**DERBY CITY COUNCIL**

**COUNCIL CABINET
19 October 2004**

Report of the Director of Education

# Report on Performance of Schools and the Education Development Plan

## RECOMMENDATION

1.1   To note the report.

1.2   To refer the report to the Education Commission for comment.

## REASONS FOR RECOMMENDATION

2.1   The Council Cabinet has the responsibility to monitor progress on the Educational Development Plan – EDP.

## SUPPORTING INFORMATION

3.1   The following provides a summary of **pupil performance** in terms of attainment and attendance.  The tables show the provisional Key Stage SATs and GCSE results. These results have not been confirmed.  Complete data on 'A' level results is still not available, although the overall indicators suggest that there have been improvements.  A detailed analysis of results, including analysis on basis of gender and ethnicity will be provided to Cabinet at a later date.

3.2   GCSE results (provisional)

|  | % Pupils Gaining 5+ A* to C | | % Pupils Gaining 5+ A* to C |
|---|---|---|---|
|  | **2003** | **Diff 03-04** | **2004** |
| National | 52.9 | | n/a |
| Local | 48.8 | 0.2 | 49 |

### 3.3 Key Stage Results 2004 (provisional)

| | Derby Results 2002 | Derby Results 2003 | Difference 2003-04 | Derby Results 2004 | Difference | National Results 2004 | Difference 2003-04 | National Results 2003 |
|---|---|---|---|---|---|---|---|---|
| **Key Stage 1** | Test% level 2+ | | | | | | | |
| MATHS | 89.2% | 90.1% | -0.1% | 90.0% | 0% | 90% | 0.0% | 90% |
| READING | 82.9% | 83.4% | 0.6% | 84.0% | -1% | 85% | 1.0% | 84% |
| WRITING | 85.1% | 81.6% | 0.4% | 82.0% | 0% | 82% | 1.0% | 81% |
| **Key Stage 2** | Test % Level 4+ | | | | | | | |
| MATHS | 70.2% | 71.0% | -2.0% | 69.0% | -5% | 74% | 2.0% | 72% |
| SCIENCE | 82.7% | 85.7% | -5.7% | 80.0% | -6% | 86% | 0.0% | 86% |
| ENGLISH | 69.1% | 74.7% | -1.5% | 73.2% | -4% | 77% | 3.0% | 74% |
| READING | 75.1% | 80.5% | -1.4% | 79.1% | -4% | 83% | 2.0% | 81% |
| WRITING | 55.0% | 60.6% | 0.5% | 61.1% | -2% | 63% | 3.0% | 60% |
| **Key Stage 3** | Test % Level 5+ | | | | | | | |
| MATHS | 62.1% | 66.4% | 2.8% | 69.2% | -4% | 73% | 2.0% | 71% |
| SCIENCE | 58.6% | 60.4% | -0.1% | 60.3% | -6% | 66% | -2.0% | 68% |
| ENGLISH | 60.5% | 65.0% | 0.9% | 65.9% | | N/A | | 68% |
| READING | N/A | 64.1% | -1.3% | 62.8% | | N/A | | 68% |
| WRITING | N/A | 63.1% | 4.0% | 67.1% | | N/A | | 65% |

NOTE – DfES has not as yet released the information for KS3 English

3.4 At **Key Stage 2** the results have shown a fall in all areas. This is of concern and all schools with attainment have been targeted through specific improvement programmes. Attainment will be discussed by School Improvement Officers at the termly review meeting. Further analysis of the science results will help schools focus on areas for improvements.

3.5 At Key Stage 3 the results are variable and incomplete. Some progress has been made in mathematics. Science has not reflected the national drop, but improvement is still needed. The Education Service will continue to identify schools where pupils are not making sufficient progress against prior attainment. There will also be a need to work with schools that set targets that are not sufficiently challenging based on pupils' prior attainment and the school's performance in adding value in Key Stage 3.

3.6 The provisional **GCSE results** indicate a small increase in 5 A*-C and there have been improvements in GCSE results for secondary schools of concern. Significant support will continue to be provided to maintain this improving situation.

3.7 The target for KS2, KS3 and GCSE set for schools and the Education Service were extremely challenging. Whilst there is an overall trend of improvement over the past three years, attainment is still below the local targets set with the agreement of the DfES. A full assessment will be provided once attainment data has been confirmed.

3.8 15 schools have received a full **Ofsted inspection** during the academic year 2003/4.
- 2 secondary
- 10 primary/junior/infant
- 1 nursery
- 2 special

The outcome of these inspections are that 11 schools received overall judgements of good or very good. Three were satisfactory and one school was placed in serious weaknesses. Two schools were placed in special measures through other Ofsted procedures.

3.9 During this period three schools were removed from Ofsted categories. The Education Service has taken radical and assertive action in schools where standards have not improved. This has been an effective strategy. At present, three schools are in special measures and one school is in serious weaknesses. The schools and the Education Service are taking action to improve standards so that the schools are removed from Ofsted categories. The Education Service has also introduced a system of early intervention for schools that are at risk of going into an Ofsted category.

3.10 The following tables show data related to **attendance** in primary schools over the last 3 years compared with national and statistical neighbours data.

Attendance

|  | 2000/2001 | 2001/2002 | 2002/2003 |
|---|---|---|---|
| Derby City | 93.7% | 93.8% | 93.8% |
| Statistical Neighbour | 93.6% | 93.8% | 93.9% |
| National Statistics | 94.00% | 94.2% | 94.2% |

Authorised Absence

|  | 2000/2001 | 2001/2002 | 2002/2003 |
|---|---|---|---|
| Derby City | 5.6% | 5.5% | 5.6% |
| Statistical Neighbour | 5.9% | 5.8% | 5.7% |
| National Statistics | 5.6% | 5.4% | 5.4% |

Unauthorised Absence

| | 2000/2001 | 2001/2002 | 2002/2003 |
|---|---|---|---|
| Derby City | 0.7% | 0.8% | 0.6% |
| Statistical Neighbour | 0.5% | 0.5% | 0.5% |
| National Statistics | 0.5% | 0.4% | 0.4% |

3.11 Attendance is when a child has been marked present in school. Authorised absence is when a child has been out of school and parents have written a letter to the school explaining the reason for the absence. Unauthorised absence is when a child is out of school and the school have received no reason for the child's absence or the school has not accepted the reason given.

3.12 School attendance levels in Derby have largely mirrored the national trend. Results have historically been around the national average. Primary 94.18% and Secondary 91.71% nationally compared to Primary 93.8% and Secondary 91.2%. Attendance in Derby schools is average compared with statistical neighbours. This is an improvement and demonstrates the impact of the Attendance Strategy.

3.13 In order to improve attendance in Derby schools the Education Welfare Service – EWS – will determine three attendance bands for primary schools at the start of each academic year. All the schools in the city have been placed into bands for different levels of support. The Red band has attendance rates below 93% and free school meals percent of an average of 38% which is very high. Schools in the Amber band have attendance levels of between 93%-94.9%. The analysis of key indicators, attendance data and free school meals has identified seventeen schools that would benefit from additional support. The EWS will target their support in the most effective and efficient way.

3.14 The EWS is taking a more assertive approach to unauthorised absence. It has recently developed a new casework management system called Targeted Casework Delivery. This allows cases to be closed after no longer than four months. The EWS has produced a good practice guide to schools and has launched the guide with the seventeen schools which have challenging targets for managing attendance.

3.15 An excellent partnership with the local Constabulary through a Rapid Response Team – RRT – supports the reduction of truancy and crime in the city. The RRT has one police officer and an EWO who respond to phone calls from schools, the public, and other agencies when there are young people on the street who should be in school. The team then collect the young people and return them to a place of safety, which is normally the school from which they are truanting.

3.16 The EWS is proposing to establish protocols and procedures for the issuing of Fixed Penalty Notices – FPN – to support officers in dealing with the task of extended holidays and parentally condoned absence. The EWS already use parenting contracts as part of procedures working with parents to engage them in efforts to secure their children's attendance. Where these are failing evidence will be put before the court to guide the courts for applying for a parenting order which is compelling on the part of the parent.

3.17 Special schools in the city have poor attendance rates and are in need of more intensive focused support. An EWO will be allocated to special schools and the Pupil Referral Unit to deal with the complex issues related to attendance for pupils with special educational needs.

3.18 Where secondary schools are finding it difficult to improve attendance they will be offered extra support to develop better internal structures and procedures for managing attendance on a whole school basis. The EWS may, in certain circumstances, provide additional support.

3.19 The **EDP** is a statutory plan which is the overarching plan for school improvement. EDPs are to be discontinued after 2005/06. Their function will be incorporated into the proposed Children's Services Plans. The DfES is no longer monitoring EDPs although the Education Service will continue to monitor the EDP on a termly basis.

3.20 The EDP priorities were developed as a result of:

- an audit of current performance and the LEA targets for pupil attainment
- extensive consultation with Headteachers, Governors and other partners
- national priorities

Priority One - Excellence in Early Years and Primary Education
Priority Two - Raising attainment in Key Stage 3 and Key Stage 4
Priority Three - Introducing innovation to support teaching and learning
Priority Four - Promoting effective schools
Priority Five - the use of ICT in raising attainment
Priority Six - Recruitment and Retention

3.21 Progress on the EDP

There has been good progress in improving standards in Early Years and Foundation Stage. Standards in early years settings continues to be high. The key area for development is the Children's Centres Strategy and its links to early years education. The implementation of the Primary Strategy is in progress but has not impacted fully. The main area that requires further attention is Key Stage 2 where there is still significant variability in SATs results. The action required is summarised in paragraph 3.4.

3.22  The Key Stage 3 Strategy is showing evidence of impact through improving standards and quality of teaching.  The 14-19 Strategy is an area for major development during the coming year as a result of the Area Wide Inspection of 14-19 education and training.  Council cabinet will be receiving a report on the outcomes of the 14-19 Area Inspection.  It will indicate that there is a need to improve post-16 progression, A levels and increase the range of provision at Levels 1 and 2.

3.23  A wide range of innovative approaches to teaching and learning have been successfully introduced.  These will be further developed through the Creative Partnership and the Excellence Cluster Plus.

3.24  There has been an improvement in leadership and management in schools evidenced through Ofsted inspections and the improvements in schools of concern.  A key area for development will be school self evaluation in preparation for the new Ofsted framework which will be introduced in September 2005.  There is also an increased need to support curriculum managers in some subject areas.  There has been improvement in supporting ICT in schools since the appointment of an ICT Adviser.  Progress has been made in school self evaluation in relation to ICT in the curriculum.  Classroom practice in the use of ICT has improved rapidly in 2003/04.  There has been a significant increase in the support available to schools to develop ICT.

3.25  The EDP includes a wide range of activities to support pupils who are vulnerable.  The performance of pupils from some minority ethnic communities has significantly improved over the last 3 years, but there are further improvements to be made.

3.26  The successful inclusion of pupils with SEN is being achieved by supporting the school improvement cycle.  Materials were launched to all schools via a conference in June 2004.  They provide a framework to measure the effectiveness of SEN provision.  In addition this process allows schools to show efficient use of resources against pupil outcomes.  Use of P scales, which is a measure of attainment for pupils with SEN, and target setting is now embedded in individual pupil review.  This allows for closer monitoring of pupil outcomes against resources allocated.

3.27  A recently published handbook on SEN and school improvement brings together self-evaluation, school development planning and target setting.  All schools will be issued with the guidance and consultancy support during the autumn term.

3.28  Children in public care are gaining a wide range of qualifications, but further support continues to be needed.  The most significant concern related to vulnerable children is the number who are excluded from school either on a fixed term or permanent basis.  This will be addressed through proposals for developing the Pupil Referral Unit and Behaviour Support Services.  A major focus will be given to improving the education of vulnerable children over the coming year through a range of strategies.

3.29  Support for pupils who are gifted and talented has improved with the introduction of a new strategy and guidance to schools.  However, further improvements are required and have been planned for.

3.30 Recruitment and retention of teachers has been monitored at a satisfactory level in Derby. Remodelling the School Workforce has been introduced as a national strategy over the last year. It is being very successfully implemented in Derby, providing significant support to schools.

## OTHER OPTIONS CONSIDERED

4.1 In relation to this report, the main areas in which options are regularly considered are for the level and nature of monitoring, challenge, support and intervention in schools.

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|---|---|
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| **Background papers:** | None or list |
| **List of appendices:** | Appendix 1 – Implications |

| **IMPLICATIONS** |
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**Financial**

1.1 The activities outlined in this report are funded though core budgets, Standards Fund and schools delegated budgets. Areas of underperformance are taken into account when developing budget priorities.

**Legal**

2.1 None.

**Personnel**

3.1 None.

**Equalities impact**

4.1 Improving the quality of education and promoting good attendance has a direct benefit to children and young people from vulnerable groups.

**Corporate objectives and priorities for change**

5.1 The proposal comes under the Council's Objective of education .

5.2 The proposal furthers the priority of tackling under-achievement in schools. Specifically, it focuses on Priority Two of the Corporate Plan, improving the quality of education in schools and improving attendance of pupils are key aspects of tackling underachievement.

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