

Southend-on-Sea Borough Council

**Report of Deputy Chief Executive (People)
to
Cabinet
on
18th September 2018**

Report prepared by: Brin Martin, Director of Learning

**School Performance Report Summer 2018 (Outcomes at all Key Stages)
People Scrutiny Committee
Executive Councillor: Helen Boyd
A Part 1 (Public) Agenda Item**

1. Purpose of Report

- 1.1 This report informs Cabinet of the high level un-validated performance outcome for all Southend schools at all key stages following the summer tests and examinations in 2018.

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 had 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 un-validated. Whilst the overall scores are unlikely to change significantly, results for individual schools may fluctuate, which may affect the overall figures
- 3.3 Results for individual schools are not in the public domain until validated, later in the autumn term. However, in view of likely interest, it is important that Cabinet are aware of the emerging picture of the Borough-wide outcomes.
- 3.5 Lastly, it should be remembered that at key stage four, following on from the introduction of reformed maths and English GCSEs last year, these pupils were the first to take new, more rigorous GCSE exams in 20 subjects, graded 9 to 1. 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 most 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 measures, with provisional Southend outcomes shown alongside the emerging national outcomes.

4.2 By Key Stages

- 4.2.1 In **Early Years** (reception year), the percentage of pupils achieving a good level of development is 73.9% (71.5% nationally), in line with results from 2017, however still 2.4% higher than the emerging national figure. **No significant change on last year, above the national.**
- 4.2.2 At the end of **Key Stage One** (years 1-2), the percentage of Southend pupils achieving the expected standard or above in combined reading, writing and maths is 64.6% which is a decrease of 2.0 percentage points compared to 2017. The emerging national based on results from 152 LA's for KS1 reading, writing and maths combined is 65.3% an increase of 1.6 percentage points compared to 2017, this means the Southend figure is currently 0.7 percentage points lower than the emerging national picture. **Decline upon last year, below the national.**
- 4.2.3 The percentage of Southend pupils at the end of **Key Stage Two** (years 3-6) achieving the expected standard or above in combined reading test, writing teacher assessment and maths test is 68.2% - this is an increase of 2.3 percentage points compared to 2017. The interim national results of pupils achieving the expected standard or above in combined reading test, writing TA and maths test is 64.4%, an increase of 3.4 percentage points compared to 2017. **Improvement upon last year, above the national.**

The very recent and provisional Statistical First Release from the Department for Education regarding the Key Stage Two outcomes places Southend above statistical, regional and national results, and currently places us 29th out of all 151 Local Authorities.

Provisional outcomes in terms of **progress made from key stage one to key stage two** show that Southend pupils made average progress in reading (0.0) but were significantly above average in writing (+0.4) and maths (+0.6). A progress score of zero indicates that pupils on average do about as well at KS2 as those with similar prior attainment nationally.

- 4.2.4 At **Key Stage Four** (year 11), the recently announced results are still subject to variation. As mentioned in 3.5 above, the means of calibrating outcomes is in the second 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, **71.9% of pupils achieved the new benchmark of 4+ in both English and maths.** This is compared to 70.9% for the similar measure last year. Southend's pupils were above the provisional national figures in the subjects of English and maths in terms of those achieving a standard pass (grade 4 or above). Based on data from 10 out of 12 schools, 82.4% of pupils achieved this standard in English, compared to 71.8% nationally, whilst in maths the figures was 78.1%, compared to 71.0% in nationally.

Provisional outcomes for looked after children in Southend also suggest an improvement in the percentage achieving a pass in English & maths at key stage four. **Improvement upon last year, above the national.**

- 4.2.5 At **Key Stage Five** (end of sixth form), provisional results were only available for 8 out of 10 schools in the borough, therefore the following figures should be treated with caution. 11.1% of A-level entries were at A* compared to the national average of 8.0%, and 35.9% of entries were A* or A grades, compared to national figures of 26.4%, with 99.4% of all grades being A*- E grade, above the national equivalent of 97.6%. **Above the national.**

5. Conclusion and implications

- 5.1 In most 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 local leaders of education as well as brokered work with local teaching schools and additional contractors, 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: 2018 Provisional School Performance Outcomes for Southend-on-Sea