

# **General overview and scrutiny committee**

May 2017

# Aims

- To provide a summary of the school examination performance report which includes information on standards across key performance measures 2016 and for key groups of pupils
- To reflect on the success of the council's approach to school improvement

# The Vision of the Herefordshire Children and Young People's Partnership

Our main priority is to keep children and young people safe and to give them the best start in life.

Our vision aims to enable:

- Children and young people to grow up healthy, happy and safe within supportive families and carers.
- Children to have the best health, education and opportunities to enable them to reach their full potential.

**By March 2018 we want to have good safeguarding services in all agencies and to have local education and health outcomes within the top 25% nationally.**

# Attainment and progress 2016 – highlights

- **EYFS** – above national
- **Y1 phonics** – in line with national
- **KS1 SATS** – above national
- **KS2 SATS** – above national in reading
- **KS4 Attainment 8 and Progress 8** – in line with national
- **KS5 maintained school and academy sixth forms** – above national in key indicators, including:
  - **99.1% achieving A\* - E (NA 98.1%)**
  - **31.7% achieving A\* -A grade (NA 25.8%)**
- **NEETS** – 4.5%

## Watchsted Figures

- **92%** of children are taught in good or better primary schools
- **80%** of children are taught in good or better secondary schools
- **98.8%** of early years' group settings are good or better
- **95%** of childminders are good or better

# Standards in the Virtual School

- **EYFSP – 50% - 8 pupils**
- **Y1 phonics – 100% - 3 pupils**
- **KS1 reading – 25% - 8 pupils**
- **KS1 writing – 12.5% - 8 pupils**
- **KS2 RWM – 27.3% - 11 pupils**
- **KS4 5GCSEs including English/Maths – 23.5% - 18 pupils**

# Herefordshire Council's approach to improving schools and academies

## **Our model of school improvement:**

- focuses on delivering LA statutory duties
- involves a very small number of LA staff directly in school improvement
- gives schools a large degree of autonomy and responsibility for their own improvement
- is supportive of both maintained and academy schools

## **The learning and achievement team's key drivers are to:**

- empower school leaders to set the direction of school improvement through HSIP (Herefordshire School Improvement Partnership)
- monitor standards and shine a light on performance – both good and bad
- provide challenge, where required
- facilitate school-to-school support structures

# Our main goal: Top Quartile Performance

## Key priorities for this academic year include:

- Attainment at KS2 with a particular focus on maths
- Attainment of pupils eligible for free school meals across most key stages
- Attainment of LAC pupils

**An additional significant challenge is to sustain improvements both within the national context of reduced funding and the structural reorganisation of the education system proposed by national government.**

## Driving further improvement by...

- refining systems for monitoring and intervention in all local schools and academies, including risk assessment and central target-setting processes
- supporting governing bodies to understand how they can best perform their role and drive standards for children and young people
- close monitoring of schools that are causing concern, including schools identified as 'coasting' through challenge meetings with senior leaders and governors
- working with the teaching schools on key priority areas such as improving the attainment for disadvantaged pupils and boys, particularly those who are eligible for free school meals
- supporting good leadership in schools and academies in Herefordshire by close working with National leaders of education



# Driving further improvement by...

- facilitating activities which enhance school leaders' understanding of how to keep children safe
- encouraging schools to develop resilience and to be self-sustaining through school-to-school improvement projects
- taking a leading role in reshaping education across Herefordshire by bringing all interested parties (RSC, Ofsted, diocese, archdiocese) together so that our collective approach to improvement is considered, well-planned and makes the best use of limited resources

# LA scorecard

Key Performance Indicator	2016			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4
EYFS Percentage of ALL PUPILS achieving a Good Level of Development	Green			
EYFS Percentage of GIRLS achieving a Good Level of Development		Green		
EYFS Percentage of BOYS achieving a Good Level of Development	Green			
EYFS Percentage of FSM achieving a Good Level of Development			Red	
EYFS Percentage attainment gap between all children and the bottom 20%		Green		
Yr1 pupils achieving the Phonics threshold		Green		
Yr1 FSM achieving the Phonics threshold				Red
Yr1 EAL pupils achieving the Phonics threshold	Green			
Yr1 SEN Support pupils achieving the Phonics threshold	Green			
KS1 pupils achieving the expected standard in READING		Green		
KS1 pupils achieving the expected standard in WRITING		Green		
KS1 pupils achieving the expected standard in MATHS		Green		
KS1 FSM pupils achieving the expected standard in READING				Red
KS1 FSM pupils achieving the expected standard in WRITING				Red
KS1 FSM pupils achieving the expected standard in MATHS				Red
KS2 Percentage of pupils achieving the expected standard in reading, writing and maths		Green		
KS2 Percentage of GIRLS achieving the expected standard in reading, writing and maths				Red
KS2 Percentage of BOYS achieving the expected standard in reading, writing and maths		Green		
KS2 Percentage of FSM pupils achieving the expected standard in reading, writing and maths			Red	
KS2 Percentage of Disadvantaged pupils achieving the expected standard in reading, writing and maths			Red	
KS2 Percentage of EAL pupils achieving the expected standard in reading, writing and maths			Red	
Progress score at KS2 in reading	Green			
Progress score at KS2 in writing		Green		
Progress score at KS2 in maths			Red	

# LA Scorecard

	2016			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4
KS4 Percentage of pupils achieving A*-C in English & maths GCSE			Red	
KS4 Average Attainment 8 score per pupil			Red	
KS4 Average Progress 8 score		Green		
KS4 Percentage of pupils achieving the English Baccalaureate (Ebacc)			Red	
KS4 Percentage achieving 5+ A*-C incl E&M 2015-16		Green		
KS4 Average Attainment 8 score per FSM pupil		Green		
KS4 Average FSM Progress 8 score		Green		
KS4 Percentage FSM achieving A*-C in English & maths GCSE	Green			
KS4 Boys: Average Attainment 8 score			Red	
KS4 Boys: Average Progress 8 score			Red	
KS4 Boys: Percentage achieving A*-C in English & maths GCSE			Red	
KS4 Girls: Average Attainment 8 score		Green		
KS4 Girls: Average Progress 8 score		Green		
KS4 Girls: Percentage achieving A*-C in English & maths GCSE		Green		
KS4 Disadvantage Pupils: Average Attainment 8 score		Green		
KS4 Disadvantage Pupils: Average Progress 8 score		Green		
KS4 Disadvantage Pupils: Percentage achieving A*-C in English & maths GCSE	Green			
KS4 EAL: Average Attainment 8 score				Red
KS4 EAL: Average Progress 8 score	Green			
KS4 EAL: Percentage achieving A*-C in English & maths GCSE				Red
KS4 Pupils with SEN Support: Average Attainment 8 score		Green		
KS4 Pupils with SEN Support: Average Progress 8 score		Green		

# LA Scorecard

Key Performance Indicator	2013			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4
EYFS Percentage of ALL PUPILS achieving a Good Level of Development	Green			
EYFS Percentage of GIRLS achieving a Good Level of Development	Green			
EYFS Percentage of BOYS achieving a Good Level of Development		Green		
EYFS Percentage of FSM achieving a Good Level of Development		Green		
EYFS Percentage attainment gap between all children and the bottom 20%		Green		
Yr1 pupils achieving the Phonics threshold			Red	
Yr1 FSM achieving the Phonics threshold				Red
Yr1 EAL pupils achieving the Phonics threshold			Red	
Yr1 SEN Support pupils achieving the Phonics threshold		Green		
KS1 pupils achieving Level2+ in READING		Green		
KS1 pupils achieving Level2+ in WRITING			Red	
KS1 pupils achieving Level2+ in MATHS			Red	
KS1 FSM pupils achieving Level2+ in READING			Red	
KS1 FSM pupils achieving Level2+ in WRITING				Red
KS1 FSM pupils achieving Level2+ in MATHS				Red
KS2 Percentage of pupils achieving Level4+ in reading, writing and maths				Red
KS2 Percentage of GIRLS achieving Level4+ in reading, writing and maths				Red
KS2 Percentage of BOYS achieving Level4+ in reading, writing and maths				Red
KS2 Percentage of FSM pupils achieving Level4+ reading, writing and maths				Red
KS2 Percentage of Disadvantaged pupils achieving Level4+ reading, writing and maths				Red
KS2 Percentage of EAL pupils achieving Level4+ in reading, writing and maths				Red
% of pupils making 2 levels of progress KS1-KS2 in reading		Green		
% of pupils making 2 levels of Progress KS1-KS2 in writing			Red	
% of pupils making 2 levels of Progress KS1-KS2 in maths			Red	

# LA Scorecard

Key Performance Indicator	2013			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4
KS4 Percentage of pupils achieving A*-C in English & maths GCSE				
% of pupils making expected progress in English KS2-KS4				
% of pupils making expected progress in Maths KS2-KS4				
KS4 Percentage of pupils achieving the English Baccalaureate (Ebacc)				
KS4 Percentage achieving 5+ A*-C incl E&M 2012-13				
KS4 Percentage FSM achieving 5+ A*-C incl E&M 2012-13				
KS4 Percentage FSM achieving A*-C in English & maths GCSE				
KS4 Boys: Percentage achieving 5+ A*-C incl E&M 2012-13				
KS4 Boys: Percentage achieving A*-C in English & maths GCSE				
KS4 Girls: Percentage achieving 5+ A*-C incl E&M 2012-13				
KS4 Girls: Percentage achieving A*-C in English & maths GCSE				
KS4 Disadvantage Pupils: Percentage achieving 5+ A*-C incl E&M 2012-13				
KS4 Disadvantage Pupils: Percentage achieving A*-C in English & maths GCSE				
KS4 EAL: Percentage achieving 5+ A*-C incl E&M 2012-13				
KS4 EAL: Percentage achieving A*-C in English & maths GCSE				
KS4 Pupils with SEN Support: Percentage achieving 5+ A*-C incl E&M 2012-13	number suppressed due to cohort size			