

**Children’s Services Scrutiny Committee – 6th May, 2014**

**Report of the Interim Director of Children’s Services**

**Standards Report – Performance Data**

**Purpose of Report**

1. To present the validated data available on the performance of pupils, settings and schools in the Borough.
2. All data presented in this report is the most recent available.

**Background**

**Early Years Foundation Stage**

3. In September 2012 a Revised Early Years Foundation Stage (EYFS) statutory framework was implemented. The curriculum now consists of seven Early Years Foundation Stage areas of learning divided into three Prime Areas and four Specific Areas:

1.	Communication and Language	Prime Areas
2.	Physical Development	
3.	Personal, Social and Emotional Development	
4.	Mathematics	Specific Areas
5.	Literacy	
6.	Understanding the World	
7.	Expressive Arts and Design	

4. The Early Years Foundation Stage Profile (EYFSP), was replaced and teachers observed and assessed children against the new Profile in June 2013. This revised Profile eradicated the previous 69 scales replacing them with just 17 scales (known as Early Learning Goals). These scales are also classified into the prime and specific areas of learning. Attainment data was forwarded by schools to the Local Authority and then submitted to the DfE by the required date.
5. The Early Years Foundation Stage Profile provides information at both national and local authority level on children’s outcomes at the end of the Early Years Foundation Stage.

6. A child can gain a score of 1-3; 1 being ‘**emerging**’ against the Early Learning Goal, 2 reaching the ‘**expected**’ level/attaining the Goal and 3 ‘**exceeding**’ or working beyond the Goal.

## **Dudley 2013 Early Years Foundation Stage Profile (EYFSP) Outcomes**

### **LA Performance Indicator Areas**

#### **Good Level of Development**

7. When a child achieves the expected level in 12/17 of the Early Learning Goals (ELGs); all of the Prime Area Goals and the Literacy and Maths Goals, this is deemed to be a ‘good level of development’.
8. In 2013, 51.2% of Dudley children achieved this compared with the national figure of 52%.

#### **Average Total Points Score**

9. This shows achievement across all 7 curriculum areas rather than the 5 areas that make up the good level of development score. This measure was created by taking the sum of the scores for all children in each of the 17 ELGs across the 7 areas of the Early Years Foundation Stage with possible scores of 1-3 per goal. (minimum score =17, maximum = 51) and then working out the average score. At 32.6 points Dudley is currently 0.2 points below the national average of 32.8 points.

#### **Local A Performance Indicator Areas**

	<b>Dudley 2013</b>	<b>England 2013</b>
<i>% Good level of development</i>	51.2	52
<i>% Total average points score</i>	32.6	32.8

#### **The Achievement Inequality Gap**

10. The national Gap is 36.6 % which is 3.3ppts narrower than the Gap for Dudley.

#### **Prime/ Specific Areas of Learning**

11. More Dudley children achieved the expected or exceeding level across all Prime areas compared with the Specific areas. This is to be expected as schools/settings prioritise children’s competence in the Prime areas from an early age as they are the foundations for later learning.
12. The Dudley results for 5/7 areas of learning are 3 ppts below national; Literacy results are the same; and Mathematics is 2 ppts above national.

(See Table 1)

## Early Learning Goals

13. Dudley results for children achieving the expected/ exceeding levels are 2-3ppts lower than national in 12/17 Early Learning Goals. Results are the same for the writing Early Learning Goal and 1ppt higher for both mathematics Early Learning Goals.
14. The biggest gap between Dudley and national at 4ppts is Managing Feelings and Behaviour. The highest results nationally are for Health and Self Care and Technology (88%). This is mirrored in Dudley for these two Early Learning Goals plus Moving and Handling (87%). Writing continues to be the lowest scoring Early Learning Goal (62%) both in Dudley and nationally.

(see Table 2)

## Vulnerable Groups

15. For the Good Level of Development (GLD) measure:
  - Attainment is lowest for statemented children in Dudley and nationally. The next lowest achieving group is school action (SA) followed by school action plus (SA+) (they are sometimes known as EYA and EYA+). Nationally the opposite is seen, with children on SA+ doing less well than those on SA
  - Of the other vulnerable groups only 31% of Looked After Children (LAC) in Dudley meet this measure. There is no national data.
  - Children on Free School Meals (FSM) are the next low scoring group (33%) in Dudley, 23ppts lower than non-FSM (56%). The national figure is 3ppts higher with a gap of only 19 ppts
  - The same gap (23ppts) exists between Autumn and Summer born children in Dudley and nationally.
  - 36% of Dudley English as an additional language children achieve a GLD, 8 ppts behind the national figure and the gap is 7ppts wider.
  - There is a gap of 19 ppts between the outcome for Dudley boys (41%) and girls (61%) with similar national results but the gender gap is 3 ppts more than national.
  - The results for children residing in the 30% most deprived SOAs, at 42% is 2ppts lower than national.
  - Individual ethnic groups: It is difficult to compare results with the national picture due to very small numbers of children in some ethnic groups in Dudley. The highest performing of the larger ethnic groups in the borough is Indian and the largest group; White British, is 1ppt above the national figure and above the national average for all children.
16. For the Average Total Points Score measure:
  - The lowest results are again for SEN groups as would be expected.
  - The gender results again are close to national figures and demonstrate that girls outperform boys

- Dudley and national results and gaps are again similar but with a larger borough gap for English as an additional language/ Non- English as an additional language and Free School Meals/ Non Free School Meals

(See Table 3 & 4)

### **Local Authority Outcome Comparison**

17. When compared with 8 geographical neighbours, Dudley ranks 4<sup>th</sup> for the Good Level of Development and 6<sup>th</sup> for the Achievement Inequality Gap. For the Prime Areas of Communication and Language, Physical Development and Personal, Social and Emotional Development, Dudley is ranked 4<sup>th</sup> and then 5<sup>th</sup> respectively. Dudley is ranked 6<sup>th</sup> for Literacy and 2<sup>nd</sup> for Mathematics.
18. When compared with 10 statistical neighbours, Dudley is in 4<sup>th</sup> position for the Good Level of Development, 7<sup>th</sup> for the Achievement Equality Gap, 6<sup>th</sup> for the three Prime Areas and 4<sup>th</sup> for both Literacy and Maths.

% Good Level of Development  
(See Table 5)

% Achievement Inequality Gap  
(See Table 6)

Communication and Language - % achieving at least the expected level  
(See Table 7)

Physical Development - % achieving at least the expected level  
(See Table 8)

Personal, Social Emotional Development - % achieving at least the expected level  
(See Table 9)

Literacy - % achieving at least the expected level  
(See Table 10)

Mathematics - % achieving at least the expected level  
(See Table 11)

### **19. Attainment Priorities for 2013/14:**

- Increase number of children achieving a good level of development
- Increase average total points score
- Further narrowing of achievement gaps for vulnerable groups (particularly summer born, EAL, boys, FSM)
- Closer alignment with national results

## **Local authority Early Years Foundation Stage support for schools and settings**

### Post-Ofsted Support

20. School and settings judged as requires improvement or inadequate receive targeted or intensive support for appropriate aspects of provision. Settings with good or outstanding judgements are supported according to need and team capacity.
21. In September, a Securing Good Group for day nurseries and pre-schools was developed with the purpose of targeting vulnerable settings who do not have or may not retain a good judgment at inspection.
22. Meetings have been well attended and follow up on-site support has been given to around 20 settings to date.

### Professional development opportunities for Early Years Foundation Stage practitioners and leaders

#### September 2012- July 2013

23. An extensive professional development programme took place last academic year.
24. The Looking Glass Centre (exemplary exhibition/training space) attracted 811 visitors from across and outside the borough to the Understanding the World exhibition.
25. The central training programme delivered by the Early Years Foundation Stage Team had 1125 delegates attending from all sectors across the 84 courses offered during the year.
26. School and non-maintained setting Early Years Foundation Stage leaders and early years SENCOs are offered half day termly up-date meetings. Around 60 staff regularly attend and participants are encouraged to share good practice with colleagues.

#### September 2013- July 2014

27. An extensive training programme has been developed including new courses. The programme includes; a suite of training to support practitioners working with vulnerable and funded two year olds and an Early Years Foundation Stage Newly Qualified Teacher Package. The team are also delivering some courses for the Dudley Regional Staff College.

### **Other activities undertaken**

#### Communication into Writing Project

28. Early Years Advisers worked with 11 schools in 2012/13 to deepen understanding of the processes involved in a child becoming a confident and competent writer. All schools developed individual action plans linked to their school improvement plans

focused on writing and produced case studies documenting the improvement to practice and outcomes. One school has offered to host visits from other schools. A further cohort of schools is taking part in the project during 2013/14.

### Mathematics Project

29. This academic year ten schools are receiving training, delivered by a Primary Mathematics Consultant and Early Years Advisers, to improve provision for mathematical learning and teaching. To date they have completed an audit, developed an action plan and introduced new open-ended resources into children's play. Case studies will be available at the end of the school year and hopefully Early Years Foundation Stage Profile data will demonstrate an improvement in mathematical outcomes.

### Early Years Foundation Stage to Year 1 Transition Project

30. Two schools worked alongside Early Years advisers in 2012/13 to create a transition timetable across a school year and to review the Year 1 learning environment, routines, staff confidence and needs. Suggestions were shared with all schools through Early Years Foundation Stage up-date meetings and were gratefully received. One school has developed a Year 1 model classroom based around Early Years Foundation Stage principles and offered visits to other interested schools during the autumn term 2013.

### Early Years Locality Project

31. Two schools, three settings and one Children's Centre have been working with Early Years Foundation Stage Team representatives this academic year to examine where children are below age-related expectation on-entry and to try to collectively address highlighted areas to further close the gap. Interventions have included joint locality training and the sharing of expertise.

### English as an additional language support

32. A support tool has been created in partnership with the borough English as an additional language consultant and was distributed to schools/settings in the Spring term 2013 with explanatory workshops taking place. The tool will enable schools and settings to audit, support and track an individual child's progress in English acquisition (Early Years Foundation Stage statutory requirement) a further audit to enhance provision for equality, culture and diversity was developed and distributed in June 2013. There has been some out of borough interest following input at a regional event.

### Looked After Children (LAC) support

33. Three early years advisers have added capacity to the Looked after Children Education Service Team since April 12. Between April 12 and July 13, 68 PEPs for Early Years Foundation Stage/KS1 children were attended and five schools received approx 12 days of support for individual Looked after children (observations and advice). At many PEPs, objectives would not be as appropriate for the age group

without specialist early years input. Positive feedback has been given by the head of the Looked after Children service. This support is continuing during 2013/14 but costs will appear in the Looked after Children Education Service budget.

### Children Centre support

34. Children's Centres are being supported by the early years team during 2013/14 to gather data about children's learning and development progress and to track their outcomes from engagement with the centre through to exit from services and on to the end of the reception year. This will provide evidence of centre impact. The teachers are monitored by the Early Years Team.

### School to School support

35. Visits to observe Early Years Foundation Stage good practice in three schools have been coordinated by the Early Years team and impact has been seen.
36. The progress and outcomes of projects are shared with school and setting leaders at up-date meetings.

### **Analysis Key Stage 1 - 2013**

		2010		2011		2012		2013		Difference 2012/2013 National	Difference 2012/2013 Dudley	Difference 2012/2013 Nat
		Dudley	Nat	Dudley	Nat	Dudley	Nat	Dudley	Nat			
<b>Reading</b>	<b>L2+</b>	85	85	86.4	85	88.0	87	89.2	89	+0.2	+1.2	+2
	<b>L2b+</b>	71	72	73.1	74	76.0	76	78.0	79	-1	+2.0	+3
	<b>L3</b>	24	26	25.4	26	27.3	27	29.2	29	+0.2	+1.9	+2
<b>Writing</b>	<b>L2+</b>	81	81	81.9	81	84.0	83	85.5	85	+0.5	+1.5	+2
	<b>L2b+</b>	60	60	62.3	61	65.6	64	66.8	67	-0.2	+1.2	+3
	<b>L3</b>	13	12	13.6	13	14.8	14	16.4	15	+1.4	+1.6	+1
<b>Maths</b>	<b>L2+</b>	88	89	88.9	90	90.6	91	91.5	91	+0.5	+0.9	0
	<b>L2b+</b>	72	73	74.3	74	76.5	76	78.6	78	+0.6	+2.1	+2
	<b>L3</b>	19	20	19.7	20	21.9	22	23.1	23	+0.1	+1.2	+1

37. Dudley standards at the end of KS1 continue to improve. In 2013, the national levels improved at a slightly higher rate showing steady improvement over time. In Reading, Writing and Mathematics, Dudley is in line or above the national picture at all levels. Girls continue to out perform boys except at Level 3 in Mathematics.

## Geographical and Statistical Neighbours

38. When compared with 8 geographical neighbours and 12 statistical neighbours, Dudley is performing in the top third of Local Authority's.

2013		Geographical Neighbours	Statistical Neighbours
L2+	R	3 <sup>rd</sup>	2 <sup>nd</sup>
	W	4 <sup>th</sup>	3 <sup>rd</sup>
	M	3 <sup>rd</sup>	4 <sup>th</sup>
L2b+	R	6 <sup>th</sup>	4 <sup>th</sup>
	W	4 <sup>th</sup>	3 <sup>rd</sup>
	M	3 <sup>rd</sup>	3 <sup>rd</sup>
L3	R	4 <sup>th</sup>	3 <sup>rd</sup>
	W	4 <sup>th</sup>	3 <sup>rd</sup>
	M	3 <sup>rd</sup>	2 <sup>nd</sup>

(See Appendix 2)

## Pupil Premium (PP) pupils

L2+	Reading			Writing			Maths		
	Non PP	PP	Gap	Non PP	PP	Gap	Non PP	PP	Gap
2011	89	77	13	85	70	15	91	81	10
2012	91	77	15	87	73	14	93	82	11
2013	92	77	16	89	72	17	94	83	11
Over 3 years	+3	0	+3	+4	+2	+2	+3	+2	+1

39. The gap between non Pupil Premium and Pupil Premium has widened over 3 years with non Pupil Premium Pupils improving at a faster rate.

## Phonic Screening

	2012	2013	Difference
National	58	69	+11
Dudley	61.6	67.1	+5.5
Boys	57.5	65.3	+ 7.8
Girls	65.8	69.1	+ 3.3

40. There has been good improvement in the number of schools attaining the threshold percentage of pupils at the required level. The overall percentage of pupils across Dudley has improved by 6ppts to 67.1 however this puts us 1.9ppts below the national.
41. Boys have improved significantly putting them only 4ppts behind girls. This was nearly 8ppts in 2012.



## **Impact of Phonics and Early Reading Support in Dudley schools**

42. Of the schools that achieved 80% or more on the 2013 Screening Check (year 1 cohorts), 71% have had intensive Early Reading support from Local Authority either this year or in recent previous years.

### **ECC – Every Child Counts**

43. For the four schools continuing with the Numbers Count Programme using a specialist teacher, results remain high compared with Dudley as a whole. Since the ending of direct funding for this work, most schools have taken up the cheaper option of using Teaching Assistants.

### **ECaR – Every Child a Reader**

ECAR	Improvements.	L2+ Dudley()	L3 Dudley()
Cohort 1	Over 5 years	+12.3 (+7.5)	+ 12.9 (+7.2)
Cohort 2	Over 4 years	+6.5 (+5.8)	+22.4 (+5.5)
Cohort 4	Over 2 years	+6.5 (+1.2)	+14.1 (+1.9)

44. Cohort 1 - Consistent improvement over the years in Reading with all schools performing very well. One school improved by nearly 40ppts.
45. Schools are clearly committed to the programme as they are now paying in entirety for a specialist teacher – These results show that over 5 years there is considerable improvement in Reading at KS1.
46. Cohort 2- Consistent improvements over 4 years especially at the higher levels.
47. Although Cohort 4 has only been working this way for 1 year and most early child a reader pupils are not yet at the end of the Key Stage and taking tests, schools are showing clear improvements due to the high focus given to Reading and appropriate interventions.

### **The Early Years Maths Project 2013-14**

48. The Early Years Maths project will run over the year and aims to mirror the success of the Early Years Literacy project run in 2012-13. It will focus on developing the mathematical experience of children in Foundation Stage by working with 9 schools and their Foundation Stage practitioners and Teaching Assistants to develop subject knowledge, a range of pedagogies and use of model, images and resources.
49. Initially the project is focussing on the development of counting through use of the Numbers and Patterns material and then will look at school priorities targeting requests by the schools in the project to explore and unpick selected mathematical areas. During the course participants will have a number of gap tasks to complete which will form an integral part of the training. The course will be run by Consultants from the Early Years and School Improvement teams who will support schools through training, resources and school visits.

## **Support for Dudley Schools**

### **2013/14 offer – based on analysis of data**

50. We still run a core Continuing Professional Development (CPD) offer to schools targeting Newly Qualified Teachers, Teaching Assistants and new Subject Leaders, whilst also developing areas of mathematics that we note are crucial to the mathematical success of children in Dudley – encompassing Able pupils, Girls (especially L5/6), ensuring all attain (Pupil Premium/Free school meals, Boys).
51. Our Mental maths training is a good example of this and is in line with the third aim of the new National Curriculum key aims to develop fluency.
52. We continue to innovate and develop new courses which we know are in line with current mathematical thinking due to the way that they reflect the new National Curriculum. We also, through uptake and feedback, know that the direction of travel of our Continuing Professional Development offer is what schools, teachers and children want.
53. There are opportunities for existing subject leaders and continued networks for Maths Specialist Teachers.

### **Analysis Key Stage 2 – 2013 4 DfE Floor Standards**

54. A school is deemed to be below the DfE floor standards if they are below all of the following:

60% Level 4+ in Reading, Writing and Mathematics

91% Median for 2 levels progress in Reading

95% Median for 2 levels progress in Writing

92% Median for 2 levels progress in Mathematics

Number of schools below all four floor targets – 8

The Medians are only available in January 2014 following validation of data.

In the Autumn of 2013 the national averages are used as follows:

#### **Two Levels Progress in Reading**

National Average	87% (2011)	90% (2012)	88% (2013)
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#### **Two Levels Progress in Writing**

National Average	83% (2011)	90% (2012)	91% (2013)
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#### **Two Levels Progress in Mathematics**

National Average      82% (2011)    87% (2012)    88% (2013)

		2011		2012		2013		Difference from National
		Dudley	Nat	Dudley	Nat	Dudley	Nat	
Reading	L4+	84	84	85	87	84	86	-2
	L5+	39	42	45	48	39	44	-5
	2 levels Progress	87	87	90	90	88	88	0
Writing	L4+	80	-	81	81	84	83	+1
	L5+	26	-	28	28	31	30	+1
	2 Levels Progress	86	83	91	90	93	91	+2
Maths	L4+	79	80	82	84	83	85	-2
	L5	30	35	36	40	36	41	-5
	2 levels progress	82	82	87	87	87	88	-1
Reading, Writing (was English)& Maths Combined	L4+	73	74	77	80	74	75	-1
	L5	19	21	24	27	20	21	-1

**Analysis of submitted statutory data/SATs data in 2013**

55. Attainment at Level 4+ in **Reading, Writing (was English in 2012) and Mathematics combined** is 74%. Dudley is 1ppt behind the national figure of 75%

56. In 2012 combined English and Mathematics was 77% in Dudley, however, the weighting given to formulating an overall English percentage has now gone. This may explain the apparent decline. In 2012 Dudley was 3ppts behind the national picture, so the 2013 figure of 74% being 1ppt below the national picture could be seen as an improvement. N.B. Writing is teacher assessed.

57. In 2013 attainment in **Reading** declined by 1ppt at L4+ and by 6ppts at L5.

However,

At L4+

- Dudley has maintained similar performance over 3 years and is now 2 ppts below the national at 86%

At L5+

- Dudley has maintained similar performance over 3 years and is now 5 ppts below the national at 44%

58. Following analysis a few children at many schools were affected by the SATs threshold increase of 3 points at L5 and 1 point at L4 in 2013. This points to pupils on the boundary of the threshold and not securely attaining the levels. Training and targeted support to secure attainment for higher ability readers will be continued. A meeting was held in October for selected schools to provide advice and training.

Attainment in **Writing** improved and remains above the national picture.

At L4+

- Dudley has improved performance over 3 years and is now 1ppt above the national at 83%

At L5+

- Dudley has improved performance over 3 years and is now 1ppt above the national at 30%

There has been a focus on Writing for a number of years leading to high performance in 2012 and continued into 2013.

Attainment in **Mathematics** has improved at L4+ and stayed the same at L5+

At L4+

- Dudley has improved performance over 3 years and is now 2ppts below the national at 85%

At L5+

- Dudley has improved performance over 3 years and is now 4ppts below the national at 41%

59. Training and focused support has been provided for Mathematics, including at higher levels, in October. 'Girls and Maths' pilot has been offered to selected schools following analysis, identifying those with high a percentage of pupils at L4a which could get to L5.

### **Gender differences**

(See Appendix 3)

### **Reading**

Boys - At L4+

- Maintained similar performance over 3 years and now 3 ppts below the national at 83%

Boys - At L5

- Improved performance over 3 years and now 6 ppts below the national at 41%

Girls - At L4+

- Maintained similar performance over 3 years and is now 1ppt above the national at 88%

Girls - At L5+

- Maintained similar performance over 3 years and now 4 ppts below the national at 48%

60. The gap between boys and girls remains at a similar level for L4+ but is narrowing for L5+. The gap from the national at the higher levels is a concern.

## Writing

Boys - At L4+

- Improved performance over 3 years and now 1ppt below the national at 78%

Boys - At L5+

- Improved performance over 3 years and now 1ppt below the national at 23%

Girls - At L4+

- Improved performance over 3 years and now 3ppts above the national at 88%

Girls - At L5+

- Improved performance over 3 years and now 1 ppt above the national at 38%

Both girls and boys continue to improve with gaps therefore remaining similar over time.

## Mathematics

Boys - At L4+

- Improved performance over 3 years and now 2 ppts below the national at 84%

Boys - At L5+

- Improved performance over 3 years and now 6 ppts below the national at 43%

In Dudley, boys continue to outperform girls at L5 and L6 in mathematics but by a narrower gap of 2ppts in 2013 due to the drop in performance from 2012.

Girls - At L4+

- Improved performance over 3 years and now 1ppt below the national at 85%.

Girls have regained their position at 2ppts ahead of boys. This gap has increased by 1 ppt despite the continued improvement of boys performance.

Girls - At L5+

- Improved performance over 3 years and now 4 ppts below the national at 39%

Girls outperform boys in all areas and all levels apart from L5 and L6 mathematics. Previous Local Authority support at school level to improve the attainment and progress of girls also led to improvement in attainment of boys.

## Pupil Premium comparisons (PP)

Dudley 2013	Reading		Writing		Mathematics		Reading, Writing & Mathematics		% 2 Levels Progress Reading	% 2 Levels Progress Writing	% 2 Levels Progress Mathematics
	%L4+	%L5+	%L4+	%L5+	%L4+	%L5+	%L4+	%L5+			
Not PP	87.7	43.7	87.4	35.9	86	40.6	78	23	83.1	90.6	81.9
PP	70.3	22.7	70	14.4	71.5	18.7	57	9	88.7	94.1	88.5

Difference between PP and non PP	Attainment						Progress			
	English				Mathematics		Combined E and M	English		Maths
	L4+		L5		L4+	L5	L4+	2 levels progress		
2011	-23		-20		-21	-20	-27	-4		-10
2012	-20		-14		-19	-21	-25	-6		-9
	R	W	R	W			R, W & M	R	W	
2013	-17.4	-17.4	-21	-21.5	-14.5	-21.9	-10.6	+5.6	+3.5	+6.6

61. Pupil Premium funding is clearly supporting the schools in closing the gap between pupils. Progress rates are better for pupil premium pupils, but as they were lower attaining at KS1 they remain lower attaining at the end of KS2. This is particularly notable at the higher levels.
62. Gaps are reducing overall but are still unacceptably high across Dudley. This is a priority for School Improvement discussions (1 child in every primary school in Dudley is approximately 2% for Dudley).
63. Progress for pupils with Free School Meals alone is above or in line with national. The issue to be analysed is Free School Meals and Special Educational Needs – why these pupils are making less progress than pupils Special Educational Need only, particularly in Writing.

## Difference Reading and Writing

2012 All Dudley Schools	2009		2010		2011		2012		2013	
	No of Schools	%	No of Schools	%	No of Schools	%	No of Schools	%	No of Schools	%
Difference between Reading and Writing greater than 20%	34	43	9	11	9	11	4	5%	1	1.3

Only one school with greater than 20% difference between Reading and Writing.

Three schools have a gap of 15-20%.

## **Grammar, Punctuation and Spelling (GPS)**

GPS	Overall	Boys	Girls
L4+	71%	63%	78%
L5+	43%	36%	49%
L6	1%	0.7%	1.6%

64. The grammar, punctuation and spelling is a new test and has not been used in league tables this year and therefore there is no test data with which to compare. Data has been analysed to identify schools to work with, where pupils performance in grammar, punctuation and spelling compared with Reading and Writing is significantly different. There remains a gender issue with girls out performing boys particularly at the higher levels.

## **Progress over Key Stage 2**

65. Analysis for schools up until December 2013 shows it is in line with the national average.
66. Progress levels in Reading at 88% is 2ppts lower than in 2012 but is in line with the national average of 88%. Progress in Writing at 93% shows an improvement of 1ppt and is 2ppts above the national average of 91%.
67. 2 Levels progress in Mathematics in 2013 at 87% remains at the same level as in 2012 and is now 1ppt below the national mathematics average progress of 88%. In 2012 it was in line.
68. In January 2014 the national medians for 2 levels progress became available. Reading 92%, Writing 95% and Mathematics 92%.
69. These medians along with the % of pupils who attain L4+ in all of Reading, Writing and Mathematics are now the floor standards.

## **Schools Below all four standards in 2013**

8 schools below in all four standards in 2013

## **Statistical Neighbours Key Stage 2 Level 4+**

**2010 is Teacher Assessment for all statistical and geographical neighbours.**

	English	Mathematics	English & Maths Combined
2006	7	8	
2007 *	7=	9	
2008	4=	7	5
2009	6=	7	7=
2010	4=	7=	-
2011	6=	9	8=
2012	6=	9=	7=

### **Now Reading, Writing and Mathematics**

2013	R 7=	W 5=	7=	7= Reading, Writing & Mathematics combined
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\* New statistical neighbours

## **Geographical Neighbours Key Stage 2 Level 4+**

	English	Mathematics	English & Maths Combined
2006	2	2	
2007	2	3	
2008	2	2=	2
2009	2	2	2
2010	2	2	-
2011	2=	3	3=
2012	2=	3=	2=

### **Now Reading, Writing and Mathematics**

2013	R 3=	W 2=	2=	3= Reading, Writing & Mathematics combined
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## **Support for Schools**

### **Training and Targeted Interventions from the Local Authority**

#### **Ofsted category or supported schools**

70. Support for schools is via the School Improvement categorisation agreed in the School Improvement Policy. This policy has been updated for September 2013 and bands schools as high, medium or low risk. The Local Authority brokers support for schools and provides some support from the School Improvement Team and wider group of Local Authority employees if required.
71. All plans are individual according to identified need.



72. Of the 26 supported schools, five in 2012 and six in 2013 received National College funding and National Leader of Education and Local Leader in Education school: school support. The majority received support funded by the Local Authority either by direct support from Education Improvement Advisers (EIAs), Primary Literacy and Numeracy Consultants, Human Resources etc., brokered support with outstanding/good schools or from external consultants where necessary. Schools also fund agreed aspects of this support.
73. All have action plan reviews, the majority termly, with Local Authority monitoring where a team of Education Improvement Advisers /Consultants conduct activity agreed with the school. This could be lesson observations, work scrutiny, pupil interviews, leadership/management interviews, including governance, data discussion or other agreed aspects. This is usually alongside members of the school team in order to build internal capacity. These monitoring activities have reports available to the school, governors and the School Improvement Group who discuss categorisation/ support on a monthly basis. This is to ensure that the impact of support either internally or externally provided, is evaluated and any aspects requiring amendment or change are attended to swiftly.

### **Mathematics Training 2012-2013**

74. The Continuing Professional Development offer to schools during 2012-13 was radically different from previous years as the School Improvement team for Numeracy identified the need to work at a different level with schools and no longer have initiatives from the National Strategy. The team recognised the need to offer greater variety in both the types of training and the audiences to which the courses were offered and thereby increase the speed of effectiveness.
75. The Continuing Professional Development offer wanted to give practitioners the opportunity to bring groups of children to Saltwells Education Centre where the children could access high quality mathematically rich tasks targeted towards specific groups of children or historically difficult areas for teachers in Dudley to deliver. This had been previously tackled through designated 'Tough to Teach' training aimed solely at teachers, however, it was felt that this approach could not demonstrate how the progressive learning opportunities would translate with groups of children. By bringing small groups of children to the Educational Development Centre in Dudley with their teachers, teachers could readily see how expert practitioners translated the opportunities through use of question stems, crucial interventions, use of models and images and a guided maths approach.

### **Gifted and Talented children in upper Key Stage 2**

76. The first Continuing Professional Development event of this nature was targeted towards Gifted and Talented children in upper Key Stage 2. It was designed to deliver rich

mathematical learning opportunities to those children likely to achieve high Level 5/ Level 6 in the SAT tests in 2013. The content of the learning activities were based around algebra, ratio, proportion, fractions, decimals and percentages all through a problem solving approach themed around solving a 'Mystery in a Mansion in Dudley'. These areas were selected as they form major parts of the Level 6 curriculum and are often areas where appropriate levels of challenge are absent from their mathematical diet. The content also drew from the draft National Curriculum for Mathematics and consequently provides mathematical opportunities to learn binary coding and to develop awareness of other historical number systems within the same problem solving format.

77. The training has been very successful, with both children and teachers reflecting positively on the event. Children have reflected that they had 'an amazing day. Thank you,' whilst some teachers remarked, 'I had never thought of teaching Algebra in that way' or 'The children's responses to the learning opportunities has made us realise that we need to look again at the way we teach fractions across the school'.
78. We know that the event was redesigned for children who could not attend as one Primary then ran the event back in their school for different groups taking over the role of educators using a guided approach and extending the opportunities to more pupils.
79. We also have reached the **Mathematics Specialist Teacher (MaST)** groups, teachers in Dudley whose schools have attended the event and recommended it through word of mouth through the **Mathematics Specialist Teacher** network. This new-type of training event has attracted many schools, with some schools making return visits, and now is beginning to attract schools from neighbouring authorities.

#### **Years 3 and 4**

80. The above format of Continuing Professional Development has been replicated and targeted towards children in Year 3 and 4, a group of children often overlooked in terms of specific targeted work and often year groups where mathematical progress stalls. The Years 3 and 4 session is entitled 'Problem Solving with Pounds and Pence'. The course focuses on developing children's financial capability, in a time where it has become clear that children require more opportunities to learn about handling, spending and saving money. Again this course reflects the Government's decision to ensure that financial education is within the new National Curriculum. The course uses the same approach as described earlier to encourage the children to reason mathematically and solve problems, again, two of the three key aims of the new National Curriculum. Early indications suggest that this event has been received in the same vein as the Year 6 course with teachers taking ideas back to school to supplement 'My Money Week' work. It has already reached one school's newsletter as children enjoyed it so much.

## Subject Leader Conferences – focus on real mathematics

81. In terms of our work with Subject Leaders we wanted to get them to think differently about mathematics whilst also helping to publicise the resources currently in Dudley. We achieved this by running a Subject leader network meeting at the Enviro Zone, where we encouraged them to think about how as co-ordinators they could build on the work of Foundation Stage classes and lead their colleagues in taking maths outside for all children regardless of age or season. At the same time, with a small group of **MaSTs**, we wrote and published maths trails and subject specific guidance on how the outdoor space at the Enviro Zone could be used to ensure that those Dudley schools who regularly visited had opportunities to engage in mathematical learning in addition to the scientific and literacy activities that they had previously used the venue for. We know that a number of schools in Dudley, have embraced the idea of Outdoor maths as a whole school initiative and have held Nature Weeks with an integral maths focus or have increased the percentage of outdoor maths work as a result of this Continuing Professional Development. We continue to meet termly with our Subject Leaders who have responded favourably to our new training with over 50% of the schools in Dudley attending our recent Subject Leader event.

## Mathematics Specialist Teachers (MASTS) training by Local Authority with Edge Hill University

82. Our analysis shows the following:
- Schools with more than one Mathematics Specialist Teacher and crucially Mathematics Specialist Teacher's in each of the Key Stages have shown greater improvement over the last year. The greatest increases often come from the Key Stage where the Mathematics Specialist Teacher's are working and shows the need to recruit fellow teachers from other Key Stages to support Mathematics Specialist Teacher work through school.
  - This year has seen greater use of the MaSTs to influence practice across the school with them working alongside colleagues to improve practice, share pedagogies and move teachers from 'Satisfactory' to 'Good'. This has had a positive effect with a number of Mathematics Specialist Teacher's aiding schools to exit Ofsted categories and increasing the % of 'Good' lessons being observed by Ofsted. Mathematics Specialist Teacher's have also been used by Networks to support schools and share practice locally.
  - This year has also seen a small number of Mathematics Specialist Teacher's move Key Stage from Key Stage 2 to Key Stage 1. The Mathematics Specialist Teacher's themselves reflect that this has enabled them to raise expectations within a Key Stage and share progressions to a wider audience across the school.
  - The schools showing consistent upward trends in maths over the course of the programme in each Cohort share the following general characteristics. The schools tend to have a Maths team which includes a Senior Leader, they have an ongoing commitment to targeted Maths Continuing Professional Development, they have no gender differences within their results and that they are supported well by their Head

teacher who supports and deploys the Mathematics Specialist Teacher effectively across the school.

- Of the 5 highest performing schools in Dudley at Level 3 at the end of Key Stage 1 in 2013, 3 of them have a Mathematics Specialist Teacher.
- Of the 15 highest performing schools in Dudley at Level 4+ at the end of Key Stage 2 in 2013, 9 of them have a Mathematics Specialist Teacher.
- Of the 15 highest performing schools in Dudley at Level 5+ in 2013, 9 of them have a Mathematics Specialist Teacher.
- Of the 5 highest performing schools in Dudley at Level 6 in 2013, 4 of them have a Mathematics Specialist Teacher.

### **Outdoor Maths Project**

83. The Outdoor Maths Project began as collaboration between two schools with the aim of extending mathematical opportunity beyond the classroom and increasing the range of mathematical pedagogies available to teachers. The schools came together for a staff meeting in each school where their respective outdoor environments were used to model a range of mathematical pedagogies and learning opportunities. The first staff meeting was used to illustrate how the playground could be used as a canvas to provide opportunities for maths in all parts of the three part lesson and to show how specific parts of their outdoor grounds could be used to develop mathematical exploration. The staff at both schools were given the gap task, between meetings, to try some of the ideas with their own classes and the results of their work were shared and showcased at the second meeting. The teachers also worked to develop maths from stories and this theme was used extensively from a variety of texts in both schools.
84. The project led to a greater use of the outdoor environment and the exploration of maths in a real context. Teachers are now more flexible in their pedagogical approaches and are more aware of the need to use the extended school environment in their everyday mathematical work.
85. Much of the work from the collaboration was shared with other subject leaders at their termly meeting where a local school and its 'Environment Zone' were used to develop outdoor maths trails. These trails which were written jointly by School Improvement Consultants, Mathematics Specialist Teacher's and Subject Leaders of Dudley school now sit at the 'Environment Zone' and can be used by schools visiting the centre.
86. As a result of the project and the sharing of work across the Dudley Subject Leaders Network many subject leaders across Dudley have been leading the way in their own schools to develop outdoor maths, to model it to their own colleagues and so widen the mathematical experiences of children.

## Support for 2013/2014

### 2013/14 offer – based on analysis of data

87. We still run a core Continuing Professional Development offer to schools targeting Newly Qualified Teachers, Teaching Assistants and new Subject Leaders, whilst also developing areas of mathematics that we note are crucial to the mathematical success of children in Dudley – encompassing Able pupils, Girls (especially L5/6), ensuring all attain (Pupil Premium/Free school meals, Boys).
88. Our Mental maths training is a good example of this and is in line with the third aim of the new National Curriculum key aims to develop fluency.
89. We continue to innovate and develop new courses which we know are in line with current mathematical thinking due to the way that they reflect the new National Curriculum. We also, through uptake and feedback, know that the direction of travel of our Continuing Professional Development offer is what schools, teachers and children want.
90. There are opportunities for existing subject leaders and continued networks for Mathematics Specialist Teacher's.
91. All training is available for groups of schools/whole staff as well as individuals.

### **Key Stage 4 (GCSE)**

#### **A) Those achieving 5A\*-C (or equivalent)**

92. GCSE figures for summer 2013 evidence that for all maintained schools, and academies, the average percentage achieving 5+A\*-C GCSEs (or equivalent) is **81%**. This evidences a decline of two percentage points on that achieved in 2012 after continuous year on year improvement since 2007, from 59%.

#### **B) The following analysis is of 5A\*-C GCSE's including English and mathematics (based on the performance of 20 schools – 5 academies and 15 LA maintained schools at the time of the 2013 summer examinations) from the confirmed statistical release January 2014.**

93. 2013 summer GCSE results, 5A\*-C (or equivalent) including English and mathematics, for all maintained schools, academies and special schools, one independent (non-authority) school and several alternative providers recorded a collective figure of **59.7%**.
94. Fifteen maintained schools and five secondary academies collectively achieved 61% 5A\*-C GCSEs (or equivalent) including English and mathematic. This is the best ever collective result for the 20 secondary schools located within Dudley. 2013 evidences an improvement of sixteen percentage points since 2007, from 45%.

**(i) All maintained schools and academies**

95. Fourteen schools improved on that achieved in 2012, with four schools improving by 13 or more percentage points. A further three schools increased by 8 and 9 percentage points on that achieved in 2012. While five schools improved by 2, 3, 5 or 6 percentage points on that achieved in 2012
96. One school has shown sustained year on year improvement of 30 percentage points (from 38% to 68 %) since 2008-09 academic year. One has shown year on year improvement since 2011 of 16 percentage points (from 60% to 76%) and another (79%) demonstrates an improvement of 6 percentage points since 2011.
97. All twenty schools have recorded performance above the nationally set floor standard of 40%. Six schools performed well above the Local Authority average (59.7%) by 10 percentage points or more. A further three schools achieved 8, 9 or 10 percentage point above the Local Authority average.
98. Conversely, seven schools evidenced a decline on that achieved in 2012. Five schools show a decline of 5 percentage points or more, on that achieved in 2012.

**(ii) Academies**

99. The five academies recorded mixed results compared with those achieved in 2012. The average performance for these academies is **61%**. A sixth academy, converted at the end of the academic year and therefore was an Local Authority maintained school at the time of the GCSE examinations and not included in the 2013 academy analysis.

**100. C) Progress Summary**

Summer 2013 GCSEs evidence that the percentage of pupils making expected progress across the LA in English is 68.2%. This is 2.2% below the national figure.

Summer 2013 GCSEs evidence that the percentage of pupils making expected progress across the LA in mathematics is 66.2%. This is 4.5% below the national figure.

Nationally, the percentage of pupils making expected progress in English is 70.4% while in mathematics it is 70.7%.

Even so, there is much to celebrate with fourteen schools making the nationally expected progress or better in English.

In mathematics, eight schools made better progress than that expected nationally.

Fischer Family Trust three year trends estimate that the three levels progress figures recorded by schools is likely to decline in 2014 and 2015, particularly in mathematics. Improving progress rates across the local authority is a priority for our schools.

#### **101. D) Comparison with geographic and statistical neighbours (See Appendix 4)**

In 2013 the Dudley average for those achieving 5+A\*-C GCSEs (or equivalent) at 81.2% ranked tenth out of ten geographic neighbours, while Dudley ranked sixth out of eleven statistical neighbours. This is lowest ranking we have recorded against our geographic neighbours but an improvement by four places on our position against statistical neighbours in 2012. (see Appendix 4)

The Dudley average for those achieving 5+A\*-C including English and mathematics in 2013 is 59.7% and ranked sixth out of our ten geographical neighbour group. This is an improvement of 2 places. When compared with our statistical neighbours, Dudley ranked sixth, an improvement by three places.

For the percentage of pupils making expected progress in English, Dudley is ranked sixth. An improvement by one place on the ranking in 2012.

For the percentage of pupils making expected progress in mathematics, Dudley is ranked ninth. This equals the ranking in 2012.

#### **102. E) The percentage achieving all English Baccalaureate subjects**

The 2013 Dudley average for those achieving all English Baccalaureate subjects is 16.6%. This is an improvement on that achieved in 2012 by 5.2 percentage points but 6.4 percentage points below the national average.

Dudley is ranked 10th against our statistical neighbours and 8th against our geographical neighbours.

#### **103. F) Floor standard for 2013**

No schools fell below the floor standard of 40% in 2013.

#### **104. Pupil Premium**

Schools have received funding to target support to disadvantaged pupils. There is a gap between disadvantaged pupils and other pupils both nationally and locally with standards and progress of those in receipt of pupil premium not being as good as that achieved by other pupils, as measured by the 5 A\*-C GCSE including English and mathematics national indicator. Over the last three years (2011 to 2013) the gap between those pupils receiving pupil premium funding and those not receiving the funding has nationally declined. The gap in Dudley has been 'stuck' at 33%. With the national figure declining, the gap between national and Dudley has widened from 4.3 percentage points in 2011 to 6.1 percentage points in 2013. This is recognised by both the local authority and the schools. There is much to do to improve on this current position.

## **Finance**

105. There are no direct financial implications arising from this report.

## **Legal**

106. The Education and Inspection Act 2006 require standards to be inspected and reported.

## **Equality Impact**

107. This report takes into account the Council's Equal Opportunities Policy.

## **Recommendations**

108. It is recommended that Scrutiny Committee note and comment on the improvement in educational standards made.



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