

CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY PANEL 7 FEBRUARY 2018

EDUCATIONAL OUTCOMES 2017 INCLUDING OFSTED UPDATE

Summary

1. This report provides a summary of the educational outcomes for children and young people educated in Worcestershire schools for 2017. It gives an overview of county wide performance, rather than that of individual schools. Individual school results can be found [here](#)
2. Most outcomes are now fully validated, and are for learners in all state funded schools in Worcestershire, i.e. maintained schools, academies, colleges and free schools.
3. The report also provides an overview of Ofsted inspections of Worcestershire schools.

Educational outcomes

4. National examination results at all Key Stages have been validated, and so it is possible to confirm outcomes together with comparisons with benchmark figures, for example national averages.
5. Appendix 1 shows a summary and provides a commentary on results at each Key Stage.
6. Performance in the Early Years has risen for the fourth year running and is now closing the gap with that nationally. The percentage of children achieving a good level of development (GLD) has increased by 1% in the last year to 70%. Performance at Early Years Foundation Stage, whilst increasing, is still below national at 71%.
7. Key Stage 1 results showed an 8% improvement and at 65% are above the national figure of 64% for the first time.
8. At Key Stage 2, there has been a 9% improvement and the gap between Worcestershire outcomes and national data has closed by 1% but there is still a significant amount of work to do. Worcestershire outcomes are 57% compared with national at 61%. Targeted work through the Aiming for Outstanding Strategy (Appendix 2) is designed to secure continued improvement.
9. In 2017, whilst overall Key Stage 2 performance increased by nine percentage points, (from 48% to 57%), that of middle schools increased by eleven percentage points, albeit from a lower starting point, (from 44% to 55%). Primary school

performance increased from 53% to 60%, meaning that two-tier performance is closer to national but improving less quickly in 2017.

10. At Key Stage 4, 65% of pupils achieved a standard pass in both English and mathematics GCSE, compared to 58.5% nationally. 43.7% secured strong passes in these subjects at GCSE, compared to 39.1% nationally.

11. The percentage of pupils achieving the English Baccalaureate with standard passes (grades 9-4) in both English and maths and A*-C grades in the remaining element was 23.5%, compared to 21.7% nationally, whilst the proportion securing strong passes was 21.1%, compared to 19.5% nationally. Attainment 8 was 46.3, compared to 44.2 nationally and 45.8 for statistical neighbours. Our Progress 8 score, at -0.02.

12. Key Stage 5 the percentage of students achieving grade AAB (A Level / Applied / Double Award) was 15.5, compared to 21.8 nationally, the average point scores per entry at A Level was 28.9, compared to 32.1 nationally and the percentage achieving grades AAB+ at A Level in at least two facilitating subjects was 10.4, compared to 16.6 nationally. The average point score per entry at A Level was 28.9, compared to 32.1 nationally.

13. The performance of children entitled to free school meals is a concern in the Early Years. 49% reached a good level of development in 2017, compared to 56% nationally. This proportion is below that of the averages for both the West Midlands (56%) and statistical neighbours (54.8). This performance is Quartile D. In Key Stage 1, 43.6% of disadvantaged pupils reached the expected standard in reading, writing and mathematics combined in 2017. Whilst this remains below the national figure of 48.7%, there was an eight percentage point gain on the 2016 figure. In Key Stage 2, 38.2% of disadvantaged pupils reached the expected standard in reading, writing and mathematics combined, compared to 46.7% nationally. There was a 9.2 percentage point increase on 2016. In Key Stage 4, the Average Attainment 8 score for disadvantaged pupils, in 2016, was 37.4, compared to 39.1 nationally, whilst the average Progress 8 score for disadvantaged pupils was -0.51, compared to -0.46 for this group nationally. We await validated data for 2017.

14. Looked after children. There has been an increase in the percentage of LAC achieving expected standard in Reading, Writing and Maths from 15% in 2016 to 20% in 2017, with peers at 57%. In Reading, 36% achieved expected standard (25% in 2016), in Writing, 46% achieved the expected standard (40% in 2016) and in Maths, 49% achieved the expected standard (28% in 2016). At Key Stage 4, 29% of LAC achieved Grade C+/4+ in English and Maths compared to 10% in 2016.

Ofsted update

15. In September 2015 a new Ofsted framework was introduced for the inspection of schools. The school inspection handbook was updated in October 2017. Since then, the approach to Short Inspections, for schools previously judged 'good' has been adapted.

16. 90% of Worcestershire schools are judged Good or Outstanding, which is above the national average of 89% (Oct 2017). In July 2017, nationally compiled data

showed that 89% of Primary pupils and 95% of Secondary pupils in Worcestershire attend a Good or Outstanding school. 100% of state funded special schools in Worcestershire are Good or Outstanding.

17. In 2017, the performance of active early years registered providers in terms of their most recent inspection, remained strong. As of October 2017, 96% of providers were either good or outstanding, compared to 93% nationally, and 94% in the West Midlands. At 27%, the proportion of outstanding providers was much greater than seen nationally and regionally, (both at 17%).

18. Since 2010 the proportion of schools providing a good or better education as judged by Ofsted has increased by twenty five percentage points compared to twenty one points nationally. In particular, there has been a significant increase in the percentage of schools being rated as outstanding from 9% in 2010 to 20% in 2017. This now brings Worcestershire broadly in line with the national picture (at 21%) for the first time regarding the proportion of outstanding schools.

Key priorities

19. The majority of education services are delivered by Babcock Prime, the contract is in its third year. While these services are being provided by a commissioned provider, the local authority retains accountable for educational outcomes.

20. The contract with Babcock is being monitored against a set of key performance indicators, many of which are directly linked to educational outcomes for children and young people.

21. Key priorities for services directly related to educational outcomes are:

- to raise standards of attainment and improve rates of progress, with a focus on Key Stage 2;
- to close the attainment gap for disadvantaged pupils at all Key Stages;
- to further increase the proportion of schools that are providing a good or better education for their pupils;
- to further strengthen partnership arrangements to increase school to school support, and
- to continually review services with Babcock Prime.

Purpose of the Meeting

22. The Children and Families Overview and Scrutiny Panel is asked to:

- consider the information in the update
- determine whether it would wish to carry out any further scrutiny, and
- agree whether it would wish to make any comments to the Cabinet Member with Responsibility for Education and Skills

Supporting Information

- Appendix 1 - Worcestershire Educational Outcomes 2017 – Summary Report
- Appendix 2- Aiming for Outstanding Strategy

Contact Points

County Council Contact Points

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Specific Contact Points for this report

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Background Papers

In the opinion of the proper officer (in this case the Head of Legal and Democratic Services) the following are the background papers relating to the subject matter of this report:

Department for Education Performance Tables [are here](#)

Minutes and Agendas for all County Council meetings are available [here](#).