
People Services Scrutiny Committee – 10th March 2016

Report of the Strategic Director People

Schools Standards Report 2015 (Primary and Secondary)

Purpose of Report

1. For Cabinet to note the standards of attainment and progress across Dudley Primary and Secondary Schools in 2015.

Background

This report has been compiled following the publication of validated performance data for Primary and Secondary schools.

Summary

Gaps at Early Years continue to widen. Although the proportion of children in Dudley achieving a Good Level of Development has improved, Dudley is further behind the national equivalent.

Key Stage 1 (KS1) reveals a mixed picture. Standards at the end of KS1 continue to improve overall. However, in 2015, national levels improved at a higher rate, leaving Dudley largely in line or slightly below national levels except at Level 3 (L3).

Key Stage 2 (KS2) results present a positive picture as to improvement over time. The proportion of pupils attaining Level 4 (L4) or above in reading, writing and mathematics combined and in core subjects, except science, improved. KS 2 attainment in Dudley in 2015 was similar to that nationally and exceeded that regionally.

At Key Stage 4 (KS4), after closing the 5A*-C gap in 2013, the gap between Dudley schools and their national and statistical neighbours has now widened for two successive years. Dudley results have declined at a faster rate than both national and statistical neighbours. Progress in Mathematics from the end of the Primary phase to the end of Secondary phase is particularly poor.

2. **Early Years Foundation Stage (EYFS)**

- Although Good Learning Development (GLD) has improved, Dudley is further behind the national equivalence.
- The gap between boys and girls is widening.
- The gap between Looked After Children (LAC) and All Children has widened considerably
- The gap between English as an Additional Language (EAL) pupils and Non EAL pupils has remained the same
- The gap between Pupil Premium and Non Pupil Premium children has only narrowed slightly.
- The “equality gap” has widened.

3. **Good Level of Development (GLD)**

Although the proportion of children in Dudley achieving a good level of development (reaching expected level or exceeding it in 12 out of 17 Early Learning Goals (ELGs)) has improved by 3.4% from 57.2% in 2014 to 60.6% in 2015, Dudley is now further behind the national figure which has risen by 5.9% from 2014 to 66.3% in 2015.

4. Boys GLD has slightly improved from 50 to 51. This is 7.6ppts behind the national equivalent. Girls have improved by 6ppts from 65 to 71. This is 3.3ppts behind the national figure. The gap nationally between girls (74.3ppts) and boys (58.6ppts) is 15.6ppts. The same gap is 20ppts in Dudley and represents a 5ppts rise from 2014.
5. Outcomes for Looked After Children (LAC) have fallen in relation to GLD from 38ppts in 2014 to 28ppts in 2015. This means that the gap between LAC and All Children has widened considerably from 19.2ppts to 32.6ppts.
6. Although both EAL children (51ppts) and Non-EAL children (62ppts) have improved by +3ppts, the gap remains as it was in 2014 at 11ppts.
7. Outcomes for Pupil Premium children have improved. In 2014 the gap between Pupil Premium (PP) children (40%) and Non PP (62%) children was 22ppts. Although EYFS outcomes in relation to GLD have improved for both groups the gap has only slightly narrowed to 20ppts.
8. Dudley (57%) is above its geographical neighbours (Walsall 53%, Sandwell 54%, Wolverhampton 56%). However, in comparison with all West Midlands authorities, it is ranked 9th out of 14 and 7th out of 11 in relation to statistical neighbours nationally. Dudley is below the average for the West Midlands group (58%). Shropshire leads this table (64%).

9. **Total EYFS Point Score**

Although, the Average Total EYFS Point Score in Dudley has improved by 0.4pts from 33.4pts in 2014 to 33.8pts in 2015, the gap between Dudley and the national figure (34.3pts) has widened from 0.4pts to 0.5pts.

10. Overall there have been improvements in 10 of the 17 ELGs with the largest increases in Writing (+1.5ppts), Numbers (1.3ppts) and Speaking (1.1ppts).
11. The equality gap measure refers to the difference in outcomes (EYFS points) between the lowest achieving 20% and all children. This gap has widened from 37.5pts in 2014 to 38.2pts in 2015. This is considerably wider than the National figure of 32.1% which has fallen by 1.7ppts since 2014.
12. Dudley (37.5pts) is above its geographical neighbours (Walsall 40.6pts, Sandwell 41.5pts, Wolverhampton 39.3pts). This is above the average for this group (37.1pts). However, in comparison with all West Midlands authorities it is ranked 7th out of 14 and 7th out of 11 in relation to statistical neighbours nationally.

13. **Key Stage 1**

The 2015 Key Stage 1 data for Dudley reveals a mixed picture. Dudley standards at the end of KS1 continue to improve overall. However, in 2015 national levels improved at a higher rate leaving Dudley largely in line or slightly below national levels except at L3.

- There have been encouraging continued improvements in phonics;
- Dudley is broadly in line or slightly below national levels at L2 and L2b+;
- Dudley has largely maintained similar levels of performance to 2014 despite the sharp drop in boys' performance at L2b+ in writing;
- Dudley is broadly in line or above its geographical neighbours at L2+;
- Dudley slightly exceeds national levels at L3;
- Girls continue to outperform boys – and in maths for the first time;
- Continuing wide gap between boys' and girls' performance in reading and writing; and
- There is still a wider gap than nationally between pupils eligible for free school meals and others, particularly for boys.

14. **Phonics**

There are encouraging continued improvements in the proportion of pupils that met the required standard in the phonics screening check. As a result, Dudley (78%) exceeded the national levels (77%*). Although boys continued to improve, girls are improving at a better rate and the gap has widened from 4ppts to 9ppts.

	2012	2013	2014	2015	Difference
National	58	69	74	77*	+3
Dudley	61.6	67.1	68	78	+10
Boys	57.5	65.3	66	73	+7
Girls	65.8	69.1	70	82	+12

**At present this is an indicative figure of a probable national outcome*

15. Attainment at Key Stage 1

Standards in Dudley at the end of Key Stage 1 improved overall. However, in 2015, national levels improved at a higher rate leaving Dudley largely in line or slightly below national levels, except at L3 where Dudley still exceeds national equivalence in Writing and Maths and is equivalent to national in Reading.

16. Reading

Although there has been a slight fall (-0.4ppts) at L2b+ overall Dudley (79%) is now 3ppts below national, representing potentially a declining trend. There has been a drop in the performance of boys from 76.5% to 74.2%. This means that, despite the improvement in girls' performance from 82.3% to 84.8%, there is a drop in performance overall. Performance at L3+ is still in line with national figures (32%).

The gap at L2+ between Pupil Premium and Non Pupil Premium has closed slightly to 10.1% from 12.4% in 2014.

Dudley (89%) is in line or above its geographical neighbours at L2+ in Reading (Walsall 89%, Sandwell 88%, Wolverhampton 87%).

17. Writing

Despite a sharp drop in the performance of boys from 76.5% to 63.6% at L2b+, the improved performance of girls, from 75.7% to 78.8%, has led to an overall increase of 1.4ppts. However the gap between Dudley (70.8%) and national (72%) is slowly widening. Although Dudley (19.5%) exceeds national figures (18%) at L3+, the gap here is slowly narrowing. Girls (26.1%) continue to outperform boys (13.5%) at L3+ in writing.

The gap at L2+ between Pupil Premium (PP) and Non Pupil Premium has closed slightly to 12.6% from 14.5% in 2014.

Dudley (86%) is above its geographical neighbours at L2+ in Writing (Walsall 84%, Sandwell 82%, Wolverhampton 82%).

18. Maths

Dudley (81%) has improved slightly at L2b+ but is still slightly behind national (82%). Girls (27.4%) are outperforming boys (26.5%) for the first time at L3+ where Dudley overall (26.9%) is above national (26%).

The gap at L2+ between Pupil Premium (PP) and Non Pupil Premium has closed slightly to 7.6% from 9.1% in 2014. This gap is lower than both those in reading and in writing.

Dudley (91%) is in line or above its geographical neighbours at L2+ in Maths (Walsall 91%, Sandwell 90%, Wolverhampton 89%).

19. Key Stage 2

Headlines

- The KS2 tests and teacher assessments present a positive picture as to improvement over time.
- The proportion of pupils attaining Level 4 or above in reading, writing and mathematics combined and in core subjects, except science, improved.
- Key Stage 2 attainment in Dudley in 2015 was similar to that nationally and exceeded that regionally.
- In writing, the proportion of Dudley pupils making expected progress was higher than that nationally and regionally.
- However, the proportion making expected progress in reading was not as high as in England.
- Improvements in attainment and in some aspects of progress mean that Dudley has improved its position relative to national and regional performance.
- Girls outperform boys in all areas and all levels apart from mathematics.

20. Attainment

Attainment at L4+ in Reading, Writing (was English in 2012) and Mathematics combined is 80%.

Dudley is in line with the national figure (80%). This represents improvement as Dudley has been consistently 1 or 2ppts below national for 4 years and has now been at national for two years.

21. Reading

Attainment has increased by 1ppt at L4+ but decreased by 1ppts at L5. However, at L4+, Dudley has improved by 1ppt to 89%, representing our best performance so far and this is in line with the national figure (89%). At L5+ Dudley has decreased

attainment by 1ppt and is 3ppts below the national at 48%. Data at L6 is currently unavailable.

Boys at L4+ improved attainment by 2ppts and are now 1ppt below the national figure at 86%. Boys at L5+ decreased performance by 1ppt and are now 3ppts below the national figure at 46%.

Girls at L4+ maintained attainment levels and are now at the national level of 90%. Girls at L5+ decreased performance by 1ppt and are now 3ppts below the national at 52%. The gap between girls and boys at L4+ has reduced due to the improvement in boys' attainment and girls maintaining similar levels. At L5+ the gap remains at 6ppts.

22. Writing

Attainment in Writing has improved. At L4+ Dudley has improved attainment in writing by 2ppts but the national figure has also improved and we are again in line with the national at 87%.

At L5+ Dudley has continued to improve performance and at 38% is now 2ppt above the national of 36%.

At L6 Dudley was 3.0% in 2014 and 2.1% in 2013 compared with the national at 2.0%.

Boys at L4+ improved performance by 3ppts and are now 1ppt below the national at 81%. Boys at L5+ improved performance by 2ppts and are now 2ppts above the national at 26%.

Girls at L4+ improved by 2ppts, remains above boys and now 1ppt below the national at 90%. Girls at L5+ improved by 2ppts and are now 2ppts above national at 41%.

The gap in performance remains wide but at L4+ it has reduced from 14ppts to 8ppts. It remains at 15ppts at L5+ with girls performing better than boys – although boys have been making consistent improvement.

23. Mathematics

Attainment in Mathematics has continued to improve at L4+ and at L5+.

At L4+ Dudley has improved performance by 2ppts to 87% and is again level with the national.

At L5+ Dudley has improved performance by 1ppt to 39% but is 2ppts below the national at 41%.

At L6 Dudley was 7.0% in 2014 and 5.0% in 2013 compared with national at 9.0%.

Whilst the attainment gender gap had started to close, data analysis suggests that this gap is beginning to widen again. In 2010 boys outperformed girls at level 5 by 3%. In 2015, that gap is now 9.2%.

Boys at L4+ improved performance by 3ppts, equalling the national at 85%. Boys at L5+ improved performance by 2ppts which is 3ppts below the national figure at 44%.

Girls at L4+ maintained performance, equalling the national at 86%. Performance at L5+ decreased by 2ppts and is now 3ppts below the national at 39%.

24. Progress

Progress in Reading at 90% is 1ppt higher than in 2014 but is 1ppt below national picture of 91%. Progress in Writing at 95% shows continued improvement of 1ppt and is 1ppts above the national picture of 93%. 2 Levels progress in Mathematics in 2015 is 90% 2ppt above 2014 and remains 1ppt below the national mathematics progress of 89%.

25. Analysis of the attainment and progress of children who receive pupil premium funding suggests that the effectiveness of this funding is too varied across schools. Whilst the children who receive pupil premium funding at some schools out perform their non pupil premium peers at both Level 4+ and Level 5+, and in some cases by almost 30% at Level 5, this is not the case across Dudley as a whole.

26. There is too much variance in the outcomes of children who receive pupil premium funding and this needs addressing. In general, the gap is closing in terms of the equivalence of pupil premium and non pupil premium children at Level 4 + but widening in terms of Level 5 equivalence.

27. The gap has reduced significantly over the last three years but remains wide at the higher levels. Although the majority of pupil premium children make 2 levels progress (Reading 86.9%, Writing 92.4%, Mathematics 86.6%), as they have not attained L3 at the end of KS1 they face significant challenge to get to L5 at the end of KS2.

28. Progress for pupil premium pupils is lower than non pupil premium pupils, but has improved for both groups at a much higher rate in reading (+3.1) writing (+3.2) maths (+3.1).

This is a priority for improving outcomes across Dudley.

29. Grammar, Punctuation and Spelling

The Grammar, Punctuation and Spelling (GPS) measure is still a relatively new test so there are only 3 years of data to compare. Dudley overall (L4+ 79%, L5+ 53%), and both boys (L4+ 76%, L5+ 49%) and girls (L4+ 83%, L5+ 57%), have improved on 2014. However, Dudley is performing slightly below the national level (L4+ 80%, L5+ 55%).

30. The 4 Department for Education (DfE) Floor Targets

The DfE use two sets of floor standards – one for Attainment and the other for Progress. Attainment:

Level 4+ in all of Reading, Writing and Mathematics results combined 2015 - 65%

- 4 schools in Dudley fall below combined Reading, Writing and Mathematics (65%)

Progress:

Progress as measured by two levels of progress and using the 2014 median for Reading, Writing and Mathematics

Reading National Median 93% (2014)

Writing National Median 96% (2014)

Mathematics National Median 92% (2014)

- 39 (was 43) schools below 2014 Reading national progress median of 93% (Dudley average 90%)
- 25 (was 36) schools below 2014 Writing national progress median of 96% (Dudley average 95%)
- 38 (was 42) schools below 2014 Mathematics national progress median of 92% (Dudley average 90%)
- 14 (was 16) schools are below in all 3 progress standards using 2014 medians

31. This means that Dudley is now equal 5th in Reading, equal 3rd in Writing and equal 7th in Mathematics out of 11 statistical neighbours. Dudley is joint 5th in Reading, writing and Mathematics combined.

32. Out of a group of four geographical neighbours, Dudley is 4th in Mathematics and third in Reading, Writing and combined Reading, writing and Mathematics.

33. All four floor standards

- Two schools fell below all 4 standards in 2015 (both are in Special Measures)

34. Coasting Schools

DEFINITION: For 2014 and 2015 a school will fall below the coasting school threshold if fewer than 85% of its pupils achieve level 4 or above in reading, writing and mathematics and below the median percentage of pupils make expected progress.

PLEASE NOTE: Progress medians for 2015 are not yet available so 2014 progress medians have been used for this indicative analysis. Additionally, DfE is expected to release progress medians higher than those used in the floor standard for the measurement of coasting schools and therefore more schools could fall below the coasting school threshold. Schools must fall below the coasting school threshold in each of the years 2014, 2015 and 2016 to officially become a coasting school and therefore this analysis only shows potentially coasting schools.

- Four schools could be defined as coasting.
- Two schools could be described as coasting for two years – 2014 and 2015.

35. Primary Exclusions Data

The number of permanent exclusions at Primary remains at one for July 2014 and at one for September 2015.

Fixed term exclusions have increased from 16 to 27 in the same period. This is a rise in the number of pupils from 15 to 21.

There have been no permanent or fixed term exclusions reported in Primary Academies for the period July 2014 and September 2015.

36. Primary Schools Current OfSTED Categorisation

- No school has been recently placed in an Ofsted category. Three remain in Special Measures (Grade 4). This (3.8%) is higher than the national average (1.9%).
- Eight schools were judged to be Satisfactory, or Requires Improvement (Grade 3), at the time of their last inspection (dated 2013 to 2015). This (10.3%) is significantly lower than the national average (17.5%).
- 62 schools and 5 Primary Academies were judged to be 'Good' or 'Outstanding' (Grades 2 or 1) at the time of their last inspection (dated 2011 to 2015).

37. Although overall the proportion of Good or better schools in Dudley (85.9%) is higher than the national average (80.6%) this masks an important imbalance across Dudley. The proportion of Good schools in Dudley (78.2%) is higher than the national average (71.2%). The proportion of Outstanding schools in Dudley (7.7%) is lower than the national average (9.4%).

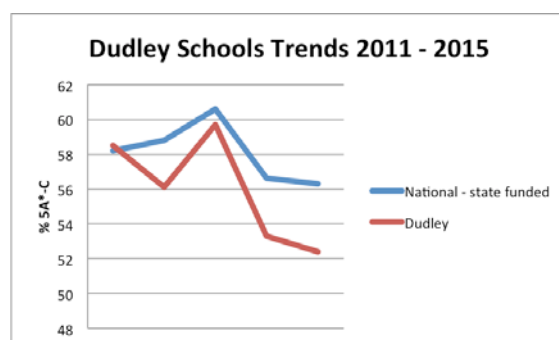
38. Key Stage 4

GCSE (KS4) Headline figures for 2015 were as follows:

5 A*-C (including English and maths)	52.4%
5 A*-C	61.2%
5A*-G	92%
All Ebacc (English Baccalaureate)	17.3%
Expected Progress – English	67.4%
Expected Progress – maths	61.7%

39. Key Stage 4 – Key Themes 5A*- C (EM)

- After closing the 5A*-C gap in 2013, the gap between Dudley schools and their national and statistical neighbours has now widened for two successive years



- Dudley results have declined at a faster rate than both national and statistical neighbours (defined as local authorities having a similar profile to that of Dudley)
- In five of the six main measures – 5 A*-C, 5 A*-C(EM), Ebacc, and progress in Eng and Maths from KS2 to KS4 - Dudley is towards the bottom of the league in comparison with the 11 statistical neighbours
- Only in the 5 A-G measure is the average for Dudley schools better than both the national average and that of its statistical neighbours
- Progress in mathematics from the end of the Primary phase to the end of Secondary phase is particularly poor.

40. There is a very mixed picture across the authority with significant variation in the year on year performance of individual schools.

41. In summer 2015, nine schools maintained or improved on that achieved in 2014, while twelve schools declined. Six schools declined by 9ppts or more (these schools were identified for an immediate challenging standards conversation with school improvement adviser). Three schools are identified as having results below the current 'floor' standard of 40% 5 A*- C. The results of two other schools have been in decline for the past three years, with year on year reductions in the headline 5 A*- C (EM) outcome.

42. Provisional Progress 8 Measure

In 2016, the floor standard for secondary schools changes to one based on progress rather than attainment. The average school will be judged to a progress measure of '0' and all other schools will be judged in comparison with this average. Schools are in the process of changing their curriculum to fall in line with this change. However the 'progress value added measure' for schools has been based on the concept of the best 8 including English and Maths for some time. As a consequence the changes should not be too great for the majority of schools.

43. Accepting the national 'average' of 0 for schools and on the basis of 2015 results:

- Dudley 'average' - 0.16
- 15 schools results fall below the average
- 5 are either exactly 'average' or above average
- Dudley range $-0.94 < \text{average} < 0.28$
- 1 school fails to meet the new floor standard of -0.5 for progress to be introduced in 2016

44. 'Coasting Schools'

In 2016, an additional measure will be introduced, that of identification of 'coasting schools'. For 2014 and 2015, the draft regulations propose that a school will fall within the coasting criteria if fewer than 60% of a school's pupils achieve 5 A*-C including

English and maths and the school has a below median score for the percentage of pupils making expected progress in English and mathematics.

45. Once 2016 results are available, DFE will announce the level above the floor standard which will be the coasting level in that year. A school will be defined as coasting, and become eligible for intervention, if it falls below the standard in 2016, and has already failed to meet the coasting standards specified above in 2014 and 2015
46. The initial analysis of results for 2015 indicates 4 schools at High Risk of being identified as 'coasting', 3 schools have a Medium Risk of being identified as coasting and 1 has a Low Risk.

47. Key Stage 5

Only four of Dudley's secondary schools have 6th Form provision. This analysis relates only to the performance of students in those four schools.

48. The percentage of students achieving at least 3 A levels at grades A*-E has increased in two schools and reduced significantly in two others.
49. The overall percentage for students in these schools combined will produce an average approximately in line with the national average (we await national comparators at present).
50. The percentage of students achieving at least 1 A level at grades A*-E is in line with the national average and is comparable for all 4 schools.
51. The average point score per student (the measure of the average grade per student at A level) in the schools is markedly below the national average in at least 3 of the 4 schools (we await confirmation of this measure from the 4th school).

52. Key Stage 4 Exclusion Data

Exclusion data for the three years 2012 – 2015 reveals a very rapid rise in the numbers of permanent exclusions from Dudley secondary schools.

Total number of permanent exclusions by year group			
	2012-13	2013-14	2014-15
Year 7	3	4	8
Year 8	10	12	12
Year 9	21	28	29
Year 10	11	24	28
Year 11	6	7	12
	51	75	89

53. The raw numbers of exclusions, at 74 for the year 2013-14, is higher than all other local authorities excepting Birmingham and Staffordshire. Both are much larger authorities.
54. As a proportion of the school population, the rate of permanent exclusion is more than twice as high as most of our closest geographical neighbours.
55. The rate of permanent exclusions for the year 2014-15 is even higher and represents a 75% increase over the three year period
56. These figure hide an enormous variation between schools. One school has only permanently excluded 1 student, and another only two, during the last three years
57. Six schools have permanently excluded 15 or more during that same period, with three schools excluding 21 or more.
58. The majority of exclusions in the secondary phase are for Persistent Disruptive Behaviour – 46%
59. Secondary Schools Current OfSTED Categorisation
No school has been recently placed in an Ofsted category. Only one school remains in Special Measures (Grade 4) and is due for re-inspection.
60. Seven schools were judged to be Satisfactory, or Requires Improvement (Grade 3), at the time of their last inspection (dated 2013 to 2015).
61. Twelve schools were judged to be 'Good' or 'Outstanding' (Grades 2 or 1) at the time of their last inspection (dated 2011 to 2015).
62. Leadership and management in 13 schools was judged to be 'good' or 'outstanding'.
63. **The Proportion of Pupils in Good or better schools** (Primary and Secondary) across Dudley.
The Proportion of pupils in Good and Outstanding Schools (Primary and Secondary) across Dudley (77.6%) is lower than the national average (81.4%).
64. Performance is better at Primary than Secondary.
65. In Dudley, 87.0% of pupils attend primary schools that are good or outstanding compared to 84.1% across England.
66. The high proportion of good school places in Primary masks the lower proportion in outstanding schools.

67. At Secondary, performance is weaker than national generally as it is specifically in relation to the proportion of places in good schools and in outstanding schools compared to the national figures.

- Dudley % of pupils in good Secondary schools = 43.1%
- England % of pupils in good Secondary schools = 52.4%
- Dudley % of students in Secondary schools outstanding = 19.5%
- England % of students in Secondary schools outstanding = 25.3%

68. This means that although overall the proportion of pupils in good schools in Dudley (63.9%) is higher than the proportion of pupils in good schools in England (60.2%), the proportion of pupils in Dudley in outstanding schools (13.6%) is well below the national figure (21.2%).

69. Conclusion

Strategies for improvement in relation to Ofsted judgements have proven to be successful at Primary. Moving schools from RI to good has been a clear focus of the LA school improvement strategy at Primary. The focus is now increasingly on moving good schools to outstanding at Primary with initiatives such as the Even Better If (EBI) Strategy and a HMI led Peer Support programme which will be developed further, rolled out to more Primary schools and encompass Secondary schools where possible. Support for all schools in moving from good and to outstanding will be a key priority of the revised Dudley School Improvement Strategy. The Strategy will focus primarily on the Local Authority's statutory responsibilities, with a particular focus on support and challenge for schools in or at risk of being in an Ofsted category of concern. The analysis of performance data remains central to the work of the LA in identifying those schools of most concern and the impact of support, challenge and intervention.

Data analysis is also important in identifying trends both of improvement and of concern across schools. As a result of some of this analysis there will be an increased whole system focus on leadership (including governance), on closing attainment and progress gaps and on mathematics as part of the work of the newly formed School Improvement Alliance.

Finance

74. There are no direct financial consequences as a result of this report which relates to standards of attainment and progress across Dudley Primary and Secondary Schools in 2015.

Law

75. "Section 111 of the Local Government Act 1972 empowers the Council to do anything calculated to facilitate discharge of any of its functions".

Equality Impact

76. The Council's Equal Opportunities Policy is taken into account when considering the allocation of resources.

Recommendations

77. That the content of the report be noted.



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