

Cabinet Committee for Performance Improvement

Meeting to be held on 7 March 2016

Electoral Division affected: All

A Summary of the Provisional Results at the end of Key Stage 2 and Key Stage 4 at Lancashire and District Level

(Appendix "A" refers)

Contact for further information:

Bob Stott, 01772 531652, Director of Children's Services

Bob.stott@lancashire.gov.uk

Executive Summary

The report sets out the overall attainment in Lancashire schools at the end of Key Stages 2 and 4 in 2015. It is based upon provisional data which has not yet been validated. The results have been analysed at District level (see Appendix 'A') and show progress over the past three years. The report also highlights some of the actions taken to raise attainment where it is lowest.

Recommendation

The Cabinet Committee on Performance Improvement is asked to consider and comment on the report.

Background and Advice

Key Stage 2 performance

The key attainment measure for 11 year olds leaving primary school at the end of Key Stage 2 is the proportion of pupils reaching level 4 or above in reading, writing and mathematics combined. The 2015 data is directly comparable with previous years.

The key features of the 2015 Key Stage 2 results in Lancashire are as follows:

- The overall attainment in Lancashire rose in the end of Key Stage 2 tests when compared with 2014 and, at 82%, was 2% above the national average.
- Attainment in Lancashire was equal first out of eleven statistical neighbours and was 1% above the North West average.
- Attainment in 9 districts was above the national average of 80% of pupils attaining level 4 or above in reading, writing and mathematics.
- Attainment increased in seven and fell in one of the twelve districts in 2015.
- The greatest gains were made in West Lancashire, Burnley, Wyre and Hyndburn.

- The lowest attaining districts were Burnley, Pendle and Hyndburn and they were all below the national average. There is, however, a rising trend in all these districts.
- The proportion of schools where there was low attainment fell when compared with 2014 and was better than the national average. Schools where there were low levels of performance have established detailed action plans to raise attainment.

Key Stage 4 performance

There have been a number of changes to the reporting arrangements for 16 year old pupils leaving secondary school at the end of Key Stage 4 results over the past two years. Firstly a number of qualifications which were previously counted towards the basic standard of 5 good GCSEs are no longer eligible for this measure. This has adversely affected some schools more than others, depending upon the curriculum they have offered. Secondly, as in 2014, the 2015 results only include the qualifications gained by pupils in their first examination entry. As a consequence, the two years which are directly comparable are 2013/14 and 2014/15 as the 2012/13 data was calculated using the pupils' best GCSE entry (see Appendix 'A'). There have also been changes to the standards expected in the GCSE examinations and this has resulted in a fall nationally in the proportion of pupils gaining 5 or more good grades at GCSE including English and mathematics.

The key features of the provisional Key Stage 4 results in Lancashire are as follows:

- The overall attainment in Lancashire rose compared with 2014 and was around 2% above the national average.
- Attainment in Lancashire was third out of eleven statistical neighbours and was 3% above the North West average.
- Attainment was above the national average in 8 districts in Lancashire.
- In 2015 attainment increased in 8 of the 12 districts with the greatest improvements being made in Hyndburn, Pendle and West Lancashire.
- Attainment fell in Ribble Valley and Rossendale but remained well above the national average in both districts. The greatest fall in attainment was in Rossendale.
- The lowest attaining Districts were Burnley, Pendle and Hyndburn which were well below the Lancashire average. Attainment in all these districts increased when compared with 2014.
- The number of low attaining schools increased slightly in 2015 compared with the previous year, from 10 to 11 schools.
- Detailed action plans are in place for all schools where there were low levels of performance.

Low attaining schools

Schools which are low attaining are defined as those where standards are below the minimum standards set by the government. In terms of standards of attainment this means primary schools where fewer than 65% of 11 year old pupils reached the expected level in reading, writing and mathematics combined. For secondary schools the minimum standard is 40% of 16 year old pupils gaining 5 or more good GCSEs including English and mathematics.

All these schools are reviewed and unless pupil progress is above the national median they are monitored closely by school advisers and offered support. There is a minimum of a six monthly report to the School Improvement Challenge Board where decisions are taken to provide additional support or to intervene in the school. Detailed action plans are developed with low attaining schools and additional support is provided where appropriate. In the great majority of cases action plans are also monitored by HMI.

A range of support is provided for schools where attainment is low including:

- Brokering leadership and subject expertise from good and outstanding schools to share best practice
- Pairing schools with good and outstanding schools
- Coaching teachers and middle leaders
- Providing training for staff on specific areas such as assessment, monitoring and evaluation
- Carrying out reviews of governance, leadership and the use of the Pupil Premium Grant which aims to help pupils on Free School Meals
- Providing additional governors

District issues

The breakdown of attainment of pupils across Lancashire varies by District as shown in Appendix 'A' and this reflects a range of issues.

- There is a strong correlation between attainment and disadvantage, as there is nationally, and this is broadly reflected in the performance across Lancashire.
- There are some districts where parts of the community does not engage well with education.
- Attainment in some districts is masked by the variation within the district as in Wyre where a large part of the population lives in advantaged areas whilst others live in some of the most deprived areas in the County.
- In the secondary school years' district attainment is also sometimes affected by migration. For example the attainment of pupils resident in Burnley and Pendle is often 2%-3% higher than that of those who attend school in Burnley.

Over the past few years a number of initiatives have been implemented to raise attainment in the more disadvantaged areas. These have included:

- Sharing good practice between schools so that good schools which are successful against the odds can support those where attainment is stubbornly low.
- Challenging schools on their use of the Pupil Premium Grant and sharing good practice from across Lancashire and beyond.
- Working with national agencies such as "Teach First" to improve recruitment of high quality teachers into disadvantaged areas
- Bringing together schools on a locality basis to tackle shared problems through establishing Trusts or other partnerships.
- Supporting families who are disadvantaged through family support,

particularly in the Early Years of education.

- Working with schools in disadvantaged areas to provide support for vulnerable families through initiatives such as "Social workers in schools".
- Identifying specific individuals and communities where there is low aspiration and targeting support to help them engage in education through small scale programmes such as "The Extra Mile" programmes.

Consultations

N/A

Implications:

N/A

Risk management

No significant risks have been identified in relation to the proposals contained in this report.

List of Background Papers

Paper	Date	Contact/Tel
National curriculum assessments at key stage 2: 2015 (revised)	10 December 2015	Jonathan Hewitt/ 01772 531663
GCSE and equivalent results in England 2014-2015	21 January 2016	Jonathan Hewitt/ 01772 531663

Reason for inclusion in Part II, if appropriate

N/A