

Meeting of the City Council

1 February 2017

Report title	School Standards – current overview	
Referring body	Managing Director	
Councillor to present report	Councillor Claire Darke	
Wards affected	All	
Cabinet Member with lead responsibility	Councillor Claire Darke Education	
Accountable director	Julien Kramer, Education	
Originating service	School Standards	
Accountable employee(s)	Alex Jones Tel Email	Assistant Director –School Standards 01902 555275 alex.jones2@wolverhampton.gov.uk
Report to be/has been considered by	Strategic Executive Board 19 January 2017	

Recommendation(s) for action or decision:

The Council is recommended to:

1. Scrutinise the details of the report on the current standards of schools and education outcomes across the City and comment on the scope and effectiveness of Wolverhampton Council's response in securing the highest possible standards across all Wolverhampton schools.

1.0 Purpose

- 1.1 To inform the Council of the current standards of schools and education outcomes across the City.
- 1.2 The Council is invited to scrutinise the contents of the report and make any suggestions or recommendations that strengthen the council's ability to carry out its functions to monitor the performance of schools in its area and ensure that where improvements are necessary, these are carried out effectively and expeditiously.

2.0 Background

- 2.1 The report is intended to give an overview of school performance and the work of the local authority in securing excellent outcomes across the City of Wolverhampton.

3.0 Current school Ofsted position (this includes both maintained schools and academies) as at end of Autumn Term 2016 (December 2016):

3.1 Outstanding Schools:

There are currently 15 schools judged to be outstanding in the City – this number needs to increase further if we are to raise capacity across Wolverhampton to support less successful schools to improve.

14 out of 15 of the outstanding schools are judged to continue to be strong and effective and are RAG rated as GREEN. 1 academy is RAG rated as AMBER due to recent changes in school leadership and concerns have been raised with the Regional Schools Commissioner who has responsibility for academy standards.

3.2 Good Schools:

There are currently 67 schools judged to be good in the City – this number is increasing and is set to rise further as there are several schools currently judged to be Requiring Improvement that will be at least Good when inspected.

52 out of the 67 schools are judged to continue to be strong and effective and are RAG rated as GREEN. 13 are RAG rated Amber (12 maintained and 1 academy) and are rated as such to ensure that they have the appropriate levels of support in place from the LA to prevent further decline from good – this does not indicate the need for more formal interventions at this stage and 2 maintained are RAG rated RED and are receiving a full package of support coordinated by the School Improvement Team.

3.3 Requires Improvement Schools:

There are currently just 15 schools judged to Require Improvement in the City.

6 out of the 15 are RAG rated as GREEN and are expected to be judged Good by Ofsted when reinspected. 3 are RAG rated as AMBER (2 maintained and 1 academy) and are rated as such to ensure that they have the appropriate levels of support in place from the LA to support them to become good as soon as possible – this does not indicate the

need for more formal interventions at this stage. 6 are RAG rated as RED (2 of which are academies and concerns have been raised with the Regional Schools Commissioner who has responsibility for academy standards and 4 are maintained and are receiving a full package of support coordinated by the School Improvement Team until their academy conversions are finalised).

3.4 **Unclassified Schools:**

There are currently 10 schools that are currently unclassified in the City (sponsored academy that has yet to be re-inspected by Ofsted so has no judgement).

3.5 **Current Ofsted Position of LA (December 2016):**

Good and Outstanding:

Primary 84% (from 81% in July 2016)

Secondary 75%

Special 100%

Nursery schools 100%

Primary & Secondary Combined: 82%

All schools 85% (from 83% in July 2016)

3.6 **End of Key Stage outcomes 2015/2016 Academic Year**

3.7 **Early Years**

For pupils at the end of reception year in 2016 there was a 2% increase in the percentage assessed as reaching a good level of development (to 62%). The gap between Wolverhampton's figures and national figures did however widen (last year's gap 5% this year's gap 7%). Wolverhampton's national position is 145th out of 152 Local Authorities compared to 134 in 2015.

One of the issues with assessment at the end of EYFS is that it is purely based on attainment and takes no account of the progress that children have made from entering school to the end of Reception – this is particularly significant in Wolverhampton as our children start school significantly below their expected levels for their age (being the 12th most deprived city in the country for childhood deprivation and poverty) and make considerable progress by the end of Reception year but not enough to bring the City back in line with national level in such a short period (only 1 year for those schools without a nursery).

The LA are working very hard with a number of initiatives to raise attainment in Early Years Foundation Stage – EYFS Leaders networks, Literacy Projects, moderation meetings, school improvement visits to the lowest performing schools, transition project from private nurseries (PVI's) and child-minders to schools.

3.8 **Key Stage 1 and Key Stage 2 All schools (Inc. Academies):**

The 2016 key stage assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. New tests and interim frameworks for

teacher assessment have been introduced to reflect the revised curriculum. Results are no longer reported as levels, and each pupil now receives their test results (at Key Stage 2) as a scaled score and teacher assessments (at Key Stage 1) based on the standards in the interim framework. Because of the changes set out above, figures for 2016 are not comparable to those for earlier years.

The expectations for pupils at the end of Key Stage have been raised. Given the differences in the curriculum and assessments, levels are not comparable with scaled scores or teacher assessment outcomes.

- 3.9 Key Stage 1 reading - 71% of pupils achieved the expected standard (or above) in reading compared to 74% nationally. **Wolverhampton's national position is 116th out of 152 Local Authorities compared to 128th in 2015 (up 12 places nationally).** We are 3rd against our statistical neighbours and 4th in the region.
- 3.10 Key Stage 1 writing - 62% of pupils reached the expected standard (or above) in writing compared to 65% nationally. **Wolverhampton's national position is 115th out of 152 Local Authorities compared to 144th in 2015 (up 29 places nationally).** We are 3rd against our statistical neighbours and 3rd in the region.
- 3.11 Key Stage 1 maths - 71% of pupils reached the expected standard (or above) in maths compared to 73% nationally. **Wolverhampton's national position is 93rd out of 152 Local Authorities compared to 146th in 2015 (up 53 places nationally).** We are 2nd against our statistical neighbours and 3rd in the region.
- 3.12 **Overall, whilst it is true that we are still below national figures at Key Stage 1 we are making rapid progress to narrow the gap and the City is moving up the league tables considerably due to that. Further work will continue across the Key Stage to raise standards – including a comprehensive programme of, fully subsidised, training around reading and maths.**
- 3.13 Key Stage 2 reading, writing and maths combined (The percentage of pupils who achieved the expected standard or above in all of reading, writing and maths combined) - 53% of pupils reached the expected standard (or above) in reading, writing and maths combined which is in line with national. **Wolverhampton's national position is 79th out of 152 Local Authorities the same position as in 2015.** We are joint 1st against our statistical neighbours and 2nd in the region.
- 3.14 Key Stage 2 writing - 74% of pupils reached the expected standard (or above) in writing, the same as the national figure. **Wolverhampton's national position is 67th out of 152 Local Authorities up on the 2015 position which was 100th (up 23 places nationally).** We are 2nd against our statistical neighbours and 2nd in the region.
- 3.15 Key Stage 2 maths - 69% of pupils reached the expected standard (or above) in maths, compared to 70% nationally. **Wolverhampton's national position is 79th out of 152 Local Authorities up on the 2015 position, which was 83rd (up 4 places nationally).** We are 2nd against our statistical neighbours and 2nd in the region.

- 3.16 Key Stage 2 reading - 63% of pupils reached the expected standard (or above) in reading, compared to 66% nationally. **Wolverhampton's national position is 103rd out of 152 Local Authorities down on the 2015 position, which was 93rd.** We are 2nd against our statistical neighbours and 2nd in the region.
- 3.17 **Considering our low starting points at EYFS it is an achievement that by the end of Key Stage 2 the vast majority of our pupils reach age related expectations in all three subjects combined. We have made excellent progress in our writing standards this year moving up 23 places in the league tables and, while our maths and reading scores are still slightly below national, we are still performing well against our statistical and regional neighbours. Further work will continue across the Key Stage to raise standards – including a comprehensive programme of, fully subsidised, training around reading and maths**
- 3.18 **We are also the only authority in the region to have no primary schools below government threshold standards (above Solihull who have 2).**
- 3.19 **Key Stage 4**
A new secondary school accountability system has been implemented in 2016. The headline accountability measures for schools from 2016 are: Attainment 8, Progress 8, Attainment in English and Maths (A*- C), and English Baccalaureate (EBacc) entry and achievement.

Because of the changes set out above, figures for 2016 are not comparable to those for earlier years.

In addition, only 5 of our 19 secondary schools are maintained by the Local Authority.

- 3.20 **Attainment 8** - measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

47% of pupils achieved the attainment 8 (A8) standard compared to 48% nationally. **Wolverhampton's national position is 127th out of 152 Local Authorities.** We are 5th against our statistical neighbours and 6th in the region.

- 3.21 **Progress 8** - aims to capture the progress a pupil makes from the end of Key Stage 2 to the end of Key Stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure; therefore the national average Progress 8 score for mainstream schools is zero.

Average progress for Wolverhampton pupils between Key Stage 2 and Key Stage 4 was -0.14 **Wolverhampton's national position is 114th out of 152 Local Authorities.** We are 7th against our statistical neighbours and 4th in the region.

- 3.22 **Attainment in English and maths A* - C (basics)** - This measure looks at the percentage of pupils achieving A*-C in both English and maths. In 2016, pupils could achieve the English component of this with A*-C in English language or literature. In 2015 pupils had to achieve an A*-C in English language, and have sat an English literature exam. The change means a higher proportion of pupils achieve the measure.

58% of pupils achieved an A* - C grade GCSE in both English and maths compared to 59% nationally. **Wolverhampton's national position is 124th out of 152 Local Authorities.** We are 4th against our statistical neighbours and 4th in the region.

- 3.23 **English Baccalaureate (EBacc) entry and achievement** - The EBacc was first introduced into the performance tables in 2009/10. It allows people to see how many pupils get an A*-C or above in core academic subjects at Key Stage 4. The EBacc is made up of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the English Baccalaureate list of qualifications. **Many of the schools in Wolverhampton do not teach a compliant EBacc curriculum as this does not meet the needs of local young people in the main.**

15% of pupils achieved the English Baccalaureate measure compared to 23% nationally. **Wolverhampton's national position is 143rd out of 152 Local Authorities.** We are joint 6th against our statistical neighbours and 6th in the region.

- 3.24 **5 or more A* - C grade GCSE's including English and maths** - While this is no longer a DfE accountability measure for secondary schools, this is a measure most readily understood since it was used as one of the DfE threshold measures over a number of previous years.

52% of pupils achieved 5 or more A* - C grade GCSE's including English and maths compared to 53% nationally. **Wolverhampton's national position is 123rd out of 152 Local Authorities up on the 2015 position which was 127th (up 4 places nationally).** We are joint 4th against our statistical neighbours and 4th in the region.

4.0 Financial implications

- 4.1 The cost of implementation and monitoring of the Council's actions to challenge and support schools to improve their end Ofsted outcomes has been included in the approved revenue budget for the Schools Standards service. [MF/24012017/U]

5.0 Legal implications

- 5.1 Under Section 13 of the Education Act 1996 the Council has a duty to contribute to the development of the community by securing efficient primary and secondary education and promote high standards in the city.
- 5.2 Recent improvements in attainment and in the performance of schools suggest that the Council's duties are being discharged. [RB/23012017/D]

6.0 Equalities implications

- 6.1 Some pupils and some schools face greater challenges in achieving educational success; there are therefore profound Equalities implications to the LA and to schools in ensuring that every child and young person achieves their full potential and every school provides good educational outcomes.
- 6.2 A coherent and effective strategy to support schools is in place and Ofsted regularly audit all of this work.

7.0 Environmental and Corporate landlord implications

- 7.1 There are no direct environmental implications arising from this report

8.0 Human resources implications

- 8.1 Where the Headteacher, staff or governors require support or training there can be significant HR implications.
- 8.2 The wider social costs of educational underachievement or failure have been previously referred to.

9.0 Corporate landlord implications

- 9.1 There are no direct Corporate Landlord implications arising from this report

10.0 Schedule of background papers

N/A