

School Standards Report

Wellbeing Overview Scrutiny, 11 April 2018



Introduction:

The educational estate of the city has undergone significant change since 2010 both in terms of the way it is structured, and in terms of who is responsible for overseeing the performance of schools and settings and subsequently intervening to secure improvement. The majority of schools are now either part of a multi academy trust (MAT) or are stand-alone academies. The percentage of schools that remain under Local Authority control is approximately 25%. The city has, in effect, a 'dual' system of education constituting: a) maintained schools, b) academies.

Consequently, the role of the Local Authority (LA) in relation to school standards and pupil achievement has changed considerably. Government legislation effectively removes the responsibility from the LA to monitor, challenge, support and intervene in schools in terms of school improvement and attainment for academies and academy trusts. The responsibility has now passed to the Regional Schools Commissioner who currently undertakes this function in relation to academies (including Free and Studio Schools and University Technical Colleges and MATs). The LA maintains a responsibility for monitoring and supporting maintained schools.

The LA's role as champion for all children and young people continues as does the duty to promote the best outcomes for school leavers, safeguard children and young people (including Prevent and extremism), place, shape and provide for Special Educational Need and Disability (SEND).

Given the aforementioned changes, a need to bring coherence to this new system is recognised. The LA is proactive in establishing a partnership with a number of stakeholders that identifies clear lines of accountability for all schools as well as clearly pinpointing who will challenge and support all schools and how such interventions will take place. This partnership is manifest in the establishment of the Plymouth Education Board which has a clear remit to establish citywide priorities and oversee collective efforts to meet the priorities, reporting back to both the City Council and the Regional Schools Commissioner on a regular basis.

This report is structured by key stage and contains a summary of school performance across the city.

Headlines for 2018 (2017 data):

Teacher assessment, test and examination results show a mixed picture in the authority. The proportion of children reaching the expected standard by the end of Reception Year shows a rise on 2016 and continues a rising trend begun in 2013. The percentage of pupils passing the test in phonics remains the same as in 2016. By the end of KSI results in reading, writing and maths show an improvement when compared to 2016. However, children and pupils eligible for free school meals continue to attain less well than children and pupils not receiving free school meals; and girls' attainment is higher than boys.

Whilst results in Early Years and KSI show improvement over time, they remain below national averages and our performance does not compare favourably with our statistical and regional neighbours.

At KS2, the proportion of pupils achieving the expected standards in reading, writing and maths show an improvement on the figure for 2016. This is true for the key subjects combined, and for the individual subjects of reading, writing, maths and grammar, punctuation and spelling. Disadvantaged pupils attain less well than non-disadvantaged pupil and girls' attainment overall, is higher than boys.

Attainment at the end of primary school in the key subjects combined is below the national average. This is also the case for individual subjects of reading, writing, maths and grammar, punctuation and spelling. In terms of progress, pupils in general make at least the same amount of progress between KS1 and KS2 as that made by similar pupils nationally.

Our performance compared to our statistical and regional neighbours varies significantly depending upon the measures used. Performance appears more favourable when we make comparisons concerning attainment in maths and grammar, punctuation and spelling, and less favourable when comparing standards in reading.

By the end of KS4 pupils attain at a level that is below national averages. In terms of attainment, comparisons with 2016 are not meaningful as the methodology used to calculate key measures has changed. In terms of overall progress, pupils make less progress than similar pupils nationally.

With regards to Post 16 performance results show an improvement on the performance of 2016. However, and despite there being a number of performance measures, results are, in general, below national averages.

More detailed analysis (figures have been rounded to whole percentages where appropriate):

Early Years Foundation Stage (EYFS)

(Teacher assessment of five year olds published at the end of Reception Year).

- 1.1 The percentage of 5 year olds reaching a 'Good Level of Development' (GLD – having the essential skills, knowledge and understanding to be ready for starting the National Curriculum increased by 2% on last year.
- 1.2 Plymouth's result is 5% below the national average. Last year Plymouth's results below the national average by 5% and therefore, the gap in attainment has not narrowed.
- 1.3 The percentage of girls reaching a 'Good Level of Development' is 74%. This is 15% higher than the figure for boys.
- 1.4 Children eligible for free school meals (FSM) attain less well than those who do not qualify for free school meals. In 2017 the difference was 18% in terms of the percentage achieving a 'Good Level of development'. This is just above the national figure but represents a 1% rise on the figure for Plymouth in 2016.

Key Stage 1

(Year 1 Phonics Reading Test and Teacher Assessment of 7 year olds, reported at the end of the infant stage).

- 2.1 The Year 1 Phonics Test measures the ability of 6 year olds to decode text using phonic knowledge. In 2017 the percentage of pupils reaching the necessary standard remained at 80%. This mirrors the result for 2016 and therefore there is no increase in the result. The figure of 80% is just below the national figure of 81%.
- 2.2 The percentage of girls reaching the required standard in Phonics is 85% and for boys it is 76%. Both results represent an improvement on the position in 2016. Girls' attainment is broadly in line with the national average whereas boy's attainment is below the national average.
- 2.3 All other KS1 results covering reading, writing and maths improved by between 2% and 3% when compared to 2016. However, results are below the corresponding national results and the gaps in attainment equal 3% in each subject.

2.4 Girls attainment is generally higher than boys and this is true for reading, writing and maths. Compared to 2016 the gaps in attainment in reading and writing have stayed the same or increased. In maths in 2016 boys attainment was higher than girls. In 2017 this position was reversed.

2.5 Pupils eligible for FSM attained less well than Non – FSM pupils. Again this is the case for reading, writing and maths. Compared to 2016 gaps in attainment between FSM and Non - FSM pupils has grown in all three subjects.

2.6 In terms of greater depth (working at a level above national expectations), the proportion of pupils achieving this level showed no increase for reading and maths when compared to 2016 but an increase of 1%. Results in all three subjects are below national averages.

Key Stage 2

(Statutory marked assessments of 11 year olds mainly reported at the end of the junior phase)

3.1. The results for the expected standards in reading, writing and maths combined, increased by 6% on the figure for 2016 and now stands at 60%. This is 2% below the national figure for 2017.

3.2. With regards to individual subjects, there was a 3% improvement in the percentage of pupils achieving the expected standard in reading compared to 2016. In writing, the percentage of pupils reaching the required standard increased by 2%, in maths it increased by 4% and in spelling, punctuation and grammar it increased by 4%. In all subjects the results are below national averages.

3.3. Overall, the proportion of girls reaching the required standard (combined) is greater than boys. Compared with 2016 the gap between girls and boys attainment has narrowed. Girls' attainment is higher in all individual subjects. Such a situation generally mirrors the national picture.

3.4. Disadvantaged pupils attain less well than non - disadvantaged pupils. For reading writing and maths combined, the gap in attainment is 19%. This represents an increase of 4% on 2016. The national gap in 2017 is 20% and has narrowed compared to 2016.

3.5. The percentage of pupils attaining at a high level is 7% (reading, writing and maths combined). This represents an increase of 2% on the figure for 2016. The figure of 7% is 2% below the national figure.

3.6. The progress made by pupils between KS1 and KS2 in reading, writing and maths is 0.0, 0.0 and 0.3 respectively. This means that pupils overall, made the same amount of progress as similar pupils nationally in reading and writing but better progress in maths when compared to similar pupils nationally. In 2016, pupils made better progress than similar pupils nationally in all three subjects.

Key Stage 4

(Statutory external tests taken by pupils at the end of Year 11 – 15/16 Year olds)

4.1. The average Attainment 8 score for pupils across the city as a whole is 44.5 points. This is below a national average of 46.3 points.

4.2. The percentage of pupils achieving a pass grade in GCSE English and maths (grade 4 or above) is 59%. This is approximately 5% below the national average.

4.3. The percentage of pupils achieving a pass grade in GCSE English and maths (grade 5 or above) is 38%. This is 5% below the national average.

4.4. Overall, girls attain at a higher level than boys. However, attainment of both boys and girls is lower than boys and girls nationally.

4.5. Disadvantaged pupils attain less well than non-disadvantaged pupils. For Attainment 8 score, a gap in attainment of 14pts exist. The national gap is 13pts.

4.6. The progress made during secondary school is -0.3. This means that on average the progress made by pupils is less than that made by similar pupils nationally. The gap in progress made between our pupils and similar pupils nationally has grown since 2016.

Key Stage 5.

5.1. The average points per entry for A Level is 29.95pts. This represents an increase on 2016, but it is below the national average of 31.45pts.

5.2. The average points score per entry for Tech Level Students is 34.08pts. This represents an increase on 2016 but is below the national average of 38.47pts.

5.3 The average points score per entry for all L3 qualifications is 31.05pts. This represents an increase on 2016 but is below the national average of 32.88pts.

5.4. The percentage of students achieving at least 2 'A' Levels (A*-E) is 67%. This is below the national average of 74%.

5.5. The percentage of students achieving AAB or better at 'A' Level is 17.1%. This represents an increase on 2016 but is below the national average of 21%.

5.6. Girls attainment is higher than boys in terms of average point scores per entry at Level 3. Girls attained 31.93pts and boys attained 29.95pts.

5.7. The percentage of students staying in education or employment for at least two terms after the end of KS4 is 96%. This is above the national average of 94% (2015 cohort).

Below floor standards and schools in danger of being classified as 'coasting'.

The floor standards are the minimum standards set by the government for schools and academies. Should a school fall below the floor standard there is an expectation that a rigorous plan for improvement is formulated and implemented as soon as is possible. Floor standards do not apply to infant schools, special schools, independent schools, hospital schools, alternative provision or pupil referral units.

The criteria for judging a primary school to be below the floor standards is where fewer than 65% of pupils meet the expected standard in reading, writing and maths combined, or if it fails to make sufficient progress in all three subjects. The measures for sufficient progress are: -5 in reading, -5 in writing and -7 in maths.

For secondary schools, a school is judged to be below the floor standard if its overall Progress 8 score is below -0.5 (and the upper band of its 95% confidence interval is below zero).

6.1. We have one primary school that is below floor standards. In 2016 there were two primary schools who failed to meet the floor standards.

6.2. We have seven secondary schools that are below floor standards. In 2016 there were two secondary schools who failed to meet the floor standard.

'Coasting schools' are those schools which have year on year failed to push every pupil to reach their full potential. The government considers a school's performance over three years to decide who is performing below a reasonable level of attainment and progress.

The criteria for a coasting primary school is:

- in 2015, fewer than 85% of pupils achieved level 4 in English reading, English writing and mathematics and below the national median percentage of pupils achieved expected progress in all of English reading, English writing and mathematics, and

- in 2016, fewer than 85% of pupils achieved the expected standard at the end of primary schools and average progress made by pupils was less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing, and
- in 2017, fewer than 85% of pupils achieved the expected standard at the end of primary schools and average progress made by pupils was less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing.

In secondary schools a school is judged to be coasting if it meets the following criteria:

- in 2015, fewer than 60% of pupils achieved 5 A*-C at GCSE (including English and maths) and less than the national median achieved expected progress in English and in maths and
- in 2016, the school's Progress 8 score was below -0.25 and
- in 2017, the school's Progress 8 score was below -0.25.

6.3. We have no primary schools that are judged to be coasting schools. In 2016, there were two primary schools judged to be coasting schools.

6.4 We have three secondary schools judged to be coasting. In 2016 there was one secondary school judged to be coasting.

Ofsted

The most up to date figures show:

7.1. Across all our schools, 14% are judged as outstanding, 68% as good, 12% as requiring improvement and 6% as inadequate. The national average for all schools being good or better is 81%.

7.2. In early years settings, 17% are judged to be outstanding, 79% as good, 2% as requiring improvement and 1% as inadequate. The national average for good or better settings is 93%.

7.3. In primary schools, 15% are judged to be outstanding, 68% as good, 15% as requiring improvement and 3% as inadequate. The national average for good or better schools is 90%

7.4. In secondary schools, 12% are judged as outstanding, 53% as good, 12% as requiring improvement and 24% as inadequate. The national average for good or better schools is 80%.

7.5 We have four secondary schools that are judged to be inadequate by Ofsted.

Appendix I is the City of Plymouth data summary covering all key stages and illustrating data from 2017 and 2016.

PLYMOUTH EDUCATION BOARD

Plymouth City Council has established an Education Board consisting of a number of partners from the entire educational landscape, including the Department for Education, regional Teaching School representatives and elected Members.

Educational improvement is a key priority for Plymouth City Council as the need to maximise the life chances of the city's young people is of paramount importance.

KEY PURPOSE OF THE BOARD

To improve the educational outcomes in all schools by bringing key parts of the school improvement system together to address key issues.

More specifically, the Board will:

- Determine the overall strategy for school improvement and promote this to schools.
- Review the performance data and other 'outcomes based evidence' relating to the progress of schools individually and collectively.

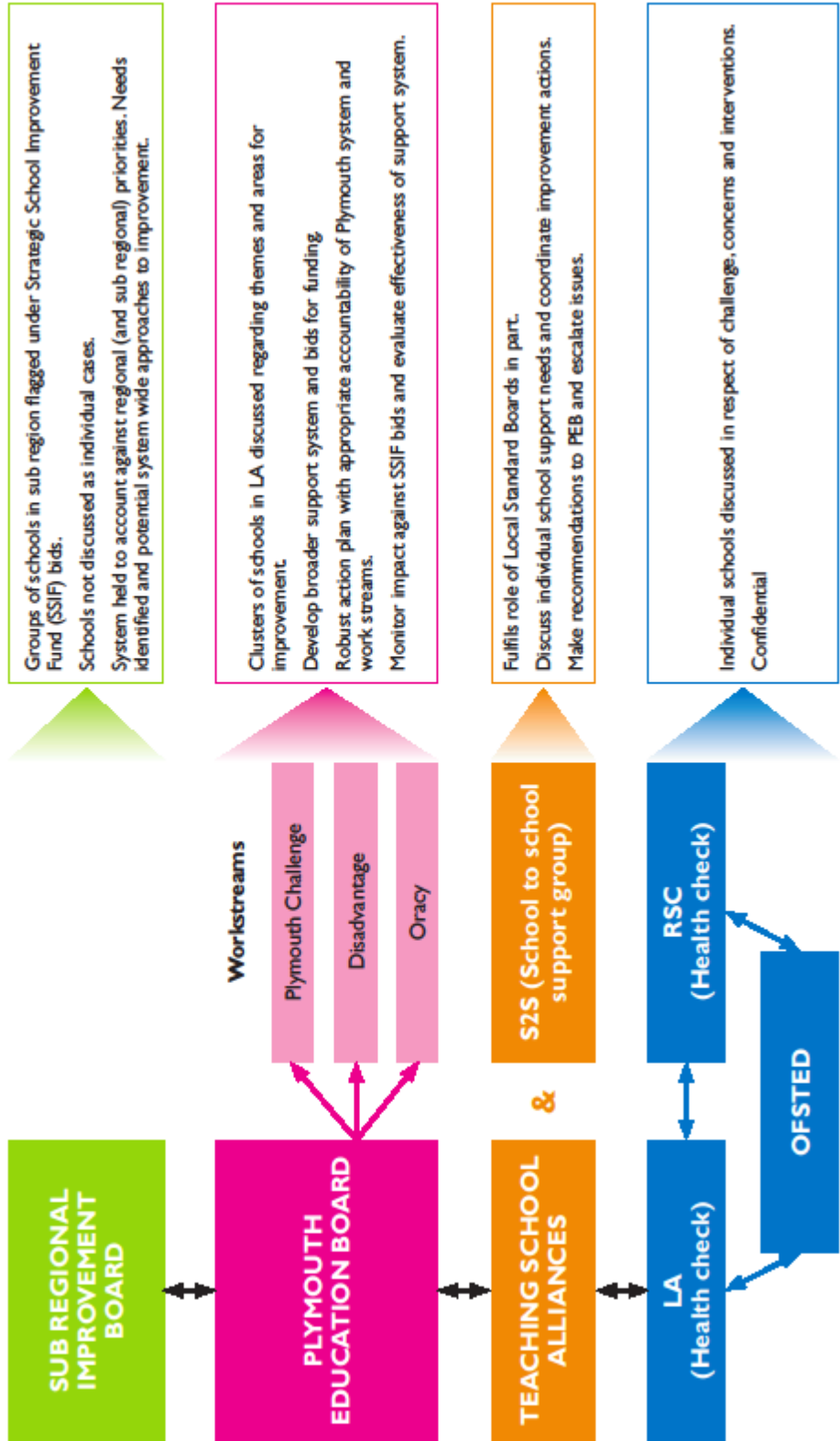
- Set school improvement priorities for Plymouth as a whole.
- Commission, broker and signpost school improvement support.
- Encourage and sustain robust professional challenge and support between schools/Multi Academy Trusts.
- Communicate Plymouth’s school improvement offer.
- Use intelligence to advise and guide on the future system planning.
- Ensure that no schools are left out.
- Evaluate the impact of support.
- Provide up to date information to the Sub-Regional School Improvement Board.

KEY PRIORITIES FOR 2017/18 – 2018/19

1. **Increase levels of attainment** - by overseeing strategies and rates of progress with a particular focus on narrowing the gap in attainment between non-disadvantaged and disadvantaged children and pupils.
2. **Increase levels of literacy and language through the Oracy Project** – by continuing to provide advice and support around implementation and activity.
3. **Improve attainment and progress at KS4 through the Plymouth Challenge** - by supporting the creation, development and implementation activity.
4. **Secure funding from the Strategic School Improvement Fund** - by supporting bids which will facilitate improvements in attainment.

See below the Plymouth Education Board Accountability System diagram.

PLYMOUTH EDUCATION BOARD ACCOUNTABILITY SYSTEM
January 2018

Appendix I

Achievement criteria	Changes from 2016						Percentage difference between LA and National 2017	Notes	NtG LA v Nat *
	Plymouth			National					
	2016	2017	Variance	2016	2017	Variance			
Early Years EYFS Cohort: All - 3177 Boys - 1636 Girls - 1541									
% children achieving GLD	64	66	2	69	71	2	-5		0
FSM / Non-FSM Achievement Gap (GLD)	-17	-18	-1	-18	-17	1	-1		-2
Key Stage 1 Phonics Cohort: All - 3121 Boys - 1607 Girls - 1514 / KS1 Cohort: All - 3023 Boys - 1536 Girls - 14287									
Y1 Phonics test	80	80	0	81	81	0	-1		0
Yr1 Phonics FSM / Non-FSM Achievement Gap	-10	-17	-7	-14	-15	-1	-2		-6
Reading %>=EXS	71	73	2	74	76	2	-3		0
Reading %>=GDS	19	19	0	24	25	1	-6		-1
Writing %>=EXS	62	65	3	65	68	3	-3		0
Writing %>=GDS	11	12	1	13	16	3	-4		-2
Mathematics %>=EXS	69	72	3	73	75	2	-3		1
Mathematics %>=GDS	15	15	0	18	21	3	-6		-3
Key Stage 2 KS2 Cohort: All - 2723 Boys - 1387 Girls - 1336									
Reading %Exp+	67	70	3	66	72	6	-2		-3
Reading %High	19	22	3	19	25	6	-3	High score = 110 or above	-3
Writing TA %Exp+	73	75	2	74	77	3	-2		-1
Writing TA %Working in Greater Depth	12	14	2	15	18	3	-4		-1
Mathematics %Exp+	69	73	4	70	75	5	-2		-1
Mathematics %High	15	20	5	17	23	6	-3	High score = 110 or above	-1
Grammar and punctuation and spelling %Exp+	72	76	4	73	78	5	-2		-1
Grammar and punctuation and spelling %High	21	29	8	23	31	8	-2	High score = 110 or above	0
RWM %Exp+	54	60	6	54	62	8	-2		-2
RWM %High	5	7	2	5	9	4	-2	High score = 110 or above	-2
Average Pupil Scaled score for Reading	103	104	1	103	104	1	0		0
Average Pupil Scaled score for Maths	103	104	1	103	104	1	0		0
Average Pupil Scaled score for GPS	104	106	2	104	106	2	0		0
Average Progress Score for Reading	0.6	0.0	-0.6	0	0	0	0		-0.6
Average Progress Score for Writing	0.1	0.0	-0.1	0	0	0	0		-0.1
Average Progress Score for Maths	0.4	0.3	-0.1	0	0	0	0.3		-0.1
FSM / non-FSM achievement gap (RWM %Exp+)	-15	-21	-6	-21	-22	-1	1		-5
Disadvantaged / non Disadvantaged gap (RWM %Exp+)	-15	-19	-4	-22	-20	2	1	Any LAC learners or those who have FSM in any census from Yr1-Y6	-6
SEN / non-SEN achievement gap (RWM %Exp+)	-57	-60	-3	-55	-63	-8	3	Learners with a statement of SEN.	5
Key Stage 4 KS4 Cohort: All - 2515 Boys - 1278 Girls - 1237									
Attainment 8	48.4	44.5	-3.9	50.1	46.3	-3.8	-1.8		-0.1
Progress 8	-0.14	-0.30	-0.16	-0.03	-0.03	0	-0.27		-0.16
Pupils achieving threshold measure (C+ in English & Maths)	58.0			63.3					
Pupils achieving threshold measure (9-5 in English & Maths)		38.1			42.6		-4.5		
Pupils achieving threshold measure (9-4 in English & Maths)		58.9			64.2		-5.3		
Progress 8 score in English from KS2	-0.21	-0.31	-0.1	-0.04	-0.04	0	-0.27		-0.1
Progress 8 score in maths from KS2	-0.10	-0.26	-0.16	-0.02	-0.02	0	-0.24		-0.16
Achieved English Baccalaureate	21.0			24.8					
Achieved English Baccalaureate (9-5 in En & Ma)		20.4			21.3		-0.9		
Achieved English Baccalaureate (9-4 in En & Ma)		23.1			23.9		-0.8		
FSM / non-FSM achievement gap (Attainment 8)	-14.7	-13.6	1.1	-12.7	-13.1	-0.4	-0.5	Students flagged as FSM in May 17 census (Non-FSM includes / students where status could not be identified)	1.5
Disadvantaged / non-disadvantaged achievement gap (Attainment 8)	-14.0	-13.6	0.4	-12.3	-12.8	-0.5	-0.8		0.9
SEN / non-SEN achievement gap (Attainment 8)	-32.7	-31.8	0.9	-36.3	-35.8	0.5	4	Learners with a statement/EHC of SEN.	0.4
Key Stage 5 KS5 Cohort: All - 1424 Boys - 640 Girls - 784									
APS per entry achieving all L3 Quals (Exc FE)	29.90	31.05	1.15	32.1	32.88	0.78	-1.83		0.37
APS per entry for A Level students	29.11	29.95	0.84	30.84	31.45	0.61	-1.5		0.23
APS per entry for Academic Students	29.18	30.04	0.86	31.03	31.65	0.62	-1.61		0.24
APS per entry for Tech Level Students	30.55	34.08	3.53	36.89	38.47	1.58	-4.39		1.95
APS per entry for Applied General Students	33.64	34.86	1.22	37.99	39.6	1.61	-4.74		-0.39
LA results are lower than: national improvement since 2016 or national average									
LA results are equal to or higher than: national improvement since 2016 or national average									
No change in achievement percentage from 2016 to 2017									
This tracks the change in the gap between Plymouth's results and the national averages from 2016 to 2017. Green cells in this column identify a narrowing of gaps and red cells an increase in the gap.									