

Cabinet Committee on Performance Improvement

Meeting to be held on Wednesday, 27th June 2018

Report of the Head of Schools Improvement

Electoral Division affected:

All

Lancashire Key Stage 4 Recovery Plan

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Executive Summary

Whilst standards of attainment at the end of Key Stage 4 in Lancashire are in line or above the national average in the basic Grade 4 and above in English and mathematics, performance in Attainment 8 is below the national average. Progress measures, whilst above the north-west average, are significantly below the national average.

Recommendation

The Cabinet Committee is asked to note the content of the report.

Background and Advice

Key Stage 4

Overall attainment in Lancashire is mostly in line with the national average, but Progress 8 scores are low.

Attainment against the English & Maths "Basics" measure at A*C/Grade 4+ has remained **above** the national average over time and equalled the national average at the new Grade 5+ in 2017. This was true for both genders. Attainment in both English and in Maths was above the national average at Grade 4+, also above in Maths at Grade 5+. In English, this was below the national average at Grade 5+ because of relatively lower Literature scores. English Language remained above the national average. Because of relatively low entry rates for the full range of English Baccalaureate (EBacc) subjects, attainment in this measure at Grade 4+ has remained low over time (also now at Grade 5+). This does not reflect low expectations on behalf of Lancashire schools, as entry for GCSEs is higher than the national average, with lower entry for "alternative" qualifications. The Attainment 8 score was below the national average in 2017, reflecting low attainment in the EBacc and Open subjects (again reflecting curriculum decisions as above). Attainment 8 scores in English and Maths equalled the national average, as did the GCSE-only Open score.

2017 Progress 8 scores were below the national average and low in English, Maths, EBacc and Open subjects. However, Lancashire scored better than the north-west average for English and Maths, equalling the north-westW average for EBacc subjects, but below the north west for Open subjects.

In 2017, Progress 8 scores were positive for girls, the main ethnic minority groups, pupils who are not 'disadvantaged' and for pupils with English as a second language. Progress 8 scores were mostly negative for disadvantaged pupils, those with Special Educational Needs support, boys and the least able. The curriculum offer and exam entry once again are a key factor, as these groups have higher entry rates for GCSE subjects than nationally, with lower use of "alternative" qualifications.

Issues

The progress of pupils as measured by Progress 8 is below the national average, raising questions about curriculum access and particularly for boys, the least able, and those with Special Educational Needs.

Because of low Progress 8 scores, too many schools are below the Progress 8 Floor Standard and too many meet the coasting threshold, a measure which is soon to be discontinued.

The performance of disadvantaged pupils remains a key priority for development, as it is consistently well below average and is not improving significantly. The progress made by pupils with an Education Health Care plan (or Statement) is in the lowest quartile nationally.

There are some significant district variations (in particular, low attainment in Burnley and Pendle, low progress in Burnley), with low attainment by some groups of Black and Minority Ethnic pupils, although their progress is strong.

Secondary Advisers: Key Strategic Priorities 2017/2018

Service plans have been written to address the following priorities:-

1. The attainment and progress of pupils at Key Stage 4 is in line with or above the average for statistical neighbours
2. Reduce the proportion of secondary schools below the floor standard
3. Reduce the proportion of coasting secondary schools
4. Improve the attainment & progress of underperforming groups in Key Stage 4
5. Improve the attainment and progress in disadvantaged areas at all Key Stages [Burnley, Fleetwood, Hyndburn, Pendle, Preston]
6. Increase the proportion of schools and settings judged good or better in Ofsted inspections and the proportion of children attending a good or better school in Lancashire
7. The proportion of schools judged good or better following Ofsted inspection in disadvantaged areas at all Key Stages rises: Burnley, Fleetwood, Hyndburn, Pendle, Preston
8. Reduce the proportion of schools judged as Requires Improvement more than once
9. Reduce the proportion of schools/settings in an Ofsted category of concern

Identified Areas of Focus

- a) Reading: improve achievement and enjoyment of reading across all phases.
- b) Increasing progress in Maths (from 2016)
- c) Improving outcomes in the English Baccalaureate and Progress 8, including through improved KS4 curriculum alignment
- d) Increasing Attainment 8 in coasting secondary schools and those below floor
- e) Improving Progress 8 for Disadvantaged pupils, Children Looked After, boys and the least able (including increasing access to EBacc subjects); schools in Burnley and Pendle
- f) Supporting more schools Requiring Improvement to move to good; increasing the number of outstanding schools
- g) Reduce rates of exclusions, both fixed term and permanent, including Special Educational Needs and Disabilities and Children Looked After

Secondary Team Plan: Actions School Service Guarantee Support

- a) Maintain a focus through School Service Guarantee support visits (including discussion of specific targets and tracking) on reducing in-school variation for identified subjects and key pupil groups, exploring associated data to unpick key issues (including pupil 'outliers', impact of curriculum offer and group attendance); use self-audit tools to support schools. **On-going**
- b) Ensure focus on new accountability measures under reformed GCSEs (Attainment 8, Progress 8, Basics, EBac), including across wider subjects and using previous measures to identify trends. **On-going**
- c) Support and challenge schools in meaningful target-setting, ensuring challenge in lessons, effective assessment, demonstrating progress and reporting to parents and governors. **Completed.**
- d) Identify the most vulnerable schools and maintain half-termly contact. **Completed.**
- e) Support governors to ensure headteacher appraisal targets reflect key school priorities. **Completed.**
- f) Share examples of effective practice with advisers through team meetings (formal meeting agenda item termly) and with schools through the Senior Leader Network. **Completed.**
- g) Team meeting time to carry out analysis of Fischer Family Trust data/Ofsted priorities for low-performing districts and liaise with District headteacher groups/district councils as appropriate. October round-table adviser meeting to discuss Pendle. **Completed.**

Disadvantaged Pupils

- a) Review Pupil Premium risk ratings for schools based on 2016 Education Endowment Fund data and performance in 2017. **Completed.**
- b) Ensure thorough analysis of 2017 progress and attainment for the disadvantaged group in each school (data analysis in advance), seek to confirm underlying issues/effective actions and ensure explicit challenge. **Completed.**
- c) Ensure discussion & analysis includes consideration of more able pupil premium (with the highest scores from the end of primary school) – generate data centrally for advisers to identify relative strengths/weaknesses across schools. **On-going**

- d) Ensure ongoing discussion of "disadvantaged vs non-disadvantaged" tracking, along with progress of Children Looked After. **On-going**
- e) Ensure vulnerable schools have engaged with external Pupil Premium Review, including subsequent follow-up. **On-going**
- f) Identify any examples of particularly effective practice (meeting time to discuss School Service Guarantee support findings) and disseminate. **On-going**
- g) Review unsuccessful bid for Strategic School Improvement Fund project with a view to resubmission. **Completed (bid unsuccessful)**

Progress 8

- a) Continue focus through the School Service Guarantee support on performance against the Progress 8 value-added measure; identifying, exploring and addressing sources of variation at subject and group level (challenging provision for 'outliers'). **Completed.**
- b) Support school leaders & governors to engage with Analysing School Performance. **Completed.**
- c) Maintain strong focus on school curriculum models, exploring variation in entry/access for disadvantaged and different ability groups, sharing best practice. Analyse data across all schools to identify strengths and explore reasons. Deliver governor 'curriculum' training module for Governor Services. **Completed.**

Floor Standards

- a) Continue to review and develop the links between Early Warning Group and individual school reviews. **On-going**
- b) Ensure escalation flowchart/process is used to ensure prompt, robust action where schools do not promptly engage/where progress is behind milestones; gain first-hand adviser evidence. **Completed.**
- c) Explore sharper process for tackling weak governance where this is undermining an effective headteacher. **On-going**
- d) Continue to strengthen links with Lancashire Association of Secondary School Headteachers Strategic Overview Group/Teaching Schools/National Leaders in Education to support the brokerage of support. **On-going**
- e) Treat schools below new Progress 8 floor as if in an Ofsted category of concern, with full Monitoring and Intervention Team support and links with strong similar schools; use protective pre-Warning Notices unless strong case against this. **Completed.**
- f) Maintain use of 'vulnerable schools' prompts to work with schools at risk of intervention. **On-going**
- g) Ensure that concerns identified for academies and schools outside of the School Service Guarantee are communicated to School Improvement Challenge Board for follow-up; develop 'standard letters' to support this. **Completed.**

Potential Coasting Schools

- a) Update list of schools at risk of coasting as soon as 2017 Progress 8 checking data available and ensure prompt and explicit communication with schools to ensure urgency. **Completed.**

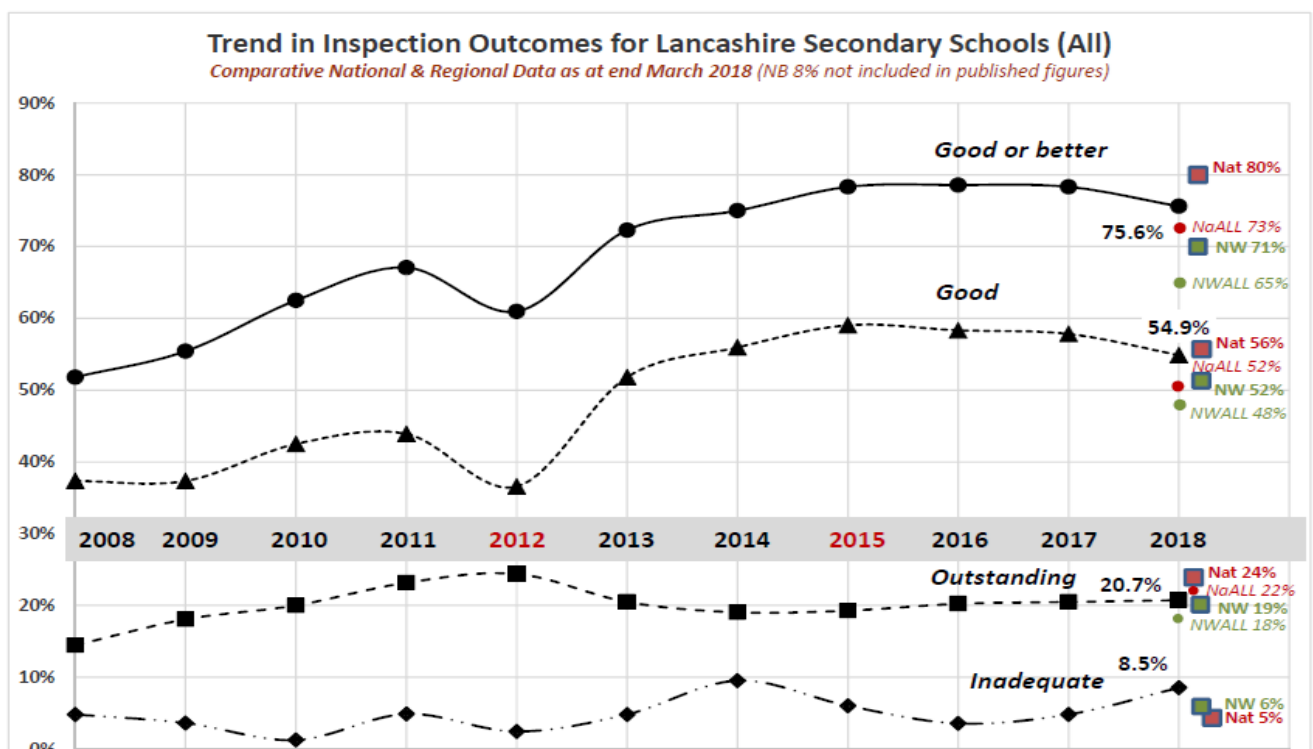
- b) Approach as if in a category of concern, reviewing school priorities and improvement plans, exploring curriculum/exam alignment with Progress 8, consider Monitoring and Intervention Team support contracts, broker formal school-to-school support links. **On-going**
- c) Encourage more schools to join Similar Schools Networks and engage with Teaching School Alliances. **On-going**

Schools Requiring Improvement

- a) Continue to support Requiring Improvement schools as if in a category of concern, focusing strongly on leadership - particularly where requiring improvement more than once or where Leadership is not judged good; full MIT support and formal school to school links. **On-going**
- b) Ensure good quality improvement plans and robust Self Evaluation summaries. **On-going**
- c) Confirm effective line management and quality assurance processes, including effective governance. **Completed**
- d) Ensure prompt and robust application of the escalation flowchart, increasing urgency where schools do not promptly engage or progress is limited; ensure first-hand adviser evidence is gained. **On-going**

OFSTED

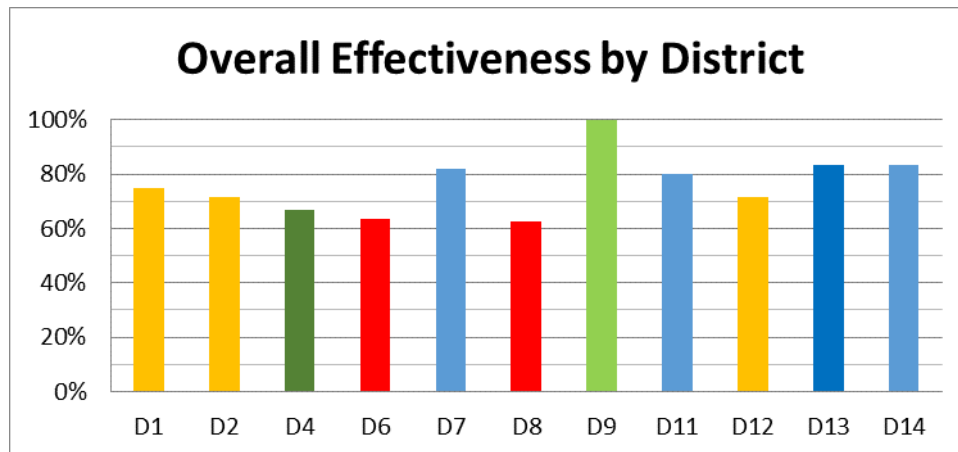
Currently, 77% of Lancashire secondary schools are judged to be good or better. This is below the national average (80%) but above the North West (71%) average. Over the last five years, the number of secondary schools judged to be good or better has ranged from 75% to 79%. In contrast, in 2012, 61% were judged to be good.



So far this academic year, there have been 18 inspections where the Local Authority knows the outcome.

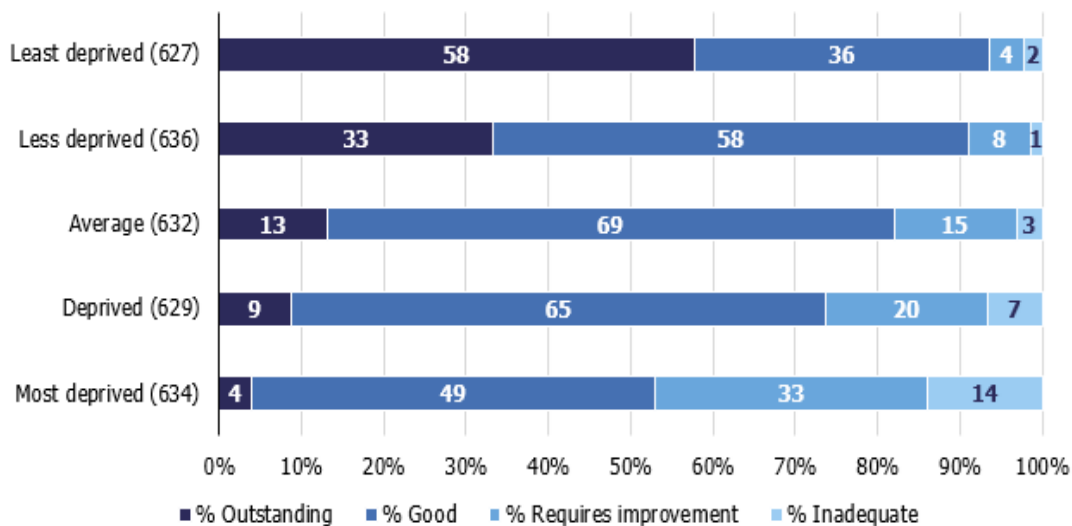
Of these, none have been judged outstanding, eleven have been judged good (61%), four to require improvement (22%) and three inadequate (17%). Five of the schools that declined a grade were coasting schools.

Performance around the districts varies.



Three of the highest performing districts are in the East. Our lowest performing districts are Preston and West Lancashire.

Most recent overall effectiveness grades of secondary schools, by level of deprivation¹ and ethnicity, 30 April 2018. White british only.



Source: DfES inspection data as at 30 April 2018
 Source: Schools, pupils and their characteristics: January 2017

1. The indicator of deprivation used in this analysis is 'Eligible for free school meals on any census day in the last six years'.
 2. Percentages are rounded and may not add to 100.

Glossary

Basics: English literature or Language, with mathematics. New grade 1 – 9 introduced last summer. Grade 4 seen as a 'standard' pass.

Attainment 8: the eight highest scoring subjects within the four groups: English, mathematics, the English Baccalaureate and any three 'other' subjects

English Baccalaureate (EBacc): all 5 "pillars" of English, mathematics, sciences (including computer science), geography or history, a language

Progress 8: the progress from Key Stage 2 (end of primary) to Key Stage 4 (using the A8 score)

New assessment measures

These 'more ambitious' accountability measures were introduced in 2017. The previous A*C grades were replaced by Grades 1 – 9 in English and mathematics, widened to include most other subjects from this summer. Attainment as a result fell across all schools nationally.

Consultations

N/A

Implications:

N/A

Risk management

N/A

Reason for inclusion in Part II, if appropriate

N/A