

## **SLOUGH BOROUGH COUNCIL**

**REPORT TO:** Education & Children's Services Scrutiny Panel **DATE:** 13<sup>th</sup> March 2019

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**WARD(S):** All Wards

### **PART I** **FOR COMMENT & CONSIDERATION**

#### **SCHOOL STANDARDS**

##### **1. Purpose of Report**

To provide an overview of education outcomes in the Slough at EYFS, KS2, KS4 and KS5 and look at patterns of achievement for schools and groups of pupils, in order to better inform strategic planning.

##### **2. Recommendation(s)/Proposed Action**

The Panel is requested to note the report and comment as appropriate.

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

###### **3.1. Slough Joint Wellbeing Strategy Priorities**

*The work of Slough schools supports the following priority:*

2. Increasing life expectancy by focusing on inequalities

###### **3.2. Five Year Plan Outcomes**

**This report refers to priority outcome 1 of the Five Year Plan**

Slough children will grow up happy, healthy and successful

##### **4. Other Implications**

- (a) Financial

School improvement functions have historically been funded by the Education Services Grant (ESG) from central government and the centrally retained Dedicated Schools Grant (DSG). The ESG is no longer paid to the LA and changes to school funding regulations

mean that it is no longer possible to centrally retain funding for school improvement from the DSG.

The council now receives a £50,000 grant from the government in order to carry out statutory duties for maintained schools only. In the 2018/19 financial year the council increased its internal funding for school improvement to maintain levels of support, but this is not sustainable. We are currently consulting with schools on a collaborative approach to funding school improvement services in Slough.

(b) Risk Management

Each of the targets within the Outcome 1 plan are already included within the service planning framework of the relevant council directorates and overseen by the corporate Five Year Plan Board, Cabinet and Scrutiny Panels.

<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 the local authority'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**

### **5.1 Statutory Duties**

The local authority (LA) has a statutory duty 'to promote high standards and fulfilment of potential in schools so that all children and young people benefit from at least a good education.' (Education Act and Inspections Act 1996). Any child learning within the borough is a local authority pupil regardless of the form of governance of the school or their place of residence. The local authority also has a statutory duty (Children Act 2004, 2006) to act as the champion for all children and young people in the borough and is responsible for maintaining an overview of the effectiveness of all schools including sponsored academies, converter academies, free schools, the local college and training providers. The LA has a statutory duty to intervene in maintained schools of concern, whilst academies and free schools are overseen by the Regional Schools Commissioner.

### **5.2 School Effectiveness Strategy**

The Slough School Effectiveness Strategy was updated in 2018/19 and implemented from September 2018. It sets out the council's approach to school improvement and effectiveness. The emphasis has been on schools identifying their own strengths and areas for development in order to contribute to the school system. The new format of school visits based on schools self-evaluation has been well received by the school community.

The national context and policy direction is for schools to be increasingly autonomous, responsible for their own improvement and free to make the decisions that they believe will enable them to secure the best outcomes for children and young people. The LA welcomes this autonomy, challenging schools to achieve high standards and working with schools in partnership, facilitating and brokering activity that supports school improvement. The LA does not offer direct school improvement services, but offers support via visits from local school effectiveness consultants and the facilitation of collaborative projects and networks.

### **5.3 The School Effectiveness Team**

The School Effectiveness team consists of a small core group which includes permanent staff and a team of consultants.

- Service Lead – School Effectiveness
- Education Safeguarding Officer
- Standards and Effectiveness Officer (SEND)
- External consultant team
- Senior Education Liaison Officer (2 days a week, seconded role)

## 5.4 Type of School

Governance arrangements in Slough LA schools are diverse. The table below shows the number of schools and nurseries along with their governance arrangements:

**Table 5a: Type of School (January 2019)**

Type of school	Nursery	Primary	Secondary	All through	Special	Pupil Referral Unit	Total
Maintained Community	5	3	1	0	0	0	9
Maintained Voluntary-Aided	0	4	1	0	0	0	5
Voluntary Controlled	0	1	0	0	0	0	1
Maintained Foundation	0	2	0	0	0	0	2
Academy	0	17	9	0	2	1	28
Free School	0	2	3	1	0	0	6
<b>Total</b>	<b>5</b>	<b>29</b>	<b>14</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>52</b>

## 6. Summary of education outcomes in Slough 2017/18

- 65% of state funded schools (including nurseries) are academies or free schools.
- 75% of primary, secondary, special schools and PRUs combined are academies or free schools
- The proportion of good and outstanding schools in the LA is 86% which is equal to the national average.
- Standards in key measures are above national average in EYFSP, Key Stage 2 and significantly above the national average at Key Stage 4.
- Standards at KS5 are below the national average at Post-16 for A-Level and in line with the national average for pupils attaining AAB in facilitating subjects.
- In the Early Years Foundation Stage Profile the LA ranks 40<sup>th</sup> against all other local authorities for pupils achieving a good level of development which has increased by 23 places from 63<sup>rd</sup> in 2017 and 43 places from 83<sup>rd</sup> in 2016.
- At KS2 the LA is ranked 32<sup>nd</sup> against all other local authorities for pupils achieving the expected standards in reading, writing and maths combined which has increased by 23 places from 55<sup>th</sup> in 2017 and 31 places from 63<sup>rd</sup> in 2016.
- At KS4 the LA is ranked 17<sup>th</sup> for progress 8 against all other local authorities, decreasing by three places from 14<sup>th</sup> in 2017 and one place from 16<sup>th</sup> in 2016.

- At KS5 the LA is ranked 76<sup>th</sup> out 152 LAs for average point score entry per A-Level, a decline of 26 places from 50<sup>th</sup> in 2017. It is ranked 60<sup>th</sup> for AAB in facilitating subjects, a decline of 31 places from 2017.
- Girls are outperforming boys at all key stages but the gaps are greatest at KS4.
- Outcomes for disadvantaged pupils are above the national average at KS2 and the gaps between disadvantaged and not disadvantaged are smaller than the national average. At KS4 outcomes for disadvantaged pupils are above the national average, however the gap between disadvantaged and not disadvantaged is higher than the national average.
- White British pupils are the lowest performing ethnic group and the Indian group are the highest performing. However, the biggest correlations for low attainment continue to be gender, disadvantage and SEND; consequently boys who are disadvantaged and/or SEND are amongst the lowest performing groups.

Outcomes are explored in greater detail in Appendix A 'Slough Local Authority School Outcomes Report 2018'

## **7. Comments of Other Committees**

This information has not been to any other committees.

## **8. Conclusion**

Outcomes in the LA continue to improve against national averages and the gap between most groups is generally smaller within the LA than compared against the national averages. There remain areas for improvement when looking at outcomes for specific cohorts of pupils and in particular the disadvantaged

The LA continues to play a key role as a facilitator and enabler of school to school support, bringing stakeholders together to lead and share effective practice. The LA holds an overview of standards and trends across schools and is therefore in a key position to be able to share this information to effective use. More information and the LA's role and partnerships can be seen in Appendix A section 2 and 3.

## **9. Appendices Attached**

Appendix A – Slough Local Authority School Outcomes Report 2018

## **10. Background Papers**

1. LA School Effectiveness Strategy 2018-19 (on request)
2. Slough Education Partnership Board terms of reference (on request)
3. Slough School Improvement Board terms of reference (on request)

Results for all schools, multi-academy trusts and local authorities nationally can be found on the DfE Website <https://www.compare-school-performance.service.gov.uk>