

Decision Maker: EDUCATION POLICY DEVELOPMENT AND SCRUTINY COMMITTEE

Date: Tuesday 18 March 2014

Decision Type: Non-Urgent Non-Executive Non-Key

Title: UPDATE ON UNDER PERFORMING SCHOOLS - INCLUDING UPDATE ON CATEGORISATION REPORT, RISK ANALYSIS - PLUS SUPPORT BEING PROVIDED TO SCHOOLS BY THE LA

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Chief Officer: Executive Director of Education, Care & Health Services

Ward: (All Wards);

1. Reason for report

- 1.1 Education Care and Health Services report 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 2013 GCSE/GCE examination results.
- 1.2 The report also includes an update on Bromley Academies providing detail of current Ofsted outcomes and an update for those schools still maintained by the Local Authority, showing detail of Ofsted visits and outcomes, outlining Local Authority intervention under the revised categorisation process and an updated analysis of risk.

2. **RECOMMENDATION(S)**

2.1 **The Education Policy Development and Scrutiny Committee is asked to note :-**

- 1) **The annual report on the standards of attainment and progress in Bromley schools based on 2013 results with a particular focus on those pupils in receipt of pupil premium (based on Free School Meal eligibility).**
- 2) **An update of Ofsted outcomes for Bromley academies.**
- 3) **An update of Ofsted outcomes for Bromley maintained schools including detail in respect of schools identified as underperforming, an outline of the LA support and challenge provided and a RAG rating of risk.**

Corporate Policy

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

1. Cost of proposal: No Cost:
 2. Ongoing costs: Not Applicable:
 3. Budget head/performance centre: School Standards
 4. Total current budget for this head: £445,350
 5. Source of funding: RSG/DSG
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Staff

1. Number of staff (current and additional):
 2. If from existing staff resources, number of staff hours:
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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 a duty of care to all children and young people in all Bromley schools
 2. Call-in: Not 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? Not Applicable
2. Summary of Ward Councillors comments: n/a

3. COMMENTARY

3.1 This report outlines the standards achieved in Bromley schools during the academic year September 2012 to July 2013 and highlights the performance of discrete groups of children. The analysis has been used with a suite of other indicators as outlined in the report 'Categorisation, Intervention and Support for High Priority Schools in Bromley' endorsed at a meeting of the Education Policy Decision and Scrutiny Committee on 23rd January 2013. 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**).

3.2 Early Years Foundation Stage (4-5 year olds)

In the Early Years Foundation Stage, children are assessed across seven areas of learning, the prime areas being communication and language, physical development and personal social and emotional development and additional specific areas of learning being literacy, mathematics, understanding the world and expressive arts and design. Assessments are determined through teachers' professional judgements which are moderated across all schools; there are no set tasks or tests. The framework and assessment process changed in 2012/13 and therefore no direct comparisons can be drawn from previous years.

3.3 The overall percentage of children achieving a good level of development across all areas was 61 in Bromley against a national percentage of 52 with girls outperforming boys in Bromley and nationally. **Only 39% of children in receipt of Free School Meals (FSM) reached a good level of development, against 63% of non FSM children, a gap of 24% against a national gap of 19% (-5%).**

3.4 Key Stage 1 (6-7 year olds)

3.5 The Year 1 Phonics Screening Check shows an increase from 61 to 75% achieving the expected standard, a bigger improvement than nationally. However only 58% of FSM children achieved the expected standard compared with 78% of non FSM, a gap of 20% against a national gap of 13% (-10)

3.6 Across Key Stage 1 teacher assessments, Bromley's performance remains above the national average at all levels. **However at level 2+ non FSM children outperformed FSM children in all areas, although there is some evidence of a slightly improved picture from last year:-**

- **Reading 15% against national 12% (-3%)**
- **Writing 20% against national 15% (-5%)**
- **Mathematics 13% against national 10% (-3%)**

3.7 Key Stage 2 (10-11 year olds)

- 3.8 The overall performance at Key Stage 2 in Bromley remains above the national average at all levels, however there were drops in reading at level 4+. This was mirrored in the national picture.
- 3.9 The % of pupils achieving 2 levels of progress is above national average, but in writing there was a static picture compared to a small increase nationally.
- 3.10 At Key Stage 2 Level 4+, girls still outperformed boys in all subjects, but the gap is smaller in mathematics. This mirrors the picture nationally.
- 3.11 At Level 4+ English and mathematics combined, the gap for pupils eligible for FSM in 2012 was 22%. This measure has now changed to measure the results for reading writing and mathematics combined and this figure is 20% against a national figure of 19% (-1%) which indicates an improving picture from last year.
- 3.12 The National floor target for Level 4+ in reading, writing and mathematics combined is 60%. The number of schools in Bromley below this target is 10, 4 of which are academies.
- 3.13 Overall, Bromley's Key Stage 2 attainment results are consistently above the national average, but there still remains a wide range of achievement across Bromley primary schools.**

3.14 Key Stage 4 (16 year olds)

- 3.15 The 2013 average for the percentage 5+A*-C including English and mathematics is above national average and has increased 6% from 2012. The gap between boys and girls has narrowed with girls outperforming boys by 4% compared with 11% in 2012.
- 3.16 The percentage of pupils gaining 5+ A*-C including English and mathematics who are eligible for Free Schools Meals in Bromley has improved at 48% compared with 76% Non FSM – a gap of 28% compared with a gap of 32% in 2012 and 27% nationally.**
- 3.17 Although attainment in Bromley schools is generally above the national average, groups of children, in particular those in receipt of Free School Meals do not make the desired rate of progress and there are small but significant number of schools where sustainable improvement is not yet achieved. This remains a priority for Bromley schools.**

3.18 LA CATEGORISATION AND SUPPORT

- 3.19 A report to the Education Policy Development and Scrutiny Committee on 23 January 2013 outlined a revised process for categorisation, intervention and support in local authority maintained schools, and part of this process involves the analysis of school performance using the data in **Appendix 1**, together with other indicators, to provide targeted support where schools are not meeting the required performance levels.
- 3.20 The Association of London Directors of Children's Services (ALDCS) have developed a process for the purpose of identifying those boroughs most at risk of being subject to an Inspection of Local Authority School Improvement Arrangements. Bromley's ranking using this criteria, which is based on Ofsted criterion for Local Authority Inspection, is 25 out of 32 (**Appendix 2**). This may indicate that The Local Authority is potentially at risk of an Ofsted Inspection.
- 3.21 The model includes factors which are now a focus for Ofsted, such as the percentage of children achieving a good level of development in the EYFS, the % level of children achieving level 4+ in writing reading and mathematics (floor target), the attainment gap for those children

in receipt of Free School Meals and the % of children making the required minimum 2 levels of progress in reading writing and mathematics. It is the intention to adapt this model to rank Bromley schools which will then form an addition to the categorisation process from September 2014.

- 3.22 It is clear that an Ofsted judgement cannot be relied upon in isolation to determine the overall effectiveness of a school; however it is an important part of the suite of information available. It is for this reason that reviews are planned in schools currently judged good or outstanding where data indicates that there may be underlying issues. Whilst data in isolation does not provide the full picture of a school, it is used by Ofsted, and can be effective as an indicator of issues which need to be investigated to determine if intervention is needed.
- 3.23 The table at **(Appendix 3)** provides detail of current Ofsted outcomes in Bromley academy schools.
- 3.24 **(Appendix 4)** details all current outcomes in Bromley maintained schools, detailing any subsequent visits. It also provides information in respect of the challenge and support provided to all maintained schools by the Local Authority. Risk has been assessed in line with the categorisation process outlined in a previous report and modified in line recent inspection reports and HMI follow up visits plus local school intelligence.
- 3.25 The support and challenge provided to schools is co-ordinated using a combination of the Local Authority staff team, externally commissioned consultants and brokered school to school support. Where Head Teachers are reluctant to engage with the support available from the Local Authority, challenge will be provided by the Head of Schools and Early Years, and where necessary the Assistant Director Education or Director of Education Health and Care Services.

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

Non-Applicable Sections:	Finance and Personnel Implications
Background Documents: (Access via Contact Officer)	