

Children, Young People and Families Scrutiny Panel

Wednesday, 22 January 2020

Dear Councillor

CHILDREN, YOUNG PEOPLE AND FAMILIES SCRUTINY PANEL - WEDNESDAY, 22ND JANUARY, 2020

I am now able to enclose, for consideration at next Wednesday, 22nd January, 2020 meeting of the Children, Young People and Families Scrutiny Panel, the following reports that were unavailable when the agenda was printed.

Agenda No Item

7 **School Improvement Annual Report (report to follow) (Pages 3 - 18)**

[Amanda Newbold, Head of School Improvement, to present report]

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Children, Young People and Families Scrutiny Panel

22 January 2020

Report title	Wolverhampton Education Performance Data 2019 Provisional and Revised	
Cabinet member with lead responsibility	Councillor Dr Mike Hardacre Education and Skills	
Wards affected	All	
Accountable director	Emma Bennett, Director of Children's Services	
Originating service	School Improvement	
Accountable employee(s)	Amanda Newbold Tel Email	Head of School Improvement 01902 555882 amanda.newbold@wolverhampton.gov.uk
Report to be/has been considered by	List any meetings at which the report has been or will be considered, e.g. Strategic Executive Board Stronger City Economy Scrutiny Panel Cabinet	
		19 December 2017 13 February 2018 25 April 2018

Recommendation for action:

The Scrutiny Panel is recommended to:

1. Review and comment upon the performance of schools and academies up to Summer 2019

1.0 Purpose

To provide an overview of provisional outcomes for Wolverhampton schools' 2019 results at the end of each Key Stage, including comparisons with National, West Midlands and Statistical Neighbours where information is available.

2.0 Background

- 2.1 The School Improvement service worked across schools and academies in 2018-2019 delivery the Council's school improvement strategy through a mix of monitoring, challenge and support. 16 schools received additional intervention through the strategy's categorisation process and were subject to regular School Improvement Board meetings (SIBs), monitoring visits, training and support. Outcomes in summer 2019 demonstrate another successful year for these 16 schools and indeed all schools in the city; more children attend Good and Outstanding schools than ever before and performance at each Key Stage has seen successes. This report sets out these achievements.
- 2.2 During 2018-19, Ofsted carried out inspections or monitoring visits in 34 schools and academies in the city. The School Improvement Advisors (SIAs) supported school leaders and represented the LA during interviews with Ofsted in 23 schools and academies. Advisors participated in regional and national Ofsted consultation activities relating to changes in the schools and early years inspection framework and the school improvement team hosted five local opportunities for schools to be involved in the consultation process with the senior HMI representing Ofsted.
- 2.3 At the end of the academic year, 84% of schools in Wolverhampton were judged by Ofsted to be good or better. This indicated a 14% increase since 2014, putting Wolverhampton schools at the West Midlands average and 2% below national (86%) at the time. However, by the end of October 2019, 86% of schools in Wolverhampton were judged by Ofsted to be good or better. This is a 16% increase since 2014 and puts Wolverhampton schools 3% above the West Midlands average and in line with national. This is the best position for schools within the authority ever and shows that the majority of our pupils are receiving a good education on a daily basis.
- 2.4 A summary of Ofsted judgements of Wolverhampton schools is shown in the table below.

Overall Ofsted Judgement as at end of November 2019

109 schools currently with an Ofsted Judgement	30 Nov 2019
3 Schools judged to be Inadequate	3%
12 Schools judged to be Require Improvement	11%
76 Schools judged Good	70%
18 Schools judged Outstanding	17%
94 Schools Judged Good or Outstanding	86%

Out of the 12 schools deemed to Require Improvement, three were judged Good for the effectiveness of their leadership and management and one was judged good for their early years' provision.

Overall Ofsted Judgements by school type	30 Nov 2019
Nursery Schools judged either Good or Outstanding	100%
PRUs Schools judged either Good or Outstanding	100%
Special Schools judged either Good or Outstanding	75%
Primary, Infant & Junior Schools judged either Good or Outstanding	90%
Secondary Schools judged either Good or Outstanding	70%
All types judged either Good or Outstanding	86%

- 2.5 Advisors delivered a series of five leadership workshops for headteachers and a series for middle leaders during the year. Regular topics include safeguarding in schools, effective use of performance data, best practice for use of the Pupil Premium (PP) grant, reading, assessment, preparation for the change to the Ofsted Education Inspection Framework and curriculum leadership. LA schools and an increasing number of academies also had LA school improvement reviews carried out in their schools, these are monitoring visits in which the focus is agreed between school leaders and the SIA. SIAs represented the LA by supporting six school and academy governing boards with advertising, recruitment and selection of headteachers during the year.
- 2.6 The Citizenship, Language and Learning team carried out central training, school reviews and bespoke activities in schools and academies across the city, this included a wide variety of support and guidance such as: the design and reviews of provision for learners new to the UK and those with no spoken English, strategies to support the competent and confident use of vocabulary by all learners, quality of provision for the most able pupils, the refinement of school systems for supporting the teaching of reading and mathematics and accelerating progress in writing. Schools also opted for interventions for new and experienced teachers, alongside training and data analysis, to identify gaps in pupil understanding. The team continued to lead on a project which involved the recruitment and training of Parent Ambassador – these colleagues play a key role in developing strong links between schools and particular community groups. Other key work saw the development of school systems so that they meet the need of learners new to the UK and match the criteria of 'Schools of Sanctuary', language acquisition course for parents and the development of pupils as 'Young Interpreters'.
- 2.7 Bespoke support was provided for 33 schools across the Early Years Foundation Stage; from this group over 60% saw improvements in outcomes at the end of the year. Training and development activities included learning environment audits in 12 schools, Early Language project in eight schools, Helicopter Stories project in ten schools and the Language First project in five schools. Ofsted inspections during the year demonstrated the work of the team:

The local authority's support for the early years also ensures that assessments are moderated carefully to ensure that they accurately reflect children's attainment. (Ofsted, June 2019)

All aspects of early years provision have improved. The new early years leader has developed an effective team, which has a clear understanding of the children's needs and what each child needs to do next to make progress (Ofsted, May 2019)

Leaders have worked successfully with the local authority throughout the merger process to strengthen provision, especially in the early years and key stage 1. (Ofsted, May 2019)

- 2.8 Over the last two years, the service has used its School Improvement Grant to fund an advisory teacher post with a primary function to improve outcomes for disadvantaged pupils - children eligible for pupil premium grant (PPG). Compliance checks have been undertaken for all providers eligible for the PPG, and the advisor contacted all schools that were non-compliant to offer feedback in the form of a desktop review and support for schools to develop strategies in relation to the use of the grant. Many schools requested bespoke support for provision mapping, staff training, data analysis, monitoring, governing training, peer reviews, system design, and outreach support for pupils. A series of networking sessions, led by the advisory teacher and supported by SIAs, have been established to provide schools with a toolkit for self-evaluation of their provision. In addition, the network sessions have included training and workshops from different departments and organisations for example, the Black Country Children's University.
- 2.9 During 2018-19, 75 schools and academies purchased the Safeguarding Officer for Education SLA. This comprised of a minimum of 3 visits but varied depending on each school's need. The schools in the SLA received a safeguarding self-evaluation tool - which was completed in conjunction with the LA officer during the visits. They also received an example safeguarding policy (updated annually), a code of conduct (updated when non-statutory guidance is updated) and an annual refresher training presentation. Schools in the SLA benefit from a visit from the officer upon notification of inspection and safeguarding advice and support via e-mail and telephone as and when required. Some schools also request bespoke training as part of the 3-visit package. General safeguarding awareness training and safer recruitment training was delivered several times during the academic year to school leaders and governors. During a four-year period from September 2015 to the end of 2019 all schools that have purchased the safeguarding SLA have been judged by Ofsted to have effective safeguarding policies, procedures and practices in place.
- 2.10 The service acted as Appropriate Body for 45 Newly Qualified Teachers (NQTs) in the city last year. Training, registration, monitoring and support was provided for new teachers and their mentors in schools and academies across primary, secondary and special schools. 44 NQTs were successful in completing their programme, one left before completion.

3.0 School Performance

3.1 Systems for assessment in primary schools are more effective than previous years. The service is confident that rigorous and robust systems exist for standardisation and moderation of end of phase assessments.

- LA moderation of Early Years Foundation Stage teacher assessments was undertaken in 29 schools and settings by LA colleagues and 14 moderators recruited from schools.
- Ten visits were made to schools on behalf of the Standards and Testing Authority to monitor the administration of the phonics screening check, 100% of visits were judged to be delivering the check effectively.
- In total, 47 schools were moderated for teacher assessment at Key Stage 1 – this involved 18 moderators looking at the samples of work for 215 children in each of reading, writing and mathematics. Of the 645 samples, only 12 pieces were moved down and 24 were increased.
- For Key Stage 2 moderation, 33 schools were visited, 271 samples of work were reviewed, fewer than 5% were moved down and 7% were increased. Seven officers monitored the administration of the Key Stage 2 Statutory Assessments (SATs) across 23 schools before, during and after the test week in May.

A summary of effective practice for assessment and moderation was shared with schools following the process.

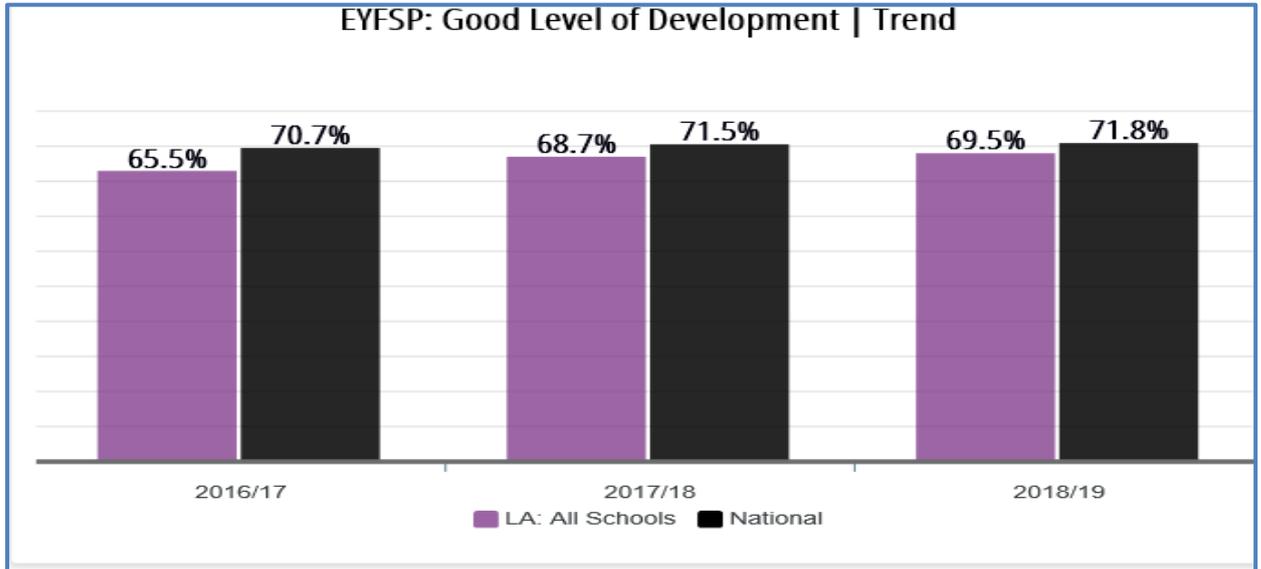
3.2 Highlights of performance at each Key Stage is provided below.

3.2.1 Early Years Foundation Stage Profile validated data

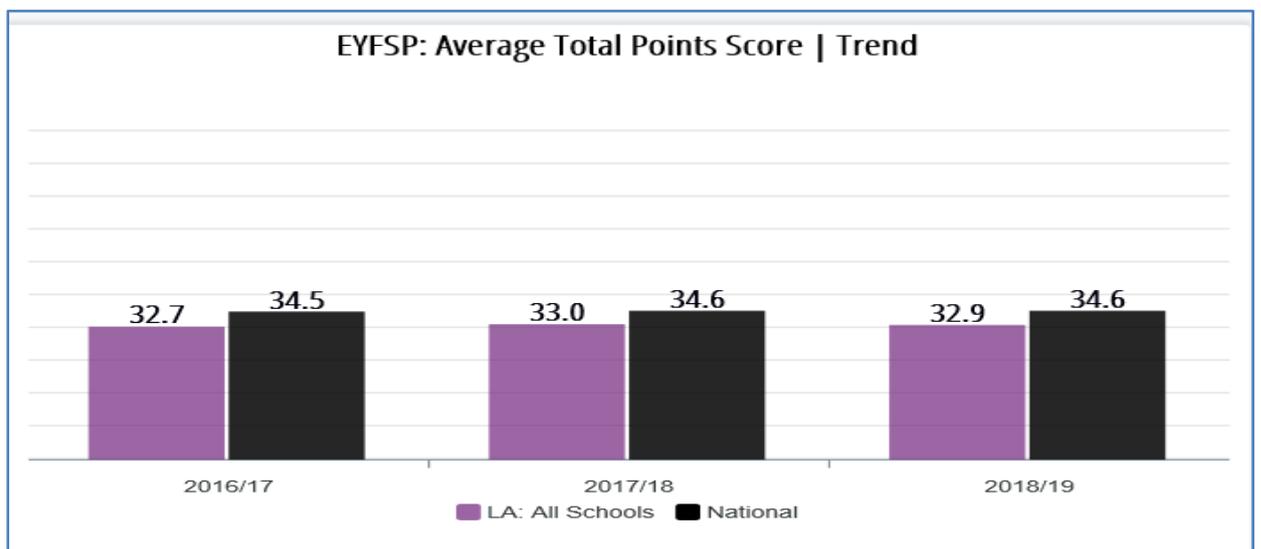
- From a cohort of 3,487 pupils assessed using the Early Years Foundation Stage Profile, 70% achieved a Good Level of Development (GLD), a total of 2,422 pupils. This is an increase of 1% on 2018 outcomes. National outcomes indicate that 72% of pupils achieved GLD.
 - The gap between Wolverhampton and National Good Level of Development has decreased from 7% in 2016 to 2% in 2019.
 - In 2019 Wolverhampton is ranked 118th (of 151 Local Authorities), this indicates improvement from 125th in 2018.
 - When compared to Statistical Neighbours, Wolverhampton (70%) is above average, joint 2nd in the group, behind Southampton and Derby (both 71%).
 - 3.8% of the children achieved an exceeding outcome in all 12 of the GLD areas of the early learning goals.
 - Fewer boys attained GLD than girls (64% compared to 75%), this was lower than their counterparts nationally resulting in a greater gender gap.

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- Of the 70 schools with EYFS outcomes in 2019, 30 schools achieved above the national figure.



- West Midlands regional comparisons place Wolverhampton as 8th out of 14, with GLD in line with the regional average of 70%.
- From a cohort of 3,487 pupils the average total points score across all early learning goals is 32.9. Furthermore 67% of pupils achieved an expected or exceeding in all early learning goals, a total of 2,325 pupils

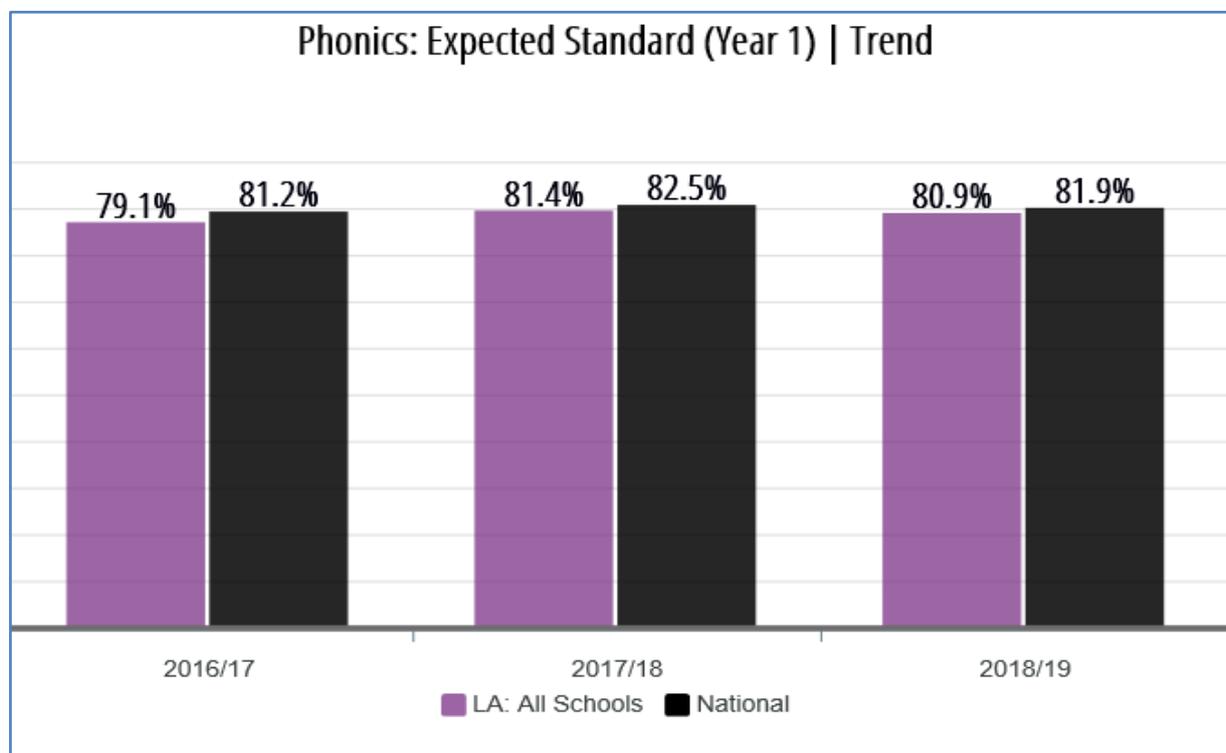


- In the city, 60% of pupils eligible for Free School Meals achieved a GLD, this is a noticeable increase compared to 54% in 2017 and considerably higher than the national of 57%. This places Wolverhampton 40th Nationally with a Quartile banding of B. Joint 1st place in comparison to our Statistical Neighbours and 2nd in the West Midlands.

- 65% of pupils with English as an additional language achieved GLD, the same as 2018 and 2% below the national of 67% This places Wolverhampton joint 3rd in comparison to our Statistical Neighbours and joint 4th in the West Midlands, this is a 1% above the West Midlands average.
- 23% of pupils receiving SEN Support achieved a GLD which places the city joint 5th in comparison to our Statistical Neighbours and 11th regionally. This reflects an increase of 7% since 2016.

3.2.2 Phonics Screening Test validated data

- In 2019, 81% of pupils achieved the standard of the phonics screening check, this was similar to 2018 and this ranks Wolverhampton 92nd place nationally.
- There remains a gap of approximately 6% between boys and girls in this measure.
- 44% of pupils receiving SEN Support reached the standard of the phonics screening, this is below the NCER national of 48%.
- 78% of pupils reached the expected level in the phonics screening for children who have English as an additional language.
- Pupils eligible for FSM performed particularly well with 75% achieving the expected standard in Phonics, 5% higher than their counterparts nationally. This places Wolverhampton 1st in comparison to our Statistical Neighbours and 1st in the West Midlands and gives Wolverhampton a national ranking of 21 and a quartile banding of A.



3.2.3 Key Stage 1 validated data

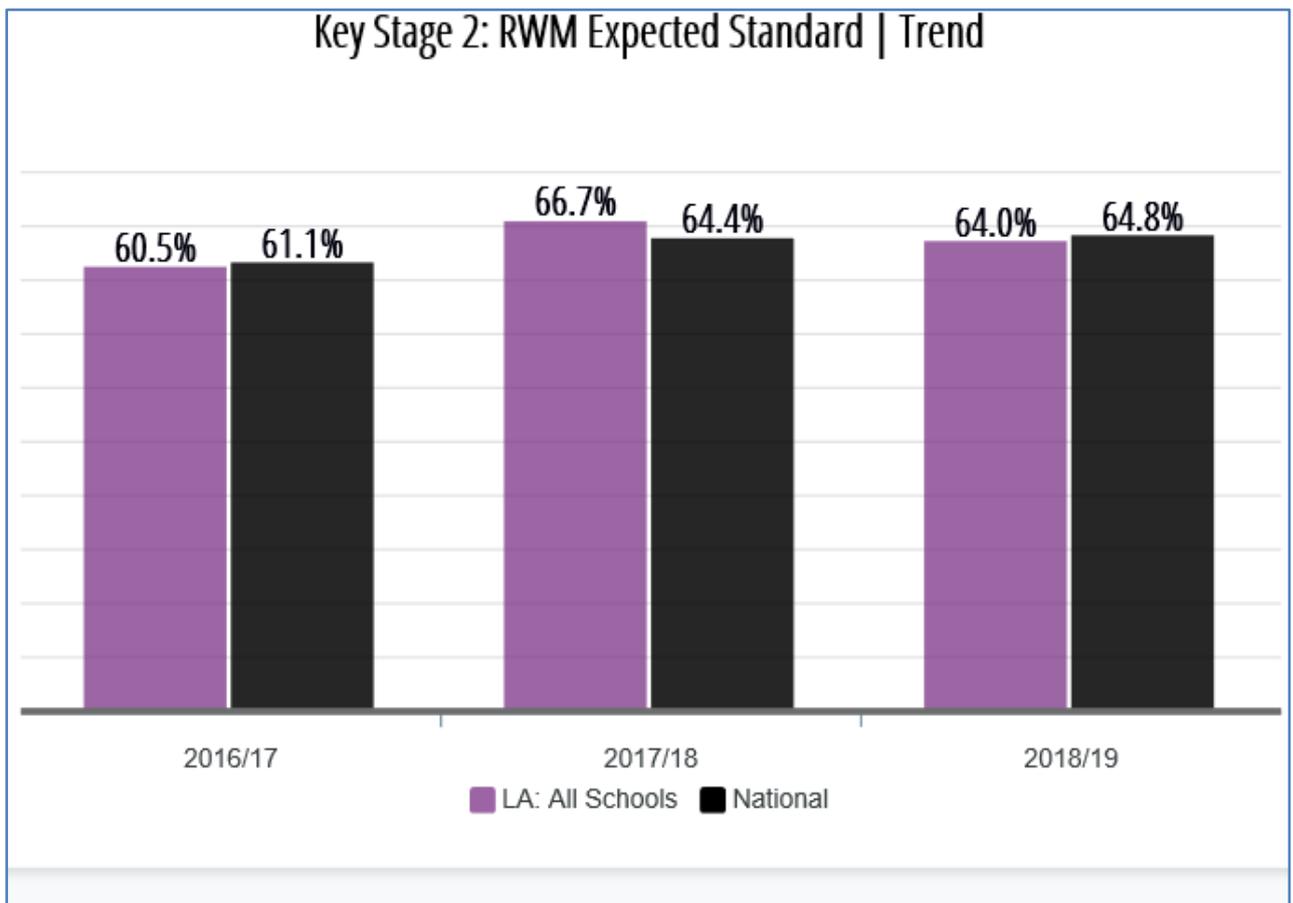
- From a cohort of 3662 pupils, 66% of Wolverhampton pupils reached the expected standard in Reading, Writing and Maths combined (RWM). This figure was 65% in 2018. NCER National outcomes indicate that 65% of pupils attained this level, the same as 2018. Overall 11% of pupils in the city were working at greater depth in all three subjects, this is in line with the NCER national figure.
- Reading: 74% of pupils achieved the expected standard or above in reading, the same as 2018, compared to 75% nationally. This gives Wolverhampton a ranking of 88, compared to 96 in 2018. This places Wolverhampton joint 1st in comparison to our Statistical Neighbours and in line with the West Midlands average. Only 22% of pupils were working at greater depth, compared to 25% nationally.
- Writing: 69% of pupils were assessed to be working at the expected standard or above in writing, this remains the same as 2018 and compares to 69% nationally. As a result, Wolverhampton is ranked 77, compared to 82 in 2018. This places Wolverhampton 1st when compared to our Statistical Neighbours and 1% higher than the West Midlands average. 14% of pupils are working at greater depth compared to 15% nationally.
- Mathematics: 75% of pupils achieved the expected standard or above, the same as 2018 outcomes. This compares to 76% nationally, Wolverhampton is ranked 79 compared to 89 in 2018. This places Wolverhampton joint 1st when compared to Statistical Neighbours and in line with the West Midlands average. 19% of pupils are working at greater depth compared to 22% nationally.
 - In all Key Stage 1 subjects more girls reached the expected standard than boys. The biggest gap in attainment by gender was in writing where it was 13% between girls (76%) and boys (63%), this reflects the national picture.
 - In reading the gender gap was 7% with 78% of girls and 71% of boys reaching the standard. The gap was narrowest in Maths at 2%, where 76% of girls reached the expected standard compared to 74% of boys. This gap reflects the national picture.
 - 57% of disadvantaged pupils reached the expected standard in all three subjects of Reading, Writing and Maths in 2019, this is significantly higher than the NCER national of 49% and the regional of 51%.
 - 16% of pupils with SEN support (non EHCP children) reached the expected standard in all three subjects of Reading, Writing and Maths. This is below the NCER national.
 - 64% of pupils with English as an additional language reached the expected standard in RWM compared to 66% of those with English as a first language. This is above the NCER national average for EAL pupils.

3.2.4 Key Stage 2 validated data

- From a cohort of 3,364 pupils at the end of Key Stage 2, 64% achieved the expected standard in Reading, Writing & Maths combined (RWM), a total of 2,154 pupils. This compares to 65% nationally, ranking Wolverhampton 95 nationally with a quartile banding of C. When compared to our Statistical Neighbours Wolverhampton is joint 1st and above the West Midlands average.
- In Reading, 72% of pupils achieved the expected standard or above compared to 73% nationally, ranking Wolverhampton 101 nationally.
- In Writing, 79% of pupils were assessed at the expected standard or above, this is above the national average, ranking Wolverhampton 71 nationally with a quartile banding of C.
- In Maths, 76% of pupils achieved the expected standard or above, compared to 79% nationally, ranking Wolverhampton 130 nationally.
- In Grammar, Punctuation and Spelling, 79% of pupils achieved the expected standard or above, this is above the national average, giving Wolverhampton a ranking of 58th nationally with a quartile banding of C.
- There is an increase in the proportion of Wolverhampton children working at the higher standard, or greater depth (GDS). In 2019 this was 24% in Reading, 20% in Writing, 23% in Maths and 37% in GPS, compared to 27%, 20%, 27% and 36% nationally. Overall 10% of pupils in the city attained GDS in reading, writing and mathematics combined compared to 11% nationally.
 - The gap between attainment for boys and girls for RWM combined was 11%, with 59% of boys at the expected standard in all three subjects compared to 60% for boys nationally. Whereas 70% of girls achieved RWM combined, in line with girls nationally.
 - In Reading, Writing and Maths combined, 56% of disadvantaged pupils achieved the expected level (56% in 2018) compared to 51% nationally (51% in 2018). This is strength and demonstrates the impact of the work schools are doing to support the most disadvantaged pupils. It ranks Wolverhampton 32nd nationally with a quartile banding of B.
 - 52% of pupils eligible for FSM achieved the expected level in RWM combined, compared to 47% of FSM pupils nationally and regionally. This places Wolverhampton in 1st place when comparing with Statistical Neighbours and West Midlands local authorities, with a national ranking of 32 and a quartile banding of A.

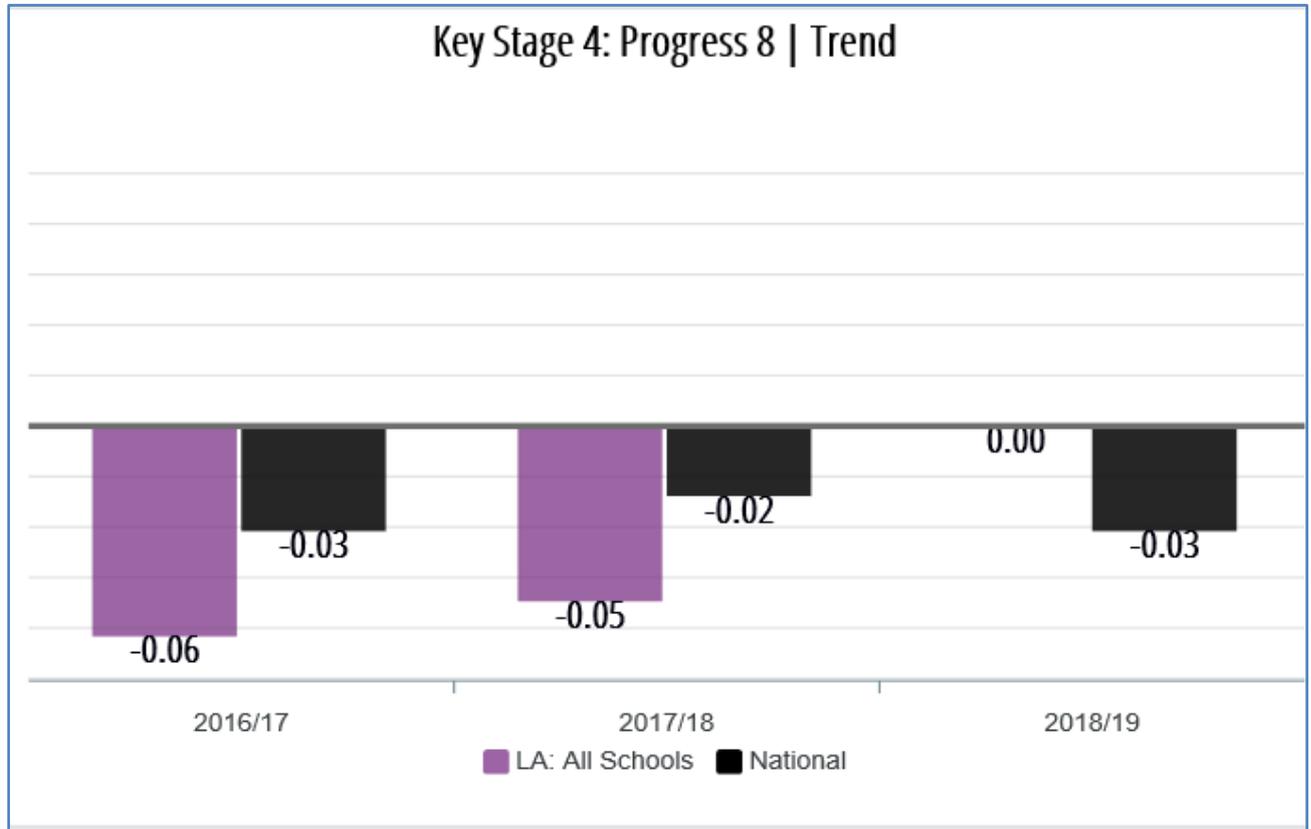
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- 23% of pupils with SEN support (non EHCP children) achieved this standard in RWM combined compared to 25% nationally. This is above both the West Midlands and Statistical Neighbours average. This ranks Wolverhampton 93 nationally with a quartile banding of C.
- 65% of pupils with English as an additional language achieved the expected standard in RWM combined. This is above the national average. The positive impact of the work of the Local Authority's Citizenship, Language and Learning Team is visible in this data.
- Progress across Key Stage 2 remains significantly above national averages. In Reading this is +0.6, in Writing +0.9, in Maths +0.1 This is the fourth successive year that Wolverhampton has been above average progress in all Key Stage 2 progress measures.
 - In Writing Wolverhampton is ranked 23 nationally with a quartile banding of A.

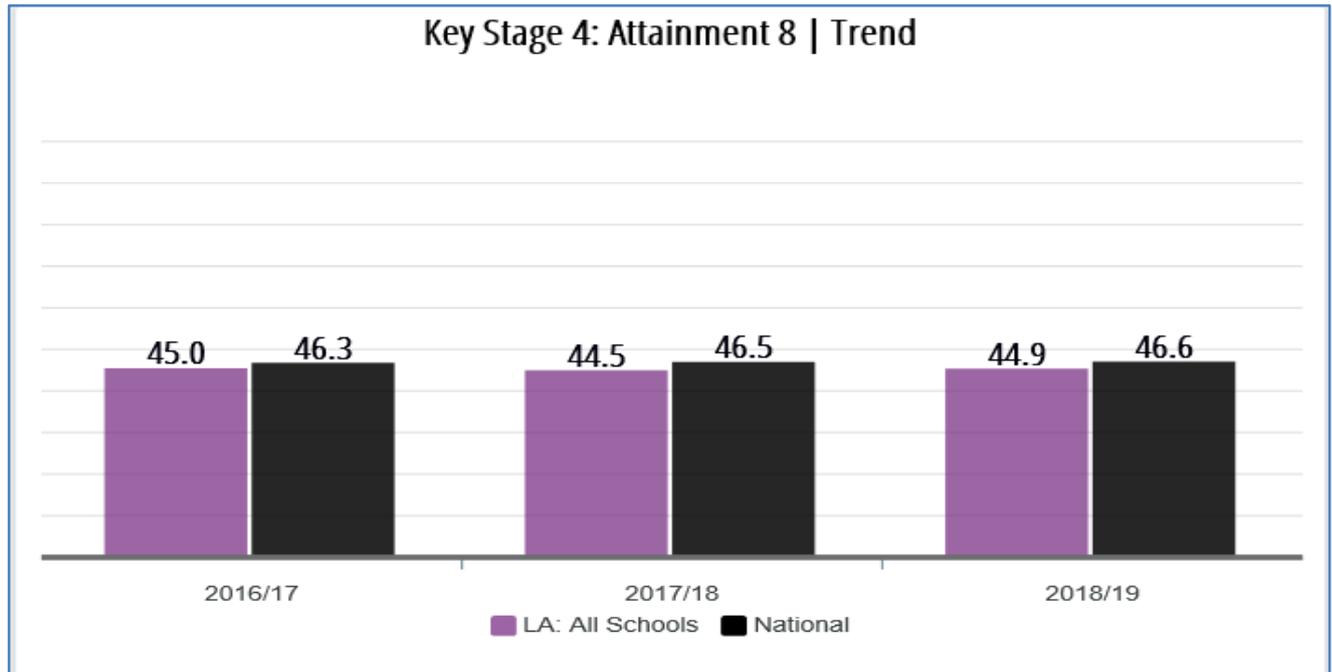


3.2.5 Key Stage 4 – unvalidated data

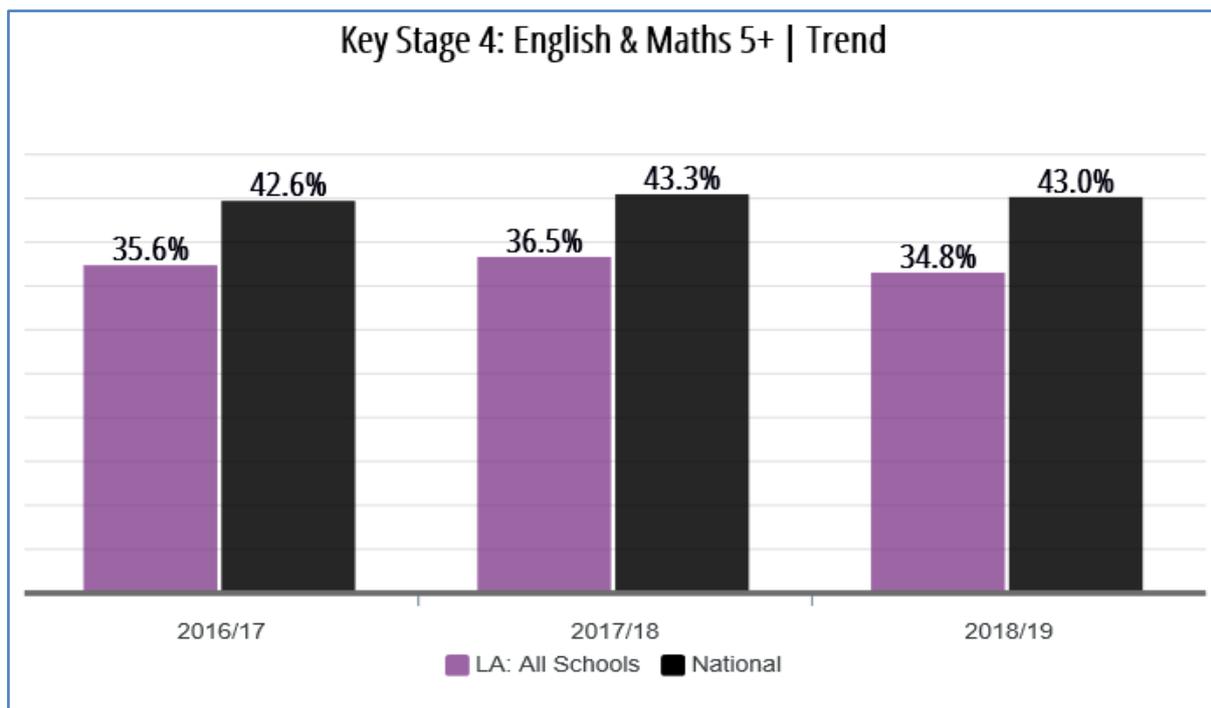
- Provisional outcomes for 2019 indicate that the Progress 8 measure has improved from 2018 at 0.00. This improvement is reflected in the national ranking for Wolverhampton which is currently 60 with a quartile banding of B.



The provisional average Attainment 8 score per pupil is 44.9 compared to 44.5 in 2017 which is marginally above the National and Statistical Neighbour average and ranks the city 97 nationally with a quartile banding of C.

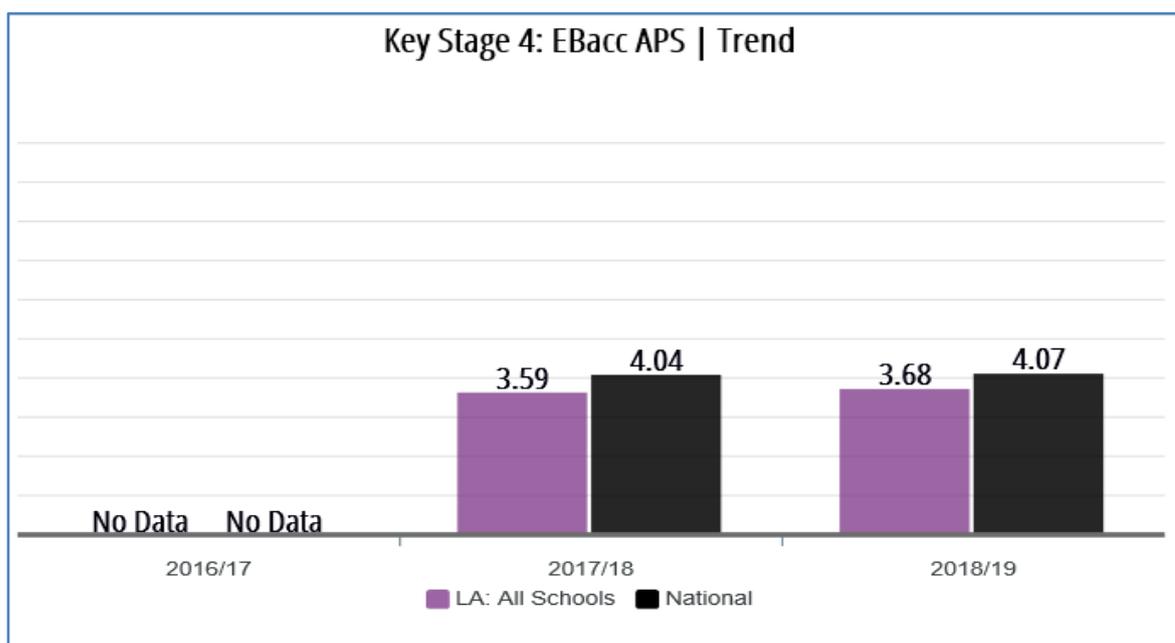


- The proportion of pupils in the city achieving a strong (Grades 9-5) pass in English and Maths is 35%, compared to 43% nationally. This ranks Wolverhampton 136th nationally, below the West Midlands average, but in line with our Statistical Neighbour average.

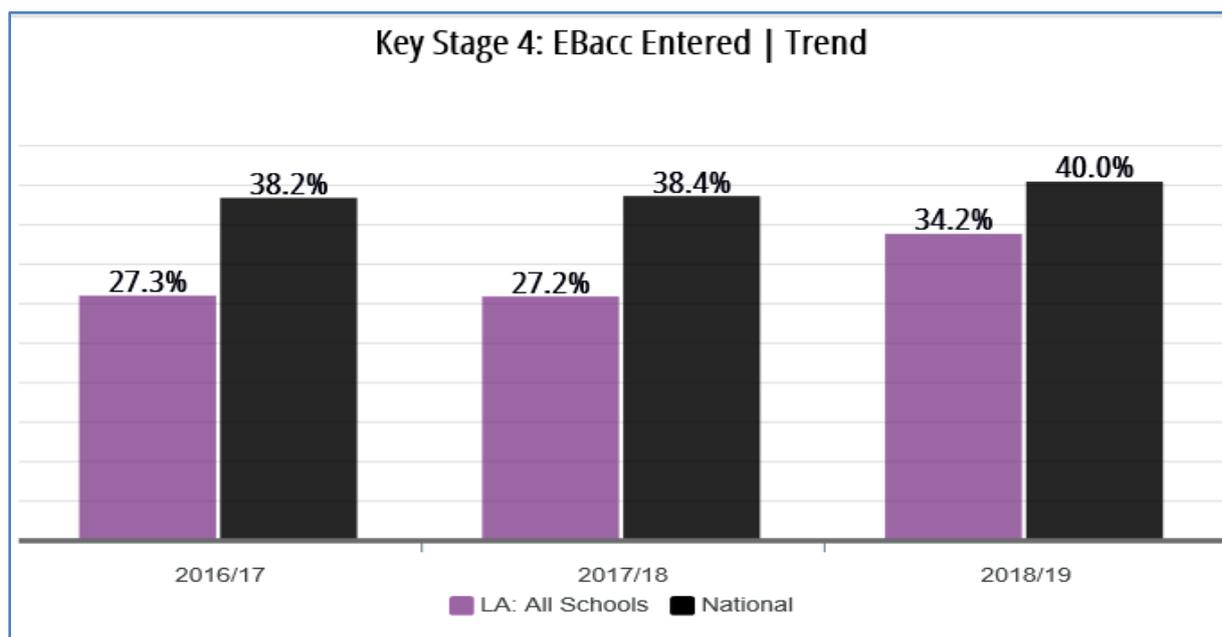


- The attainment gap between the performance of boys and girls at this measure is significant with 13 percentage points gap for achieving a strong pass at 9-5. Both figures are wider than the national, regional and Statistical Neighbour averages.

- Disadvantaged pupils Attainment 8 score was 38.9 (37.2 in 2018). This is higher than the national of 36.7 and regional of 37.1. Disadvantaged pupils performed well at Progress 8 with a score of -0.20. Furthermore 23% of disadvantaged pupils achieved a strong pass in English and Maths (9-5) compared to 25% nationally.
- For pupils with SEN support, the Attainment 8 score is 32.2 (31.8 in 2018) This is in line with national and above the West Midlands score. 10% of pupils with SEN support achieved a strong pass in English and Maths at 9-5. The Attainment 8 score for pupils with an EHCP is 7.3 (7.7 in 2018) compared to 13.6 nationally.
- Pupils with English as an additional language had an Attainment 8 score of 46.6 (47.8 in 2018), this is below the national figure of 48.2 and in line with the regional score. 39% of pupils who have English as an additional language achieved a strong pass in English and Maths at 9-5, this is below the national figure and in line with the regional average.
- From 2018, the headline EBacc attainment measure is the EBacc average point score (EBacc APS). Wolverhampton has an EBacc APS of 3.68 (3.59 in 2018) ranking 128 nationally and 7th compared to our Statistical Neighbours.



- The percentage of pupils who entered English Baccalaureate has increased by 7.0% from 27.2% in 2018 to 34.2% in 2019. This upward trend is greater than the national increase of 2%.
- In 2018-19, 92% of Wolverhampton pupils were in sustained education, employment or training in the year after Key Stage 4, compared to 94% nationally, this figure was in line with our Statistical Neighbours.



3.2.6 Key Stage 5 - unvalidated data

- At Key Stage 5, 8% of Wolverhampton pupils attained 3+ A grades at SCSE/Applied A Level and double awards. This is below the 12% nationally and is in line with the West Midlands and Statistical Neighbours averages.
- The proportion of pupils achieving AAB or higher at A level in at least 2 facilitating subjects is 11% compared to 16% nationally. This is higher than our Statistical Neighbours and in line with the West Midlands figure.
- The average point score per entry for A levels was 28.37 compared to 33.77 nationally. This ranks Wolverhampton 141.
- The average point score per entry for “Technical” qualifications is 27.39 which indicates an upward trend and is above the West Midlands average, but below the national figure of 28.43. This ranks Wolverhampton 86 with a quartile banding of C.

4.0 Priorities 2019-2020

The service will continue to work with schools to address remaining gaps in performance in:

- Ofsted outcomes for early years settings (childcare in domestic and non-domestic premises)
- Improvements in academic outcomes for pupils who have Special Education Needs and Disabilities (SEND)
- Improvements in academic outcomes for boys
- Curriculum development, implementation and leadership, with an emphasis on maths
- Attainment at Key Stage 4 and 5.

5.0 Questions for Scrutiny to consider

Panel members asked to seek assurance on the performance of schools and academies in the city and to make comment as appropriate.

6.0 Financial implications

There are no financial implications of this report.
[HM/17012020/W]

7.0 Legal implications

There are no legal implications.
[AS/17012020/A]

8.0 Equalities implications

Details regarding the performance of specific groups are provided in the report. Any underperformance between groups is challenged at a school level and informs the school improvement priorities for the academic year 2019 - 2020

9.0 Environmental implications

There are no environmental implications.

10.0 Human resources implications

There are no financial implications.

11.0 Corporate landlord implications

There are no corporate landlord implications.

12.0 Schedule of background papers

The previous report was presented at Children and Young People's Scrutiny Panel on 21 March 2019.

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