

TELFORD & WREKIN COUNCIL**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE - 1 NOVEMBER 2016****UPDATE OF TELFORD AND WREKIN SCHOOLS' PERFORMANCE KEY STAGES 2 AND 4 COMPARED WITH REGIONAL AND NATIONAL.****REPORT OF THE QUALITY ASSURANCE SPECIALIST FOR SCHOOLS****1.0 PURPOSE**

- 1.1 To enable the Children and Young People Scrutiny Committee to consider the performance of schools and measures to support their improvement.

2.0 RECOMMENDATIONS

- 2.1 That the Committee consider the report and agree any further action for Scrutiny.

3.0 INTRODUCTION

There are new headline measures of schools' performance in 2016.

The Government's headline accountability measures for primary schools from 2016 are: the percentage of their Year 6 pupils achieving the 'expected standard' (a scaled score result of 100) in reading, writing and mathematics; pupils' average scaled score in reading and mathematics; the percentage of pupils achieving the higher standard in reading, writing and mathematics and pupils' average progress in reading, writing and mathematics.

Progress measures for primary schools:

Key Stage 2 (KS2) achievement for each pupil compared with other pupils who were at a similar level at the end of Key Stage 1 (KS1).

Schools will be given a progress score for their Year 6 cohort to show whether they have made more or less progress between KS1 and KS2 than other pupils nationally with similar starting points.

The Government's headline accountability measures for secondary schools from 2016 are: Attainment 8, Progress 8, Attainment in English and Maths (A*-C), and English Baccalaureate (EBacc) entry and achievement.

Nationally there were 327 schools that opted in for Progress 8 performance measurement last year. Those schools will have a two year comparison data. The remaining schools will only have this year's Progress 8 data.

There are new Government Floor Standards for schools' performance in 2016.

In primary schools.

At least 65% of the school's Year 6 pupils achieve the 'expected standard' (a scaled score result of 100) in reading, writing and mathematics.

The school's Year 6 pupils make on average at least 'sufficient progress' in reading, writing, and mathematics compared with their end of Key Stage 1 assessment scores.

In secondary schools

Key Stage 4 students, those in Years 10 and 11, typically study GCSE subjects which include (i) English and mathematics and at least six others which (ii) may form part of the English Baccalaureate (EBacc), such as sciences, modern foreign languages, history and geography, (iii) are recognised vocational qualifications, or (iv) are other 'open' qualifications.

A school will be below the floor standard if the average of its Year 11 students' attainment in the best eight of their subjects, compared with their end of Key Stage assessment scores is below - 0.5 (half a GCSE grade) of the national average on this measure, unless the confidence interval indicates that the score may not be below average. This measure is called the Progress 8 score.

Coasting schools

From 2016 a primary school will be judged as coasting if:

- In 2014 and 2015, fewer than 85% of the Year 6 pupils achieved at least level 4 in reading, writing and mathematics and
- In 2016 fewer than 85% of Year 6 pupils achieved the new expected standard (100 in the scaled score) and average progress made by those pupils across Key Stage 2 in reading or writing or mathematics is below a level set against the new primary progress measures.

From 2016 a secondary school will be judged as coasting if:

- In 2014 and 2015 fewer than 60% of its Year 11 students achieved five A*-C GCSE grades in English and mathematics and their average progress since they were in Year 7 was below the median percentage of pupils making expected progress in English and mathematics nationally, and
- In 2016 the progress of Year 11 pupils fell below a level set against the new Progress 8 measure. This level is to be announced in the autumn of 2016.

By 2018, coasting will be measured entirely by Progress 8 data averaged over three

years. There will be no attainment element.

4.0 KEY INFORMATION

The headline accountability measures for secondary schools from 2016 are the proportion of Year 11 pupils' average measures on Progress 8 and Attainment 8. Attainment 8 is the average attainment of students in both English and Maths (A*-C), and A*-C grades in six other subjects which may make up the EBacc and/or open subjects, and/or the recognised vocational qualifications.

In 2016 the Telford and Wrekin (T&W) schools' average Attainment 8 score per student was 49.3. This was an increase from 48.1 in 2015. The average attainment 8 score for T&W schools was higher than the regional value (49.1) but lower than the national (49.9) and only four other West Midlands LAs scored higher.

In T&W the average attainment scores for the specific subject and EBacc elements are lower than both regional and national comparators, but above regional and national for the open element. English was 10.1, lower than national, (10.5) and regional (10.4). Mathematics was 9.5, lower than national (9.8) and regional (9.6).

The average attainment score for the EBacc element was 13.6, below national (13.8) and above regional (13.5).

The average attainment for the open element, the three highest graded subjects not included in the other elements was 16.1 higher than both regional (15.6) and national (15.8) comparators.

In T&W the average Progress 8 score was - 0.15, regional was - 0.7 and national - 0.03. The average progress score for English was -0.28, below regional (-0.10) and national (-0.04). The average progress score for mathematics, -0.22 was also below both the regional (-0.08) and the national (-0.02)

The proportion of students achieving the EBacc, 22.7% was above the regional, (21.9%), but below the national (24.6%). The proportion of students entered for the EBacc increased from 42.15 in 2015 to 46.1%. The proportion of students achieving the English element of the EBacc was 69.4%, improved from the 2015 value of 64.4%, but it was lower than regional (73%) and national (74.7%) values. However, the mathematics element of 64.5% was lower than the previous year's 66.1%, and lower than regional (65.9%) and national (68.5%) scores.

Attainment in English and mathematics, 58.2% of Year 11 pupils attaining at least A*-C grades in both subjects, is lower than regional (59.9%) and national (62.8%) comparators.

Telford Langley Academy was the most improved school in T&W.

5.0 ACTIONS TO ADDRESS

There is a new support protocol, agreed with primary, secondary and special schools, which places each school within one of three levels.

Level 1 schools are judged to be securely good or better.

Level 2 schools' results may have dipped slightly, and require some monitoring depending on their level of need. This may include an initial learning walk/work scrutiny, and a meeting reviewing the school's performance information later in the year.

Level 3 schools require closer monitoring because of one or more of factors including: the school improvement team judges their capacity for improvement to be fragile. They may have an inexperienced leadership team. Their results are of concern to us. They may also be in an imminent inspection window, or they may be subject to special measures. These schools will have at least termly monitoring. A warning notice may also be issued.

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