

Southend-on-Sea Borough Council
Report of Deputy Chief Executive (People)
to
Cabinet
on
19th September 2017

Report prepared by: Brin Martin, Director of Learning

School Performance Report Summer 2017 (Outcomes KS2 & KS4)
People Scrutiny Committee
Executive Councillor: James Courtenay
A Part 1 (Public) Agenda Item

1. Purpose of Report

- 1.1 This report informs Cabinet of the high level performance outcome for all Southend schools at all key stages following the summer tests and examinations.

2. Recommendations

- 2.1 That Cabinet notes the overall performance of Southend schools at each of the key stages, in particular relative to the emerging national benchmarks.

3. Background

- 3.1 In previous years, Cabinet has not been sighted upon the early outcomes achieved by schools in the summer teacher assessments, tests and examinations.
- 3.2 It should be stressed that at this stage, the majority of the outcomes are “raw” and unvalidated. Whilst the overall scores are unlikely to change significantly, results for individual schools may fluctuate.
- 3.3 Results for individual schools are not in the public domain until validated, later in the autumn term. However, in view of likely press interest, it is important that Cabinet are aware of the emerging picture.
- 3.5 Lastly, it should be remembered that at GCSE level (year 11 of secondary schools), this will be the first year of new transitional assessment arrangements, moving from a lettered system to a numbered system (9-1, one being lowest) in English and Mathematics only. In essence, the previous benchmark of a “C” grade, regarded as a pass, is now broadly equivalent to either a grade 4, a standard pass, with a 5 regarded as a strong pass.

4. Headline Performance Outcomes

4.1 Across all key stages

- 4.1.1 Cabinet should note that in almost all of the benchmark outcomes, at all key stages, Southend pupils continue to outperform the national averages, in some cases increasing at a higher rate than all schools nationally.
- 4.1.2 For each key stage where available, as indicated in appendix one, results are shown for the headline measurements, and for vulnerable groups of pupils with Special Educational Needs and deprived pupils against their peers.

4.2 By Key Stages

- 4.2.1 In the **Early Years**, the % of pupils achieving a good level of development is 74.3% (70.7% nationally), an increase of 3% points from 2016. 20 schools showed an improvement. **Improvement on last year, above the national.**
- 4.2.2 At the end of **Key Stage One** (infant primary), the percentage of Southend pupils achieving the expected standard or above in combined reading, writing and maths is 66.6% which is an increase of 3.5 percentage points compared to 2016. The emerging national based on results from 152 LA's for KS1 reading, writing and maths combined is 63.7% an increase of 3.4 percentage points compared to 2016, this means the Southend figure is currently 2.8 percentage points higher than the emerging national picture. **Improvement upon last year, above the national.**
- The percentage of pupils achieving the expected standard or above in reading, writing and maths improved in 19 schools with 6 schools improving by more than 10 percentage points compared to 2016 results. The percentage of pupils achieving the expected standard or above fell in 9 schools.
- 4.2.3 The percentage of Southend pupils at the end of **Key Stage Two** (junior primary) achieving the expected standard or above in combined reading test, writing TA and maths test is 65% this is an increase of 9.2 percentage points compared to 2016. The interim national results of pupils achieving the expected standard or above in combined reading test, writing TA and maths test is 61%, an increase of 8.0 percentage points compared to 2016. **Improvement upon last year, above the national.**

Overall the Southend figure is 3.9 percentage points higher than the interim national results. The percentage of pupils achieving the expected standard or above improved in 23 schools (nearly 80%) compared to 2016 results, with 17 schools improving by over 10.0 percentage points when compared to their 2016 results. The percentage of pupils achieving the expected standard or above fell in 6 schools compared to their 2016 results with 2 schools dropping by over 10.0 percentage points.

- 4.2.4 At **Key Stage Four** (secondary CGSE), results have only just been announced, and at the time of drafting this report, they are still both subject to variation, and have not yet been provided for all headline measures by the department. As mentioned in 3.5 above, the means of calibrating outcomes is in the first year of transition. In essence, the previous benchmark of A*-C in both English and mathematics is broadly equivalent to the new numerical measure of a grade 4 or better in both subjects.

From the data obtained so far, **72.3% of pupils achieved the new benchmark of 4+ in the combined subjects.** This is compared to 69% for the similar measure last year. Equally last year, the national figure was 63%, and we understand that this may have reduced slightly this year. If this is the case, not only have Southend schools improved on last year, but they also buck the national trend.

Of the 12 schools 8 showed either sustained results (ie 100%) or improvement, and 4 declined (two by less than two percentage points). We do not at this stage publically share individual school data until validated, but several schools, including two of our more vulnerable schools have shown significant improvement, whilst several of our other non-grammar schools have also sustained significantly high results from last year.

- 4.2.5 At **Key Stage Five** (end of sixth form), provisional results were 11.4% of A-level entries were A* compared to the national average of 8.3%, and 35.8% of entries were A* or A grades, compared to national figures of 26.3%, with 98.5% of all grades being A*- E grade, above the national equivalent of 97.9%. **Improvement upon last year, above the national.**

Based on comparative data from results day last year, there has been an improvement in all measures in Southend (last year saw the rate of entries at A* at 8.2%, A*-A at 29.6% and A*-E at 98.4%).

5. Conclusion and implications

- 5.1 At all Key Stages, Southend schools continue to both improve and outperform against national benchmarks. Whilst we await the individual validated school results, we anticipate that Southend Borough as a whole will continue to improve its rankings nationally and in relation to our statistical and geographical neighbours.
- 5.2 These results will inform the Education Board, and in particular the School Performance Sub Group, in their detailed analysis of both outcomes and progress data through the schools risk register. In turn, the risk register is used to target intervention in schools requiring support and challenge to improve further in particular areas or with specific groups.
- 5.3 This support will be undertaken through our partnership between officers and the local Teaching School, and take the form of focussed support at individual school level, or through improvement programmes such as the narrowing the gap project at Key Stage Two, or the initiative to encourage more Southend residents to attend one of the four Grammar Schools if appropriate. All of these initiatives are funded through the school improvement money allocated by Council in the budget.

6. Corporate Implications

6.1 Contribution to Council's Vision & Corporate Priorities

Ensure residents have access to high quality education to enable them to be lifelong learners and have fulfilling employment.

6.2 Financial Implications

None

6.3 Legal Implications

None

6.4 People Implications

None

6.5 Property Implication

None

6.6 Consultation

None required

6.7 Equalities and Diversity Implications

None

6.8 Risk Assessment

Not required

6.9 Value for Money

Not applicable

6.10 Community Safety Implications

Not applicable

6.11 Environmental Impact

None required

7. Background Papers

None

8. Appendices

Appendix 1: 2017 Provisional School Performance Outcomes for Southend Schools