

<b>HEREFORDSHIRE EDUCATION DEVELOPMENT PLAN [EDP] 2002 – 2007 YEAR TWO SUPPLEMENT</b>
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## INTRODUCTION

Herefordshire's second Education Development Plan [EDP2] covering the period 2002 – 2007 was published and approved by the Secretary of State in March 2002. This document, the Year 2 Supplement, is the first annual review of the EDP and is published at the end of the 2002/2003 academic year. A copy has been sent to the DfES and made available to all schools via the Herefordshire education web-site. The Year Two Supplement forms the basis of the continued reporting of the progress being made in the implementation of the EDP to local stakeholders including members of the Education Scrutiny Committee. It is important to stress two points:

- The original EDP remains the substantive reference document
- This supplement has been written before the results of the summer 2003 national testing and examination programme are known

## EDP OVERVIEW APRIL 2002 – JULY 2003

Section 2.0 of the original EDP entitled "LEA Context and Audit (pages 10 – 29) continues to be a relevant summary of the educational, social and economic context of the County. Unemployment and wage rates remain very low, primary school rolls continue to fall and less than 1% of the population come from ethnic minority families.

During the period April 2002 – July 2003 Education Scrutiny Committee have met six times. Many of the reports discussed relate directly to the priorities and activities outlined in the EDP and give a clear indication to elected members and the wider community of the strengths and weaknesses of the school improvement agenda in the County.

## SCHOOLS CAUSING CONCERN

During the period April 2002 – July 2003 there has been a continued reduction in the number of schools that are a cause of concern either to the LEA or as a result of an Ofsted inspection. **At the end of July 2003 there were no schools in any negative Ofsted category.** One EBD school was placed in special measures in September 2002 but was removed from this category within two terms.

During the academic year 2002/2003 27 Herefordshire schools were inspected by Ofsted. Many of the reports were good: some were outstanding. Overall they describe a positive picture about the quality of education provided by Herefordshire schools, and, in particular, highlight the high standard of leadership and management evident in many schools. Given the rural nature of the County it was particularly encouraging that so many small primary schools are receiving really good reports.

## **SCHOOL PERFORMANCE AND TARGETS IN 2002**

The results for 2002 showed a strong overall performance and continuing improvements at Key Stage 3 and Key Stage 4. Although high performance was sustained at Key Stage 1 and 2, there was a continued slowdown in the rate of improvement at Key Stage 1. At Key Stage 2 results in English and Science fell for the first time. **Nevertheless, results remained above the national average at every Key Stage.**

### **KEY STAGE 1 RESULTS**

In reading, 86% of pupils reached level 2c or above, 2% above the schools' aggregated targets for 2002

In writing, 88% of pupils reached level 2c or above, 6% above the schools' aggregated targets for 2002

In mathematics, 89% of pupils reached level 2c as above, 4% above the schools' aggregated targets for 2002

### **KEY STAGE 2 RESULTS**

In English, 76% of pupils reached level 4 or above, 4% below the school's aggregated targets for 2002

In Maths, 75% of pupils reached level 4 or above, 5% below the schools' aggregated targets for 2002

In Science, 88% of pupils reached level 4 or above, 8% above the schools' aggregated targets for 2002

Overall the Key Stage 2 results were disappointing. An action plan was drawn-up and implemented, with the primary strategy consultants working particularly with the larger primary schools located in the most socially deprived areas of the County. Greater emphasis has been placed on setting "floor targets" for schools with cohorts of more than ten that achieve below 60% in either English or maths. The school's aggregated targets for 2004 are 81% for English and 82% for maths.

### **KEY STAGE 3 RESULTS**

In English, 74% of pupils reached level 5 or above, the same as the schools' aggregated targets for 2002.

In mathematics, 74% of pupils reached level 5 or above, 1% above the schools' aggregated target for 2002.

In science, 74% of pupils reached level 5 or above, 2% above the aggregated targets for 2002.

The main thrust of the work since September 2002 has been to continue with the implementation of the Key Stage 3 strategy using the newly appointed team of consultants. The results at Key Stage 3 in 2002 were significantly above the national average.

## KEY STAGE 4 RESULTS

56% of pupils achieved 5 or more A\* - C grades, 4% below the schools' aggregated targets for 2002.

97% of pupils achieved 1A\* - G grade, 1% below the schools aggregated targets for 2002

93% of pupils achieved 5 or more A\* - G grades in 2002.

The overall picture for Herefordshire is encouraging at Key Stage 4. Although schools missed their aggregated targets by 4% at the 5A\*-C benchmark, results rose by 2% over 2001. Results at GCSE have risen each year for the last 8 years and remain well above the national average.

## KEY STAGE 5 RESULTS

Trends in 'A' level are difficult to determine across the County. Only a small proportion (10%) remain in school based 6<sup>th</sup> forms. The majority of Post 16 education occurs with the FE sector, including the Sixth Form College. In 2002 the LEA average point score for candidates attempting 2 or more 'A' levels in the four school based sixth forms rose to 15.69 compared with 14.29 in 2001. Results at the Sixth Form College were the highest ever recorded with a 97% pass rate and 51% achieving 'A' or 'B' grades.

## VALUE ADDED DATA

Herefordshire schools set demanding targets based upon individual pupil performance data and have done this for the last few years. The 2002 results show that in some phases these aggregated targets are exceeded or, as in the case of Key Stage 4, missed although the results continue to improve.

One of the major thrusts of school improvement over the last academic year that will continue in 2003/2004 and beyond is to make more effective use of value added data in both primary and secondary schools in order to challenge effectively the variation in performance between individual schools or within particular schools. This strategy, along with the setting of floor targets with a specific group of school, is one of a number designed to secure the continued improvement of the benchmark results at the five Key Stages.

## LEA AND SCHOOLS' AGGREGATED TARGETS FOR 2004

The tables below illustrate the relationship between the LEA targets (nationally set) and the schools aggregated targets for 2004.

<b>Key Stage 2 Level 4</b>	<b>LEA</b>	<b>Schools' Aggregated</b>
English	88%	81%
Maths	87%	82%

<b>Key Stage 2 Level 5</b>	<b>LEA</b>	<b>Schools' Aggregated</b>
English	36%	30%
Maths	37%	34%

<b>Key Stage 3 Level 5</b>	<b>LEA</b>	<b>Schools' Aggregated</b>
English	82%	76%
Maths	83%	78%
Science	84%	77%
ICT	84%	73%

<b>Key Stage 4</b>	<b>LEA</b>	<b>Schools' Aggregated</b>
5+A*-C	61% (62% LPSA)	61%
5+A*-G	95%	95%
Average Point Score	44%	44%

In most cases there are significant gaps between the nationally set LEA target and the schools aggregated targets. The activities outlined in the original EDP and this Supplement, particularly those linked to the primary and secondary strategies and the use of value added data, are designed to bridge the gaps. Nevertheless, the main challenge at both Key Stage 2 and 3 is to break the 80% barrier. Almost no LEA in the Country managed this in 2002 and the 2003 results are awaited with interest.

### **LPSA TARGETS**

Herefordshire has a number of stretched LPSA targets. The latest report detailing the progress made and the actions to achieve the targets was given to Education Scrutiny Committee on 14 July 2003.

### **IMPROVING QUALITY IN EARLY YEARS PROVISION**

By September 30th 2005 the LPSA stretched targets are to:

- (1) ensure that at least 98% of Ofsted inspections in the future are satisfactory and do not produce a 1-2 year outcome, and that no setting remains in such a category after the subsequent inspection.
- (2) any setting that has significant weaknesses, resulting in a 1-2 year re-inspection outcome from its Ofsted inspection, to improve sufficiently quickly to ensure that the subsequent inspection results in a re-inspection period of 3-4 years.
- (3) 45% of settings in the County become accredited under a quality assurance scheme.

### **Outcomes for Summer 2002**

In 2002, 91% of settings received a satisfactory or better outcome further Ofsted inspections and less than 5% of settings had been accredited under quality assurance scheme. As of July 2003 it is still thought it is possible to meet these stretched targets by September 2005.

#### **B Pupil Attainment Targets**

By September 2004 the LPSA targets are to ensure that:

1. 62% of pupils achieve 5+A\*-C grades at GCSE
2. 31% of pupils achieve 5+ A\* - B grades at GCSE
3. 18% of pupils achieve Level 5 in all three subjects at Key Stage 2

## **Outcomes for Summer 2002**

In 2002, 56% of pupils attained 5+A\*-C grades at GCSE and 28.5% achieved 5 or more A\*-B. In the 2002 round of target setting for schools (undertaken in the Autumn term 2002) to set targets for 2004 using pupil level performance data, all high schools were asked to set additional targets for LPSA. Our analysis shows that both the LPSA GCSE targets can be achieved in 2004 but we are at the outer limit of what is possible given the current cohort of pupils.

In 2002, 16.9% of pupils achieved a level 5 in all three subjects at Key Stage 2. A similar analysis of the potential of the 2004 year 6 cohort in primary schools suggests that the 18% target is achievable.

### **(C) Improving the Educational Outcomes for pupils in care**

By March 2005 the LPSA stretched targets are to ensure that

- (1) 72% of care leavers are in education, training and employment
- (2) 17% of looked after pupils obtain 5+A\*-C grades at GCSE
- (3) No more than 9% looked after pupils are absent from school for 25 days or more in the academic year.

## **Outcomes for March 2003**

In March 2003, 76% of core leavers were in education, training and employment, 12% of pupils had achieved 5+ A\*-C grades at GCSE (Summer 2002) and 6% of pupils raised concerns about attendance.

Two out of three targets have already been exceeded but work is continuing to ensure there is no slippage. The targets should be met in 2005 although the numbers of pupils in public care are relatively small and can fluctuate, making the final outcomes against LPSA targets hard to predict with absolute certainty.

## **THE PERFORMANCE OF ETHNIC MINORITY GROUPS**

Minority ethnic pupils form less than 0.5% of the school population and the largest identified group remain the Traveller population within the County. The monitoring and support for Traveller pupils continues to be effective with the LEA working in very close collaboration with the West Midlands consortium for the Education of Travelling children.

A new database has been purchased and is currently being 'populated'. This will enable the LEA to improve its tracking of ethnic minority groups and provide a better facility to compare performance between and within particular groups. At present, with the exception of the traveller population, it remains a very questionable statistical exercise to draw performance comparison between ethnic minority groups because of the very small numbers of pupils involved.

## **PUPILS WITH SEN**

Support for pupils with Special Educational Needs has been provided within EDP Priority 1 (Primary Education), Priority 2 (Key Stage 3), Priority 3 (14-19) and Priority 6 (Inclusion). These activities are continuing along with a strategic review of SEN provision including the delegation of further resources directly to schools via a banding arrangement and the implementation of a new SEN database. The inclusion project has proved very successful, as has the work of the two SEN area SENCOs. Evidence from Ofsted inspections and an

analysis of pupil data indicates generally good progress being made by pupils with SEN with no particular groups underachieving.

### **VALUE FOR MONEY**

In 2002 – 2003, based upon 24,240 pupils, the cost of the school improvement element of the EDP was £15 per pupils: the cost of the whole EDP was £88 per pupil. The total cost per pupil is likely to rise year on year as the number of pupils in the school system within the County continues to fall, whilst the number of schools remains the same. For 2003 – 2004 the total cost of the EDP has risen to £108 per pupil due to the increase in the central government grants available. However, excluding the impact of these grants, the cost is £30 per pupil.

The evaluation of each priority in Section 2, outlines the progress made so far in delivering the objectives of the EDP. Overall, satisfactory to good progress has been made in implementing the seven priorities between April 2002 and July 2003. In this respect the EDP is proving to be a cost effective plan that underpins the school improvement agenda in Herefordshire.

### **EVALUATION**

The EDP has been subject to regular evaluation at Inspection and Subject Adviser meetings in the school improvement service, and at the Director's Education Management meetings. Reports have been submitted to Education Committee and there has been an external evaluation completed by the Senior Inspector at Bath and North East Somerset.