



Doncaster Council

Report

5 September 2018

To the Chair and Members of the
SCHOOLS, CHILDREN & YOUNG PEOPLE'S OVERVIEW & SCRUTINY PANEL

DONCASTER EDUCATION ATTAINMENT SUMMARY 2018

Relevant Cabinet Member(s)	Wards Affected	Key Decision
Councillor Nuala Fennelly	All	No

EXECUTIVE SUMMARY

1. This report provides an update for review by the panel in relation to provisional data and early indications of achievement and improvement across the following education phases:
 - Early Years
 - Year 1 Phonics Screening Check
 - Key Stage 1
 - Key Stage 2
 - Key Stage 4 (GCSE)
 - Key Stage 5 (A Level)
2. The data contained in this report is provisional and represents early indications and is therefore subject to change. Formal and final validated data is released by DFE later in the autumn term and will therefore be presented to panel later in the autumn term as a composite report once validated data is reported.

EXEMPT REPORT

3. This is not an exempt report.

RECOMMENDATIONS

4. That the panel note:
 - The indicative provisional improvements to date where available.
 - The work of school leaders, teachers and schools and the wider school improvement system, including:
 - The review and development of the standards and effectiveness provision.
 - The commissioning of Partners in Learning.

- Greater collaboration across the system with and between schools, leading to greater capacity for support across the phases.
- The further development of the school improvement system of support and challenge, enabling specific provision to be targeted to schools requiring further development.

5. Early Years

- Children in Doncaster continue to make a strong start in school with over 70% of children reaching a Good Level of Development (GLD); this figure is in line with the national average and has risen in each of the last three years.
- The percentage of children achieving at least the expected level across all early learning goals has increased from 68.8% to 69.4% - which is now only 0.6% below the national average. Overall outcomes in the Prime Areas of Learning, Communication and Language, Physical and Personal, Social and Emotional development are above the national average with Communication and Language remaining strong. The percentage of children achieving the higher levels in Reading has improved.

6. Phonics Screening Check Year 1 and Year 2

- In the Year 1 Phonics Screening Check, data shows a 1% improvement on 2017 rising to 79%, further narrowing the gap to national of 83%. This indicates that this outcome requires improvement and there will be a focused programme of phonics interventions for a targeted group of schools.
- Year 2 Phonics Screening Check results in 2018 are above national outcomes, increasing to 62.7% compared to the national figure of 62.4%; therefore the gap to national has closed slightly.
- The three year trend for the percentage of children meeting the phonic standard by the end of KS1 has improved from 88% in 2016 to 90% in 2018, significantly closing the gap to national of 92%.
- In conclusion whilst figures are below national in Year 1, outcomes are moving closer to national by the end of Y2.

7. Key Stage 1

Headline figures Improvements over 3 years 2016 -18

	Doncaster	National
Reading	2.7%	1.4%
Writing	5.2%	4.5%
Maths	5.1%	3.3%
RWM	6%	5%

Rates of improvement for Doncaster are greater across all three subjects compared to national improvements at Key Stage 1.

8. 2018 Outcomes

	Doncaster	National	difference
Reading	73%	76%	-3. %
Writing	69%	68%	+1%
Maths	76%	75%	+1%
RWM	64%	64%	0

- Outcomes at Key Stage 1 are now in line with national for the combined measure of Reading, Writing and Maths, just above national for maths and writing (+1% difference) but remain below in reading (3%). Reading therefore continues to be a priority, with support being provided through the Reading Strategy.
- The impact of the cluster meetings led by the enhanced moderators can be seen in these improvements at Key Stage 1. These alongside the networks for Year 2 teachers provide an overall robust framework for support.

Combined Reading, Writing and Maths measure at KS1

9. The data for the combined measure for Reading, Writing and Maths is the most significant indicator of improvements at Key Stage 1. Over three years there has been a 6% improvement in the combined measure for all schools compared to a 5% improvement nationally over the same period.

10. Key Stage 2

- The latest Key Stage 2 figures for Doncaster schools show that outcomes are improving in all subjects.
- Schools across the borough have closed the gap on the national average in all subject areas, with Doncaster improving at a greater rate both regionally and nationally.
- The figures below show the percentage of children who achieved age related expectations in the 2018 Key Stage 2 Assessments:
- Reading, Writing and Maths combined. This is a key measure that improved by 7% compared to the national average of 3%. The 2018 Doncaster figure is 60% (National 64%)
- Key Stage 2 Reading. This has improved by 7% compared to the national improvement of 3%. The Doncaster figure is now 70% (National 75%)
- Key Stage 2 Maths. This has improved by 3% compared to the national average of 1%. The 2018 Doncaster figure is 72% (National 76%)
- Key stage 2 Writing. This measure is teacher assessed. This has improved by 4% compared to the national average of 2%. Doncaster is now broadly in line with national figures. (Doncaster 77%, National 78%)
- Grammar, Punctuation and Spelling. Test outcomes have improved by 3% compared to the national average of 1%. (Doncaster 74%, National 78%).

11. A key driver for improvement has been The Reading Strategy, providing greater confidence in reading, helping children to perform better in writing assessments and in grammar, punctuation and spelling tests.

12. The Reading Strategy has included:

- Working with heads and English leads to review provision and teaching for reading and improving the stock and quality of books in schools.
- Developing the reading culture in schools with a big drive on reading for pleasure – this has extended from working to make full use of the Dolly Parton books in early years to encouraging more use of local libraries and libraries in schools.
- Working with primary schools to develop initiatives to help parents with their children's reading.

- Clarifying expectations of what it is to be a good reader by the age of 11
 - Sharing approaches across schools on how best to teach and assess reading.
 - Introducing the Imagination Library for all 0-5 age children, receiving a book every month throughout this period.
13. The benefits of the Imagination Library include helping to encourage more children to read with their parents and carers from a young age. The scheme delivers a new book each month to parents and carers of 0-5 year old that sign up; the programme is designed to encourage children and young people to read from an early age, and is helping to improve the literacy and educational progress of Doncaster's young people.
14. Other initiatives that have helped drive these improvements are:
- The commitment, targeted and consistent approach being undertaken directly by schools individually and collaboratively.
 - The revised school improvement strategy with its 3 tier assessment of schools. This has enabled the standards and effectiveness team to target resources more effectively.
 - Commissioning the support of Partners in Learning as part of the wider school improvement strategy.
 - The expansion of the standards and effectiveness team to increase our capacity to support and challenge schools.
 - The focused work of senior leaders across the system to work collaboratively to provide specific support.
15. **Key Stage 4 (GCSE)**
- Early indications at GCSE level for Doncaster show that both attainment 8 scores and the percentage of pupils achieving a standard pass across English and Maths (Grade 4/C) has remained relatively stable.
 - Mathematics has been of particular strength in 2018 across Doncaster, with the majority of schools making substantial improvements in the proportions of pupils achieving at least a grade 4/C, improving at a greater rate than the national average and thus narrowing the gap to the national average.
 - A further detailed report will be presented to Overview and Scrutiny Panel as part of the composite report later in the autumn once validated data is available.
16. **Key Stage 5 (A LEVELS)**
- Provisional results show an improving and encouraging picture across the borough. The headline figures show that:
 - The percentage of students in Doncaster achieving at least one A Level pass is now above national average by 1.7 %. This represents a 2.3% improvement from 97% in 2017 to 99.3% this year.
 - The percentage of A to A* grades in Doncaster has improved from 19% to 22.8%, an increase of 3.8%. This represents a significant closing of the gap to national figures.
 - The pass rate in Doncaster overall has increased, with 75% of schools who have submitted results showing a 100% pass rate.
 - These figures demonstrate as with Key Stage 2 outcomes that Doncaster's children and young people are on a trajectory of improvement which will give them all better life chances and wider choices for the future.

17. Not in Education, Employment or Training (NEET)

- The table below shows the figures for academic year 2017/18. The 0.1% increase in Doncaster's combined NEET/Not Known figure from 4.8% (June 2018) to 4.9% (July 2018), follows the expected (annual/seasonal) trend at local, regional and national level as young people complete education/training programmes and register as NEET with the Local Authority.

Combined NEET/Not Known Academic Age Year 12 and Year 13	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18
Doncaster	17.9%	9.1%	7.5%	7.2%	6.6%	5.5%	5.4%	4.9%	4.7%	4.8%	4.9%

18. Working in partnership with providers, the service tracks and monitors performance throughout the year, helping to identify the true destination of the Not Knowns (EET or NEET), further enabling the service to offer appropriate/impartial information, advice and guidance to the vulnerable/NEET cohort, helping individuals to progress into a positive destination (increasing the 'In Learning' figure).
19. Doncaster's combined NEET/Not Known figure for July 2018 (4.9%) is lower than all of our near neighbours and also lower than the national figure (6.7%); this is a positive figure and reinforces that appropriate strategy implementation and support is in place.
20. The table below illustrates Doncaster's data

July 2018	Cohort (Y12/Y13)	NEET		Not Known		NEET & NK	Combined Total
		No.	%	No.	%		
Doncaster	6,518	222	3.4%	98	1.5%	320	4.9%

21. Doncaster has a higher percentage of young people 'participating/in learning' when compared with all our near neighbours and the national figure. It is also worth noting that Doncaster has seen a 2.6% increase of young people 'participating/in learning' when compared to the same period last year (July 2017).

In Learning	July 2018	July 2017
Doncaster	93.6%	91.0%

22. Overall, the data in relation to NEET and EET, clearly indicate a positive picture, which when combined with the wider improvements measures will provide greater assurance for improved outcomes for young people of Doncaster moving into the future.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

23. Local Councils play a key role in helping to shape and drive forward improvement in education settings and it is important that they are involved in shaping the quality of provision in their area.

BACKGROUND

24. Doncaster schools are challenged by the Local Authority, the DFE, the Regional Schools Commissioner and OFSTED about test and examination outcomes for all children and young people in all phases of education. As part of the **Doncaster Growing Together Achieve** strand, we are committed to improving outcomes to ensure that all our children and young people have the best possible chance for a successful and productive life.

OPTIONS CONSIDERED

25. There are no options as this report is for information.

REASONS FOR RECOMMENDED OPTION

26. To inform members of 2018 outcomes across all phases.

IMPACT ON THE COUNCIL'S KEY OUTCOMES

27.

	Outcomes	Implications
	<p>Doncaster Working: Our vision is for more people to be able to pursue their ambitions through work that gives them and Doncaster a brighter and prosperous future;</p> <ul style="list-style-type: none"> • Better access to good fulfilling work • Doncaster businesses are supported to flourish • Inward Investment 	<p>Better test and exam outcomes will help children and young people to pursue their ambitions.</p>
	<p>Doncaster Living: Our vision is for Doncaster's people to live in a borough that is vibrant and full of opportunity, where people enjoy spending time;</p> <ul style="list-style-type: none"> • The town centres are the beating heart of Doncaster • More people can live in a good quality, affordable home • Healthy and Vibrant Communities through Physical Activity and Sport • Everyone takes responsibility for keeping Doncaster Clean • Building on our cultural, artistic and sporting heritage 	<p>Improved outcomes help all children and young people to make the most of the opportunities offered by the borough.</p>
	<p>Doncaster Learning: Our vision is for learning that prepares all children, young people and adults for a life that is fulfilling;</p> <ul style="list-style-type: none"> • Every child has life-changing learning experiences within and 	<p>Children and young people benefit from improved education and attending local schools with improved standards.</p>

	beyond school <ul style="list-style-type: none"> • Many more great teachers work in Doncaster Schools that are good or better • Learning in Doncaster prepares young people for the world of work 	
	Doncaster Caring: Our vision is for a borough that cares together for its most vulnerable residents; <ul style="list-style-type: none"> • Children have the best start in life • Vulnerable families and individuals have support from someone they trust • Older people can live well and independently in their own homes 	Improved outcomes help children to make the best possible start in life.
	Connected Council: <ul style="list-style-type: none"> • A modern, efficient and flexible workforce • Modern, accessible customer interactions • Operating within our resources and delivering value for money • A co-ordinated, whole person, whole life focus on the needs and aspirations of residents • Building community resilience and self-reliance by connecting community assets and strengths • Working with our partners and residents to provide effective leadership and governance 	Improved outcomes will help all children and young people to benefit from the development of the connected council.

RISKS AND ASSUMPTIONS

28. Reputational Risk: There is a risk to the council that not achieving improved outcomes would result in a lack of future employment opportunities for young people. Children and young people with low educational outcomes increase the risk of being unable to reach their full potential.
29. Financial Risk: There would be a risk of increasing pressure on other council resources due to limited educational opportunities for children and young people with low educational outcomes.

LEGAL IMPLICATIONS [Officer Initials KDW Date 24/08/18]

30. A Local Authority shall (so far as their powers enable them to do so) contribute towards the spiritual, moral, mental and physical development of the community by securing that efficient primary, secondary and further education are available to meet the needs of the population in their areas. In addition, the Authority should ensure that their relevant education functions and relevant training functions are exercised by the authority with a view to promoting high standards, ensuring fair access to opportunity for education and training, and promoting the fulfilment of learning

potential by every person under the age of 20 and aged 20 or over but under 25 who are subject to a learning difficulty assessment.

FINANCIAL IMPLICATIONS [Officer Initials: SB Date 24/8/18]

31. There are no specific financial implications arising from this report. The Standards & Effectiveness team that supports school improvement contains an expenditure budget of £440,740 for this service

HUMAN RESOURCES IMPLICATIONS [Officer Initials: MLV Date 23/8/18]

32. There are no HR implications arising from this report.

TECHNOLOGY IMPLICATIONS [Officer Initials: PW Date 24.08.18]

33. There are no Technology implications arising from this report.

HEALTH IMPLICATIONS [Officer Initials CW...Date 23/08/18]

34. Learning outcomes and health outcomes are intrinsically linked. Overall, investments in improving learning outcomes should also improve health outcomes. Evidence shows that education, training and employment are key socio-economic factors in determining health status (Marmot, 2010). School improvement measures should be inclusive of supporting the health and wellbeing of pupils, staff and wider school community. The public health programme Healthy Learning Healthy Lives can support educational settings to promote a better level of health and wellbeing for their school community.

EQUALITY IMPLICATIONS [Officer Initial PR Date: 23/8/18]

35. Improved outcomes in all phases will ensure that all children's education and development continues to benefit; this will increase and strengthen our Local Offer and support our obligations under the Equality Act 2010.
36. The Council's duty under section 149 of the Equality Act 2010 when exercising its functions to advance equality of opportunity and foster good relations between those who have a protected characteristic and those who do not share that protected characteristic, ensure fair access to learning and opportunities for all Doncaster children and young people.

CONSULTATION

37. No further consultation was undertaken for this report.

BACKGROUND PAPERS

- Doncaster Growing Together
- The Children and Young People's Plan 2017-2020

REPORT AUTHOR & CONTRIBUTORS

Paul Ruane, Head of Learning Provision
Phone: 01302 737658
Email: paul.ruane@doncaster.gov.uk

Leanne Hornsby, Assistant Director, Commissioning and Business Development
Phone: 01302 734865
Email: leanne.hornsby@doncaster.gov.uk

Contributors

Craig Goodwin
Participation Development Manager
Phone: 01302 862150
Email: craig.goodwin@doncaster.gov.uk

**Damian Allen, Director of People (DCS/DASS)
Learning and Opportunities: Children and Young People/Adults, Health and
Wellbeing Directorates**