

2016 Annual Education Performance Outcomes

SUMMARY

- 1.1 Education improvement continues to be measured in terms of pupil outcomes, (progress and attainment), and in terms of Ofsted judgements. In addition, the termly categorization of schools provides a clear overview of the performance of all Derby schools and academies and enables early challenge and support 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 There are improving trends in many areas of educational outcomes but comparisons with previous years are not possible in some key stages because of major changes to the national curriculum and to the national assessment system.
- 1.3 There has been a steady improvement in the percentage of schools judged good or better since 2010 but also a recent increase in schools placed in Ofsted categories of concern.
- 1.4 Outcomes remain below national in Derby and in order to address this the Local Authority continues to work on a partnership led model to school improvement since April 2015. The secondary and primary strategic groups which include representatives from LA teams, the Roman Catholic and Church of England Dioceses, Teaching Schools and head teachers from all phases are now in their second year.

RECOMMENDATION

- 2.1 To note 2016 results and Ofsted inspection outcome
- 2.2 To note the strategies in place for 2016-7 based on the partnership approaches followed in the previous year.
- 2.3 To receive a presentation detailing 2016 outcomes and strategies put in place to address LA priorities.

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 Foundation Stage

Assessments remained the same as in the previous three years. Children are assessed in a number of areas with the main measure being a 'Good level of development'. Practitioners give a final summative assessment against 17 Early Learning Goals as to whether the child is at the expected level or is exceeding or emerging against the goal. Three year and one year trends for a good level of development are improving in Derby faster than seen nationally.

The percentage of pupils achieving a good level of development improved by 6 percentage points in 2016 against a 3 percentage point improvement nationally. Derby remains below national but Derby's ranking against other Local Authorities improved from 138th in 2015 to 111th in 2016. The city continues to welcome new communities and some children arrive with little or no pre- school experience and this factor needs to be taken into account when analysing end of Foundation Stage outcomes in individual schools.

The Early Years Quality team works with private, voluntary and independent (PVI) settings and childminders to ensure that children are 'school ready' and that providers are well trained in developing children's skills in the prime areas. The work on speech and language provision which started two years ago has continued to be successful and the majority of PVI leaders have received accredited training from speech and language experts. In addition, early years lead teachers have worked with teachers to improve assessment processes and provision in targeted schools.

4.2 4.2 Phonics

Phonics has been a major priority for the city's schools in order to turn around previous poor performance. 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. In 2016, the percentage of Year 1 pupils reaching the required level in the phonics screening has improved by 8 percentage points and Derby's ranking improved from 146th to 112th. Schools involved in a phonics project commissioned by the LA made significant gains, on average 14 percentage points. However, phonics remains a priority area for some schools and outcomes in Derby remain 3% below national.

4.3 Key Stage 1

The systems for assessing pupils at the end of Key Stage 1 (KS1) is completely new this year. 2016 is the first year of applying a new curriculum and new assessment measures. National Curriculum levels 1, 2, 3 are no longer in place and pupils are measured as being at 'expected standard' or being 'above the expected standard' nationally.

Results for 2016 place Derby 146th in reading at the expected standard; 145th in writing and 146th in mathematics. Rankings for those children achieving above the national expected standard are better (Reading is 109th nationally, writing is 112nd nationally and mathematics is 128th nationally). Outcomes at Key Stage 1 are the focus of school level analysis and the Primary Strategy Group of head teachers is working with the LA to analyse the reasons for the performance of pupils and how to improve outcomes within the current academic year. The city is ranked 100th nationally when looking at the percentage of children working above the expected standard in reading, writing and mathematics.

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.

4.4 Key Stage 2

As in Key Stage 1 the national measures have changed in 2016 and for the first time national curriculum levels are not being used but instead the measure is of pupils reaching the expected standard in each subject or above the expected standard.

KS2 assessments are based on tests in reading, grammar, punctuation and spelling and maths and also on teacher assessments in writing. A key indicator for KS2 is the percentage of pupils attaining the expected standard in all three subjects: reading, writing and mathematics.

Results for KS2 show that the **national** figure has dropped dramatically if compared with the previous national measure, from 81% to 53%. In Derby 47% pupils have attained this new measure against the national figure of 53%. There may be a small increase to this figure when final results are published later this term. The Derby provisional ranking is 126th in 2016 compared to the 134th in 2015 for the previous Key Stage 2 standards measure.

In the grammar, punctuation and spelling test the ranking for Derby schools is 130th.

Two schools fall below the national floor standards in all key measures compared to seven in 2015.

4.5 It is difficult, if not impossible, to compare performance at KS2 against previous years due to a new assessment system. Whilst improvements had been seen over the last few years at KS2, outcomes remained below national. The Local Authority continues to work closely with the Primary Strategic Group and the local Teaching School Alliances in order to address key priority areas identified through detailed analysis of achievement data, for example, the Primary Strategy Group has commissioned a national mathematics hub to work with the city's schools on improving outcomes in mathematics. 2015-16 projects had positive outcomes for the schools involved. A number of projects are in place led by experts from within schools and monitored by Officers from the school improvement team and the Primary Strategic Group. See appendix 1 as a summary of the work of the Primary Strategy Group.

4.6 **GCSE**

The urgent need to improve outcomes for all students and in all subjects remains a key priority for Derby schools and for the school improvement team. Three Derby secondary schools including two academies are now in Ofsted fail categories and schools are being matched to academy sponsors by the DfE. These three schools have had a negative impact on overall Derby KS4 figures as the remaining group of schools has shown improvements since 2015.

Provisional results in the measure A*-C including English and mathematics improved by 3.2 percentage points in 2016 compared to 2.2 percentage points for all schools nationally and 3.3 percentage points when just examining state schools nationally; Derby is ranked 143rd. The EBacc increased by 1.9 percentage points compared to a fall of 0.1 percentage points for all schools nationally and a slight increase of 0.2 percentage points for state schools nationally; Derby is ranked 114th. Attainment 8 is a new measure and is the average points score achieved by students in eight GCSE subjects. This is ranked 142nd. Progress 8 is another new measure and is the amount of progress a student makes between KS2 and their examinations in KS4. In the progress 8 measure Derby schools are ranked 126th.

The Local Authority school improvement team continues to work closely with the Secondary Strategic Group, the Secondary Education Improvement Partnership (EIP) and the local Teaching School Alliance to facilitate the sharing of good practice between schools in the city using expertise from outstanding leaders and teachers.

4.7 **A level**

A level results improved once again in 2016. There have been increases in the average points per entry and Derby's national ranking has improved from 114th to 107th on this measure. The average points score per examination entry places the city at 94th.

4.8 Ofsted judgements

The percentage of schools judged to be good or outstanding has increased over the last three years from 50% at 31st August 2012 to 75% at 31st March 2016. It is now at 80%.

There has also been an increase in the number of schools subject to Ofsted categories of concern. The following Local Authority schools are currently judged to be in 'Special Measures' - Firs Estate Primary School; Cavendish Close Junior School and Noel Baker School. The following academies are in Special Measures - Merrill Academy, City Of Derby Academy and Laudau Moorhead.

4.9 Opportunity Areas

The government has identified Derby as one of six Opportunity Areas with Scarborough, Norwich, Blackpool, Oldham, and West Somerset being the others. These have been identified by the Social Mobility Index (SMI) published in January 2016. The SMI examined the life chances of children and young people from poorer backgrounds and it found that out of 324 English local authorities in England, Derby and the East Midland region performed particularly badly for improving life chances

and were becoming places where social mobility / life chances were stagnating or had become stagnant. Overall, the city was placed 22nd from the bottom of the table. These localities are termed *social mobility cold spots* and indicate both the expansion and deepening of 'geographies of disadvantage' in England and its regions. The LA, employers and partners are working with the DfE to develop a strategy going forward in order to address social mobility.

OTHER OPTIONS CONSIDERED

5.1 None

This report has been approved by the following officers:

Legal officer Financial officer Human Resources officer Estates/Property officer Service Director(s) Other(s)	Olu Idowhu, Head of Legal Services Alison Parkin, Head of Finance, People Services Liz Moore, Strategic HR Manager Iain Peel, Service Director, Learning and Skills, iain.peel@derby.gov.uk Pauline Anderson, Interim HOS Quality Standards, pauline.anderson@derby.gov.uk
For more information contact: Background papers: List of appendices:	Pauline Anderson None Appendix 1 – Implications Appendix 2 – Improvement Programmes 2016/17

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 directly arising from this report.

Personnel

- 3.1 None directly arising from this report.

Equalities Impact

- 4.1 None directly arising from this report.

Health and Safety

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

IT

- 6.1 None directly arising from this report.

Environmental Sustainability

- 7.1 None directly arising from this report.

Property and Asset Management

- 8.1 None directly arising from this report.

Risk Management

- 9.1 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

- 10.1 The quality of school improvement support in Derby City directly impacts on education outcomes for children and young people within the City. The Council Plan 2015 – 2018 identifies four key pledges – safe, strong, ambitious and resilient. The contents of this report and the supporting presentation support two of these pledges; 'ambitious' and 'resilient'. Promoting and supporting good levels of attainment in line with 'ambitious' and putting in place key service 'building blocks' delivered through the School Improvement Team which underpins resilience.

Appendix 2

Improvement Programmes 2016/17

**DERBY
PRIMARY
STRATEGY
GROUP**



More details and booking arrangements will be circulated in w/c 10th October, but for your information the following Improvement programmes are being commissioned by PSG for this school year. As a minimum each programme will involve training sessions for your lead members of staff, on-going support for in-school activities and a chance to network and engage with effective practice in other schools. All programmes will be free of charge to participants, but schools are expected to fund release time for their staff to engage fully in all aspects of the programme. All programmes build upon the success and impact of last year's work.

Phonics Intensive Programme

For KS1 and early years staff in schools seeking substantial improvements in phonics practice. This programme has consistently supported 10-20% gains in phonic test scores.

Phonics Improvement Network

A structured support programme ideal for schools that have started to make some improvement gains in their phonics results to help them consolidate and extend their practice.

KS2 Phonics Programme

A support programme KS2 staff working with significant groups of pupils needing specific provision to help them with phonics. This programme addresses the different approaches and resources that are well-suited to older pupils.

Maths Leadership Programme

A programme with the EM Maths Hub to support the leadership of in-school maths improvement work that includes training, networks and visits to case study schools. Also includes an opportunity for a potential future maths subject leader to receive high quality maths training.

Reading and Writing Leadership Programme

A programme to support the leadership of improvement in reading and writing that includes training, networks and support for in-school improvement activity.

EAL Leadership

A programme to support the leadership of provision for EAL pupils, with specific reference to newly arriving pupils who might also be new to English. Includes whole-school audits and access to high quality resources and recommended practice.

Improving Transition Project

A project for small groups of schools to develop and disseminate effective practice that maintains momentum in pupil progress across school transition points and enhances cross-phase approaches to assessment.

Early Years Moderation Network

A network for early years' leaders to support the moderation of EYFS approaches, sample a child's whole learning experience and baseline data systems

PSG is also supporting or co-ordinating more **Pupil Premium Reviews**, an **Autism Inclusion Programme** and an **NQT Recruitment Pool** this year.

For enquiries or to express your schools interest, please contact peter.chilvers@sdsa.net at this stage

