

CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY PANEL

14 FEBRUARY 2020

EDUCATIONAL OUTCOMES 2019 INCLUDING OFSTED UPDATE

Summary

1. This report provides a summary of the educational outcomes for children and young people educated in Worcestershire schools for 2019. It gives an overview of county wide performance, rather than that of individual schools. Individual school results can be found [here](#)
2. The report also provides an overview of Ofsted inspections of Worcestershire schools.

Educational outcomes

3. KS2 outcomes are now fully validated, but KS4 outcomes have yet to be validated. These outcomes are for learners in all state funded schools in Worcestershire, i.e. maintained schools, academies, colleges and free schools.
4. Performance in the Early Years has a continued trend of improvement; 72% of children achieved a good level of development at the end of reception. An increase of two percentage points compared to 2017 bringing Worcestershire in line with national. 71% of children achieved at least expected level across all Early Learning Goals (ELGs) which also matches the national figure.
5. Key Stage 1 results show that 65% of children reached the expected standard in reading, writing and maths. This is a decrease of 0.7% compared to 2018 performance but remains in line with national. Writing appears to be our weakest subject with 69% of children in Worcestershire achieving the expected standard (a decrease of 1.7% from 2018) but is in line with national (69%).
6. In 2019 Key Stage 2 (KS2) results continued to increase: 63% of children achieved the expected standard in reading, writing and maths at the end of KS2 in 2019. This represents an increase of 1.1% compared to last year. Although the county remains below national at 65%, the gap has narrowed from four to two percentage points since 2017. Grammar punctuation and spelling (GPS) has also increased since 2017; from 72% to 75% which, although still below national at 78%, indicates a positive trajectory as during the same period the national figure has increased by only one percentage point. Progress scores between KS1-2 for reading, writing and mathematics, although improving relative to previous years, remain a concern and are Quartile D in comparison with all local authorities nationally. Targeted work described in **Raising standards in schools causing concern** (below) is designed to secure continued improvement.

7. At Key Stage 4, we are still awaiting validated results and so the commentary is based on provisional data.

8. The percentage of pupils who achieved a standard pass in both English and mathematics (grades 9-4) GCSE was 67%, which is in line with national. 42.5% secured strong passes (grades 9-5) in these subjects at GCSE, compared to 43% nationally.

9. The percentage of pupils entering EBacc subjects is 45.4% which compares strongly with the national percentage of 40%. This is also reflected in the EBacc average point score of 4.12 compared to the 4.06 nationally.

10. Attainment 8 was 46.5, which is again in line with national. Our Progress 8 score, at 0.06 puts Worcestershire as 43/150 in county rankings.

11. At Key Stage 5 the percentage of students achieving grades AAB+ at A Level in at least two facilitating subjects increased by one percentage point from 2018 and was 11.4, compared to 14.1 nationally. A level students averaged 31.81 points (a grade C+) across their best 3 A levels compared to 31.5 in 2018, and 32.89 nationally (a grade C+).

12. Students taking Applied General Qualifications averaged Merit+ (and an average point score of 28.47) which remains the same as for 2018, and in line with national, and an average point score of 28.89.

Inspection outcomes

13. In September 2019 a new Ofsted framework was introduced for the inspection of schools. Under this new framework inspections will focus on the curriculum, spending less time looking at test data and more time looking at what is taught and how it is taught. Hence Ofsted grades will assess: quality of education, behaviour and attitudes, personal development, and leadership and management.

14. In July 2019, 84% of Worcestershire schools were judged Good or Outstanding, which is below the national average of 86% (August 2019). In July 2019, nationally compiled data showed that 84% of Primary pupils, 85% of Middle school pupils and 80% of Secondary pupils in Worcestershire attend a Good or Outstanding school. 89% of state funded special schools in Worcestershire are Good or Outstanding. Held within this data are fourteen schools who have converted to an academy since an inspection judged them to be less than good but are now technically a new school with a full inspection expected within three years of conversion.

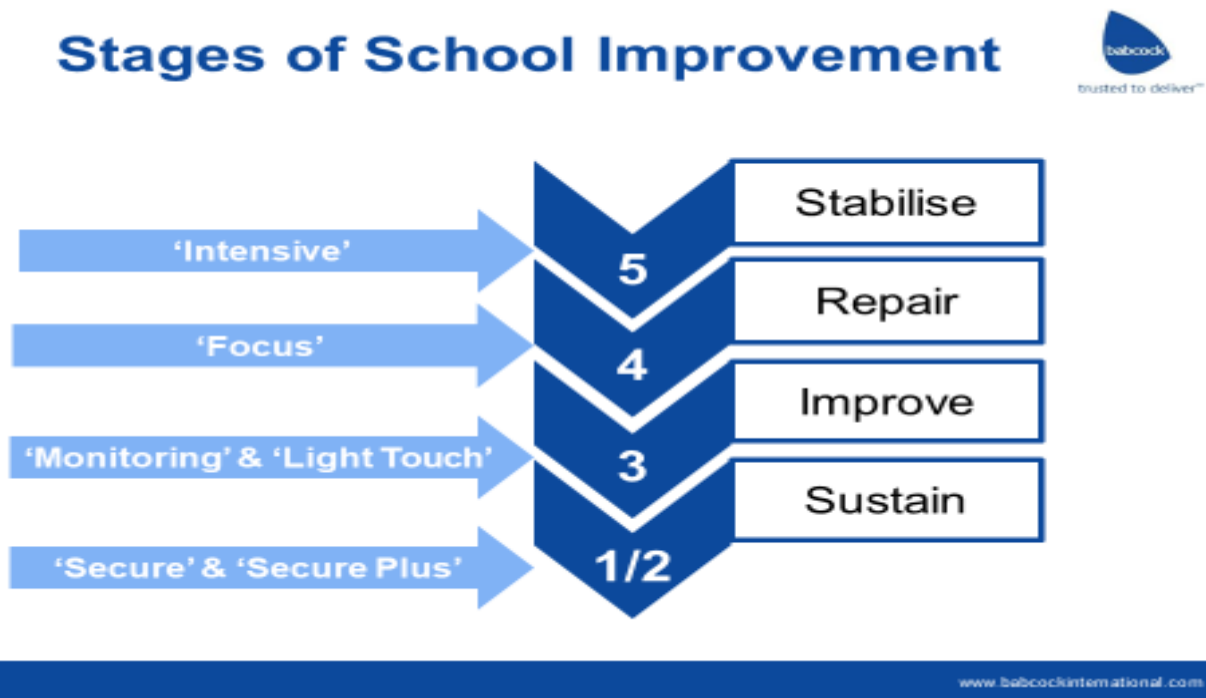
Raising standards in schools causing concern

15. As from September 2019, Babcock Prime works with all maintained schools. The extent of this work is defined from an initial risk assessment based on KS2 outcomes, period since last inspection and wider intel, which is then adjusted once an initial visit has been undertaken. Of schools assessed as of being a concern, most will have some KS2 provision and so the wider school improvement work described below is relevant when referring to raising KS2 standards. This is the core work of Babcock

Prime, given the extent of identified need, with the provision of advisory support visits to all schools.

16. These services are for local authority-maintained schools only; it is important to note that the local authority does not have statutory powers of intervention in terms of school improvement for 47.5% of schools in Worcestershire that are academy (or free) schools; that is 115/242 schools (as of January 2020). However, a large proportion of the 100+ academy schools in Worcestershire are entitled to and do seek our services on a traded basis from Babcock; many book support for multiple activities including NQT, governance and leadership support; in particular, advisory work / training on assessment / moderation at KS2 (and Early Years/Key Stage 1).

17. As described in July 2019, we have continued to refine our School Improvement Model, which defines a more graduated set of stages through which higher risk schools must travel in order to reach self-sustained good or better performance. The stages are shown in the diagram below:



18. Early identification is vital, and risk assessments of maintained schools are nuanced to take into account prior trends in pupil outcomes but also other factors, such as the stability levels in relation to governance, leadership and teaching and further indicators (such as complaints about the school to Ofsted). Where a school is in particular need, we work to firstly stabilise governance and secure leadership that will, in turn, increase wider capacity in school for improvement.

19. Once this is established and the school is ready to take on board external advice, each of the schools that require support at Stages 5-4 above receives a mix of both mandatory challenge and support on key themes and a bespoke package too, which reflects their specific issues. Every school gets a mix of external evaluation, for example, through assigned improvement officer visits, but also training sessions and on-site coaching / mentoring, for leaders and teachers alike. Aiming for Outstanding

training modules include a specific focus on improving provision in reading, writing and mathematics; these sessions are well regarded by schools.

20. A considerable investment of time is made in convening Project Boards for relevant Focus and Intensive support schools; at these, an assessment is made as to whether or not the school is taking effective action to improve. The headteacher, chair of governors, link adviser, school improvement lead and other key stakeholders, including finance / HR officers and diocesan partners are involved. In this way, the process is one of a ‘team around the School’ in securing shared accountability for securing rapid and sustained progress.

Impact on schools causing concern

21. As a consequence of the forensic focus described above, the overall direction of travel is a positive one. The chart below shows the extent to which schools we support are making positive progress in moving to the next stage towards stronger performance and increased autonomy.

22. Our initial assessment of the impact of our school improvement work is to look at the changes between 2018 and 2019 in KS2 results for schools with which we have had a close involvement. The chart below shows that KS2 attainment in Cat 3/4/5 schools; that is those we deem in need of ‘Light Touch’, ‘Focussed’ and ‘Intensive’ support as a result of risk assessments. Category ‘5’ and ‘4’ schools (those in receipt of focussed and intensive support and challenge) saw improvements in outcomes that exceeded changes nationally. In particular we can see that these schools have improved in reading and mathematics – areas that were relatively weaker in previous years.

	Reading KS2			Writing KS2			Maths KS2			Combined KS2		
	2018	2018/19 change	2019	2018	2018/19 change	2019	2018	2018/19 change	2019	2018	2018/19 change	2019
National	75.3%	-2.1%	73.2%	78.3%	0.1%	78.4%	75.6%	3.1%	78.7%	64.3%	0.6%	64.9%
Worcs	73.9%	-1.6%	72.3%	77.8%	-1.6%	76.2%	73.1%	3.8%	76.9%	61.9%	0.6%	62.5%
Cat 5	66	6.4	74.7	67.1	-0.3	69.5	64	9.8	76.0	49.8	7.1	60.5
Cat 4	71.8	4.1	75.9	78.1	1.1	79.2	74.4	4.2	78.6	60.5	6.8	67.2
Cat 3	77	-2.6	74.3	78.9	-4.1	74.8	69.9	2.9	72.9	58.9	1.8	60.6
Cat 1/2	82.7	-4.2	78.5	83.9	-2.3	81.7	82.9	0.5	83.4	74.2	-3.0	71.2

KEY: Text colour: If ‘equal to’ or ‘greater than’ national = green. If almost at national = orange. If less than national = red

23. Writing remains a predominant focus of our work, as does the need for Cat ‘3’ schools to receive additional support and challenge. We have therefore adjusted our menu for support in these schools to more closely mirror that received by focussed and intensive schools. Specific programmes of professional development have been developed to support identified groups of schools – such as writing in Middle Schools. In addition, although Cat 1/2 school outcomes remain above national, with a downward trend we are aware of the need to more closely work with these schools. Hence our change of policy from September 2019 to work with all maintained schools.

Key Stage 2 outcomes for vulnerable pupils

Disadvantaged pupils

24. Of particular concern has been attainment for disadvantaged pupils in the county. The chart above gives some information about the impact our work with selected schools is having and will also impact on outcomes for this group of pupils.

25. Outcomes for disadvantaged pupils remains below national at 45% compared to 51% (nationally) but the gap closed by 4% in 2019. Contributing to this improvement was an improvement programme funded through the Strategic School Improvement Fund (SSIF). Babcock Prime was successful in securing £498,500 to help Worcestershire Teaching Schools and Babcock work with schools where outcomes for disadvantaged pupils were a particular concern. A summary of the impact of this programme was shared in the Children and Families Overview and Scrutiny Panel, July 2019.

Pupils with Special Educational Needs and Disability

26. Attainment for SEN Support pupils has shown a decrease in Reading and Writing and a slight increase in Maths. However, 2019 outcomes remain below national figures – significantly so in Writing and Maths. Combined attainment also remains well below national figures despite an increase over time as the county figure has not matched the national 3 year increase. Progress measures for SEN Support pupils have broadly remained the same as the previous year in RWM. All of these measures remain below 2019 national progress measures for SEN Support pupils.

27. Attainment for EHCP (Education, Health and Care Plan) pupils has increased across all subjects (RWM & Combined) from the previous year, significantly so in Reading and Maths. All these measures are now above national figures in subject outcomes (inc. RWM combined) with the exception of Writing where the county figure is 2.1% below the national figure. Progress measures for EHCP pupils have decreased slightly from the previous year in Reading and Maths but more so in Writing (a decrease of -1.2). Progress measures in Reading and Maths demonstrate an increasing trend over time. Reading progress measures remain in line with national; Writing progress measures are now below the national figure; Maths progress measures remain above the national figure.

28. Babcock improvement advisers run careful checks at the risk assessment stage and when schools are identified as at risk. Officers examine the attainment and progress of specific groups. Where this is established as a concern for children with SEN, specialist advisory support is part of the package of measures we put in place.

The need for further partnership working

29. Feedback from Headteachers (through Headteacher briefings held on a termly basis) indicates that there is a common belief that partnership working will be crucial going forwards; establishing mutual trust, the full commitment of all, good relationships and robust partnership working. We agree with this and also concur that peer review is a very useful tool, already deployed by some schools. As such, as part of our strategy to increase the level of support to Cat '3' schools we are trialling a

peer review model, led and quality assured by Babcock improvement advisors, with these schools to build their capacity to undertake self-sustaining school improvement. To date, further structures to underpin a school-led system remain under-developed in the authority.

30. The plan is in 2019-2021 to develop closer networks between schools. At termly District Briefings, we have begun this dialogue with school leaders. Guidance has been drafted on how models of this type might be merited and developed. There are already particularly successful examples of school networks that go beyond informal collaborative work, networks which ensure shared accountability by leaders for the quality of provision and outcomes across groups of schools.

Purpose of the Meeting

31. 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

Contact Point

Alyson Grice/Samantha Morris, Overview and Scrutiny Officers, (01905 844962/844963)
Email: scrutiny@worcestershire.gov.uk

Background Papers

In the opinion of the proper officer (in this case the Assistant Director for Legal and Governance) the following are the background papers relating to the subject matter of this report:

Agenda and minutes of the Children and Families Overview and Scrutiny Panel held on 17 July 2019

[All agendas and minutes are available on the Council's website here.](#)