



Date: Wednesday, 28 September 2022

Time: 1.30 pm

Venue: Shrewsbury/Oswestry Room, Shirehall, Abbey Foregate, Shrewsbury, Shropshire, SY2 6ND

Contact: Ashley Kendrick, Committee Officer  
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## PEOPLE OVERVIEW COMMITTEE

### TO FOLLOW REPORT (S)

#### **7 2022 Educational Achievements and Outcomes** (Pages 1 - 8)

To scrutinise pupil attainment and to identify future lines of enquiry to support improved attainment.

Contact Steve Compton – 01743 254444

#### **8 Update to School Place Planning in Shropshire** (Pages 9 - 14)

To receive further information on the forecast demand for school places in the local authority area.

Contact Phil Wilson – 01743 254344

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<u>Committee and Date</u>
People Overview
Wednesday 28 September 2022

<u>Item</u>
<u>Public</u>

## 2022 EDUCATIONAL ACHIEVEMENTS AND OUTCOMES

**Responsible Officer:** Steve Compton  
e-mail: Steve.compton@shropshire.gov.uk Tel: 01743 254444

### 1. Synopsis

1.0 The report provides an overview of school outcomes for 2022 and the process of statutory monitoring of schools completed by Shropshire Council.

### 2. Executive Summary

2.0 Schools undertook a full range of pupil assessments in 2022 following disruption in 2020 and 2021 due to Covid.

2.1 The assessments undertaken include Good Levels of Development in Early Years, Phonics, KS1 SATs, KS2 SATs and KS4 examinations.

### 3. Recommendations

- 3.1. That the People Overview Committee notes the report.
- 3.2. That a future update is requested, including KS5, once nationally validated assessment information is published.

## REPORT

### 4. Risk Assessment and Opportunities Appraisal

Not applicable

### 5. Financial Implications

**None**

## **6. Climate Change Appraisal**

**Not applicable**

## **7. Background**

7.1 2019 was the last year of outcome measures for early years, key stage 1, key stage 2 and key stage 4.

7.2 In 2020 and 2021 there were no primary school outcome measures.

7.3 GCSE results in 2020 and 2021 were awarded by Teacher Assessed Grades (TAGs). This means that 2020 and 2021 GCSE outcomes were not comparable with 2019 outcomes.

7.4 Ofqual stated the following for GCSE outcomes: 'In transition year 2022 the aim will be to move grading to a point close to midway between 2021 and 2019 (Results higher than in 2019, but not as high as in 2020)'.

7.5 Covid has affected local authorities unequally and care must be taken when making comparisons.

7.6 Initial data is released in the summer. Further data sets/validated outcomes become available at different points in the year:

- EYSFP (Early Years Foundation Stage Profile) – DfE are scheduled to publish data in November 2022 date to be confirmed (National/Regional/ LA level only).
- Key Stage 1 and Phonics – DfE are scheduled to publish data on the 6th October 2022 (National/Regional/ LA level only).
- Key Stage 2 - Validated data is expected in December. (National/Regional/ LA level only).
- Key Stage 4 - Validated data for KS4 is not usually published until February and will be potentially released alongside the Secondary Performance Tables release.
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7.7 Any school level data must be treated with caution due to the impact of Covid.

## **8. Outcome data**

### **EYFSP**

	GLD (2022)	APS (2022)	GLD (2019)	APS (2019)
Shropshire	65.0%	31.6	72.6%	35.9
National NCER	65.2%	31.1	71.8%	34.6

(NCER: National Consortium for examination results)

GLD – Good level of development

APS – average points score across all learning goals.

8.1 Children are defined as having reached a good level of development if they have achieved at least the expected level in 3 prime areas of learning: - personal, social and emotional development, physical development, communication and language and specific areas in mathematics and literacy.

8.2 The data shows as we would expect a drop in outcomes compared to the pre-pandemic data. Shropshire's data for the percentage of children achieving GLD has fallen more than the national data. We can break the data down further into the different goals as shown below.

	GLD (%)	APS	COM (%)	PSE (%)	PHY (%)	Prime Goals (%)	LIT (%)	MAT (%)	UTW (%)	EXP (%)	Specific Goals	All Goals
LA	65.0	31.6	83.2	85.6	88.0	76.9	68.3	77.6	85.3	89.4	66.2	64.3
National (NCER)	65.2	31.1	79.5	83.0	84.8	74.2	68.0	75.9	79.6	84.5	64.9	63.4

8.3 Shropshire's data is higher than average in all areas but lower outcomes in literacy in some schools has resulted in the GLD measure being marginally lower than the national average. It is important to note that the % achieving Prime Goals is above the national average – The Prime Goals are the basis for all learning.

### **Phonics**

	Expected Standard Y1 (2022)	Expected Standard Y2 (2022)	Expected Standard Y1 (2019)	Expected Standard Y2 (2019)
LA	75.2%	45.4%	80.9%	55.7%
National (NCER)	75.5%	44.1%	81.9%	55.9%

8.4 The results are lower than 2019 but the gap between Shropshire and National data has reduced from 1.0% to 0.3% on the key measure of pupils achieving the expected standard in Y1.

8.5 Shropshire outperformed the national average in terms of pupils achieving the measure in Y2.

### **KS1 data**

	Reading (Expected level) 2022	Reading (Greater depth) 2022	Reading (Expected level) 2019	Reading (Greater depth) 2019
LA	66.1%	17.4%	74.0%	26.4%
National (NCER)	66.9%	18.0%	74.9%	25.0%

	Writing (Expected level) 2022	Writing (Greater depth) 2022	Writing (Expected level) 2019	Writing (Greater depth) 2019
LA	54.9%	8.0%	67.0%	15.1%
National (NCER)	57.6%	6.8%	69.2%	14.8%

	Maths (Expected level) 2022	Maths (Greater depth) 2022	Maths (Expected level) 2019	Maths (Greater depth) 2019
LA	64.2%	8.1%	73.4%	21.4%
National (NCER)	67.7%	6.6%	75.6%	21.7%

8.6 Writing is the subject in which standards fell most at LA and national level. This will be related to the challenges of practising writing while remote learning was in place.

8.7 KS1 data shows that standards in reading, writing and maths remain below the national average at expected level but there is a degree of success at greater depth where Shropshire exceeds the national average in writing and maths. The data for % of pupils achieving greater depth in reading, writing and maths (RWM) in Shropshire is 5.9% compared to a national average of 5.3%.

### **KS2 data**

	Reading (Expected level) 2022	Reading (High Score) 2022	Reading (Expected level) 2019	Reading (High Score) 2019
LA	74%	25%	75%	28%
National (NCER)	74%	28%	74%	27%

	Writing (Expected level) 2022	Writing (Greater depth) 2022	Writing (Expected level) 2019	Writing (Greater depth) 2019
LA	65%	10%	79%	21%
National (NCER)	69%	13%	79%	20%

	Maths (Expected level) 2022	Maths (High score) 2022	Maths (Expected level) 2019	Maths (High score) 2019
LA	68%	17%	79%	26%
National (NCER)	71%	22%	79%	27%

8.8 A full understanding of KS2 will not be possible until we have the publication of LA and national progress scores. The attainment data suggests that although outcomes fell nationally, Shropshire has seen a bigger fall than the national average. One possible reason for this may have been that Shropshire schools were affected significantly by the Omicron variant. This can be seen in attendance data for 2022; Shropshire's attendance usually exceeds the national average but, for much of 2022, Shropshire was below the national average due to Omicron cases.

## 2.5 KS4 data

	A8 Score 2022	EBacc APS 2022	% achieving grade 4 or above in English 2022	% achieving grade 5 or above in English 2022	% achieving grade 4 or above in Maths 2022	% achieving grade 5 or above in Maths 2022
All Shropshire Secondary Schools (excluding PRU and Special)	48.3	4.19	81.0	65.8	72.8	50.9
National (NCER)*	47.8	4.4	78.4	64.7	72.2	53.9

8.9 The national data is an emerging data set as the above national data is based on submissions from only 59 LAs. This data should be used with caution.

8.10 We are still waiting for the full national comparison data and the key Progress 8 data. Therefore it is difficult to draw too many conclusions at this stage. We cannot draw meaningful comparisons with any other years due to the Covid pandemic. The data does confirm that performance at 4+ in English and maths is strong and likely to exceed the final national average. The same is true for 5+ in English whilst performance at 5+ in maths is likely to be below the final national average. 2019 data is shown below but it must be remembered that direct comparisons cannot be drawn on the data only on trends. It should be noted that the percentage of pupils achieving a grade 5+ in English has moved from below the national average in 2019 to above the national average in 2022.

	A8 Score 2019	EBacc APS 2019	% achieving grade 4 or above in English 2019	% achieving grade 5 or above in English 2019	% achieving grade 4 or above in Maths 2019	% achieving grade 5 or above in Maths 2019
Shropshire	46.1	4.05	77.0	59.7	72.0	46.5
National	46.5	4.06	75.9	60.7	70.2	49.2

## **9. Monitoring of schools**

### **The Statutory role of Local Authorities**

9.1 The role of local authorities is outlined on page 36 of '[Schools causing concern](#)'. P36 states:

*A local authority must exercise its education functions with a view to promoting high standards. Beyond the above statutory duty, local authorities have considerable freedom as to how they deliver their statutory responsibilities. Local authorities should act as champions of **high standards of education across maintained schools** in their area, and in doing so should:*

- *Understand the performance of maintained schools in their area, using data as a starting point to identify any school that is underperforming, while working with them to explore ways to support progress;*
- *Work closely with the relevant RD (Regional Director), diocese and other local partners to ensure maintained schools receive the support they need to improve;*
- *Where underperformance has been recognised in a maintained school, proactively work with the relevant RD, combining local and regional expertise to ensure the right approach, including sending warning notices, and using intervention powers where this will improve leadership and standards; and*
- *Encourage good and outstanding maintained schools to take responsibility for their own improvement; support other maintained schools; and enable other maintained schools to access the support they need to improve.*

9.2 The guidance also states '*should a local authority have any concerns about an academy's standards, leadership or governance, they should raise these directly with the relevant RD. RDs will apply the same rigour to the academies and free schools in their regions, as local authorities should apply to maintained schools in their area, and will similarly champion education excellence*'

### **Education landscape**

9.3 At the end of 2021/22 academic year. 89.9% of Shropshire Schools were good or better and 91.8% of maintained schools were good or better. Ofsted's last data release (31/12/21) stated that the national average of good and better schools was 87%.

9.4 Shropshire Council currently has 85 maintained schools (1 secondary, 1 PRU, 83 primary). There are 64 academies (18 secondary, 43 primary, 1 all-through and 2 special).

### **Monitoring of maintained schools**

9.5 Shropshire Council operates a School Performance Monitoring protocol (SPM) for all maintained schools. Part of the SPM process is bi-annual meetings to identify which schools are in need of low, medium or high support and challenge. Low support schools receive an annual visit.



Low+ schools receive a termly visit, Medium schools receive 2 visits per term. High support schools receive at least 3 visits per term including attendance at governor meetings. SPM meetings are attended by a range of education staff including school improvement advisers, safeguarding officers, HR, finance, SEND, education access and Virtual School.

9.6 Currently there are 2 high support maintained schools, 12 medium support maintained schools and 70 low support maintained schools.

### **Academies**

9.7 Information on Academies is shared as part of the LA academy protocol. Until July 2022, all academies were offered an annual visit to discuss performance.

9.8 Changes to funding due to the removal of the school improvement monitoring and brokering grant meant that annual visits to academies ceased from September 2022.

9.9 Similar to the SPM process, there is a bi-annual meeting of officers to share intelligence on academy schools. There is no categorisation process and in Summer 2022 a DfE representative from the Regional Director's (formerly RSC) office was invited to the meeting to participate in the process on behalf on the RD.

### **10. Next steps**

10.1 A School Performance Monitoring meeting for maintained schools will take place in the second part of this term.

10.2 Learning and Skills will report outcomes into the People DMT and Directors Quarterly Performance Monitoring meetings

10.3 Actions to manage the reduction and removal of the School Improvement monitoring and Brokering Grant. This is a loss of £317k per year and has implications for the work undertaken by the Education Improvement Service. The team has already changed its way of working and removed significant amounts of its academy monitoring processes. The team will need to make additional changes by 2024.

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

None

**Cabinet Member (Portfolio Holder)**

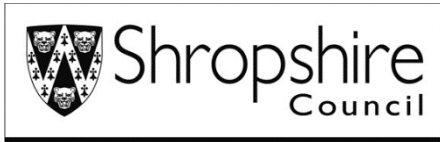
Cllr Kirstie Hurst-Knight

**Local Member**

N/A

**Appendices**

None



<u>Committee and Date</u>
People Overview
Wednesday 28 September 2022

<u>Item</u>
<u>Public</u>

## **AN UPDATE ON SCHOOL PLACE PLANNING IN SHROPSHIRE**

### **Responsible Officer**

e-mail: Phil.wilson@shropshire.gov.uk      Tel: 01743 254344

### **1. Synopsis**

This report provides an update to the report considered by the People Overview Committee at their meeting on 29 September 2021.

### **2. Recommendations**

2.1. That the People Overview Committee notes the report.

## **REPORT**

### **3. Risk Assessment and Opportunities Appraisal**

3.1 Local authorities have a statutory duty under section 14 of the Education Act 1996 to ensure sufficient schools are available in their area to provide primary and secondary education, whether in maintained schools or academies. This requires the provision of a school place for every child living in its area of responsibility who is of school age and whose parents choose for their child to be educated in the state funded sector. There is also a duty to secure sufficient childcare and special education needs and disability (SEND) provision in the local authority area.

3.2 The current school place planning programme has highlighted a number of risks that can impact on the authority's ability to meet its statutory responsibilities including: securing appropriate funding

from a range of funding streams; realising some funding streams long after the projects are completed (eg capital receipts); external factors impacting on materials costs and programme timetables (eg inflation, global supply shortages/delays and the climate agenda); and, securing support from the host school/academy to expand provision.

- 3.3 This report will reference planned changes to the existing roles and responsibilities in relation to school place planning.

## **4. Financial Implications**

- 4.1. Where additional school places are required, whether on an existing school site or through a new school, there are a range of funding streams to meet the costs of any necessary capital works. These include: Government allocated basic need capital grant, high needs capital for specialist provision, early years capital funding, contributions from housing developments through CIL and Section 106, and any potential receipts from the sale of surplus school sites within Council ownership. The securing of CIL funding and allocation of capital receipts is dependent on Cabinet approval

## **5. Climate Change Appraisal**

- 5.1. Where tender processes for these large capital projects are set against the background of the Council's declaration of a climate emergency in May 2019. Contractors are increasingly required to demonstrate the high environmental credentials/standards set in the tender documentation, with projects targeting a BREEAM 'Excellent' rating (BREEAM is the world's leading sustainability assessment method for master planning projects, infrastructure and buildings).

## **6. Background**

- 6.1. A report on School Place Planning in Shropshire was considered by the People Overview Committee at their meeting on 29 September 2021. This followed a Members' Scrutiny Development Session on school place planning that was held on 21 September 2021.

## **7. Update**

- 7.1 Since the last report to the People Overview Committee, two major school place planning projects have been completed:

- the new five classroom teaching block at Meole Brace School was completed late in the autumn term 2021, opening to students in January 2022
- the expansion of Harlescott Junior School, and the relocation of Sundorne Infant School to the junior school site, was completed in time for the staff and pupils to move in at the beginning of the summer term.

- 7.2 As reported last September, the last major review of school place planning was carried out in late 2015 and engagement meetings with key stakeholders were held across the county in the first half of 2016, including with Council members. This was linked to and informed by the current Local Plan through to 2026 and the impact of this on school places.
- 7.3 The school place planning review process requires the early and extended engagement with the schools and academies in the locations where pupil growth is forecast, primarily in those areas where significant housing development is planned. It is worth noting that the local authority has no current powers to direct academies to expand and so local partnership working to secure the additional school places is essential and to date has been successful in Shropshire.
- 7.4 A similar exercise will be launched this spring and will draw on the draft Local Plan for the plan period 2016-2038., which proposes to deliver 30,800 dwellings across the county, with the majority of development planned for the larger strategic and principal centres, significant growth in Shrewsbury, a new garden village in Bridgnorth (Tasley), and new strategic sites at Clive Barracks (Tem Hill) and the former Ironbridge Power Station.
- 7.5 The draft Shropshire Local Plan was submitted last September and Planning Inspectors are carrying out an independent examination of the draft plan. Stage 1 Hearing Sessions in July 2022 focused on legal and strategic matters. Stage 2 Hearing Sessions are likely to focus on more detailed matters. It is anticipated that following the examination process, subject to the conclusions reached and Council approval, the draft Shropshire Local Plan will be adopted by Shropshire Council in 2023.
- 7.6 The school place planning officers are already engaged in early discussions on the potential areas in which significant pupil growth may be expected.
- 7.7 Last September it was reported that, following the launch of the Government's national School Rebuilding Programme in 2019, two Shropshire schools - Belvidere School in Shrewsbury and St Andrew's CE Primary in Shifnal – have been included in phases 1 and 2 respectively of the programme, and will be completely rebuilt.

- 7.8 In March 2022, the Department for Education invited nominations for schools to be included in future phases of the School Rebuilding Programme. Five Shropshire maintained schools were put forward by the local authority, of which two have received visits this summer by the Department's technical advisers as part of the next assessment phase of the approval process. The authority will be advised in due course whether these two projects will be progressing for inclusion in a future phase of the programme.
- 7.9 The Government launched the education white paper '*Opportunity for all: strong schools with great teachers for your child*' in March 2022. Alongside this they published a green paper on the future of the special educational needs and disabilities (SEND) and alternative provision (AP) system and launched a public consultation on the green paper's proposals. Both of these will have far reaching implications as part of the Government's planned reforms of the school system.
- 7.10 In the context of the school system, the white paper outlines that "local authorities will:
- meet their communities' need for good school places across the local system so that there is a suitable place for every child
  - secure the best outcome for individual children, especially the most vulnerable - they will have a strengthened role overseeing local admissions arrangements, assuring arrangements to keep children safe, and making sure children attend school
  - hold new legal powers in areas such as admissions and have improved access to data so that they can deliver these responsibilities more effectively."
- 7.11 In respect of school place planning and sufficiency of school places, the local authority will be responsible for planning and securing provision through the forecasting of pupil place needs for mainstream, AP and specialist schools, and identifying options for delivering this. The responsibility for multi-academy trusts will be to collaborate with other trusts and with the local authority to support the development and delivery of agreed places.
- 7.12 The Department for Education will quality assure the local authority pupil forecasts and provide basic need and high needs funding to the local authority, while the Department's Regions Group will be responsible for making decisions about expanding and creating academy trusts and schools, working alongside local authorities and trusts to ensure place plans align.
- 7.13 The Department has already advised that their annual School Capacity Survey (SCAP) return on mainstream school places will be

extended in 2023 to collect additional data on capacity and forecasts relating to specialist provision, in particular the physical capacity of SEND units/resourced provision in mainstream schools, maintained special schools and special academies, and corresponding forecasts of demand for the specialist places in these settings. A new SEND Net Capacity Assessment (NCA) Tool will be released this autumn to aid authorities with the assessment of physical capacity and guidance will be provided on producing forecast of future demand for specialist provision.

7.14 The school place planning review will take into account and fully reflect the changing school system, the structural changes this will result in and the redefined and clarified roles and responsibilities of the local authority, academy trust and Department for Education via the Regions Group.

## 8. Conclusions

8.1. The report provides an update and summary of the school place planning position in Shropshire, the imminent launch of the major school place planning review and the impact of the Government’s plans for the school system on the provision of school places.

<p><b>List of Background Papers (This MUST be completed for all reports, but does not include items containing exempt or confidential information)</b></p> <p>21 September 2021 – Members’ Scrutiny Development Session on School Place Planning</p> <p>29 September 2021 – People Overview Committee report on School Place Planning</p>
<p><b>Cabinet Member (Portfolio Holder)</b></p> <p>Cllr Kirstie Hurst-Knight</p>
<p><b>Local Member</b></p> <p>All Members</p>
<p><b>Appendices</b></p> <p>None</p>

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