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EDUCATION, CHILDREN AND FAMILIES BUDGET AND PERFORMANCE MONITORING SUB-COMMITTEE

Meeting to be held on Tuesday 27 March 2018

Please see the attached report marked “to follow” on the agenda.

- 6 AN OVERVIEW OF PERFORMANCE IN EARLY YEARS, KS1, KS2, GCSE AND A
LEVEL (Pages 3 - 36)**

*Copies of the documents referred to above can be obtained from
<http://cde.bromley.gov.uk/>*

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London Borough of Bromley

PART 1 - PUBLIC

Briefing for Education, Children and Families Budget and Performance
Monitoring Sub-Committee
Tuesday 27 March 2018

**EDUCATION OUTCOMES FOR CHILDREN IN BROMLEY
SCHOOLS 2017**

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1. Summary

- 1.1 The 2016 White Paper, Educational excellence everywhere re-states the responsibility of the Local Authority to “act as advocates for their electorate, challenging school providers to deliver high educational standards and better outcomes for children”. Specifically, the role of the Local Authority is to:
 - ensure every child has a school place;
 - ensure the needs of vulnerable pupils are met;
 - act as champion for children.
- 1.2 In October 2017, Her Majesty’s Chief Inspector for Schools reminded education providers that a focus on the performance and reputation of the school rather than the needs and experiences of children might risk not serving the children and the community well: “It should not be taken as read that higher scores for the school means a better deal for pupils.”
- 1.3 This report summarises the 2017 education outcomes for children attending Bromley schools. The report draws on the outcomes of statutory teacher assessments, tests and examinations across the early years, primary and secondary phases in Bromley and nationally and includes comparative data for London and for the ten highest performing authorities in England, where these are available. Individual school data for Key Stage 2, Key Stage 4 and Post-16 can be found at the DfE Compare Schools’ Performance website (<https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools®ion=305&geographic=la&for=primary>).
- 1.4 The sections for each phase of education include analysis of the achievement of children in disadvantaged groups relative to their peers, the so-called “disadvantage gap”. Disadvantaged pupils are defined as those who have been known to be eligible for Free School Meals within the last 6 years, or have been a Looked After Child for at least 1 day, or have been adopted from care.
- 1.5 The report and the appendix also summarise the outcomes of Ofsted inspections of Bromley schools in 2017.

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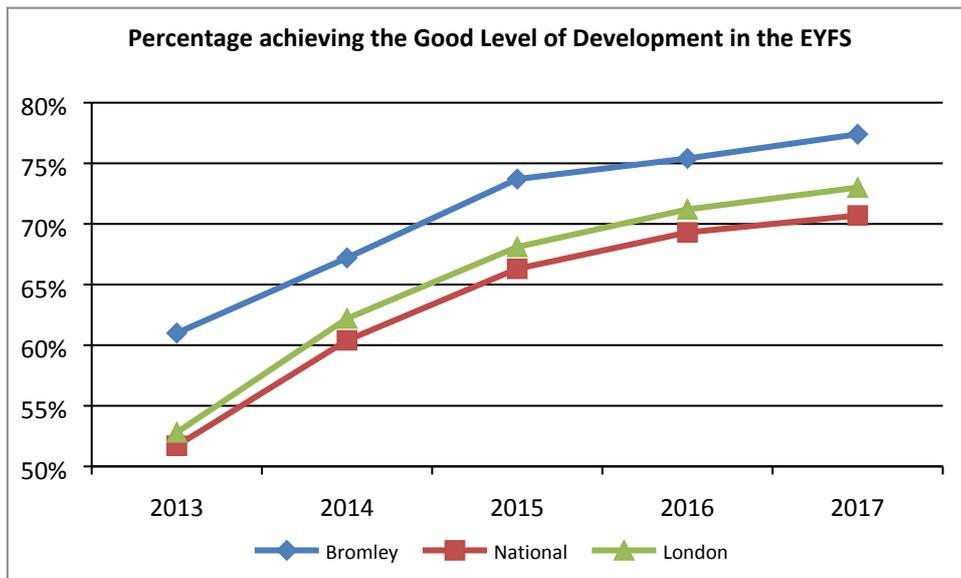
3. Education outcomes 2017: Headlines

3.1 The table below summarises performance against headline indicators, comparing Bromley with national and top ten Local Authority averages and showing the change from last year.

Academic Year:	2015/16	2016/17	RAG compared to previous year	National 2016/17	Top 10 LA average	National Ranking 2016/17
Early Years Foundation Stage						
Percentage of Pupils reaching a Good Level of Development	76%	77%	↑	71%	77%	4th
Phonics						
Year 1: Percentage of pupils meeting the expected standard	86%	88%	↑	81%	86%	2nd
End of Year 2: Percentage of Pupils meeting the expected standard	94%	94%	→	92%	94%	7th
Key Stage 1						
Percentage of pupils achieving the Expected Standard in:						
Reading	80%	80%	→	76%	82%	10th
Writing	72%	74%	↑	68%	75%	7th
Mathematics	79%	80%	↑	75%	81%	10th
Key Stage 2						
Percentage of pupils achieving Expected Standard in:						
Grammar, Punctuation and Spelling	81%	85%	↑	78%	87%	9th
Reading	79%	84%	↑	72%	83%	3rd
Writing	81%	84%	↑	77%	85%	5th
Mathematics	81%	86%	↑	75%	86%	4th
Reading, Writing and Mathematics	67%	76%	↑	62%	75%	2nd
Key Stage 1 to Key Stage 2 Progress Score - reading	2.2	2.3		0	2.1	3rd
Key Stage 1 to Key Stage 2 Progress Score - writing	0.7	1.0		0	2.0	25th
Key Stage 1 to Key Stage 2 Progress Score - mathematics	1.9	2.1		0	2.4	8th
Key Stage 4						
Progress 8 Score	0.10	0.13		-0.03	0.45	33rd
Attainment 8 Score*	53.4	49.6	↑	46.1	54.0	19th
Key Stage 4: % Achieving A*-C in GCSE English and Maths	72%					
Key Stage 4: % Achieving 5+ in GCSE English and Maths		47%		42%	60%	34th
Key Stage 4: % Achieving English Baccalaureate	36%					
Key Stage 4: % Achieving English Baccalaureate, including 9-5 in English and maths		32%		21%	37%	12th
Post 16						
Level 3 points per candidate of 16-18 year olds by gender (All schools and FE colleges)	32.81	33.16	↑	32.12	36.16	25th
* Due to the change in GCSE qualifications and the assessment in the new 9-1 scale for English and maths GCSEs in 2017, it is not possible to make a like for like comparison between the 2016 and 2017 results.						

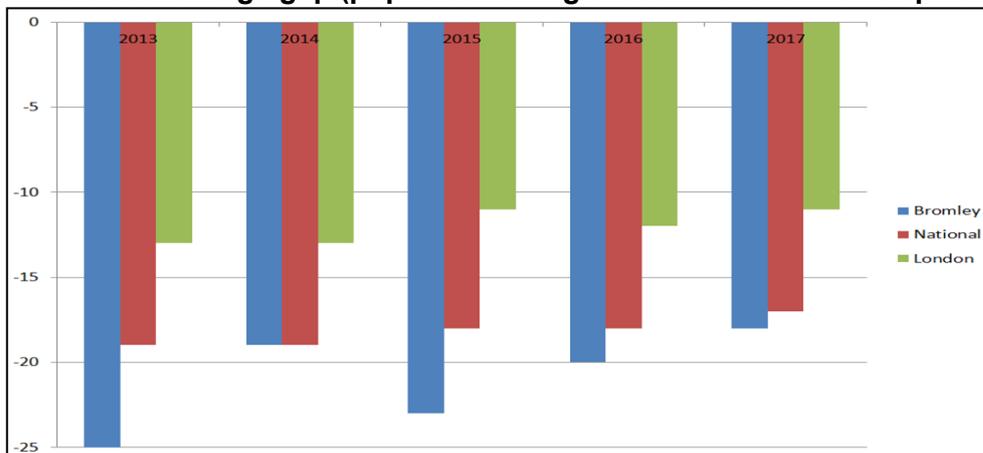
4. Early Years Foundation Stage (EYFS)

- 4.1 In the Early Years Foundation Stage (EYFS) teachers assess pupils' achievement against a series of Early Learning Goals. Pupils are judged to have achieved a Good Level of Development (GLD) if they have reached the expected standard in the 'prime' areas of learning (personal, social and emotional development, communication and language, and physical development) plus literacy and mathematics.
- 4.2 The percentage of pupils achieving a Good Level of Development (GLD) in Bromley in 2017 was 77%, above the national average of 71% and a 1% point increase from last year. Bromley's performance ranks 4th of all Local Authorities in England. Girls outperformed boys by 13% points, compared with a national gap of 14% points.



- 4.3 In EYFS, disadvantage is defined by eligibility for free school meals. In 2017, 62% of children eligible for free school meals reached a Good Level of Development, compared with 77% of their peers. The table below compares the disadvantage gap in Bromley with the gap nationally and for London as a whole. The gap in Bromley is narrowing and closing on national although our gap remains much wider than the average gap for London.

EYFS disadvantage gap (pupils achieving a Good Level of Development)

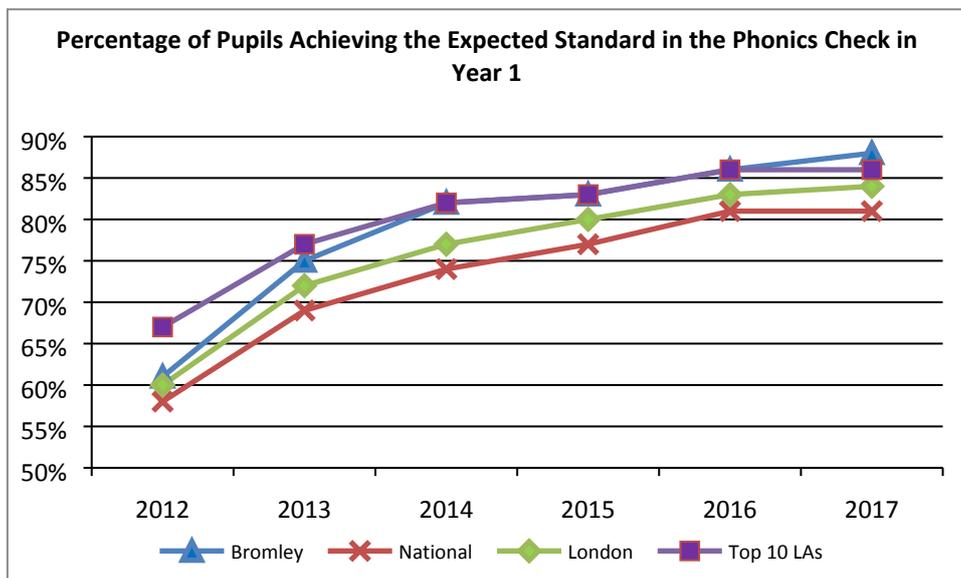


5. Primary phase

5.1 Phonics Screening Check

5.1.1 The phonics screening check is an assessment of phonic decoding skills. Pupils who do not pass the check in Year 1 are required to take the check again in Year 2.

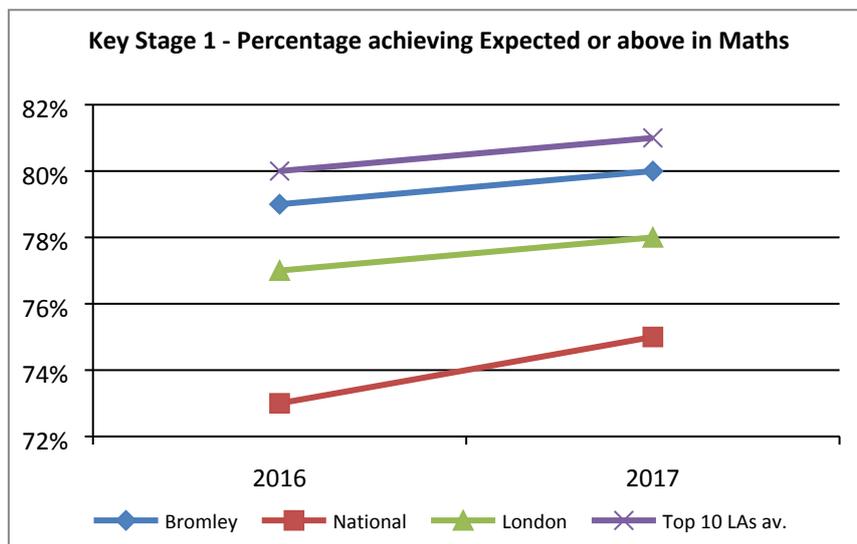
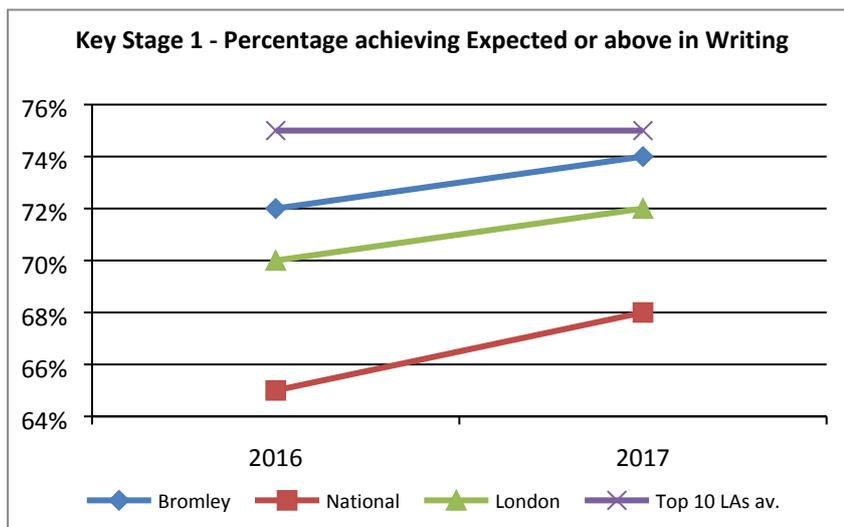
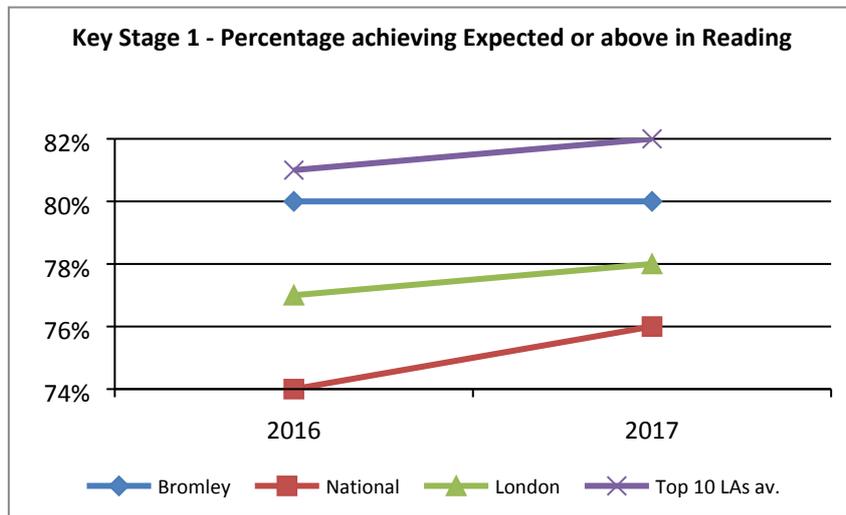
5.1.2 The percentage of pupils who passed the check in Year 1 in 2017 was 88%, 7% points higher than the national average and Bromley's performance ranks 2nd in England. The percentage of pupils who passed the check by the end of Year 2 remained at 94%, also above the national average. (This includes those who passed the check in Year 1 in 2016 and the pupils who were re-assessed in Year 2 in 2017.) Girls continue to outperform boys, although the gap between boys and girls has reduced from 2016 and is now smaller than the national gender gap.



5.2 Key Stage 1

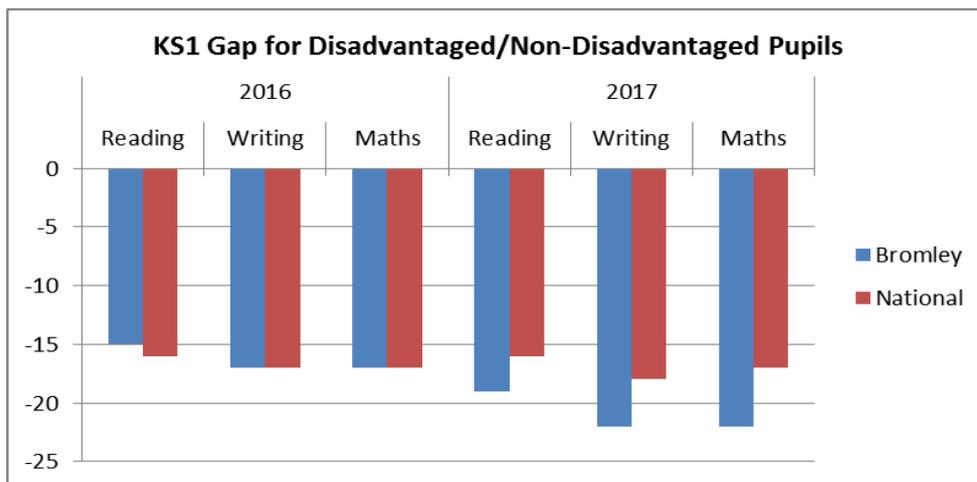
5.2.1 In 2016, a new assessment system was introduced. Pupils are assessed as either working towards the expected standard, working at the expected standard or working at greater depth within the expected standard. The Department for Education has stated that these standards do not equate to the previous National Curriculum levels and that performance from 2016 cannot be compared reliably with previous years, hence just two years' data included in the graph below.

5.2.2 End of Key Stage 1 attainment at the expected standard, for 2017, was above the national average for reading, writing and mathematics with Bromley ranked within the top ten local authorities for all of these subjects. The gap between the attainment of boys and girls was the same or narrower than national gaps.

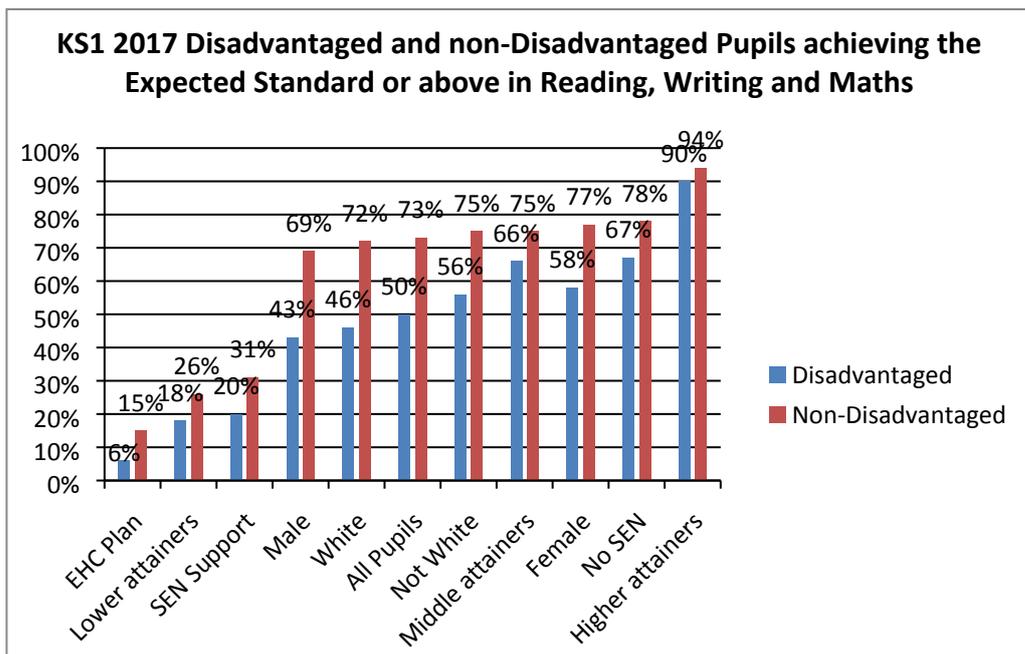


5.2.3 At the end of Key Stage 1, in 2017, there were 625 pupils deemed to be disadvantaged, 15% of the total cohort. Of these, 54% are boys and 46% girls; 29% have identified special educational needs or disability (SEND) and receive SEND support and 5% have either an education, health and care plan (EHCP) or statement. 63% are white pupils, 34% are BME pupils and ethnicity is unknown for the remainder.

5.2.4 The disadvantage gap is 19% points for reading and 22% points for writing and mathematics. The gaps have widened this year and are all wider than national.



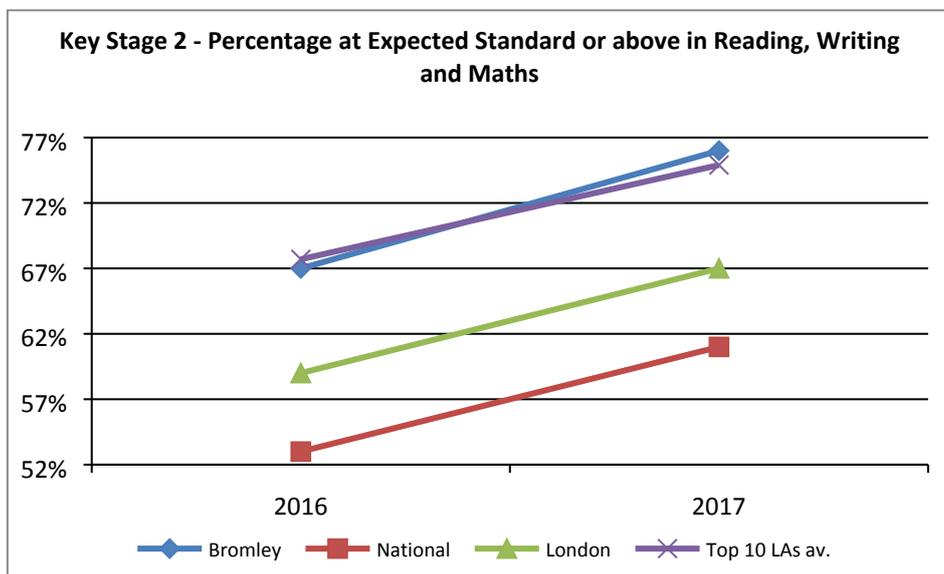
5.2.5 The gap between disadvantaged pupils and their peers achieving the expected standard in reading, writing and mathematics combined was 23% points. The chart below analyses the gaps for disadvantaged pupils further and highlights the largest gaps for disadvantaged boys (26% points) and disadvantaged white pupils (26% points).



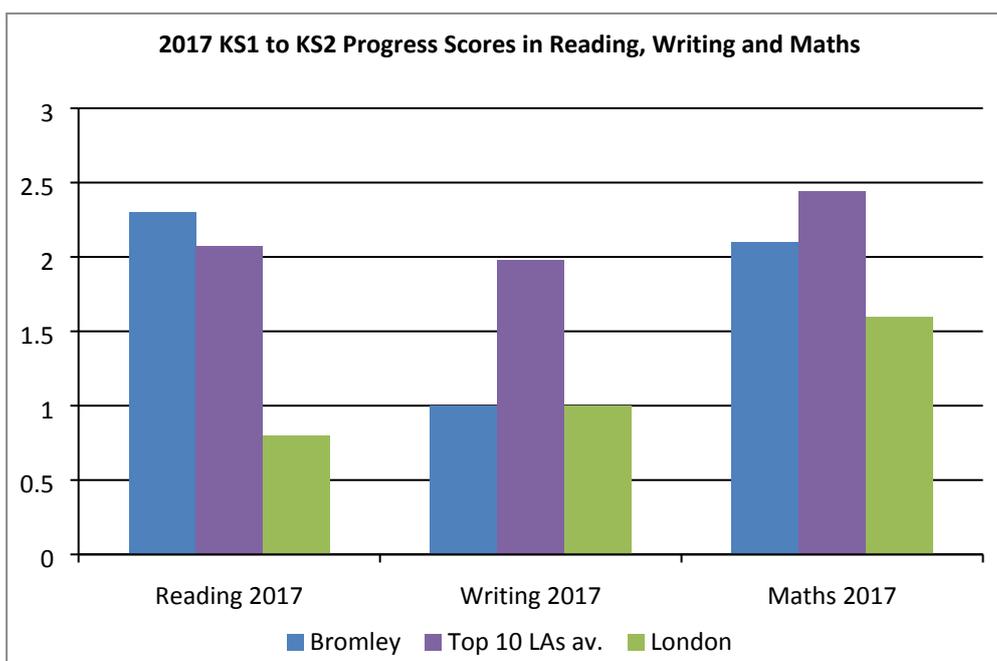
5.3 Key Stage 2

5.3.1 In 2016, a new assessment system was introduced. Pupils take tests in grammar, punctuation and spelling, reading and mathematics. Writing is solely teacher assessed. The Department for Education has stated that these standards do not equate to the previous National Curriculum levels and that performance from 2016 cannot be compared reliably with previous years.

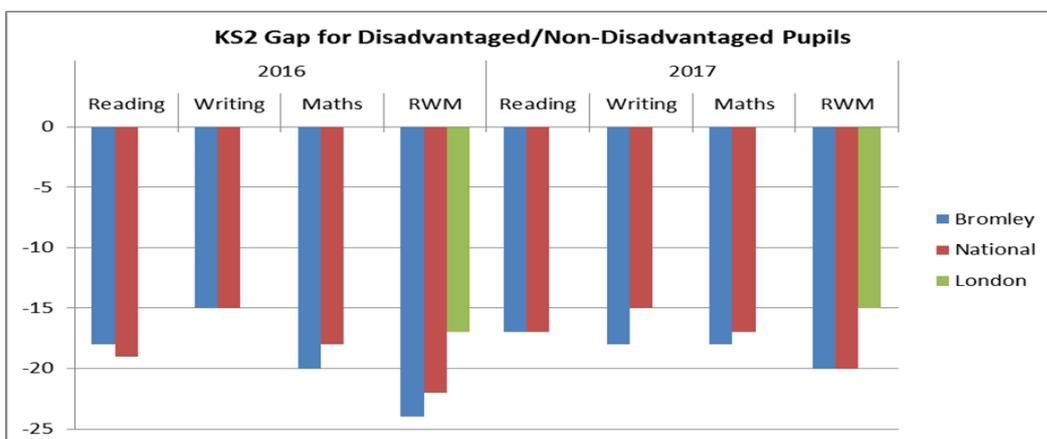
5.3.2 In 2017, attainment at the end of Key Stage 2 was above the national and London averages in all subjects. Bromley's performance ranked in the top ten local authorities at the expected standard for reading (3rd), writing (5th), grammar, punctuation and spelling (9th), and mathematics (4th). In the combined measure of reading, writing and mathematics, 76% of Bromley pupils attained the expected standard or above which places Bromley 2nd nationally. The gap between boys and girls was broadly the same as national gaps across all subjects.



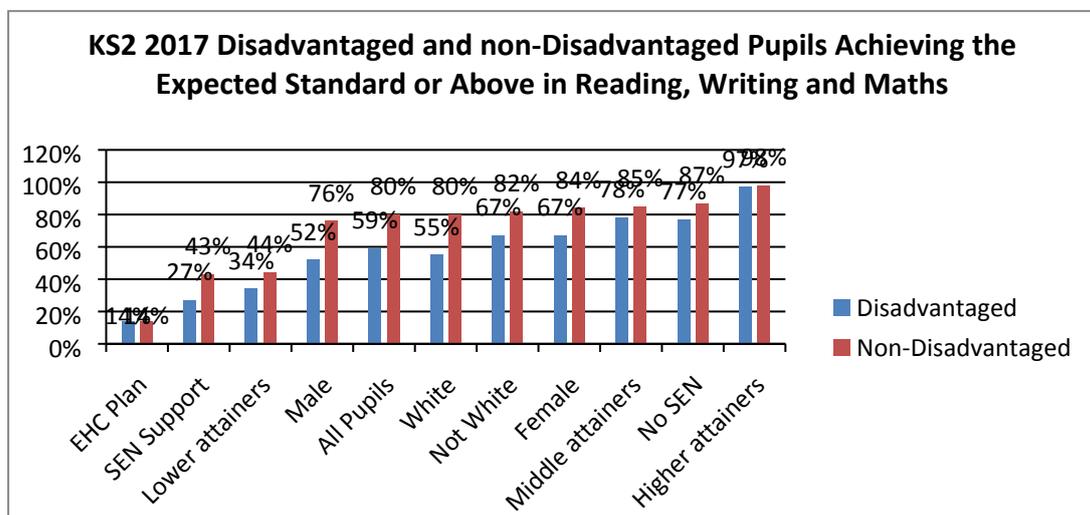
5.3.3 Progress scores, which measure the progress pupils make between the end of Key Stage 1 and the end of Key Stage, are calculated on the difference in scaled score points for pupils when compared to all pupils nationally with similar Key Stage 1 outcomes. Overall, Bromley pupils make better progress than pupils with similar Key Stage 1 outcomes nationally. Progress scores are 2.3 for reading (ranked 3rd), 1.0 for writing (ranked 25th) and 2.1 (ranked 8th) for mathematics.



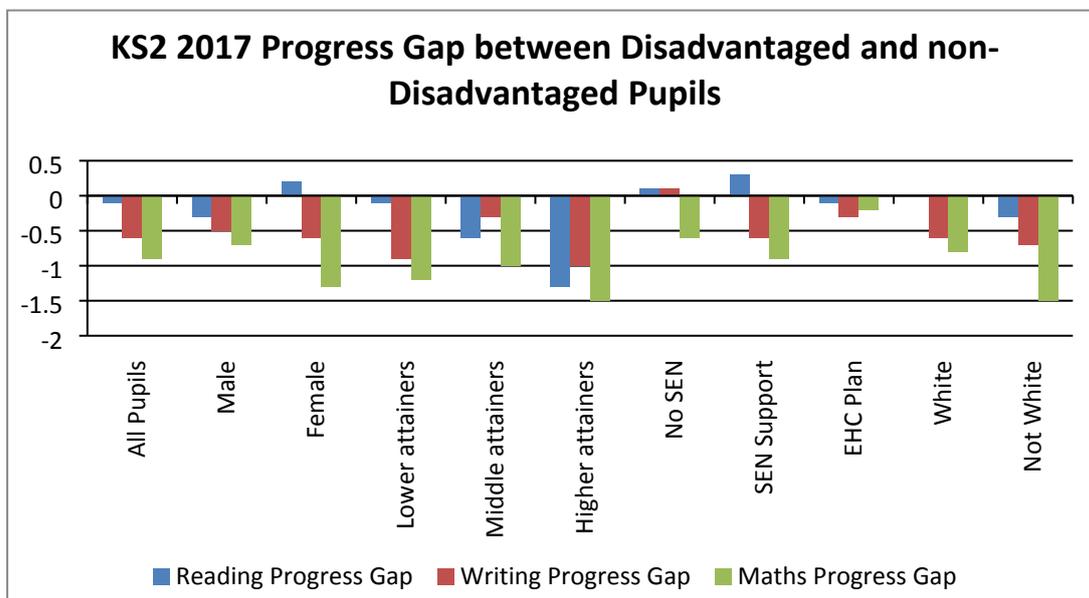
- 5.3.4 The percentage of pupils achieving the higher standard increased and remains well above national averages. Bromley is ranked within the top 10 local authorities for reading (3rd), writing (8th) and mathematics (7th) and 12th for grammar, punctuation and spelling
- 5.3.5 At the end of Key Stage 2, in 2017, there were 829 pupils deemed to be disadvantaged, 24% of the total cohort. Of these, 53% are boys and 47% girls; 26% have identified special educational needs or disability (SEND) and receive SEND support and 7% have either an education, health and care plan (EHCP) or statement. 66% are white pupils, 33% are BME pupils and ethnicity is unknown for the remainder.
- 5.3.6 The gap in outcomes between disadvantaged pupils and their peers, in Bromley, decreased in reading (to 14% points) and mathematics (to 18% points), remained the same in grammar (at 18% points) and increased slightly in writing (to 18% points). National gaps decreased slightly in each subject, so that the gap in Bromley is now a wider than national for writing and mathematics. For reading, writing and mathematics combined, the Bromley gap has narrowed to equal national although it remains wider than for London as a whole.



- 5.3.7 The gap between disadvantaged pupils and their peers achieving the expected standard in reading, writing and mathematics combined was 21% points. The chart below analyses the gaps for disadvantaged pupils further and highlights the largest gaps for disadvantaged boys (24% points) and disadvantaged white pupils (25% points).



5.3.8 Progress measures between Key Stage 1 and Key Stage 2 for disadvantaged pupils also show some marked differences from their peers. The overall gaps were 0.1 for reading, 0.5 for writing and 0.9 for mathematics. The national gaps in 2017 were 1.0 for reading, 0.6 for writing and 0.9 for mathematics, so the difference is less in Bromley for reading and writing and the same in mathematics as for the national picture. The gaps between the progress scores for disadvantaged and their peers are widest in mathematics. Disadvantaged pupils with high prior attainment make less progress than their peers with similar prior attainment in each subject.



6. Secondary phase

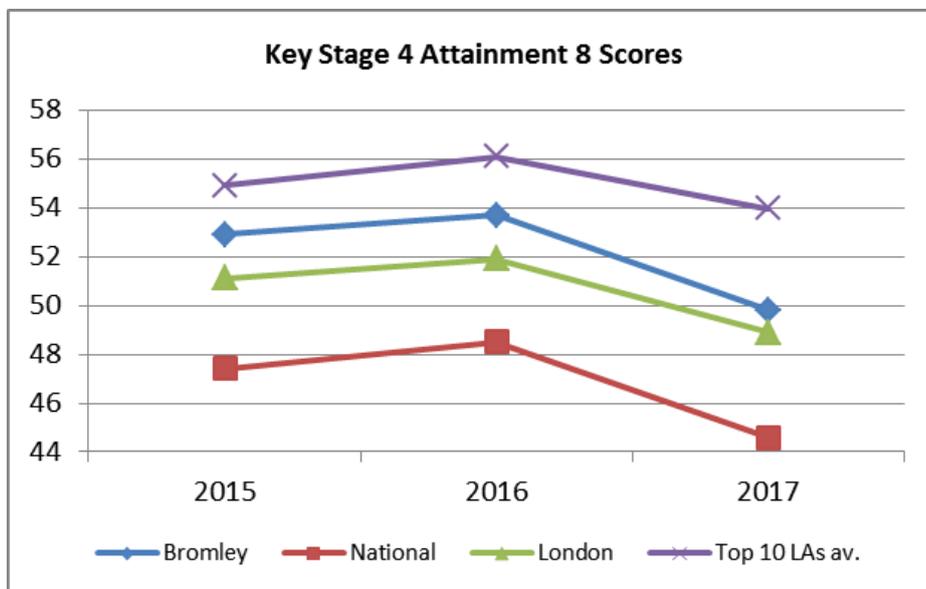
6.1 Key Stage 4

6.1.1 In 2016 a new set of performance measures was introduced, as part of the Key Stage 4 reforms, including the new standards for GCSE English and mathematics and a change from grades A*-G grades to grades 9-1. The new measures are:

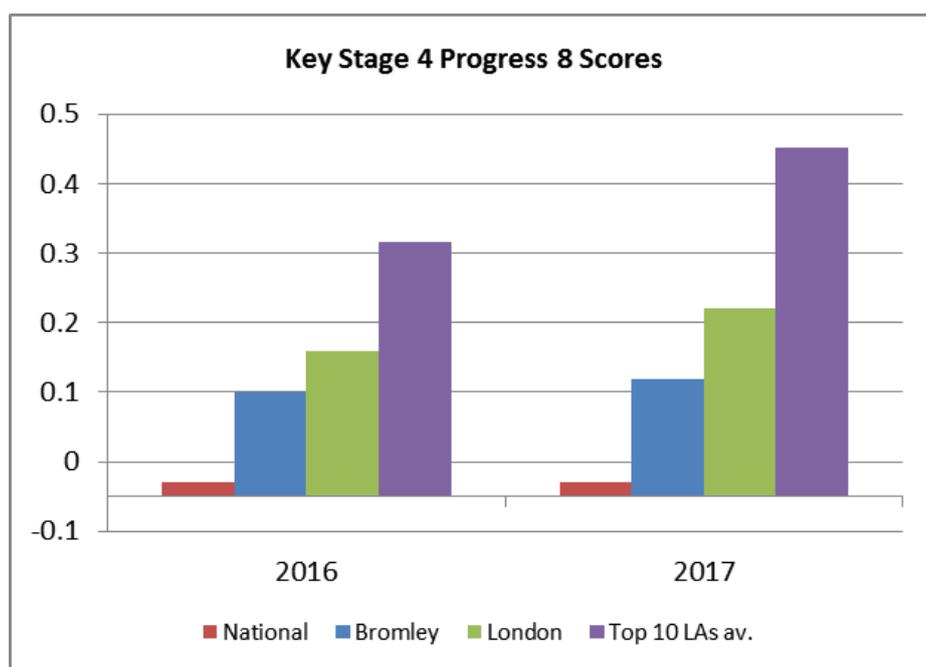
- Attainment 8 which measures the attainment of a pupil across 8 qualifications including mathematics, English, 3 further English Baccalaureate qualifications and 3 further GCSE or approved non-GCSE qualifications;
- Progress 8, a value added measure which compares pupils' achievements to those of all pupils nationally with the same Key Stage 2 outcomes;
- % of pupils attaining grade 5 or better in English and mathematics (from 2017).

The drop in Attainment 8 scores in 2017, in Bromley and nationally, was expected due to the change in the point score allocations resulting from the change from A* to G grades to the 9-1 scale.

6.1.2 Bromley pupils' average Attainment 8 score was 49.8 in 2017, compared to 46.3 nationally. This equates to an average grade of 4.9 across the 8 subjects. Bromley ranked 13th nationally in 2016 and dropped to 19th in 2017. The gap between boys' and girls' Attainment 8 scores has increased locally and nationally and is now over 5 points.

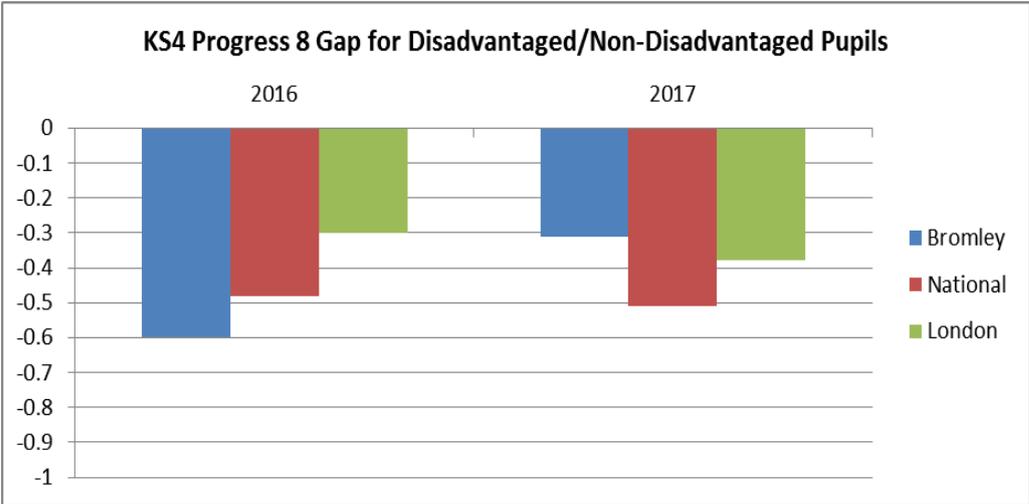
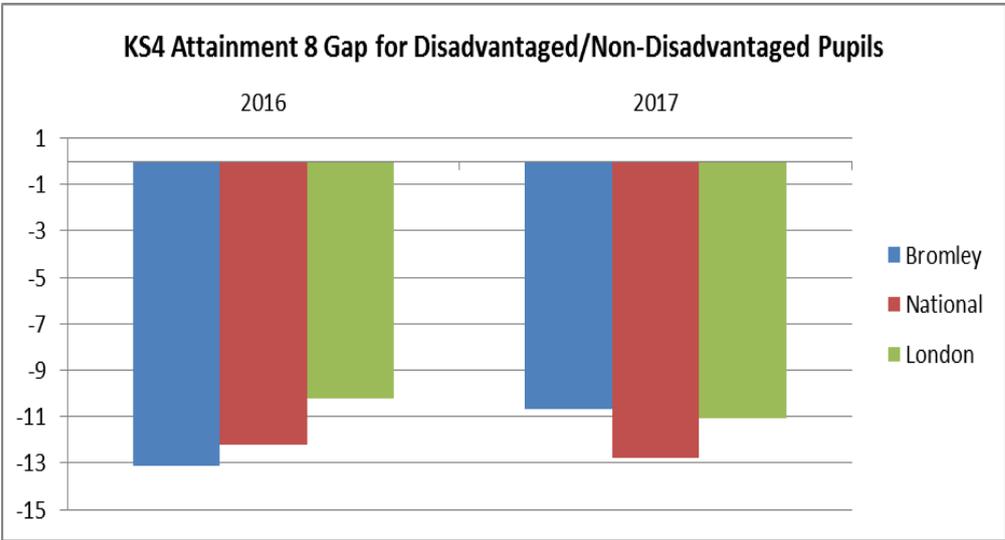


6.1.3 The average Progress 8 score for Bromley (0.12) compares favourably to the national average (-0.03) but is lower than London and top ten LA averages. A Progress 8 score of +1.00 would equate to a pupil achieving 1 grade higher per subject than other pupils with a similar Key Stage 2 outcome. In terms of national rankings, Bromley remains at 33rd, the same as in 2016.

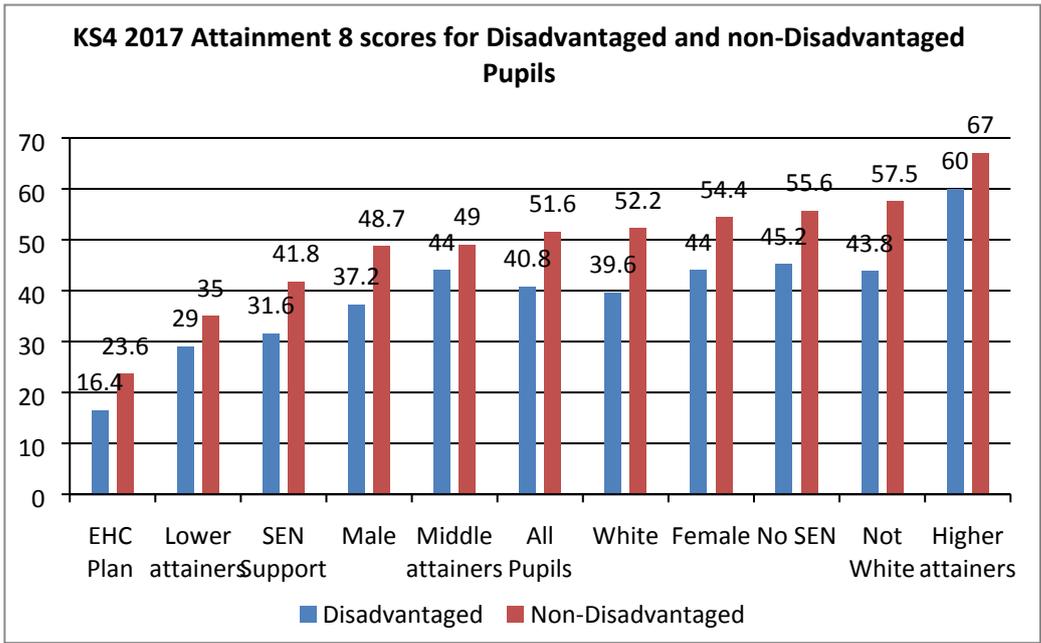


6.1.4 At the end of Key Stage 4, in 2017, there were 614 pupils deemed to be disadvantaged, 19% of the total cohort. Of these, 46% are boys and 54% girls; 14% have identified special educational needs or disability (SEND) and receive SEND support and 8% have either an education, health and care plan (EHCP) or statement. 63% are white pupils, 34% are BME pupils and ethnicity is unknown for the remainder.

6.1.5 The gaps between disadvantaged pupils and their peers have decreased for Attainment 8 and Progress 8 and are now narrower than national and London.

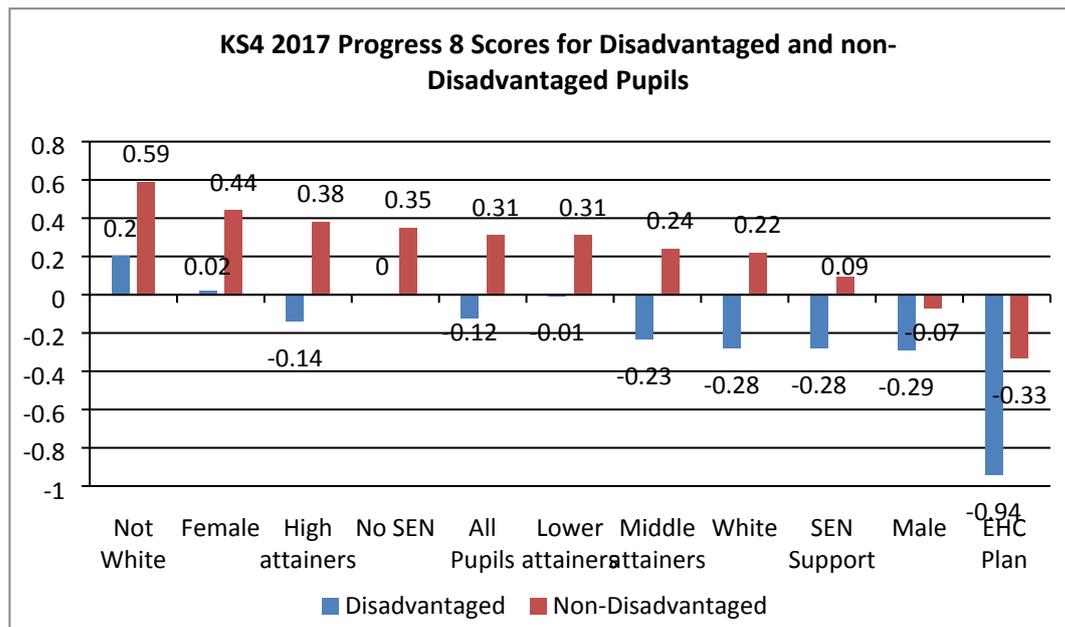


6.1.6 For Attainment 8, the overall gap was 10.8 points with the largest gaps were for disadvantaged BME pupils (13.7 points), disadvantaged white pupils (12.6 points) and disadvantaged boys (11.5 points).



6.1.7 For Progress 8, the overall gap was 0.43, with the greatest differences seen for those with an EHC plan (0.61), high attaining pupils (0.52), and white pupils (0.50). For many disadvantaged pupils in Bromley at KS4, the progress they make is below the national average for pupils with a similar Key Stage 2 outcome, shown as a negative progress scores. Those disadvantaged pupils who do make greater progress than similar prior attaining pupils nationally (shown by a positive progress score) still make less progress than their peers who are not from disadvantaged groups.

6.1.8 Although the biggest gap for Attainment 8 between disadvantaged and non-disadvantaged pupils is for BME pupils, BME pupils also have the highest Progress 8 score of all disadvantaged pupils. The difference in Progress 8 however is still very marked between those BME pupils who are disadvantaged and those who are not.



6.1.9 Boys have one of the largest gaps between disadvantaged and non-disadvantaged pupils for Attainment 8, but are also lower attainers generally (with a lower Attainment 8 score overall). In terms of Progress 8, boys make almost the least progress when compared with pupils with similar KS2 outcomes nationally (higher only to pupils with EHC plans), regardless of whether they are disadvantaged or non-disadvantaged.

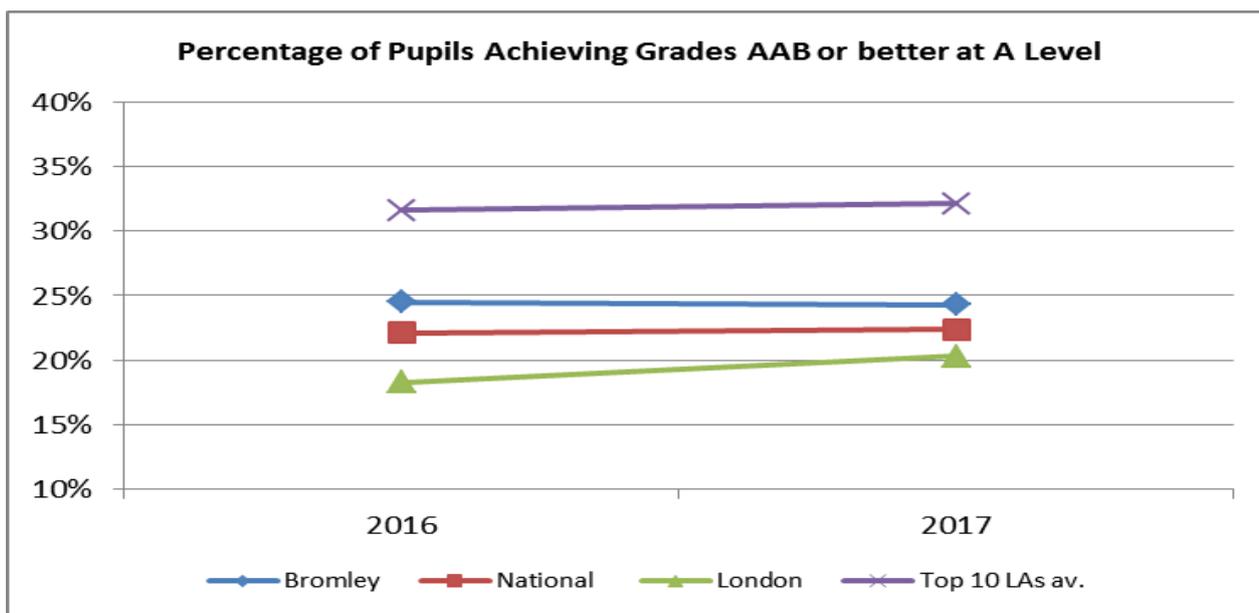
6.2 Post 16

6.2.1 The Government has also introduced a number of changes to the reported measures for Post 16 from 2016. Vocational attainment is no longer reported. Instead, attainment is reported separately for students studying Applied General and Tech Level qualifications.

6.2.2 In Bromley, the Average Points Score (APS) per entry increased from 2016 for both A Level and Tech level students and was above the national average, placing us 25th nationally. For A level students Bromley was 20th for the percentage achieving 3 A*-A grades and 15th for achieving grades AAB or better. Whilst the APS for Tech Level students increased from 2016, Bromley was below the national average for both this and the APS for Applied General qualifications and ranked 113th and 98th for these respectively.

6.2.3 Overall, approximately 3,200 students were in the 2017 cohort, which includes Independent schools and SE London Colleges. Approximately 2,400 of the cohort took A level qualifications, 410 took Tech Level qualifications and 1,000 took Applied General qualifications.

	All Level 3 Students	A Level Students				Applied General Students	Tech Level Students
		APS per entry	APS per entry (grade)	% 3 A*-A	% achieving AAB or better		
2016 Bromley	32.81	32.60 (C+)	15.2	24.4	19.2	34.70 (Dist)	30.14 (Dist-)
2016 National	32.23	31.52 (C)	12.9	21.6	16.7	34.70 (Dist)	30.83 (Dist-)
2017 Bromley	33.27	33.27 (C+)	13.7	24.1	19.6	33.87 (Dist)	31.16 (Dist-)
2017 National	32.33	31.13 (C)	11.1	19.3	14.3	35.69 (Dist)	32.25 (Dist-)



6.3 Young People Not in Education, Employment or Training (NEET)

6.3.1 Following the end of Key Stage 4 study, 96% of students in Bromley schools remained in Education or employment for at least 2 terms, which is the national measure. This is above London and national averages and in line with the top 10 Local Authority average. Bromley ranks joint 4th nationally.

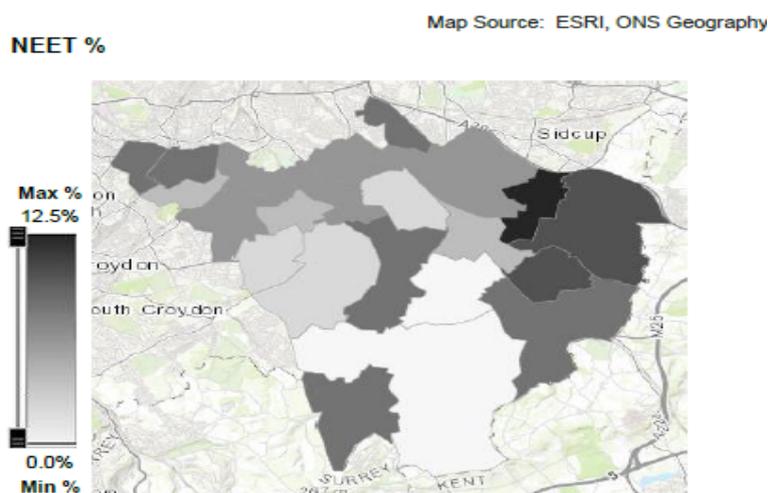
6.3.2 Following the end of Key Stage 5 study, 90% of students in Bromley's schools and colleges remained in education or employment for at least 2 terms. This again was above the national and London averages, but slightly below the top 10 Local Authority average. Bromley ranks joint 35th nationally.

	KS4 % Staying in Education or Employment for at least 2 terms	KS5 % Staying in Education or Employment for at least 2 terms after 16-18 study
Bromley	96%	90%
National	94%	89%
London	94%	88%
Top 10 LA Average	96%	92%

6.3.3 At the end of December 2017, there were 191 young people, 2.9% of Bromley's 16-17 year old cohort, who were recorded as being either not in education, employment or training (NEET) or whose destination was not known. When compared with national benchmarking Bromley's performance is within performance quintile 1, ranking 10th nationally.

2017	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
NEET and not known (%)	3.3%	3.9%	4.0%	4.3%	4.7%	18.4%	10.5%	3.6%	2.9%
NEET (number)	115	123	123	119	128	75	92	110	112
Not Known (number)	128	138	146	168	190	1142	612	131	79

6.3.4 The NEET cohort is predominantly male (61%) and from a white background (71%). 10% have SEND, 6% are known to the Youth Offending Service, and 7% are either Looked After currently or have left care. The majority of NEET young people are resident in the Cray Valley and Orpington wards, making up 32% of the NEET cohort.



6.3.5 81% (91 young people) of the NEET group are available to the labour market. This includes 85 young people who are seeking employment, education or training. 19% (21 young people) of the NEET group are not available to the labour market. This includes 13 young people who are NEET because of illness.

7. Attainment and progress of pupils with special educational needs and/or disability (SEND)

7.1 Children with special educational needs and/or disability (SEND) are grouped by the level of support they receive which is, in turn determined by their needs, i.e. SEN Support or Statement / Education, Health and Care Plan (EHCP). SEN Support is defined as: “Extra or different help from that provided as part of the school’s usual curriculum. The class teacher and special educational needs co-ordinator (SENCO) may receive advice or support from outside specialists.”¹ Statements of special educational needs will be replaced by EHCPs by April 2018.

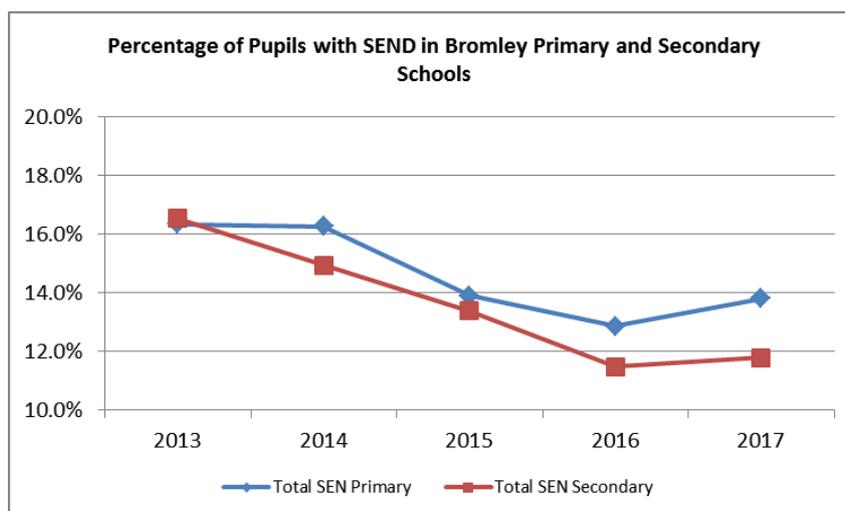
7.2 At the May 2017 school census, 7,227 pupils in state funded primary, secondary, special schools or Alternative Provision in Bromley were identified as having SEND:

May 2017	% SEN	% SEN Support	% Statement	% EHC Plan
Primary	14.4%	12.5%	0.6%	1.3%
Secondary	11.7%	10.1%	1.0%	0.7%
PRU	68.9%	66.3%	0.5%	2.1%
Special	100.0%	0.8%	49.9%	49.3%
Total	14.5%	11.5%	1.4%	1.6%

A further breakdown, by key stage, of the 2017 SEND cohort, is shown below:

May 2017	EYFSP		KS1		KS2		KS4	
	Nos.	%	Nos.	%	Nos.	%	Nos.	%
SEN Support	264	6%	482	12%	483	14%	272	8%
EHCP or Statement	80	2%	107	3%	106	3%	127	4%
Total Pupils	4130		4058		3432		3305	

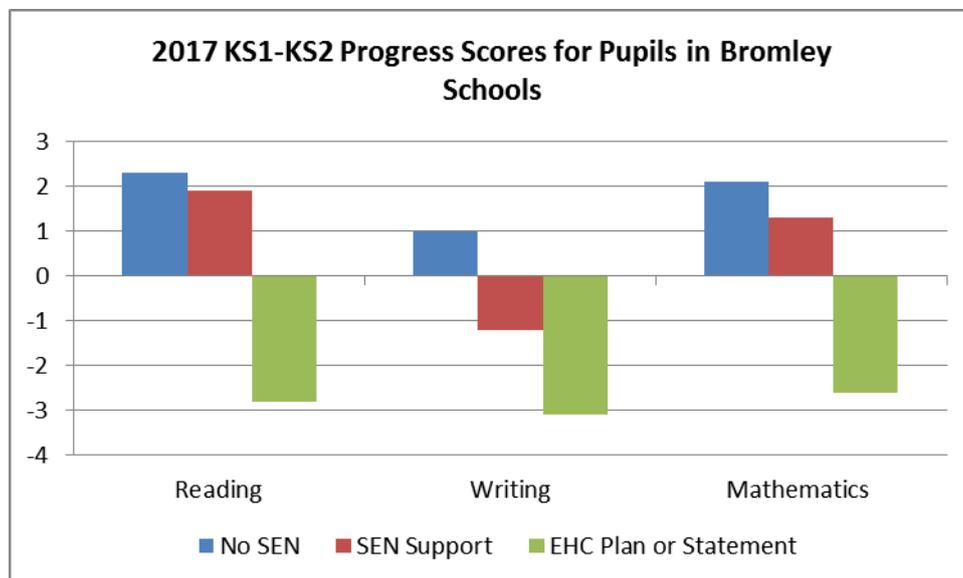
7.3 Over the last 5 years, the proportion of pupils with identified SEND in mainstream schools in Bromley has reduced. The rise between 2016 and 2017 is a reflection of the rise in the number of pupils identified with SEN Support, rather than those with an EHCP. Bromley’s review of SEND has highlighted the relatively high number of children with SEND who are placed in schools outside the borough and the low proportion of children attending mainstream schools within the borough.



¹ (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/539158/SFR29_2016_Main_Text.pdf)

Progress Key Stage 1 to Key Stage 2

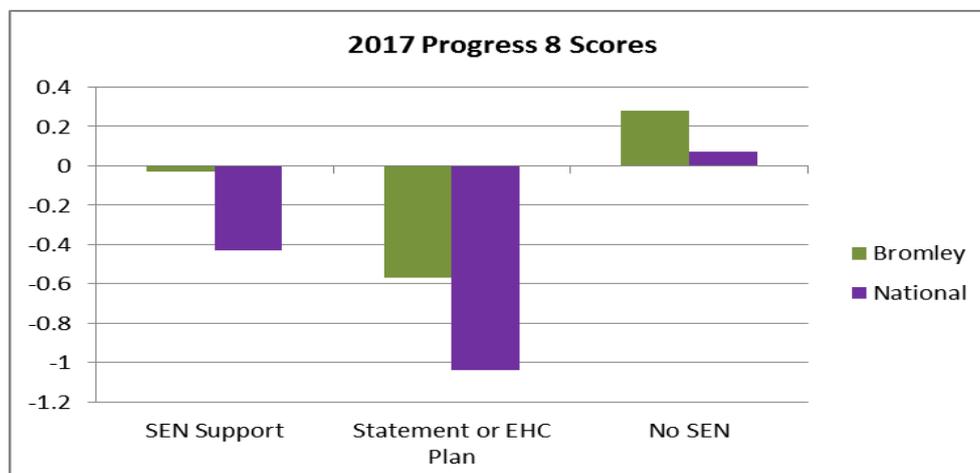
- 7.4 In 2017, pupils receiving SEN Support made more progress than pupils with similar KS1 outcomes nationally in reading and mathematics but less progress in writing. Pupils with an EHCP or Statement in 2017 made much less progress in all subjects than pupils with similar KS1 outcomes, shown by a negative progress score, but made more progress than pupils nationally with an EHCP or Statement.



KS1 - KS2 Progress Scores 2017	Reading		Writing		Mathematics	
	Bromley	National	Bromley	National	Bromley	National
No SEN	2.3	0.3	1.0	0.5	2.1	0.3
SEN Support	1.9	-1.2	-1.2	-2.2	1.3	-1.1
EHC Plan or Statement	-2.8	-3.7	-3.1	-4.3	-2.6	-4.1

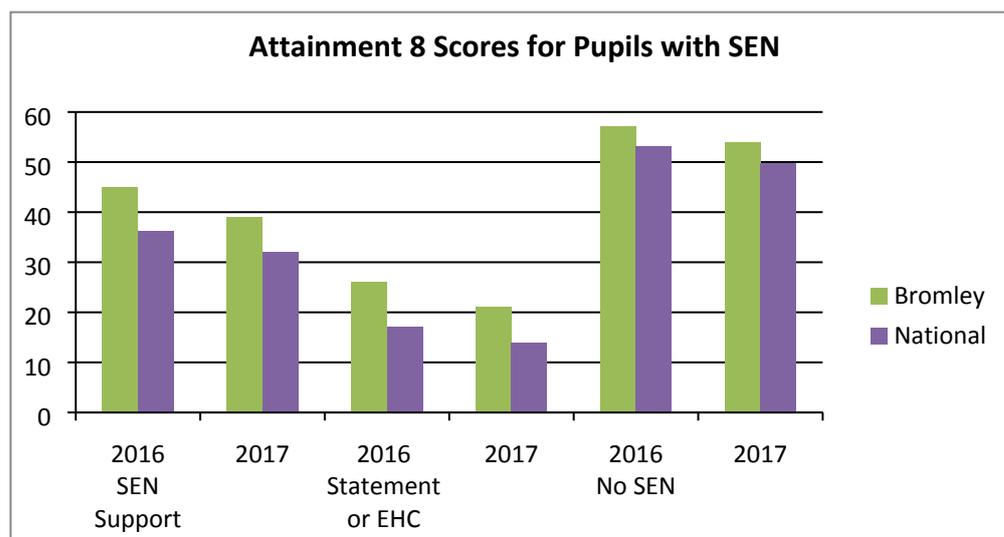
Progress Key Stage 2 to Key Stage 4

- 7.5 In 2017, pupils with SEND made less progress than pupils with similar KS2 outcomes nationally but had higher scores when compared to the national progress scores for pupils with SEN.



		SEN Support		Statement or EHC Plan		No SEN	
		2016	2017	2016	2017	2016	2017
Progress 8	Bromley	0.08	-0.03	0.50	-0.57	0.21	0.28
	National	-0.38	-0.43	-1.03	-1.04	0.06	0.07
Attainment 8	Bromley	44.9	38.9	26.0	21.1	57.1	54.0
	National	36.2	31.9	17	13.9	53.2	49.7

7.6 Attainment 8 for pupils with SEND in Bromley is higher than for pupils with SEND nationally. (NB. See Section 6.1 for explanation of overall fall in Attainment 8.)

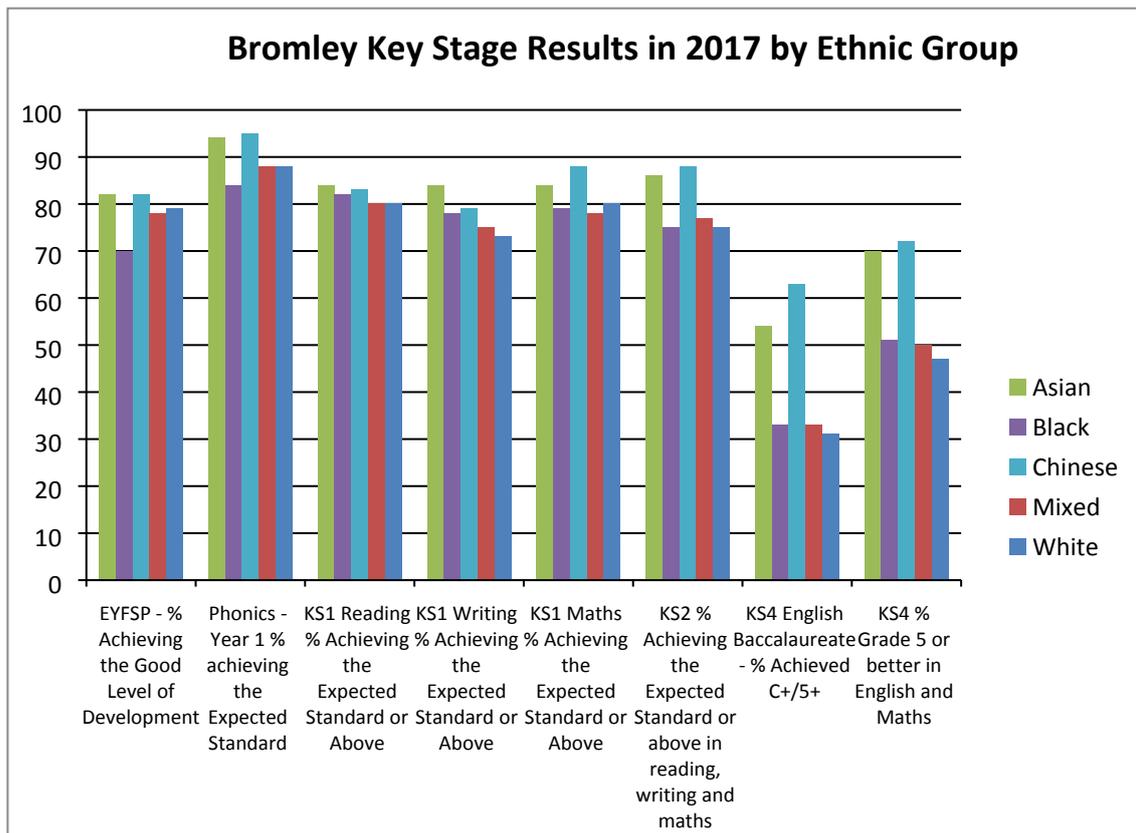


8. Attainment and progress of pupils with Black and Minority Ethnic heritage (BME)

8.1 The majority of pupils in Bromley schools are of a White background, followed by mixed race and Black backgrounds. The numbers and proportion of BME pupils in Bromley schools in 2017, at the end of each Key Stage, are shown in the table below:

	Asian		Black		Chinese		Mixed		White		Any Other Ethnic Group		Unclassified		Total Pupils
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
EYFSP	222	5%	301	7%	73	2%	506	12%	2739	66%	48	1%	241	6%	4130
KS1	203	5%	364	9%	58	1%	513	13%	2759	68%	54	1%	107	3%	4058
KS2	199	6%	335	10%	33	1%	360	10%	2446	71%	53	2%	47	1%	3432
KS4	182	6%	296	9%	43	1%	303	9%	2231	68%	42	1%	208	6%	3305

8.2 The majority of pupils with BME heritage achieve above the national averages at every key stage. Pupils from Chinese or Asian backgrounds achieved consistently higher than other pupils. White pupils performed lowest in the majority of measures, although Black pupils were lowest at EYFS and Phonics. Pupils from a mixed heritage were lowest in reading and mathematics at KS1 and made the least progress in mathematics at KS2.



- 8.3 At the EYFS in 2017, Black pupils were 8% points lower than the next highest attaining ethnic group in achieving the GLD, and the percentage achieving the GLD has decreased over the 3 last years. Black pupils were 4% points lower in achieving the Year 1 phonics standard than the next highest attaining ethnic group.
- 8.4 At Key Stage 1, White and Mixed background pupils are the lowest performing groups in reading, writing and mathematics. At Key Stage 2, White and Black pupils were the lowest performing groups in achieving the expected standard in reading, writing and mathematics. White pupils made the least progress in reading and writing, and mixed background pupils the least progress in mathematics. At Key Stage 4, White pupils had the lowest attainment and progress of all ethnic groups.
- 8.5 The gender split shows that overall girls outperform boys in every key stage and subject, except for KS1-KS2 progress in mathematics. The other exception to this is for Chinese pupils, where boys generally outperform girls. The difference between boys and girls is less for Asian pupils at all key stages (except KS2) and greater for Black pupils at EYFSP, KS1, Phonics and achieving the English Baccalaureate at KS4.
- 8.6 The largest gender gaps are for Mixed, Black and Chinese pupils at EYFSP; for Mixed and Black pupils at Phonics; for Black pupils at KS1 in reading, writing and mathematics; for Asian pupils for KS2 reading, writing and mathematics combined; for Black pupils achieving the KS4 English Baccalaureate.

8.7 Bromley and National Outcomes by Ethnic Group

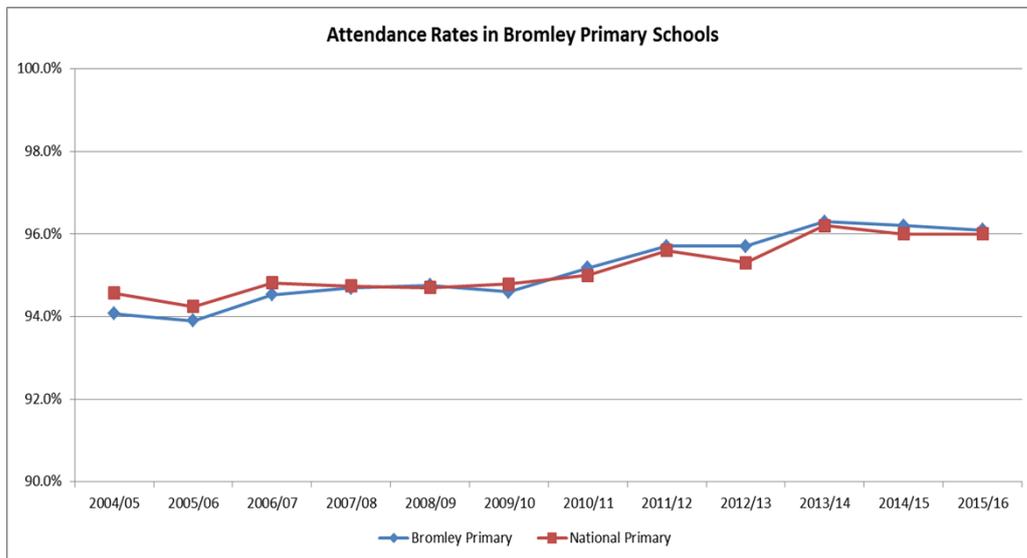
Highlights showing highest performing groups in green and lowest performing groups in yellow. (National results are in brackets.)

	White	Mixed	Asian	Black	Chinese	All Pupils
EYFSP - % Achieving the Good Level of Development	79 (72)	78 (73)	82 (69)	70 (70)	82 (74)	77 (71)
Phonics - Year 1 % achieving the Expected Standard	88 (81)	88 (83)	94 (85)	84 (83)	95 (89)	88 (81)
KS1 Reading % Achieving the Expected Standard or Above	80 (76)	80 (78)	84 (77)	82 (77)	83 (84)	80 (76)
KS1 Writing % Achieving the Expected Standard or Above	73 (68)	75 (70)	84 (72)	78 (71)	79 (82)	74 (68)
KS1 Maths % Achieving the Expected Standard or Above	80 (75)	78 (76)	84 (77)	79 (73)	88 (91)	80 (75)
KS2 % Achieving the Expected Standard or above in reading, writing and maths	75 (61)	77 (63)	86 (64)	75 (61)	88 (78)	76 (62)
KS1-KS2 Progress in reading	2.2 (0.0)	2.5 (0.4)	2.3 (-0.2)	2.6 (0.1)	4.3 (1.5)	2.3 (0.0)
KS1-KS2 Progress in writing	0.7 (-0.3)	1.4 (0.2)	1.9 (1.0)	1.5 (0.8)	3.5 (1.9)	1.0 (0.0)
KS1-KS2 Progress in maths	1.8 (-0.4)	1.7 (0.0)	4.7 (1.9)	3.3 (0.6)	5.9 (4.6)	2.1 (0.0)
KS4 English Baccalaureate - % Entered	56 (37)	58 (42)	69 (47)	54 (42)	81 (63)	55 (38)
KS4 English Baccalaureate - % Achieved C+/5+	31 (20)	33 (24)	54 (28)	33 (20)	63 (50)	32 (21)
KS4 Progress 8 Score	0.13 (-0.11)	0.35 (-0.02)	0.70 (0.47)	0.45 (0.16)	0.75 (0.93)	0.12 (-0.03)
KS4 Attainment 8 Score	50.3 (46)	51.4 (47.1)	60.8 (50.2)	51.1 (45)	68.2 (63)	49.8 (46.4)
KS4 % Grade 5 or better in English and Maths	47 (42)	50 (43)	70 (50)	51 (39)	72 (73)	48 (43)

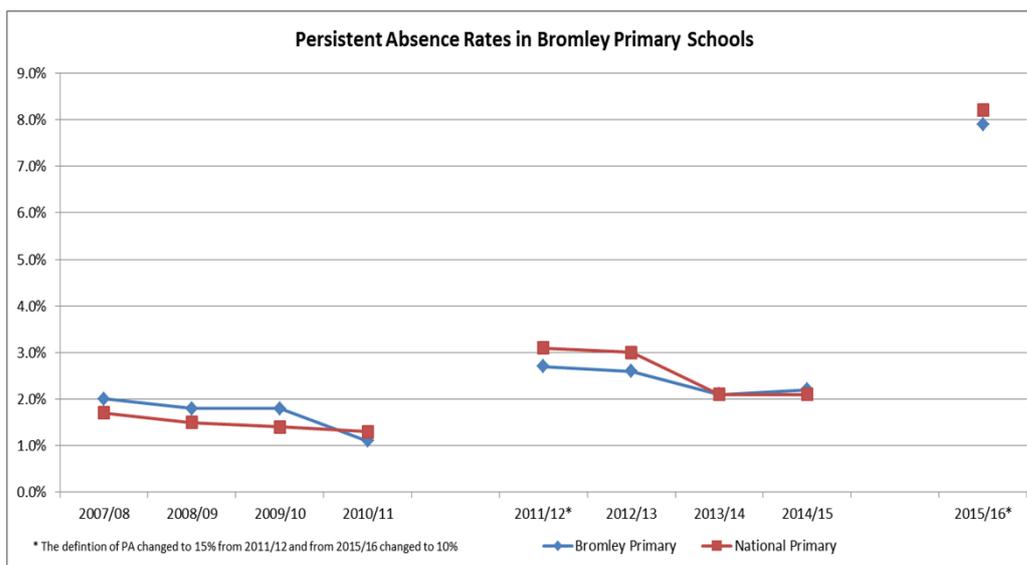
9. Attendance at school

Primary schools

- 9.1 Attendance in Bromley primary schools has gradually improved over the last ten years, tracking the national average. In the academic year 2015/16 (the latest published data) attendance was 96.1%, in line with 96% nationally. Across Bromley primary schools in 2015/16, attendance rates ranged from 93.2% to 97.9%.



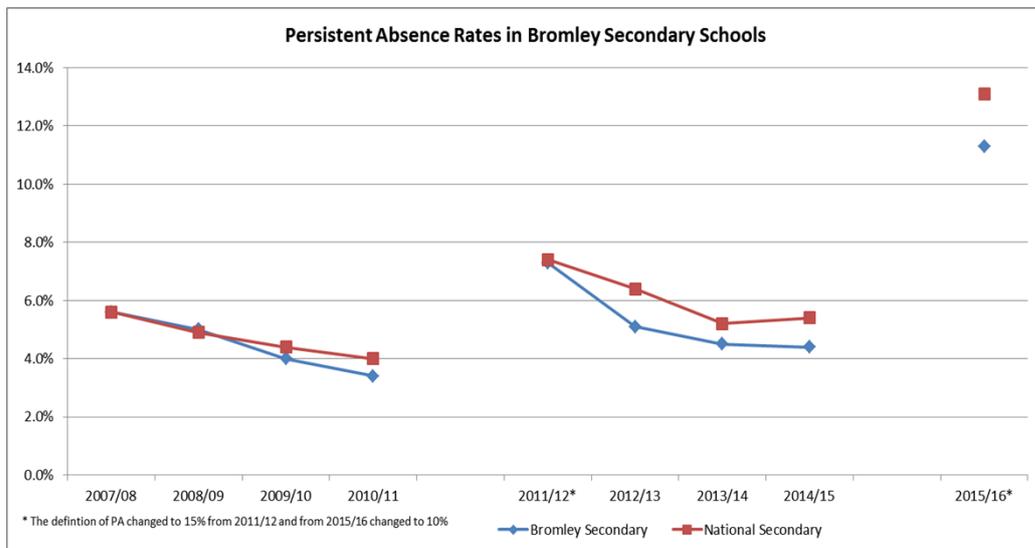
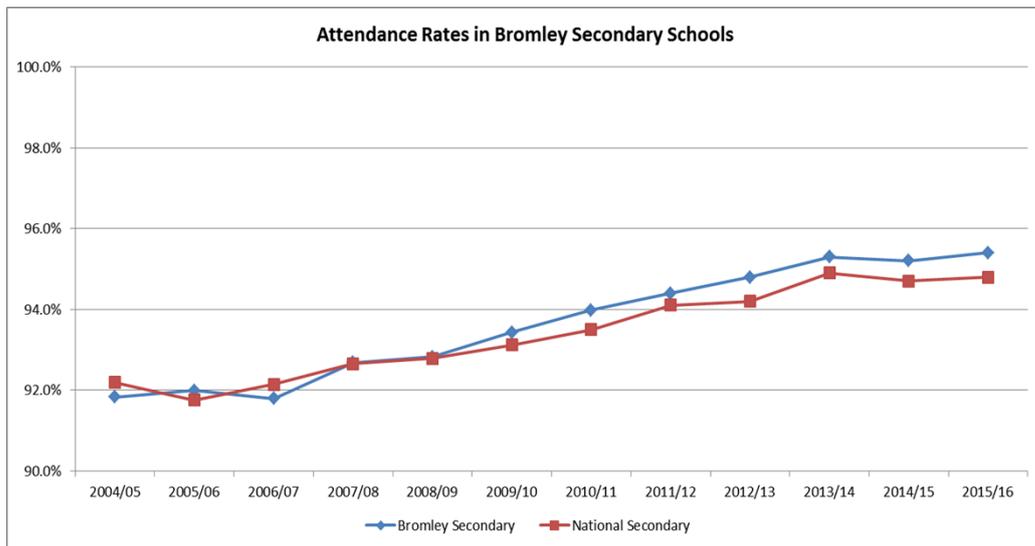
9.2 The definition of persistent absence has changed twice over the last few years and if a pupil misses 10% of the possible sessions in school, they are now classed as persistently absent. This is across the whole academic year and can include multiple periods of absence. The percentage of pupils classed as persistently absence in Bromley primary schools in 2015/16 was 7.9%, compared with 8.2% nationally. Across Bromley primary schools in 2015/16, persistent absence rates ranged from 1.6% to 22.8%.



Secondary schools

9.3 Attendance in Bromley secondary schools has improved consistently over the last ten years and in the academic year 2015/16, the latest published full year, the rate was 95.4%, compared with 94.8% nationally. Across Bromley secondary schools in 2015/16, attendance rates ranged from 93.3% to 97.4%.

9.4 The percentage of pupils classed as persistently absence in Bromley secondary schools in 2015/16 was 11.3%, compared with 13.1% nationally. Across Bromley secondary schools in 2015/16, persistent absence rates ranged from 3.3% to 21.8%.



9.5 There is no published analysis, at national or local authority area, of attendance data for children from disadvantaged groups. This information is available at school level. The Local Auditory will be looking at this over the coming year to obtain a clearer picture of the impact of disadvantage on school attendance

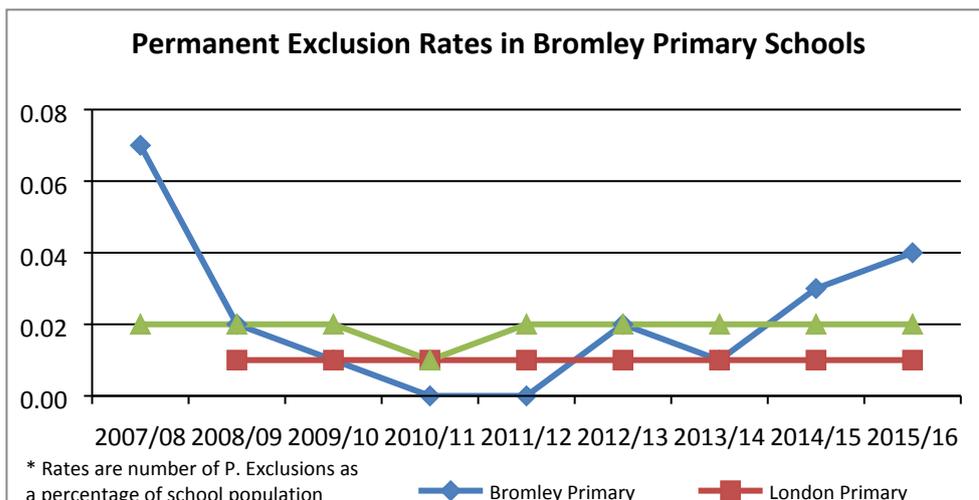
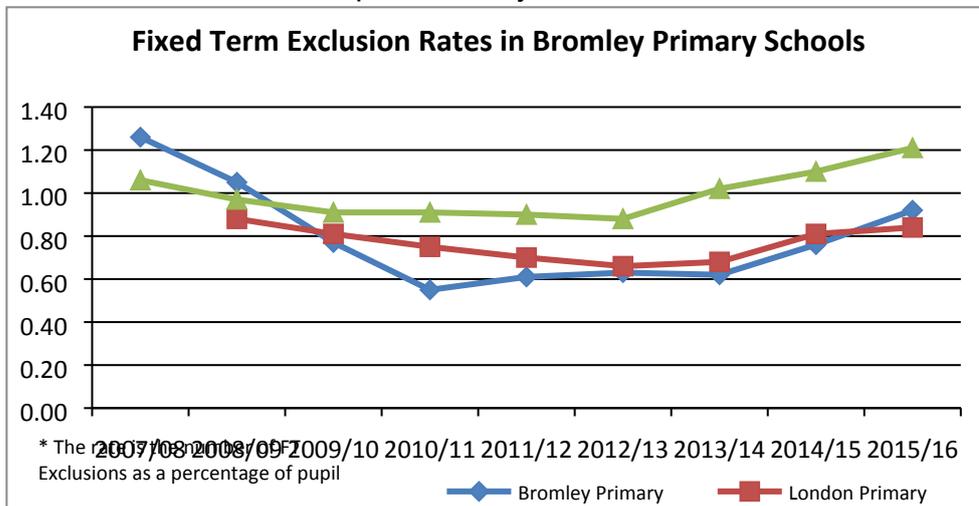
10. Exclusion from school

10.1 A report on exclusions from school and work to reduce exclusions was presented to the Committee in February 2018 so this report includes a brief summary, for completeness.

Primary Schools

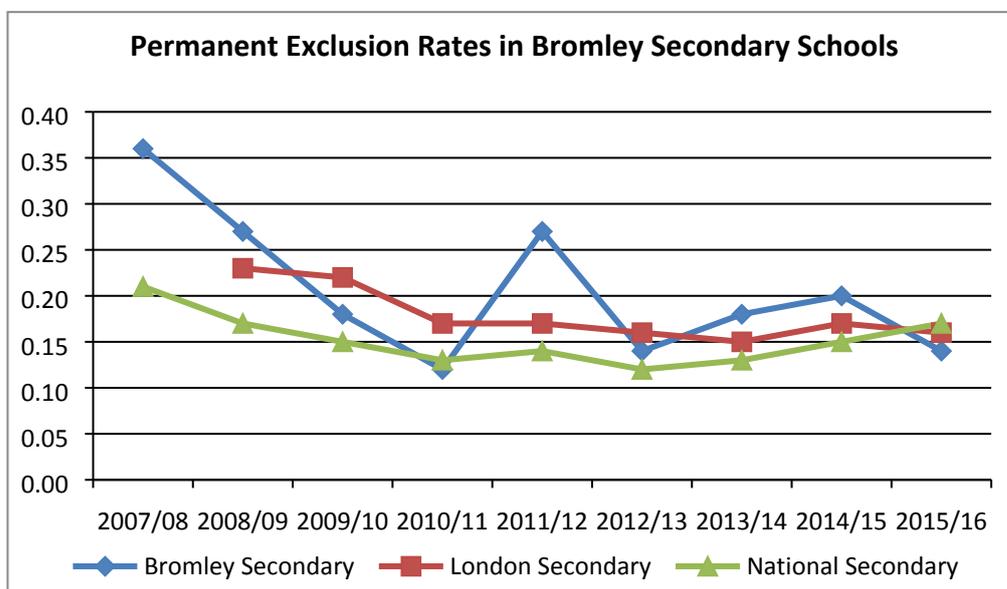
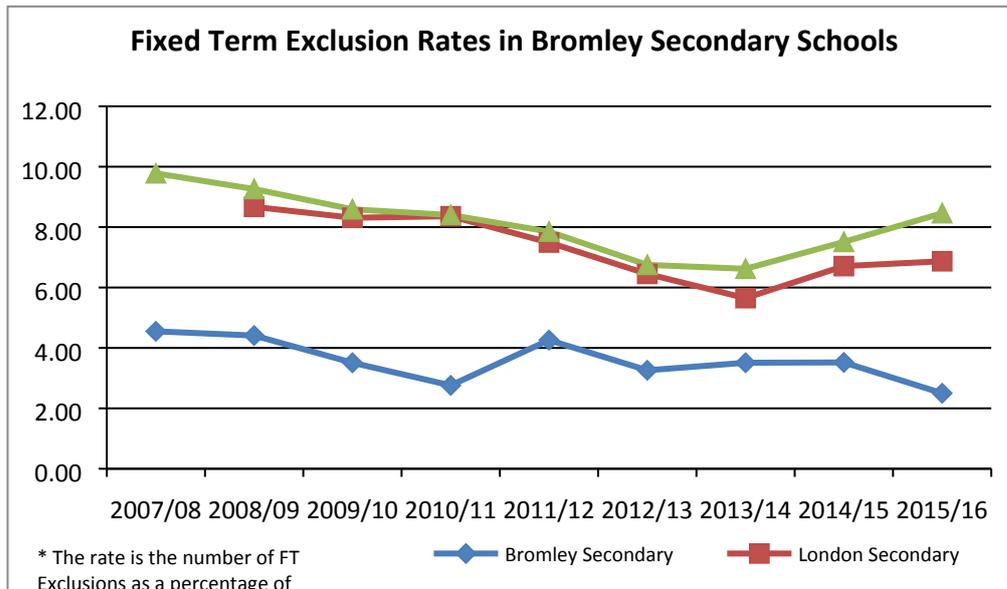
10.2 The number of permanent exclusions from primary schools in Bromley has been high and is, rightly, a concern for Members. Having decreased significantly by 2011, the use of exclusion, fixed term and permanent, had begun to increase and by 2015/16, the performance of Bromley schools compared unfavourably with the average performance of schools in London and England.

10.3 Nationally published data are available to 2015/16 only. During the 2016/17 academic year, 17 children were excluded permanently from Bromley primary schools. (NB. For one of these children, the governors' hearing was in September 2017 so the exclusion will be counted in 2017/18 data). In 2017/18 to date, just one child has been excluded permanently.



Secondary schools

- 10.4 Permanent exclusions from Bromley secondary schools have been high but have been reducing and are now not out of kilter with schools in London and nationally. The use of fixed term exclusion in secondary schools is low compared with London and nationally.
- 10.5 During the current education year, 22 children have been excluded permanently from Bromley secondary schools compared with 68 for the whole of the 2016/17 academic year.



11. Ofsted inspections of schools

- 11.1 There are 102 state funded schools in Bromley, of which 92 have a current Ofsted inspection judgement. Ten schools have no inspection judgement either because they are new schools, yet to be inspected or because they have converted to academy status and have yet to be inspected under their new governance arrangement. Of the schools inspected, none are inadequate, 28 (30%) are outstanding, 58 (63%) are good, 6 (7%) require improvement. Three schools have been judged to require improvement at successive inspections.
- 11.2 The proportion of schools currently judged good or better is 93%. This is unchanged since the previous year and is line with the overall rate for London (93%) but better than national (89%).

Ofsted inspections of schools	2016	2017	2018
Bromley	84%	93%	93%
London	89%	94%	93%
National	84%	89%	89%

- 11.3 During the calendar year 2017, seventeen schools were inspected. Four were judged outstanding, 11 were judged good and two were judged to require improvement. The two schools judged as requiring improvement are in areas with a relatively high deprivation index (IDACI).
- 11.4 Appendix 1 lists the schools inspected in 2017, Ofsted's overall judgements and recommendations for next steps. Many of the themes emerging from these inspections echo the analyses set out in this report, including:
- Progress of and expectation for disadvantaged pupils, including improving their attendance at school;
 - Progress of and expectation for pupils with SEND;
 - Challenging the most able pupils in their learning so that they consistently make the progress of which they are capable;
 - Accountability of middle leaders.

12. Priorities for improvement 2017-18

12.1 Support and challenge for schools which require improvement so that they achieve the step change to good by the next inspection

To support schools facing the greatest challenges, the Local Authority's children's services are collaborating through a 'team around the school' to provide well coordinated and targeted early help for children. We have also begun a programme of meetings with headteachers and chairs of governors of schools requiring improvement to review progress.

12.2 Raise expectations for pupils from disadvantaged groups so that they achieve as well as their peers in every school

The Local Authority is working with Teaching Schools in Bromley to support a bid for DfE Strategic School Improvement Funding. One of the themes the bid must

address is improving outcomes for pupils from disadvantaged groups and work is underway to determine precisely our local priorities so that school improvement resources and training are well targeted.

12.3 Develop support in mainstream schools, and for mainstream schools, so that children with special educational needs and / or disability are able to attend school and learn successfully in their local community

The first phase of the SEND review is complete and has given a clear focus for improvement, with the development of SEN support in mainstream schools as one of the priorities for action. The work in schools must be supported by clear pathways to support services provided by the local authority and other agencies. The Local Authority will:

- Develop robust standards for SEN support in mainstream schools and other educational settings;
- Re-focus Local Authority SEND services to provide mainstream schools and settings with consistent, practical advice to support their SEND offer;
- Invest the additional funding committed by the Council to develop support in mainstream schools and to hold schools to account for how the resources are used and the impact for children with SEND.

Ofsted inspections of Bromley schools 2017

School	Date of inspection	Phase	No. of pupils	Grade	Trend	Ofsted recommendations for next steps
Chislehurst School for Girls	December 2017	Secondary	1112	2	↑	<p>Improve pupils' progress further by:</p> <ul style="list-style-type: none"> ensuring that teachers routinely plan activities that support the progress of lower attaining pupils improving the attendance of the small proportion of disadvantaged pupils who are persistently absent using the newly developed assessment information on A-level courses to raise students' outcomes.
Balgowan Primary School	November 2017	Primary	682	2	→	<p>Accelerate progress for the middle ability pupils and the most able pupils by:</p> <ul style="list-style-type: none"> ensuring that learning opportunities are sufficiently demanding in lessons providing work in writing and mathematics that is challenging and deepens pupils' knowledge. <p>Improve pupils' progress in subjects other than English and mathematics by systematically analysing and tracking pupils' progress across the wider curriculum.</p> <p>Further improve the leadership skills of middle leaders so they are well equipped to implement and develop strategic plans and contribute more effectively to school improvement.</p>
Harris Girls Academy Bromley	November 2017	Secondary	785	1	↑	<p>As the sixth form grows, build on the strong teaching and learning to ensure that students achieve the highest grades in all subjects.</p>
Midfield Primary School	November 2017	Primary	424	1	↑	<p>Improve accuracy of the assessment of children's progress through the nursery.</p>
Holy Innocents Catholic Primary School	October 2017	Primary	216	2	↑	<p>Make sure that the most able reach their full potential by:</p> <ul style="list-style-type: none"> providing work that is suitably matched to their needs, ensuring that challenge is consistent across the school ensuring that questions targeted at the most able challenge their thinking providing a variety of literature and reading opportunities to improve comprehension skills.

School	Date of inspection	Phase	No. of pupils	Grade	Trend	Ofsted recommendations for next steps
						<p>Improve pupils' progress in writing by:</p> <ul style="list-style-type: none"> • providing frequent opportunities for pupils to write at length, where appropriate, across the curriculum • providing opportunities for pupils to apply their reading comprehension skills in their writing • ensuring that children in early years have the opportunity to engage in writing from when they first arrive in school.
Trinity CE Primary School	September 2017	Primary	504	2	→	<p>Accelerate progress, particularly for disadvantaged pupils, in order that the proportion reaching the higher standards in reading, writing and mathematics increases in each phase by:</p> <ul style="list-style-type: none"> • ensuring that pupils are given more opportunities to demonstrate a deeper understanding in their learning. <p>Continue to develop middle leaders so that they contribute effectively to improvements in their phase, subject or area of responsibility.</p>
St. Mary Cray Primary Academy	September 2017	Primary	219	2	↑	<p>Raise the quality of teaching from good to outstanding by working with teachers to eliminate inconsistencies, for example in providing feedback to pupils and ensuring that teachers take every opportunity to develop pupils' language skills.</p> <p>Increase both pupils' ability to be self-disciplined and their resilience so that they can make faster progress and work in greater depth.</p>
Bromley Trust Alternative Provision Academy	September 2017	PRU	87	2	→	<p>Leaders should embed their new assessment and monitoring systems so they can more effectively track pupils' progress across the curriculum.</p> <p>Refine how leaders and governors set targets for pupils' attainment and subject achievement as part of their improvement planning.</p> <p>Teachers need to ensure that they challenge the most able pupils in their learning so that they consistently make the progress of which they are capable.</p> <p>Continue to improve attendance, particularly at key stage 4.</p>
St Peter and St Paul Catholic Primary School	July 2017	Primary	217	2	↑	<p>Increase the rates of pupils' progress further still across year groups and subjects by providing pupils, including the most able, with learning opportunities that challenge their thinking to deepen their learning.</p>

School	Date of inspection	Phase	No. of pupils	Grade	Trend	Ofsted recommendations for next steps
						Improve attendance, particularly for those pupils who are eligible for free school meals and those who have special educational needs and/or disabilities, so that it is in line with the national average.
Raglan Primary School	June 2017	Primary	432	2	↑	<p>Improve the consistency and quality of teaching and learning by ensuring that:</p> <ul style="list-style-type: none"> teaching consistently challenges the most able, including those in the early years teachers quickly identify when pupils are ready to move on in their learning adults in the early years intervene more quickly with children to move their learning forward. <p>Strengthen the role played by subject leaders in driving forward developments in their areas of responsibility now that training and coaching have given them the skills and expertise.</p>
La Fontaine Academy	June 2017	Primary	216	2		<p>Further strengthen teaching, learning and assessment to help all pupils make consistently good progress by ensuring that:</p> <ul style="list-style-type: none"> best practice is shared across the school the most able pupils, including those who are disadvantaged, are set tasks which challenge them, particularly in mathematics provision for children working below age-related expectations in Reception classes consistently meets their needs provision for pupils who have special educational needs and/or disabilities consistently and effectively meets their needs incidents of low-level disruption in lessons are reduced. <p>Continue to take effective action to improve the attendance of disadvantaged pupils.</p>
Harris Academy Beckenham	June 2017	Secondary	1031	1	↑	<p>Improve pupils' personal development by ensuring that all pupils, including sixth-form students, participate more regularly in the wide range of enrichment activities on offer.</p>
Biggin Hill Primary School	June 2017	Primary	355	2	↑	<p>Strengthen the quality of teaching in mathematics by ensuring that teachers consistently provide pupils with opportunities to</p>

School	Date of inspection	Phase	No. of pupils	Grade	Trend	Ofsted recommendations for next steps
						<p>explain their mathematical reasoning and understanding when they solve problems.</p> <p>Improve the impact and influence of middle leaders by ensuring that they are fully effective in checking the quality of teaching and pupils' progress to further raise achievement in their relevant subjects.</p> <p>Continue to improve the attendance of pupils who are eligible for free school meals, so that their attendance matches that of pupils nationally.</p>
Scotts Park Primary School	May 2017	Primary	503	2	↑	<p>Ensure that teachers match work to pupils' abilities more accurately to embed and deepen pupils' learning, thereby maximising rates of progress and attainment for all, but particularly for the most able.</p> <p>Refine the school's assessment systems so that pupils' progress can be tracked and analysed more efficiently from their different starting points.</p> <p>Improve pupils' progress in the foundation subjects by: – systematically analysing and tracking pupils' progress – monitoring the coverage of these subjects more closely.</p>
Harris Primary Academy Shortlands	April 2017	Primary	177	1	→	<p>Ensure that all teachers act swiftly and effectively to help pupils who are less able, particularly in mathematics, when they misunderstand new ideas or vocabulary.</p>
Kemnal Technology College	March 2017	Secondary	647	3	↓	<p>Rapidly improve leadership and management by ensuring that:</p> <ul style="list-style-type: none"> • leaders and governors rigorously evaluate the impact of pupil premium funding on the progress of disadvantaged pupils from their different starting points • leaders develop the curriculum, particularly for key stage 4 and the sixth form, so that it best meets the needs and aspirations of all pupils so that they are well prepared for their next steps • leaders and governors, including those in middle leadership roles, sharpen improvement planning, achieve consistency in assessment practice and raise standards in their related subject areas • all teachers consistently apply school policies, including those for behaviour and assessment.

School	Date of inspection	Phase	No. of pupils	Grade	Trend	Ofsted recommendations for next steps
						<p>Improve the quality of teaching, learning and assessment, particularly in humanities and science, and in academic courses in the sixth form, by all teachers:</p> <ul style="list-style-type: none"> • having the highest expectations of what pupils are capable of achieving • routinely challenging pupils, including the most able, by using learning activities better suited to pupils' different starting points • checking pupils' knowledge, skills and understanding before they move on to new activities. <p>An external review of the school's use of pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.</p>
St John's CE Primary School	March 2017	Primary	274	3	→	<p>Improve the teaching of writing and mathematics, so that pupils make at least as much progress as they do in reading, by teachers:</p> <ul style="list-style-type: none"> • giving pupils opportunities to practise and consolidate their mathematical skills • ensuring that pupils use ambitious vocabulary when writing • persistently demanding that pupils apply their spelling, punctuation and grammar skills when writing extensively. <p>Stretch and challenge the most able, including the most able disadvantaged, so that a high proportion of them exceed expected standards in writing.</p> <p>Improve the effectiveness of middle leaders by:</p> <ul style="list-style-type: none"> • making sure that the actions they take are having an impact on accelerating the progress pupils are making • ensuring that the initiatives they are driving are implemented consistently to achieve good or better quality of teaching and learning in all year groups

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Glossary

APS	Average points score
BME	Black and minority ethnic heritage
DfE	Department for Education
EHCP	Education, health and care plan
ELGs	Early Learning Goals – against which 5 year olds are assessed
EYFS	Early Years Foundation Stage – provision for 3 – 5 year olds
FSM	Free school meals – eligibility for free school meals is used as a proxy indicator for social and economic deprivation
GCSE	General Certificate of Secondary Education
GLD	Good Level of Development – expected standard for 5 year olds
KS1	Key Stage 1 - Provision for 5 – 7 year olds
KS2	Key Stage 2 - Provision for 7 – 11 year olds
KS3	Key Stage 3 - Provision for 11 – 14 year olds
KS4	Key Stage 4 - Provision for 14 – 16 year olds
KS5	Key Stage 5 - Provision for 16 – 19 year olds
LA	Local authority
NEET	Not in education, employment or training
Ofsted	Office for standards in education – national inspection agency
PA	Persistent absence – absence from school for 10% or more sessions
RWM	Reading, writing and mathematics combined
SEN	Special educational needs
SENCo	Special educational needs coordinator – designated lead in a school for provision for children with special educational needs and / or disability
SEND	Special educational needs and / or disability

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