further. We would need more input from those individual primary schools to learn more about the performance of specific groups.

## Key Stage 4

5.6 At KS4 Progress 8 measures for SEND and 5 largest ethnic groups are as follows:

	All Pupils	Special Needs	Ethnicity				
		SEND	Pakistani	Indian	White British	White Other	Black African
National	-0.03	-0.55	0.13	0.47	-0.11	0.42	0.34
Slough LA	0.22	-0.27	0.28	0.40	-0.28	0.44	0.34
Slough Non Selective	0.09	-0.37	0.21	0.14	-0.43	0.39	0.30
Slough Selective	0.46	0.36	0.50	0.53	0.25	0.58	0.71

## Summary

5.7 Slough has performed extremely well overall for progress 8 results against the national average in both selective and non-selective settings. With regards to SEND Slough has performed better than the national average. With regards to ethnicity Slough schools overall have shown better than expected progress for all groups except white British pupils. A closer look at appendix B provides an insight into individual school performance with regards SEND and ethnicity.

5.8 As discussed above there are complexities in doing a desktop analysis on results for each school so a task and finish group would be appropriate to have a deeper analytical look at each school and ascertain reasons behind the data.

## 6 Conclusion

6.1 Information has been provided to the Education and Children's Services Scrutiny Panel and a decision by the panel is needed on how it would like to proceed with the information and data available.

## 7 Comments of Other Committees

7.1 This information has not been to any other committees.

## 8 Appendices

**Appendix A** – Key stage 2 results by SEND and ethnicity

## 9 Background Papers

None.