



<u>Committee and Date</u>	<u>Item</u>
Young People's Scrutiny Committee	6
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	<u>Public</u>

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SCHOOL PERFORMANCE 2013

1. Summary

This report provides an overview of the performance of primary and secondary schools in Shropshire in 2013. It summarises the headline outcomes for pupils at each stage of education, as measured by the National Curriculum assessment arrangements and GCSE examinations. It also summarises the outcomes of Ofsted inspections of schools.

2. Recommendations

That members accept the position as set out in the report.

REPORT

3. Risk Assessment and Opportunities Appraisal

Not applicable.

4. Financial Implications

There are no financial implications.

5. Background

- 5.1 Outcomes for pupils in Shropshire over time have been above the national average. They have also been in line with, or more usually above, the average across the group of local authorities judged to be closest in terms of comparisons (the statistical neighbour group of 11 local authorities). Outcomes broadly reflect this pattern for 2013.
- 5.2 When children are five they are assessed by their teachers against the Early Years Foundation Stage Profile (EYFSP). In 2013 the proportion of pupils in Shropshire achieving expected outcome in all areas of learning was ahead of national expectation in all seven areas and this placed Shropshire fourth within the statistical neighbour group.
- 5.3 When children are seven they are assessed against key stage 1 expectations in reading, writing and mathematics. Level 2 or above is the expectation, with level 2B+ being a good level of attainment and level 3 a very good level of attainment. Shropshire's data shows an overall improvement in outcomes in all subjects at all levels over the last three years. Results in reading, writing and mathematics were ahead of national averages at level 2+, 2B+ and level 3 in 2013 and most often in first or second place in the statistical neighbour group.
- 5.4 When children are 11 they are assessed against key stage 2 expectations. In previous years these assessments have focussed on an assessment for English overall, and an assessment for mathematics. In 2013 this changed and children were assessed separately for reading and writing. Level 4 or above is the expectation, with level 4B+ being a good level of attainment, level 5+ being very good and level 6 being the highest level possible. Results across all subjects place Shropshire in the top three at level 4+ but only mid-table at the higher level 5+. This follows a very successful year in 2012, when Shropshire's outcomes placed it as the highest performing LA within the statistical neighbour group on a third of the 12 reported key indicators, and in the top third on all other reported indicators, including those related to level 5 attainment and to progress.
- 5.5 At key stage 2 the progress children have made from key stage 1 is also measured, with children expected to make at least 2 levels progress. If they make 3 levels progress they are making better than expected progress. In Shropshire the proportion of children making expected progress was in-line with national figures in reading and writing but below in mathematics, whilst the proportion of pupils making better than expected progress was below the national figure in all 3 subjects. When compared with the progress made by children in LAs within the statistical neighbour group Shropshire is mid-table, or just below. These outcomes confirm that, although children do well in Shropshire they could make better progress.

- 5.6 The DfE set minimum expectations for attainment at the end of key stage 2, and only schools with a cohort size of over 10 children count. In 2013 eight primary schools fell below the minimum level, compared with only four in 2012, but 10 in 2011. Given the size of Shropshire's cohorts this data fluctuates year-on-year and only four of the eight schools below the minimum standard in 2013 have been below in at least one of the previous years (2011 and 2012).
- 5.7 At age 16 (end of key stage 4) pupils are assessed at GCSE, or equivalent. Shropshire's pupils gained more A*-C GCSEs or equivalent including English and mathematics in 2013 than in 2012 (60.1% compared to 58.6%). The Shropshire 2013 result is also better than the average for other similar local authorities (58.6%), ranking Shropshire third out of all 11 statistical neighbours.
- 5.8 Although the GCSE data for 2013 is still provisional, the initial indication is that the proportion of pupils who made expected progress in English is just below the national average, and the proportion who make more than expected progress is below the national. In mathematics the proportions of pupils who made expected or more than expected progress was in line with the national averages. In science the proportions of pupils who made expected and more than progress were above the national averages.
- 5.9 Again the DfE set minimum expectations for attainment at the end of key stage 4. In 2012 one secondary school had fallen below this standard and in 2013 this school's headline figure improved by 30%. In 2013 a different secondary school fell below the standard.
- 5.10 The underperformance of disadvantaged pupils has been a priority for Shropshire because over time the gap between the outcomes for pupils entitled to FSM and their peers in Shropshire has been bigger than the national gap, especially at KS4. This gap has closed from 12% greater than national average in 2012 to 3% greater than national average in 2013. Ofsted inspectors are required to make a judgement on whether schools are making effective use of the pupil premium to improve the progress of disadvantaged pupils. Across almost 40 primary and secondary school inspections between April and 25 November 2013, all reports except one (where there were no eligible pupils) identified effective or very effective use of the pupil premium.
- 5.11 School Improvement Advisers (SIAs) review school performance routinely and twice a year the School Improvement Team undertakes a School Performance Monitoring (SPM) process. This identifies schools in need of a low, medium or high level of challenge and support, with letters feeding back the judgements to headteachers and to the Chair of governing bodies. This is intended to reinforce the fact that school leaders (including governors) are responsible for the improvement of their schools, with the local authority having a responsibility to challenge underperformance. Ofsted inspections often report that the

LA knows its schools well and matches the level of challenge and support proportionately to need. The SPM process also means that the LA is able to take pre-emptive action and target schools that are vulnerable, to ensure improvement. (Appendix A)

- 5.12 However, in contrast with the good levels of achievement and evidence of successful intervention in schools, the number of schools in Shropshire judged by Ofsted to be inadequate has been high. During 2012/13 the figure rose to nine (two secondary, seven primary), but by September 2013 it had dropped to seven (two secondary, five primary). These schools receive significant amounts of targeted support from the local authority, which also brokers the support of a headteacher from a good or outstanding school. They also receive regular monitoring visits by Her Majesty's Inspectors (HMI), where a judgement is made about LA support to the school. In all cases LA support has been judged to be at least appropriate, and is more often judged to be good. (Appendix B)
- 5.13 Schools judged to require special measures are expected by the DfE to become sponsored academies, with a current emphasis on strong local partnerships to secure improvement. Shropshire currently has one secondary and one primary sponsored academy. A further three schools (one secondary and two primary) are expected to become sponsored academies. These outcomes are the result of significant work by LA Officers to engage stakeholders, including governors. In two cases an Interim Executive Board has replaced the governing body of the school.
- 5.14 Wider Ofsted judgements have also been in contrast to the good outcomes for pupils. Shropshire began 2012/13 with a lower than national proportion of schools judged to be good or outstanding, and a lower proportion of children attending good and outstanding schools, especially in the primary sector. Data for Shropshire updated to 25 November 2013 demonstrates significant improvement. 75% of primary schools are now judged good or outstanding (compared to 55% in August 2012) and 78% of pupils attend good or outstanding schools (compared to 59% in August 2012).
- 5.15 The most recent national data (September 2013) suggests that 78% primary schools are judged good or outstanding and 78% of pupils attend good and outstanding schools. Updated national data will be reported in the HMCI Annual Report due to be published early December. It is expected to show further improvement and Shropshire is likely to remain below the national average. However, Shropshire can evidence significant improvement. Of the 30 primary inspections since April 2013, 25 schools have been judged good or outstanding, with 12 moving to good or outstanding from a judgement of inadequate or satisfactory. This includes three primary schools which have moved from inadequate and been judged to be good. (Appendix C)

5.16 There have been fewer inspections of secondary schools, and less volatility. Three schools maintained good or outstanding judgements, one moved from satisfactory to good and another from good to outstanding. Four were judged to require improvement, one of which dropped from a judgement of good. One LA maintained school is judged to be inadequate and is subject to HMI monitoring. Across the full range of schools the judgements on LA support has been positive. (Appendix D)

6. Additional Information

None

List of Background Papers (This MUST be completed for all reports, but does not include items containing exempt or confidential information)

Cabinet Member (Portfolio Holder)

Ann Hartley

Local Member

N/a

Appendices

Appendices A-D Extracts from Ofsted Reports