

Decision Maker: **Education Policy Development and Scrutiny Committee**

Date: **19 March 2013**

Decision Type: Non-Urgent Executive Non-Key

**TITLE: STANDARDS OF ATTAINMENT IN BROMLEY SCHOOLS 2012**

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Chief Officer: Terry Parkin, Executive Director, Education and Care Services

Ward: Boroughwide

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1. Reason for report

- 1.1 Education and Care Services reports annually on the standards of attainment and progress in Bromley schools. The report is based on an analysis of recently published National Curriculum assessments and Summer 2012 GCSE/GCE examination results.
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2. **RECOMMENDATION(S)**

- 2.1 **The Education Policy Development and Scrutiny Committee is asked to consider the annual report on the standards of attainment and progress in Bromley maintained schools.**

## Corporate Policy

1. Policy Status: Existing policy:
  2. BBB Priority: Children and Young People
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## Financial

1. Cost of proposal: N/A
  2. Ongoing costs: N/A
  3. Budget head/performance centre: Learning and Achievement Services
  4. Total current budget for this head: £2,435,660
  5. Source of funding: The approved service budget is funded from Council Revenue, Dedicated Schools Grant and sold services to schools.
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## Staff

1. Number of staff (current and additional) - 29
  2. If from existing staff resources, number of staff hours - N/A
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## Legal

1. Legal Requirement: Statutory requirement: The LA has a number of statutory duties to secure school improvement and to meet the statutory targets with respect to attainment of children and young people
  2. Call-in: Applicable:
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## Customer Impact

1. Estimated number of users/beneficiaries (current and projected) - 47,000 children and young people in 95 schools and other education settings (e.g. PRS).
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## Ward Councillor Views

1. Have Ward Councillors been asked for comments? N/A
2. Summary of Ward Councillors comments:

### **3. COMMENTARY**

- 3.1 This report highlights the standards achieved in Bromley schools during the academic year September 2011 to July 2012. The analysis has been used to identify priorities for support to schools, additional challenge and where necessary intervention to secure improvement. This report draws from the results of teacher assessment undertaken at the end of the reception year and Key Stage 1, National Curriculum tests conducted at the end of Key Stage 2 and GCSE and GCE A-level examinations (**Appendix 1**).

#### **SUMMARY OF ACHIEVEMENTS**

##### **3.2 Early Years Foundation Stage (5 year olds)**

At Early Years Foundation Stage, children are assessed across six areas of learning, these being: personal, social and emotional development; communication, language and literature; problem solving, reasoning and numeracy; physical development; knowledge and understanding of the world; and creative development. Assessments are determined through teachers' professional judgements which are moderated across all schools; there are no set tasks or tests.

Performance against the National Indicator 72 (78 points or more and 6 points in each of Personal, Social & Emotional Development and Communication, Language & Literacy) shows a 10% improvement on 2011 compared with a 5% improvement nationally. The overall outcomes of the Early Years Foundation Stage for Bromley are 4% above the National Average. Reading has increased by 7% and Numbers by 2%. Support for EYFS is a priority for 2012/2013 with the introduction of the New Early Years Foundation Stage Profile from September 2012 which will be moderated in Summer 2013.

##### **3.3 Key Stage 1 (6-7 year olds)**

The Year 1 Phonics Screening Check for 6 year olds was introduced in 2012. 61% of children in Bromley achieved the expected standard compared with 58% nationally. The gap between FSM and non FSM is 21% compared with 17% nationally.

Across Key Stage 1 teacher assessments, Bromley's performance remains above the national average. At Level 2+, reading remained the same as the 2011 results compared with a 2% increase nationally. Writing increased by 1% compared with 2% nationally. Mathematics remained the same but the national average increased, so Bromley is in line with the national average.

At Level 3+, there was no increase in reading whilst writing increased by 1%. In mathematics, there was no increase. Bromley's figures are above the national figures by between 1 and 2% points.

At Level 2+ in reading, the gap between those on FSM compared with Non FSM is 18%, an increase of 2%. Nationally the gap is 14%. In writing, the gap is 22% compared with 16% nationally, which represents a 1% increase from 2011. In maths, the gap remains at 13% compared with the gap nationally which is 11%.

The gap between FSM and Non FSM pupils remains a priority for Bromley schools at all key stages

##### **3.4 Key Stage 2 (11 year olds)**

The overall performance at Key Stage 2 in Bromley remains above the national average at Level 4+ in all subjects.

In English, 88% gained a Level 4 compared with 85% nationally and this is a 2% increase from 2011. In writing, 85% gained a Level 4+ which is an increase of 4% from 2011. In reading, there was a 2% increase to 90%. In mathematics, 86% gained a Level 4+ compared with 84% nationally. In English and mathematics combined, 83% gained a Level 4+ compared with 80% nationally.

Bromley has increased its performance in all areas at Level 4+ which reflects the picture nationally.

At Level 5+, English increased by 8% compared with 9% nationally whilst mathematics increased by 2% compared with a 4% increase nationally. English and mathematics combined increased by 5% compared with 6% nationally. However, in all L5+ indicators Bromley is above the national average.

At Key Stage 2 Level 4+, girls outperformed boys in English by 7%, however there is no gap for mathematics. This is similar nationally.

At Level 4+ English and mathematics combined, the gap for pupils eligible for FSM has increased to 22% in 2012 compared with 18% in 2011.

The National floor target for Level 4+ in English and mathematics combined is 60%. The number of schools in Bromley below this target is two compared with six schools in 2011 and 12 schools in 2010.

The percentage of pupils making 2 Levels Progress (2LP) from Key Stage 1 to Key Stage 2 in English is 93%, which is 4% higher than the national average.

The percentage of pupils making 2 Levels Progress (2LP) from Key Stage 1 to Key Stage 2 in mathematics is 89%, which is 2% higher than the national average.

Overall, Bromley's Key Stage 2 results are consistently above the national average, but there still remains a wide range of achievement across Bromley primary schools and there are a small number of schools where sustainable improvement is not yet achieved.

A report to the Education Policy Development and Scrutiny Committee on 23 January 2013 outlined the new process for categorisation, intervention and support in local authority maintained schools to ensure that all Bromley schools are consistently good or better in: the quality of leadership; teaching and learning; and academic outcomes for pupils.

A school that is categorised as a cause for concern in the local authority will be subject to an agreed improvement plan.

### **3.5 Key Stage 4 (16 year olds)**

The 2012 average for the percentage 5+A\*-C including English and mathematics is 68% compared with 58% nationally, a 1% increase on 2011. The gap between boys and girls has widened with girls outperforming boys by 11% compared with 4% in 2011. The gap nationally is 9%.

The percentage of pupils gaining 5+ A\*-C including English and mathematics who are eligible for Free Schools Meals in Bromley is 39% compared with 71% Non FSM – a gap of 32% compared with a gap of 26% in 2011 and 26% nationally.

The percentage of pupils making the expected 3+ levels of progress from Key Stage 2 to Key Stage 4 in English is 78% locally compared with 69% nationally. The percentage of pupils making the expected 3+ levels of progress from Key Stage 2 to Key Stage 4 in mathematics is 78% locally compared with 70% nationally.

There are no secondary schools in the Borough below the DfE floor target (35% 5A\*-C including English and Mathematics). Most Bromley schools continue to remain high performing at Key Stage 4.

### **3.6 The English Baccalaureate (EBacc) KS4**

The Secretary of State for Education introduced the EBacc comparison of schools as part of the 2011 National Performance Tables. There is no requirement on schools to teach to EBacc as part of the statutory National Curriculum or for pupils in Year 9 to choose to study EBacc qualifications. 16% of pupils nationally achieved this benchmark while 25% achieved this in Bromley an increase of 2% on 2011.

### **3.7 Post-16 Advanced Level Achievement (Level 3)**

There has been a significant increase in the Level 3 points per candidate of 16-18 year olds in Bromley. In 2011, the average was 724.7 which was below the national average of 733.1. However, in 2012, this has increased to 788 which is 70.3 above the national average. Girls continue to outperform boys. The gap in 2011 was 41.7 locally compared with 31.9 nationally. However, in 2012, the gap closed to 28.9 compared with 31.7 nationally.

### **3.8 Statistical Neighbours**

At the Early Years Foundation Stage, Bromley has achieved 68% reaching National Indicator 72 (percentage of children achieving 78 points or more including at least 6 points in Personal, Social and Emotional Development and Communication, Language and Literacy); 4 statistical neighbours are above Bromley with 6 the same as or below Bromley.

At Key Stage 1, Bromley is at or above the national averages in all subjects, at the expected and higher levels. However in reading at Level 2+ there are 8 statistical neighbours above Bromley with 2 the same or below, all 10 are above Bromley in writing, with 9 above and 1 the same in mathematics. At Level 3+, 7 are above Bromley in reading, 3 below or the same, 6 above and 4 below or the same in writing and 7 above and 3 the same or below in mathematics.

At Key Stage 2, Bromley is again above the national averages in all subjects, at the expected and higher levels. At Level 4+ in English, only 1 statistical neighbour is above Bromley whilst 9 are the same as or below Bromley. In mathematics, 4 are above Bromley whilst 6 are the same or below. At Level 4 in English and mathematics combined 3 statistical neighbours are above Bromley.

At Key Stage 4, Bromley is also above the national averages in all indicators. When compared with statistical neighbours, Bromley is ranked joint first with Sutton out of 11 local authorities with similar characteristics in the 5 A\*-C measure and third out of 11 in terms of 5A\*-C including English and mathematics. There are 3 statistical neighbours above Bromley for the EBacc. Only 1 statistical neighbour has better progress measures in English than Bromley and 2 in mathematics.

At Post 16, 4 statistical neighbours are above Bromley and 6 below.

### 3.9 **Vulnerable Groups**

Some of the groups have very small numbers of pupils, which can significantly affect the results and make year on year comparisons inappropriate. We currently do not have some 2012 data for ethnicity.

At Key Stage 1 in the Year 1 Phonics Screening Check, the lowest attaining group was White and the highest was Chinese. However, all groups were above the national average. At Key Stage 1 L2+ in all subjects, there was little variation within the ethnic groups apart from Chinese who attained 100% across in all subjects.

At Key Stage 2 L4+ in English and mathematics, the group of pupils performing significantly below the other groups is Black, with little variation within other groups.

At Key Stage 4, all ethnic groups achieved above the national average with Asian and Chinese significantly above national expectations.

Pupils with Special Educational Needs perform less well than their peers at all Key Stages and subjects.

At Key Stage 1, the results for those pupils on School Action improved in writing, remained the same in reading, but dropped in mathematics and science. The results for those pupils on School Action Plus improved significantly in all subjects. There was a decrease in results for statemented pupils, however in all subjects they remain above the national average.

At Key Stage 2, the results for those pupils at School Action in English and mathematics increased. For School Action Plus and statemented pupils, there were significant increases in all areas.

At Key Stage 4, the results for pupils at School Action, School Action Plus increased in the main indicators whilst there was a slight decrease for statemented pupils.

For those pupils who are Looked After at Key Stage 2, 28% (2 pupils) achieved the expected level in English and 28% in mathematics. The proportion of Looked After pupils gaining 5+A\*-C grades including English and mathematics at Key Stage 4 was 11% (2 pupils). We do not currently have the national results for comparison.

### 3.10 **Pupil Attendance, Absence and Exclusions**

The percentage of half days missed in Bromley primary schools has decreased from 5.40% to 4.8% compared with 5% nationally. For secondary schools, there was a slight decrease of 0.56% to 6% which is below national. The biggest decrease is in special schools from 11.11% to 9.9% which is below the national average. The overall total for Bromley shows a steady decrease in the percentage of pupil absence. This is reflected in the 1% increase overall for attendance generally which is 95%.

Persistent absence is also below the national and is on a downward trend. Similarly Fixed Term Exclusions have declined overall in Bromley to 2% which compares favourably with national which is 4.3%. Permanent Exclusions have shown a slight decrease and are in line with national at 0.07%

## 4. **POLICY IMPLICATIONS**

4.1 The Education Portfolio Plan highlights as a main aim promoting educational opportunity in the borough, ensuring all families have a choice of good and outstanding schools.

## 5. LEGAL IMPLICATIONS

5.1 The Council has a statutory duty to provide support and challenge to schools (Education and Inspection Act 2006) in order to raise attainment and to intervene in schools causing concern.

<b>Non-Applicable Sections:</b>	Personnel Implications, Financial Implications
Background Documents: (Access via Contact Officer)	Education Portfolio Plan 2013