

Derby Winners Education Improvement Report

SUMMARY

- 1.1 Education improvement is judged in terms of pupil outcomes, (progress and attainment), and in terms of Ofsted judgements. In addition, Senior School Improvement Officers categorise all schools on a termly basis based on the criteria and triggers outlined in the Derby Winners Strategy. This provides a clear overview of the performance of all Derby schools and academies and enables early intervention where schools are at risk of failure. It is adapted on a regular basis to take into account any changes in the Ofsted framework.
- 1.2 Trends in terms of pupil outcomes show a steadily improving picture in Derby primary schools since 2011, (Appendix 2). Overall school performance as judged by Ofsted inspection findings demonstrates rapid improvement across the City, particularly in terms of the percentage of schools now judged as good and the increase in the percentage of schools judged as outstanding.
- 1.3 There has been a change in the way GCSE results are reported nationally this year which means that outcomes cannot be meaningfully compared with previous years. The national performance tables only include results for each student's first attempt at the exam and do not take into account resits
- 1.4 A further change for 2014 has been the removal of the speaking and listening contribution to the overall English grade and the change in the weightings of some vocational subjects in the performance table calculations. This has impacted negatively on the outcomes at a number of Derby schools.

RECOMMENDATION

- 2.1 To support the continued implementation of the Derby Winners policy.
- 2.2 To note Ofsted inspection outcomes.

- 2.3 To note pupil outcomes for 2014 and agree the increased emphasis on improving performance in phonics and GCSEs in terms of the future work of the school improvement team.
- 2.4 To note the factors affecting the reporting and interpretation of 2014 GCSE data.

REASONS FOR RECOMMENDATION

- 3.1 To secure further improvements in pupil outcomes.
- 3.2 To ensure that the percentage of schools judged good or better continues to increase.

SUPPORTING INFORMATION

4.1 Early Years

The nature of the assessment and the aspects assessed at the end of the Early Years Foundation Stage changed in 2013. Children are assessed against 3 prime areas and 4 specific areas. Practitioners give a final summative assessment in each of these areas against 17 Early Learning Goals as to whether the child is at the expected level or is exceeding or emerging against the goal. Due to the changes in 2013 it is not possible to compare results prior to this.

EYFS outcomes have improved significantly since 2013 and the rate of improvement is faster than national (10% in Derby compared to 8% nationally). However, the percentage of pupils achieving 'a good level of development' remains very low at 51% and Derby's ranking against other Local Authorities has dropped from 140th to 144th. The percentage of children scoring at or above expected levels has increased for 16 of the 17 early learning goals. Over 75% children achieved expected or above expected levels in listening and attention, physical development, personal, social and emotional development, understanding of the world and expressive arts and design.

Derby's performance is lower than that of similar Local Authorities and is significantly lower than national. An increasing number of Gypsy/Roma pupils enter Derby schools with little or no pre- school experience and this factor needs to be taken into account when analysing end of Foundation Stage outcomes.

Standardised progress measures are not produced for EYFS, however schools' internal data suggests that these outcomes represent good progress from children's starting points, reflecting the good or better teaching in this key stage. Ofsted reports confirm that teaching is judged good or better in 80% schools with Nursery and Reception pupils.

The Early Years Quality team are working with over 100 settings to ensure that children are school ready and that providers are well trained in developing children's skills in the prime areas. Early Years lead teachers have worked with schools to improve assessment processes and provision in targeted schools.

Phonics

This assessment of Year 1 pupils (6 and 7 year olds) was introduced for the first time in 2012. In the check the pupil is asked to read out loud 40 words and non-words. To achieve a pass and be working at the required level, a pupil needs to correctly read 32 or more. The percentage of Year 1 pupils reaching the required level in the phonics screening has improved by 5 percentage points this year. However this remains a priority area as outcomes in Derby are well below national and Derby's ranking against other Local Authorities has dropped from 147th to 150th.

Factors described above also impact on pupils' acquisition of phonic knowledge. Based on the January 2014 School Census Derby reported that 2.3% of pupils within primary schools were classified as Gypsy / Roma, which has risen from 2013 by nearly 1 percentage point and is significantly above the national average of 0.3%. Further to this, the overall percentage of pupils of statutory school age in primary schools across the city with English as an additional language is 3% above the national average (21.7% versus 18.7%). For those pupils of Gypsy / Roma heritage it is more likely that they will join schools within the year and have irregular attendance and therefore not necessarily benefit from the full phonics strategies.

Phonics teaching is evaluated as part of Ofsted inspections of schools. Currently 78% of schools where pupils undertake phonics screening are judged good or better. The school improvement team is working with the new Teaching School and with lead teachers from across the City to facilitate the sharing of good practice and to support schools in the teaching of phonics

4.2 KS1

The systems for assessing pupils at the end of KS1 are based on a combination of test results and teacher assessments. The Local Authority is responsible for checking the accuracy of schools' assessments and this moderation exercise is carried out in a sample of 25% of schools each year.

Results for 2014 show a continued improving trend although outcomes in Derby remain below national although Derby's ranking against national has improved in reading and in maths. There have been improvements in all 3 assessed areas with increases in the percentage of pupils working at and above expected levels. In Derby, the percentage of pupils attaining the expected level for seven year olds has increased by 2 percentage points in reading, 1 percentage point in writing and 2 percentage points in maths. The percentage of pupils exceeding expected levels has also increased in reading, writing and maths.

4.3 KS2

Provisional results for KS2 show improvements in all subjects and at all levels compared with previous years, particularly when taking into account the number of pupils working above expected levels and the progress pupils make. In Derby, the percentage of pupils attaining the expected level for eleven year olds has increased by 3 percentage points in reading, 2 percentage points in writing and 1 percentage point in maths. The percentage of pupils attaining L5 (above expected level for a year 6 pupil) has increased by 6 percentage points in reading, 2 percentage points in writing and 1 percentage point in maths.

A key indicator for KS2 is the percentage of pupils attaining L4+ in all three subjects: reading, writing and maths. This increased from 72% in 2013 to 75% in 2014. Derby has made an improvement from 6th to 5th against our comparator authorities in this indicator and the rate of progress since 2013 is at least one percentage point higher than that of all schools nationally.

The progress made by pupils between the ages of seven and eleven has also increased in writing and in maths by 2 percentage points and in reading by 4 percentage points. Progress rates are above national in maths and just below in reading and in writing.

A further increase in KS2 levels is predicted once validated results are issued. This is because a significant number of pupils in Derby will **not** be included in the final figures, (ie pupils new to learning English who have entered the UK within the last 2 years).

4.4 GCSE

This year the percentage of students in Derby achieving 5 A*-C has decreased by 6.6 percentage points to 49%. Nationally there has been a similar reduction from 59.2 to 52.6%. Out of the 152 Local Authorities, 145 have also seen a drop in this indicator since 2013. Of these 145 LAs, 39 have dropped by more than 6.6 percentage points. Last year Derby was ranked 130th for % 5+ A*-C including English and mathematics and Derby's ranking on this measure has now dropped to 138th position.

This dip is partly due to reforms following the Wolf Review. A narrower set of vocational qualifications are now eligible for counting as an equivalent of GCSE. In all subjects, a pupil's first entry result is now used in the calculation as opposed to the best entry (although the pupil still keeps their best result). The changes to the English GCSE have also contributed to this decrease. Speaking and listening assessments do not count towards the student's final GCSE English grades. Instead the speaking and listening results are reported separately.

Secondary school organisations intend to produce an alternative set of tables which will take into account the total percentage of GCSEs achieved by August 2014, including students' second attempts and will calculate the figure using previous methodology for vocational subjects. DfE will also present 3 types of national results enabling schools and LAs to make realistic comparisons with 2013 figures.

Despite the changes described above, the need to improve GCSE outcomes for all students and in all subjects will now be a key priority for Derby schools and for the school improvement team. Schools below the floor standard will be subject to high levels of support and challenge from Senior School Improvement Officers (SSIOs) in line with the Derby Winners policy. SSIOs will broker partnerships between schools and will signpost good practice within and beyond the City.

The Local Authority school improvement team will work closely with the Secondary Education Improvement Partnership (EIP) to facilitate the sharing of good practice between schools in the City. The EIP action plan identifies improvements at GCSE attainment as a top priority and the group has in place a range of strategies to accelerate performance of Derby pupils. The Local Authority works in partnership with

this group, providing training and resources at half termly meetings and leading the half termly teaching and learning networks for senior leaders.

4.5 A level

A level results for schools have improved once again in 2014, This year, 7 of the 9 schools are reporting an improvement in terms of the average points per student. 8 schools have increased the average points per subject. Overall A level results for Derby have decreased as the published LA figure takes into account results from Derby FE College.

4.6 Ofsted judgements

The percentage of schools judged to be good or outstanding has increased over the last two years from 50% at 31st August 2012 to 76% at 31st August 2014. (Appendix 3) The percentage of schools judged to be outstanding has increased from 13% to 18%. Three per cent of Local Authority schools are now judged to require Special Measures compared to 6% at 31 August 2012.

The most recent national data from Ofsted inspections was based on inspections up to June 2014. This shows that Derby's ranking against other Local Authorities has improved based on increases in the percentage of schools judged good or outstanding and a decrease in the percentage of schools judged inadequate. 76% schools are now judged good or better and Derby is now ranked 111th of 152 Local Authorities compared to 128th in June 2013.

All schools judged as 'Requires Improvement' (RI) have been allocated a named HMI. The team of regional HMIs are working in partnership with SSIOs to ensure that these schools move to good or better as swiftly as possible. Six RI schools have been re-inspected so far. Five have improved, four have become good and one school (Hardwick) has moved from RI to outstanding.

4.7 Ofsted Categories of Concern

Three schools are currently subject to Special Measures: Allenton Primary; Pear Tree Junior; Shelton Junior. All three schools are on track to be removed from this category of concern by December 2014. Al Madinah Free School is also subject to Special Measures and currently purchases school improvement support from the Local Authority team.

Derby Winners

The Derby Winners descriptors for categorisation were adapted in September 2014 to take into account changes in the Ofsted framework, (Appendix 5) In particular, the new criteria reflect the additional judgements for Early Years and Sixth Forms which are now included in inspection reports.

HMI and Ofsted teams have reported positively on LA support for Derby schools; this view is captured in each school's Ofsted report. (Appendix 3). The Derby Winners policy continues to determine the way in which the LA works with schools and academies across the City.

OTHER OPTIONS CONSIDERED

5.1 N/A

This report has been approved by the following officers:

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For more information contact: Background papers: List of appendices:	Christine Tarpey 01332 640358 christine.tarpey@derby.gov.uk Appendix 1 – Implications Appendix 2 – Educational Outcomes Performance Update (slides) Appendix 3 – Ofsted Judgements Report (full report on CMIS only) Appendix 4a – Ofsted Governance Comments: Years 2014/15 & 2013/14 Appendix 4b – Ofsted LA Comments: Years 2014/15 & 2013/14 Appendix 5a – Derby Winners Sept 2014 update Appendix 5b – Derby Winners Minimum standards

IMPLICATIONS

Financial and Value for Money

- 1.1 The national focus on LAs' role in school improvement and school governance carries implications for the resource needed by LAs to deliver that role.

Legal

- 2.1 None

Personnel

- 3.1 Advice in line with relevant policies, employment legislation and good practice would be given on any personnel implications arising from the need to make the improvement in schools.

Equalities Impact

- 4.1 The council's interest in equalities can be best delivered in this case through the recommendations.

Health and Safety

- 5.1 None.

Environmental Sustainability

- 6.1 None

Property and Asset Management

- 7.1 None

Risk Management

- 8.1 School performance can be volatile, for example in the context of turnover of key posts. Risk management is the responsibility of Derby's School Improvement team; it is vital that the team has full and updated information on all DCC schools.

Corporate objectives and priorities for change

- 9.1 Achieving their learning potential
Good quality services that meet local needs

