

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

Local Authority Doncaster Education Attainment Summary 2015 and School Improvement Strategy/Key Stage 2 Strategy & Progress Report

Relevant Member(s)	Cabinet	Wards Affected	Key Decision
Cllr Nuala Fennelly		All	For information only

EXECUTIVE SUMMARY

1. The report informs the panel about the 2015 Doncaster Attainment Summary for children and young people aged 5, 7, 11 and 16 and School Improvement Strategy/Key Stage 2 Strategy & Progress Report

EXEMPT REPORT

2. This is not an exempt report.

RECOMMENDATIONS

That the panel;

3. Notes that in response to declined performance at KS2 the Local Authority has implemented a robust 'Key Stage 2 Rapid Improvement Strategy' requiring all schools to participate in bespoke and general initiatives to boost performance.
4. Notes the challenges that are in place to the DFE, Governing Bodies and School Leaders to improve performance at all levels, including proposals for the growth of Multi-Academy Trusts.
5. Notes the updates to be provided verbally at the meeting on the recommendations as made in the Panel's review of the 'Local Authority Relationship with Academies and Educational Attainment'.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

6. Performance across difference age groups in 2015 has varied with younger children in Doncaster laying strong foundations to build on with performance improving in line with or greater than national averages.
7. There is still a need to ensure that Doncaster children build on the positive outcomes from a young age and translate them into better outcomes in the years of education that follow.

BACKGROUND

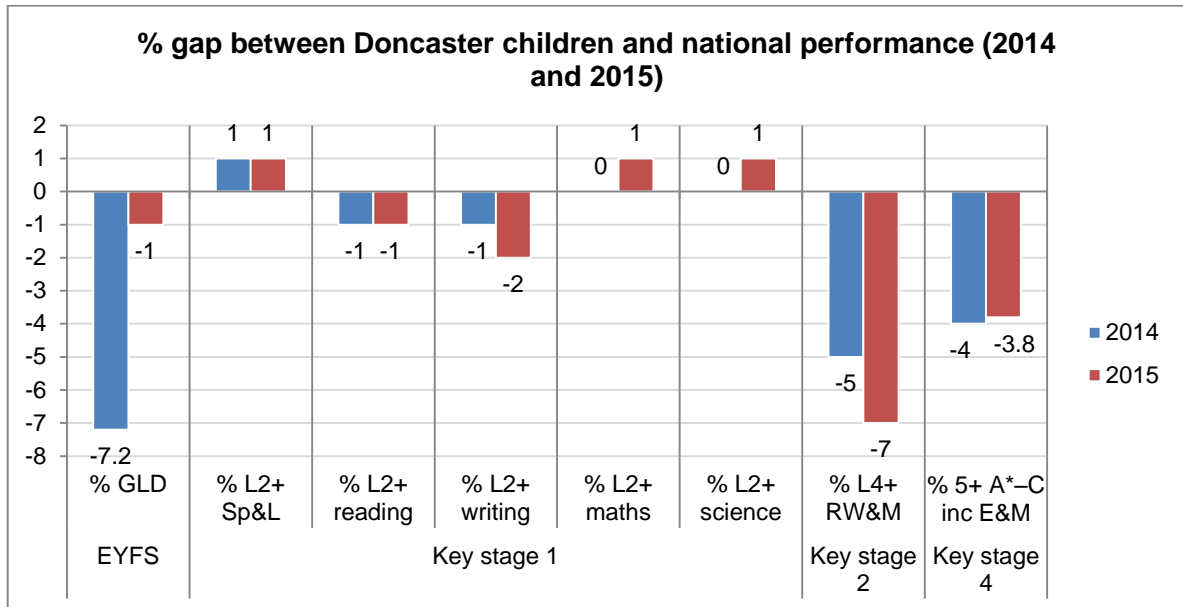
8. In 2015 approximately 18,000 children in Doncaster are assessed at various points in their school life. The 2014/15 academic year saw 3,737 five year olds undertake Early Years Foundation Stage assessments, 3,756 six year olds undertook Phonics screening checks, 3,795 seven year olds were teacher assessed at key stage 1, 3,281 eleven year olds sat national tests at key stage 2 and 3,260 sixteen year olds undertook GCSE and equivalent exams.
9. Local authorities are held to account based on the performance of children undertaking the above assessments and tests with the 2014/15 outcomes published as follows:

Stage	Age	Date	Final/Provisional
EYFSP	5	19/11/2015	Final
Phonics	6	25/09/2015	Provisional
Key stage 1	7	25/09/2015	Provisional
Key stage 2	11	05/11/2015	Final
Key stage 4 (GCSE)	16	15/10/2015	Provisional

10. This report covers performance of children across the borough over time and compared to their peers nationally to highlight where gaps in performance exist, if those gaps are reducing and, in brief, areas that are targeted by the Council Education Standards and Effectiveness service.
11. The Council has acted swiftly to address the underperformance demonstrated in the 2015 results. A variety of strategies are in place with robust monitoring and reporting mechanisms.

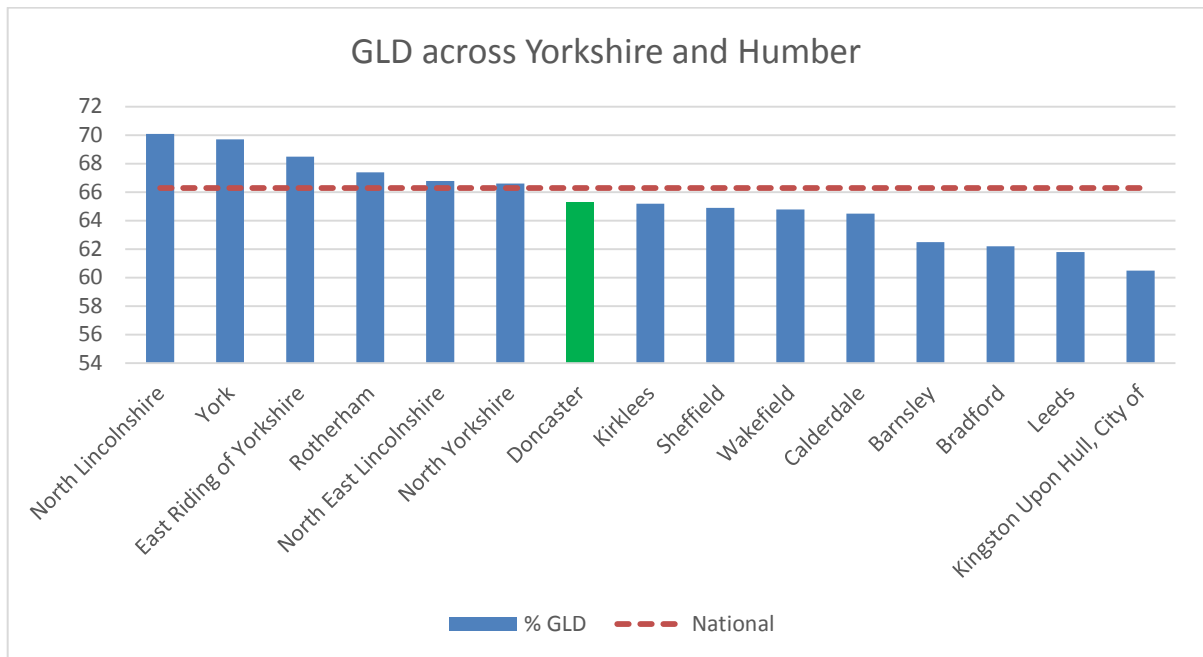
Outcomes for Doncaster

12. The gap between children's performance in Doncaster and national outcomes has changed since 2014 as follows:
 - The gap in EYFS outcomes has narrowed significantly, and the proportion of children achieving a good level of development is now only 1pp below the national average.
 - At KS1, the proportion of children achieving level 2 in speaking and listening remains slightly above average, and in reading remains slightly below average. In writing, children have fallen slightly further behind, while in maths and science they are now above average.
 - At KS2, the proportion of children achieving level 4 in reading, writing and maths (combined) has fallen further below the national average.
 - At KS4, the proportion of children achieving 5 GCSEs at C or above, including English and maths, remains below the national average, although the gap has narrowed very slightly.

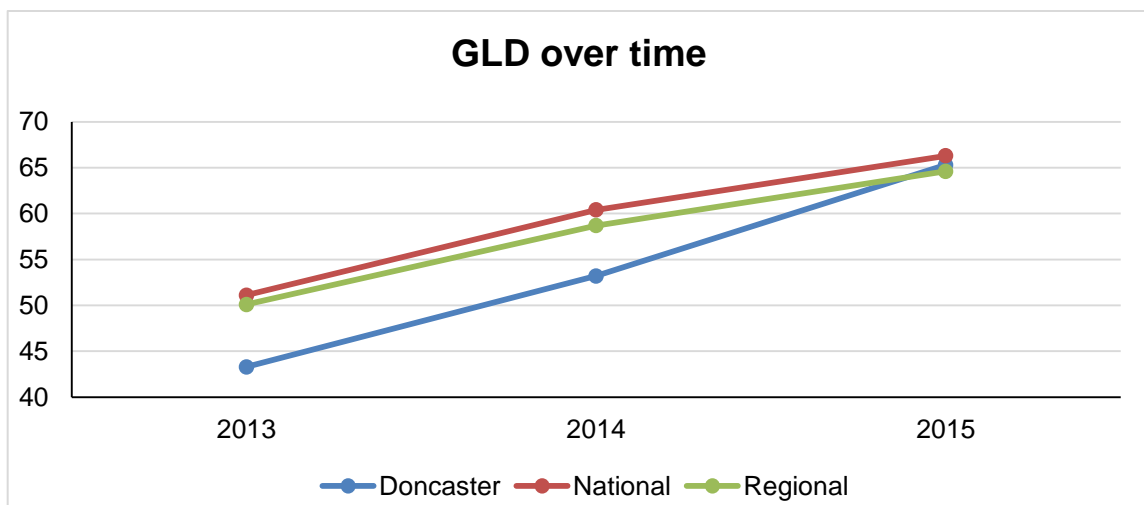


Early Years Foundation Stage (Children Aged 5)

13. The success of five year old children in Doncaster continues to improve at a rate faster than national with the government measure used to determine if five year old children are making a 'good level of development' improving on the previous year for the third year in succession and significantly reduced the gap to national performance, with Doncaster now just 1pp below the national figure.
14. Performance of Doncaster's five year old children is currently lower than the national average by 1% and shows that 2,431 (65.3%) of children at this phase are making a good level of development. This performance demonstrates a 12.1% increase in children making a good level of development since 2014 and for the second consecutive year the gap between Doncaster children and their peers nationally has narrowed.
15. Approximately 800 more children made a good level of development in 2015 than in 2013 when the standard was introduced.
16. Doncaster's performance for this age group ranks 7/15 for this measure when compared to the Yorkshire and Humber region meaning Doncaster ranks 7 places higher than the previous year.



17. Over time, Doncaster performance has improved at a rate faster than both the Yorkshire and Humber region and national figures.
18. While Doncaster performance is slightly lower than the national figure (1% lower) it is higher than the regional figure for the first time since the measure was introduced.

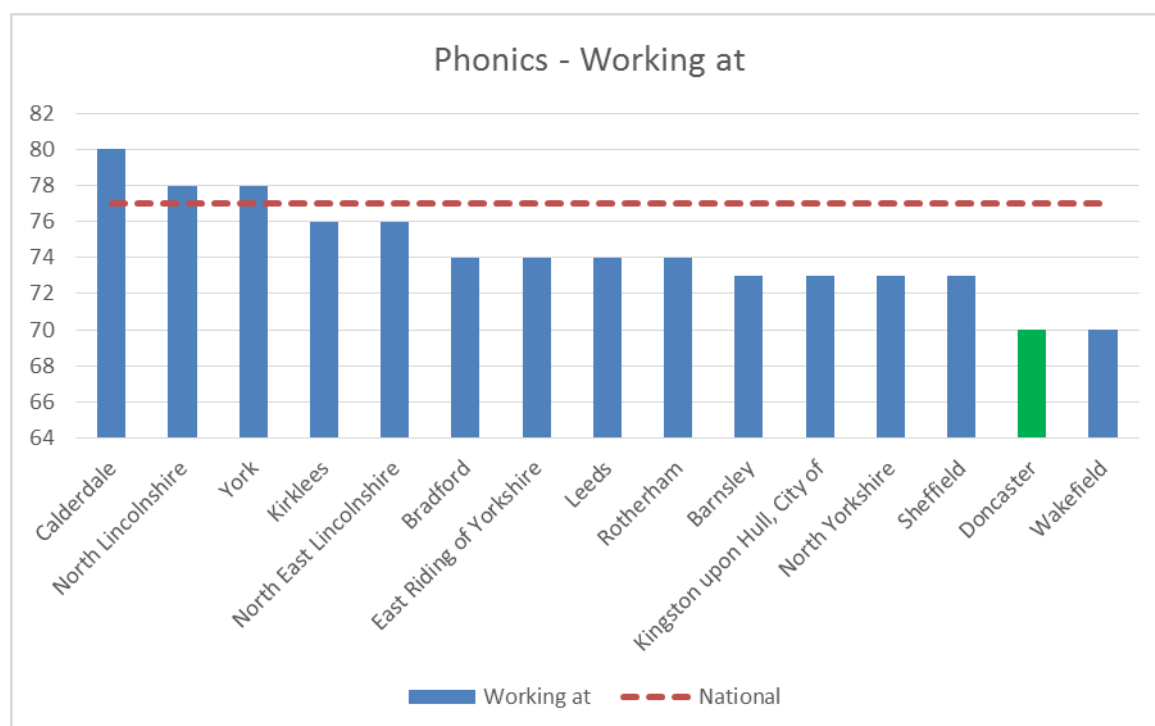


Summary

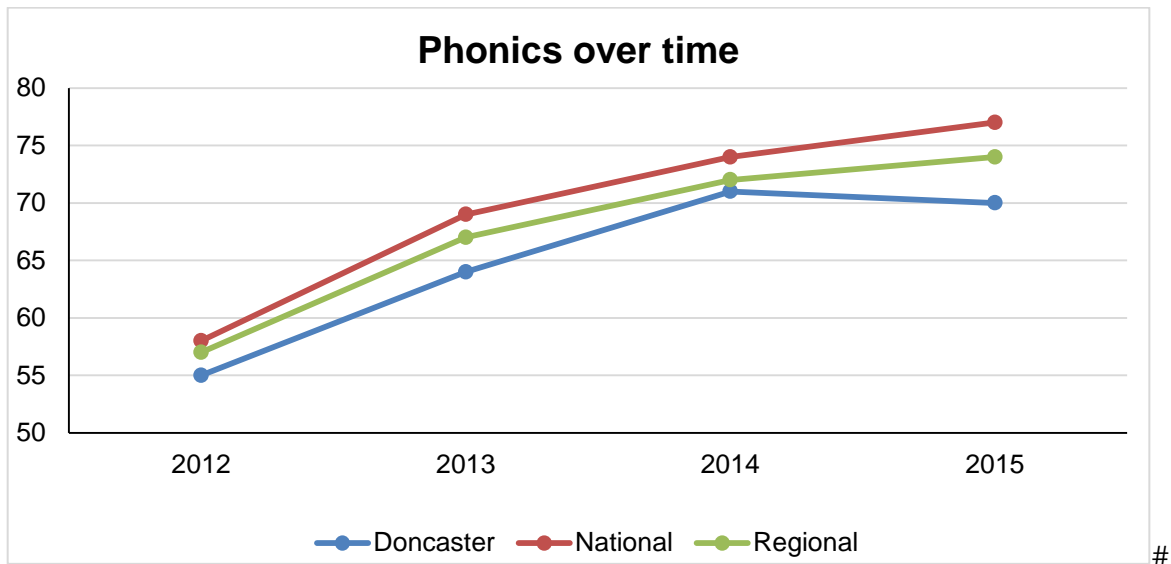
- The gap between Doncaster children assessed as making a good level of development and their peers nationally has narrowed since 2013
- The percentage of children aged five judged as making a good level of development has increased by 22% since 2013
- The percentage of children aged five judged as making a good level of development has increased by 12.1% since 2014

Phonics Testing at ages 6 and 7

19. Performance of Doncaster's six year old children is 7% lower than the national average and shows that 2,639 (77%) of children at this phase are working at the required standard.
20. This performance demonstrates a 1% decline on the previous year and means the gap between Doncaster children and their national peers has widened. Doncaster's performance for this age group ranks 14/15th for this measure when compared to the Yorkshire and Humber region.
21. Children who did not achieve the phonics standard in year 1 are required to resit the test in year 2 (aged 7). By the end of year 2, 88% of children achieved the phonics standard, which is close to the national average of 90% and demonstrates a slightly more rapid improvement than was seen nationally.

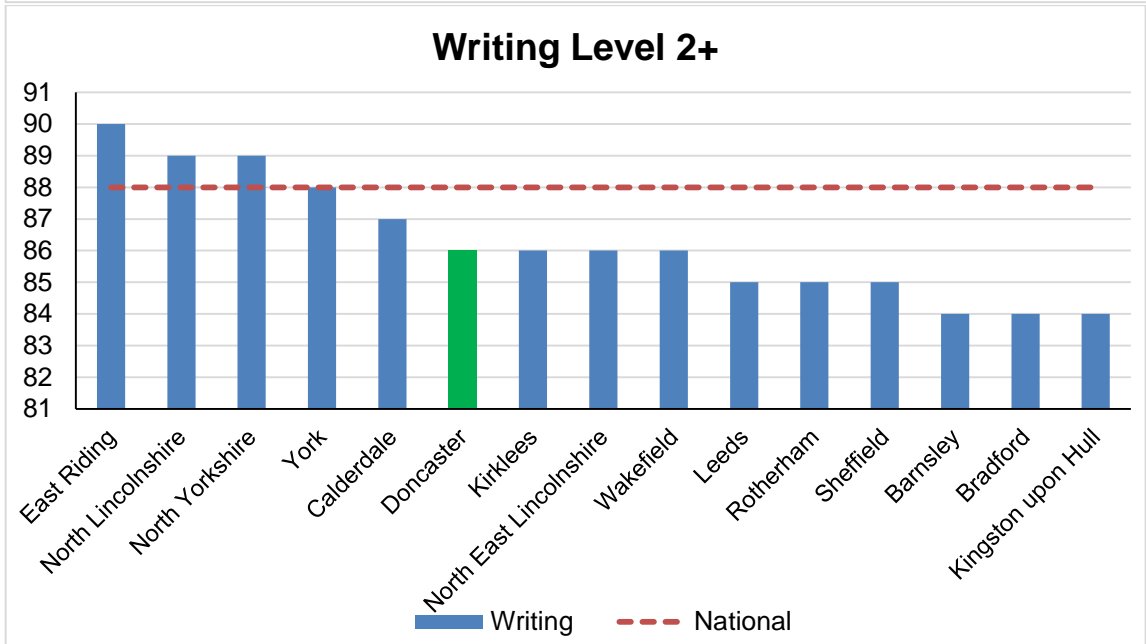
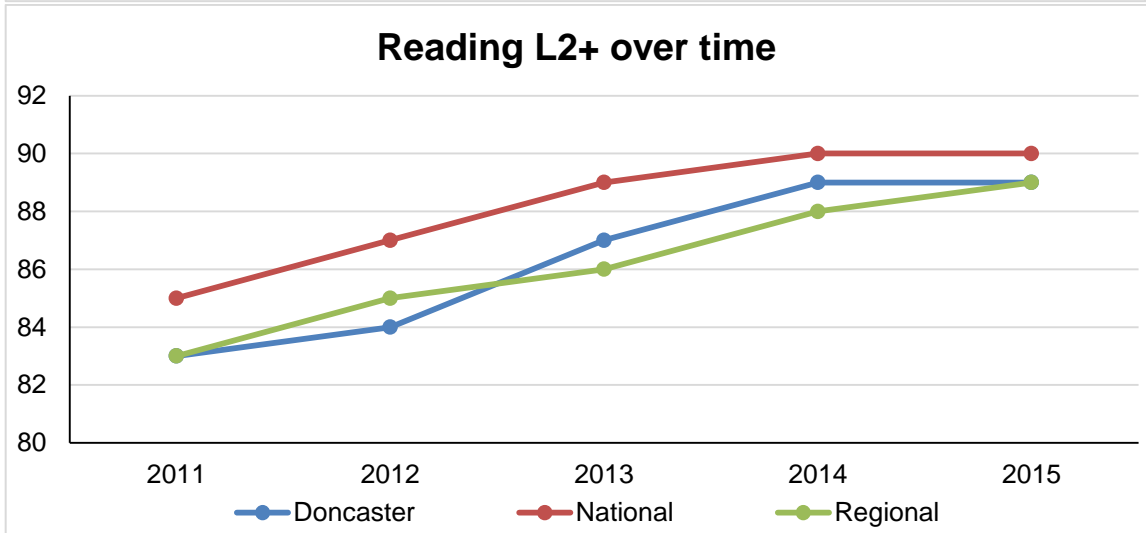
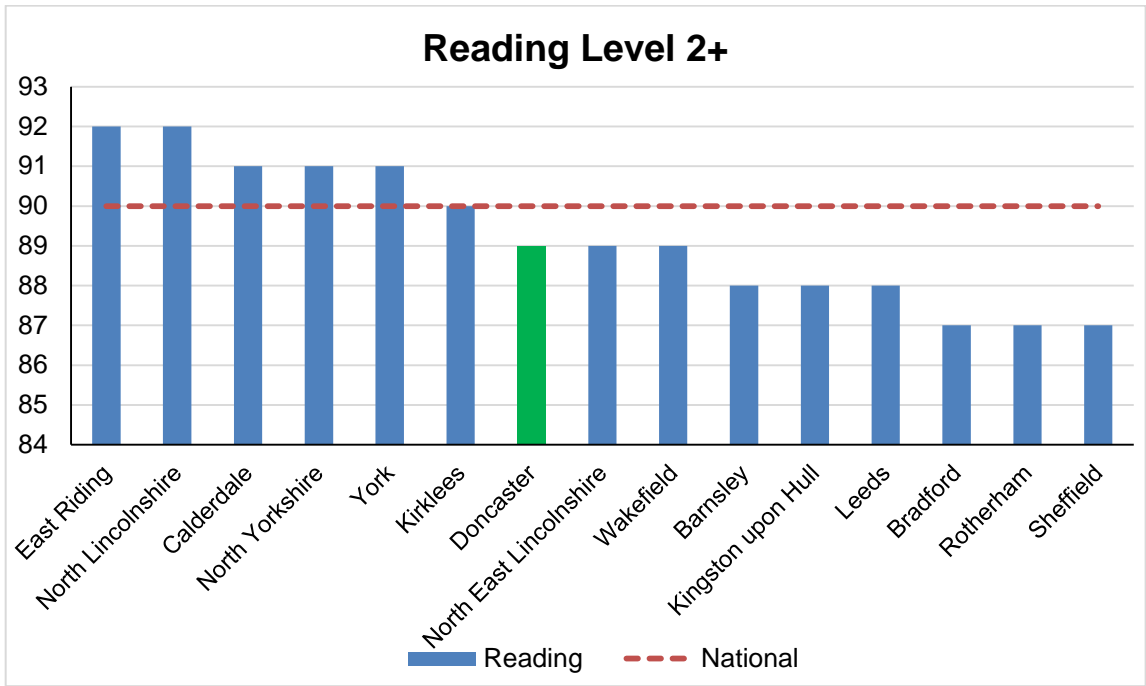


22. Between 2012 and 2014 improving performance year on year had narrowed the gap between Doncaster children and their peers nationally and regionally. However, the 1% decline in 2015 resulted in those gaps widening by 4% (to national) and 3% (to regional) respectively.

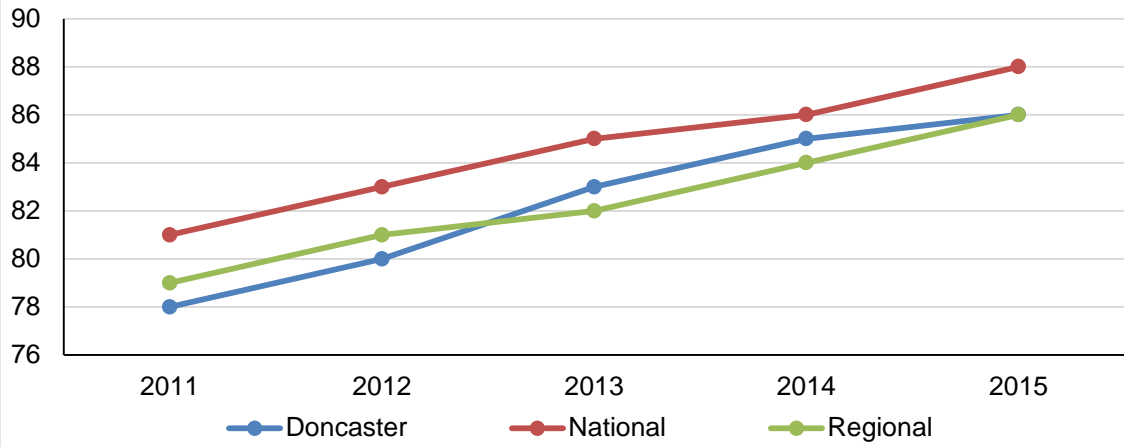


Key Stage 1 Attainment (Children aged 7)

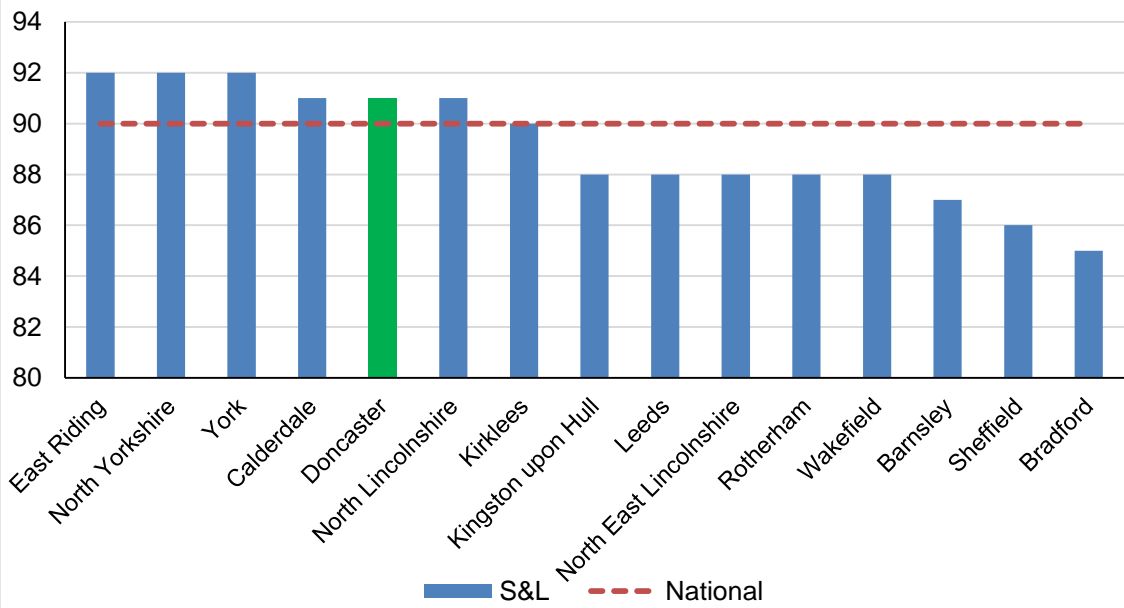
23. Seven year old children are assessed by teachers in the school they attend; these assessments are carried out in Reading, Writing, Maths, Speaking and Listening and Science.
24. Assessments show that Doncaster children have maintained or improved outcomes across all subjects when compared to 2014 and although the gap between Doncaster and national performance in writing has widened by 1%, we have outperformed the national average for maths, science and speaking and listening and were ranked highest in the Yorkshire and Humber region for maths.
25. In Doncaster 3,795 children were assessed with 3,449 (90.9%) being judged as reaching the expected level in Speaking and Listening, 3,396 (89%) in Reading, 3,262 (86%) in Writing, 3,555 (94%) in Maths and 3,503 (92%) were judged to be at the expected level in Science.
26. Performance of Doncaster children aged seven shows an improving trend over five years in all subjects.
27. When compared to the Yorkshire and Humber region, Doncaster performance ranks as follows:
 - 7th out of 15 for Reading
 - 6th out of 15 for Writing
 - 5th out of 15 for Speaking and Listening
 - 1st out of 15 for Maths
 - 3rd out of 15 for Science
28. The attainment gap between pupils eligible for free school meals and their peers is in line with the gap nationally.
29. Pupils with SEN support achieve results lower than similar pupils nationally, particularly in reading and writing; however, pupils with an EHCP achieve results significantly better than similar pupils nationally.



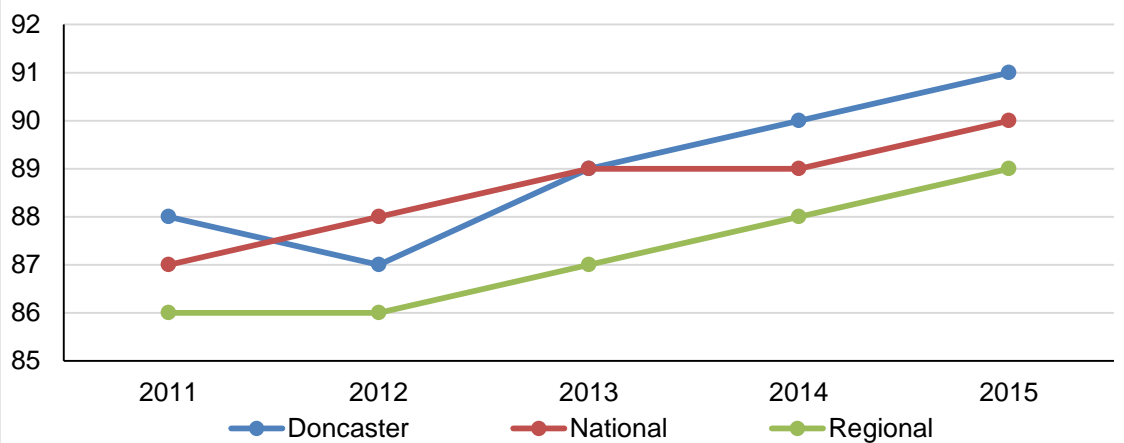
Writing L2+ Over Time



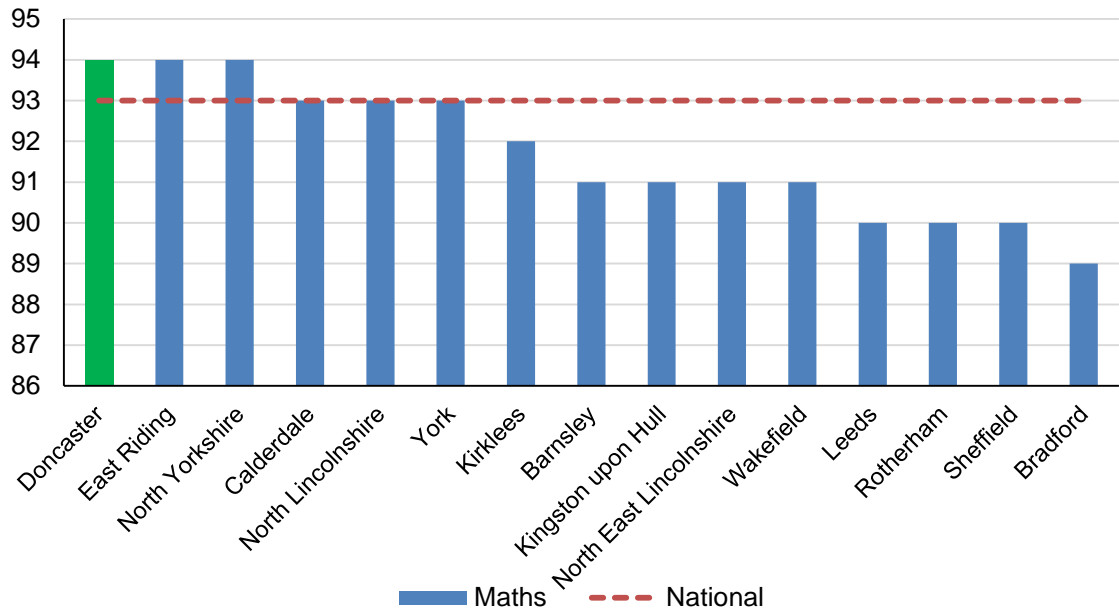
Speaking & Listening Level 2+



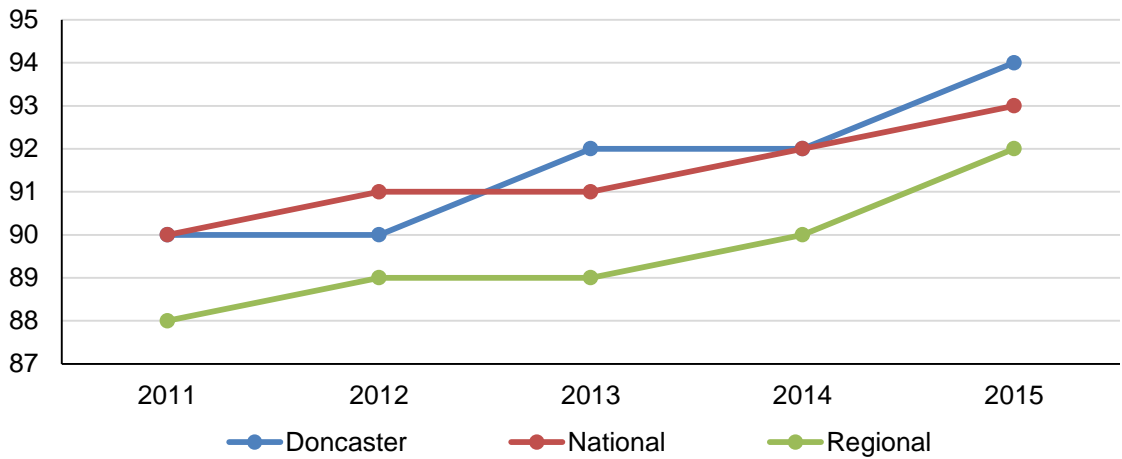
Speaking & Listening L2+ over time



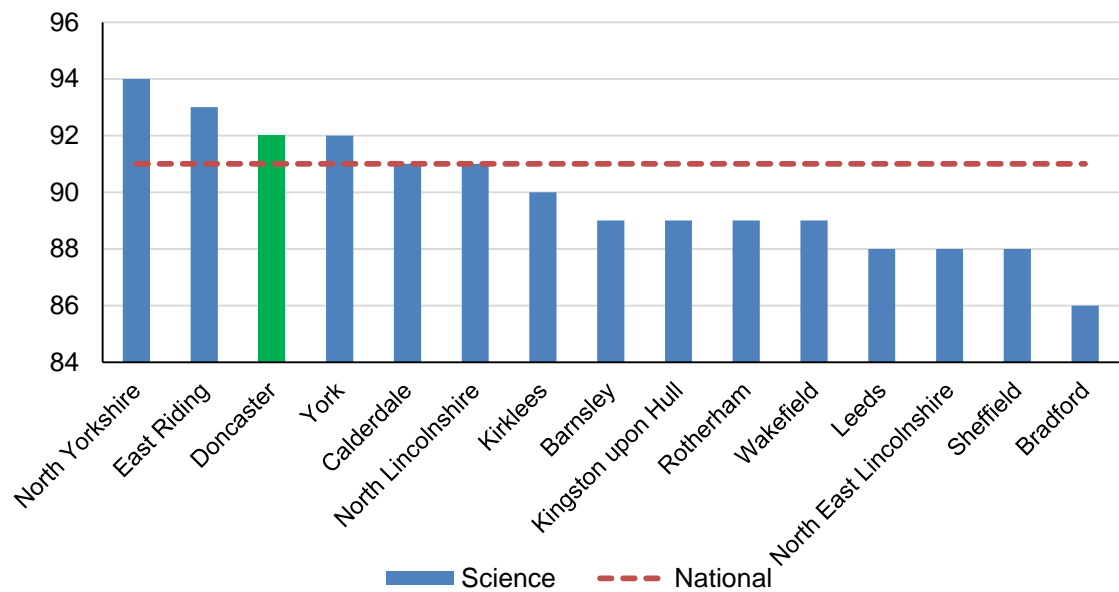
Mathematics Level 2+

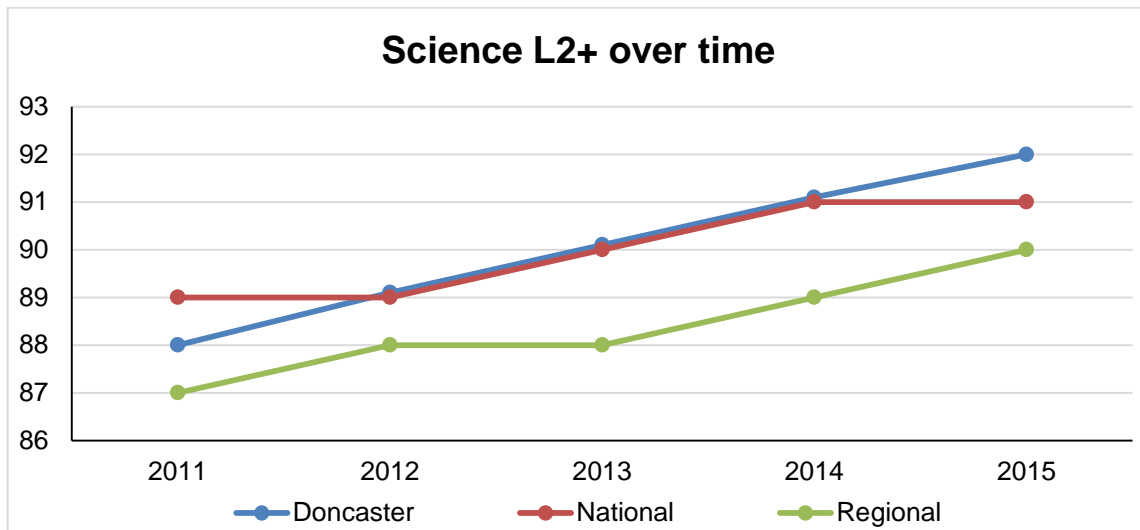


Mathematics L2+ over time



Science Level 2+





Summary

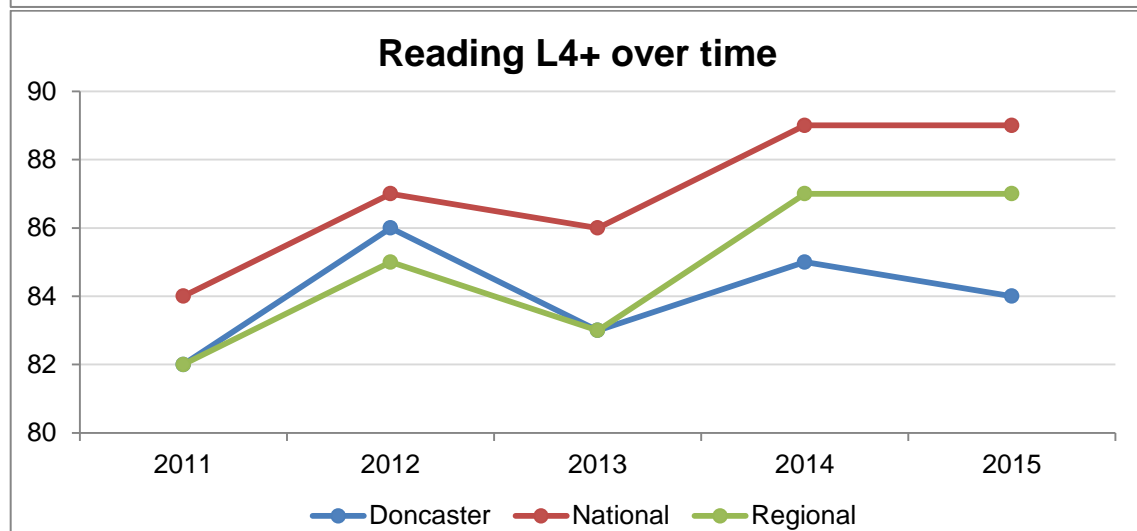
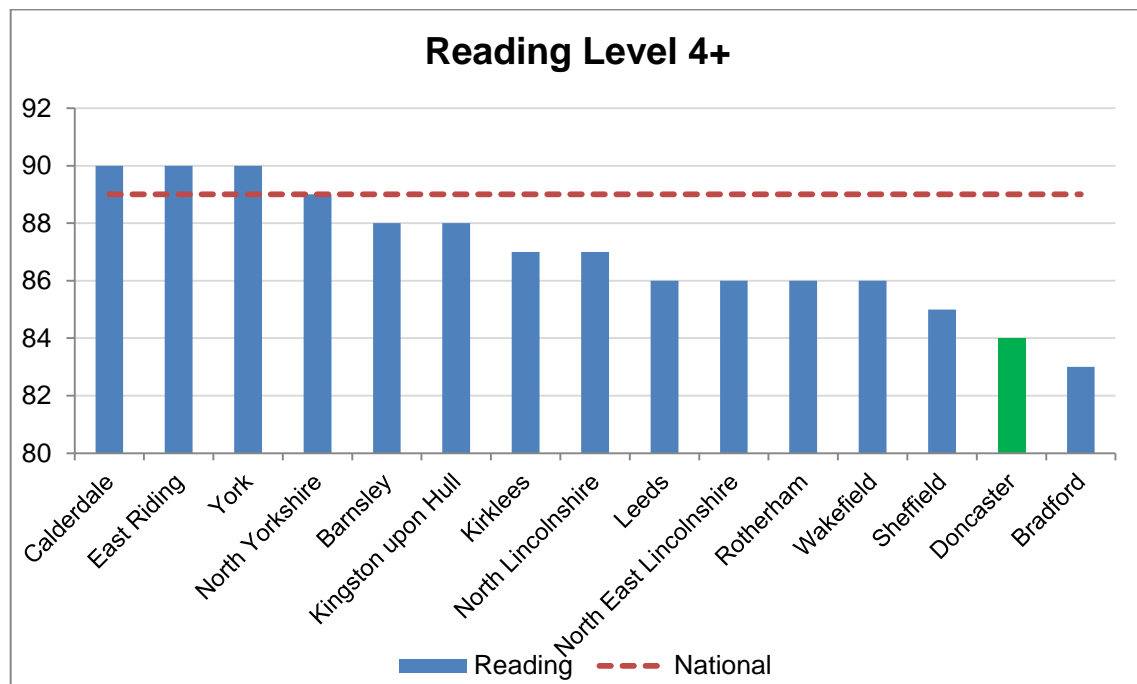
- The percentage of children aged seven assessed at the expected level in Maths is above the national figure
- Doncaster children assessed at the expected level in Speaking and Listening is again higher than the national and regional figures
- The percentage of children aged seven judged as working at the expected level has increased for three years in succession in Maths and Speaking and Listening
- Doncaster children now outperform their peers regionally and nationally for the first time.
- The percentage of children aged seven judged as working at the expected level in Science and Writing has increased every year for the last five years
- Performance in Reading and Writing is below the national average

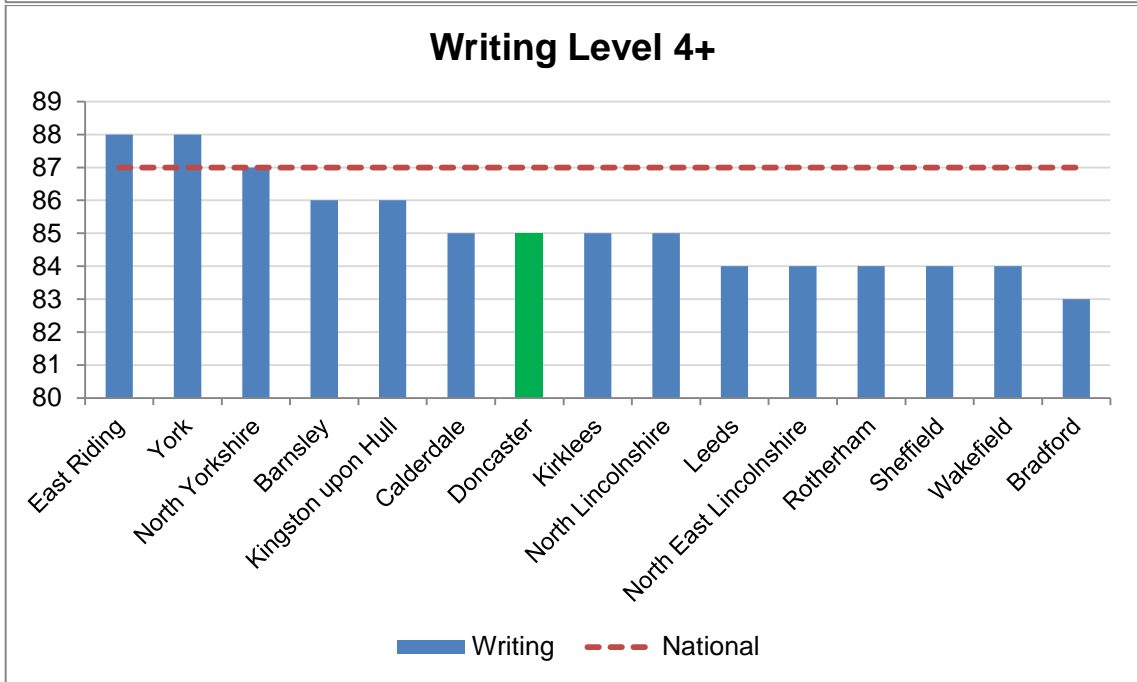
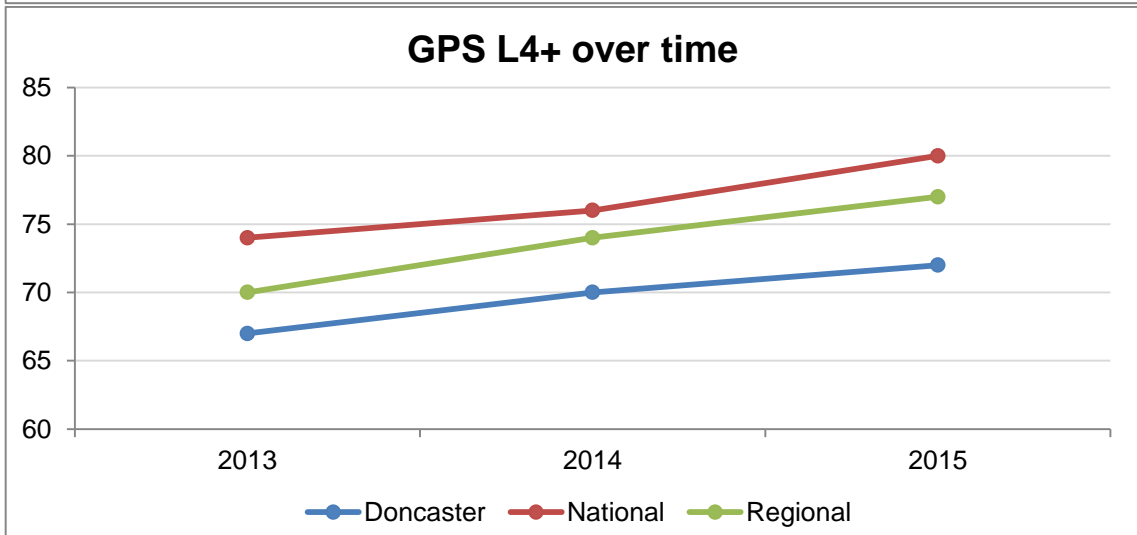
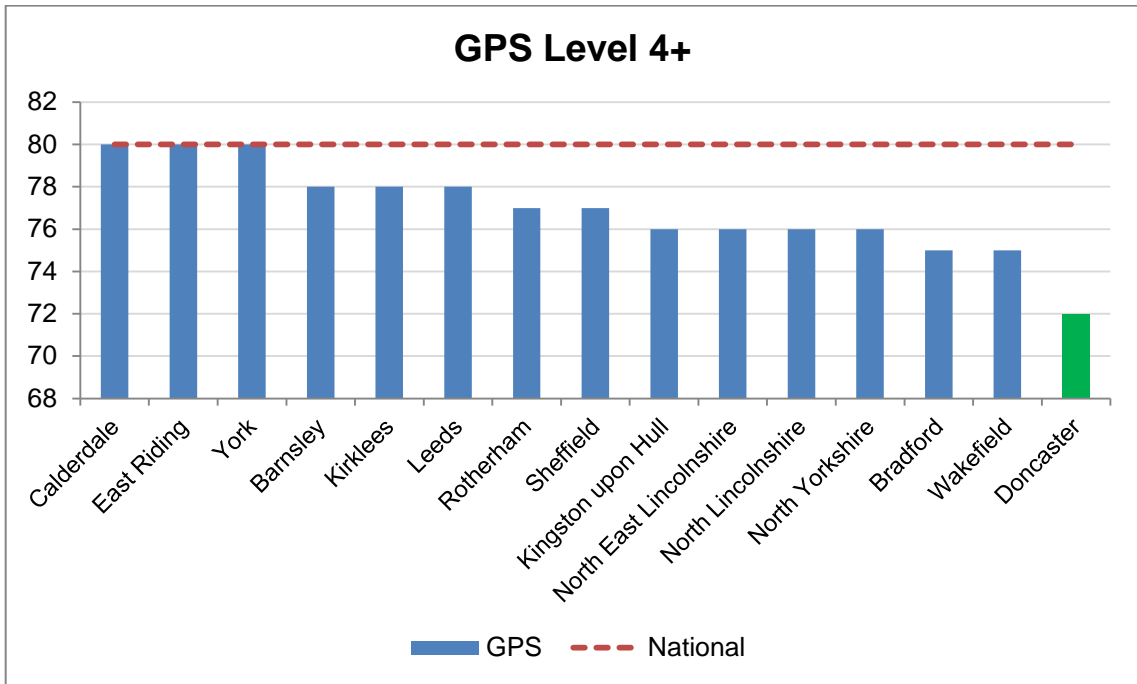
Key Stage 2 attainment (children aged 11)

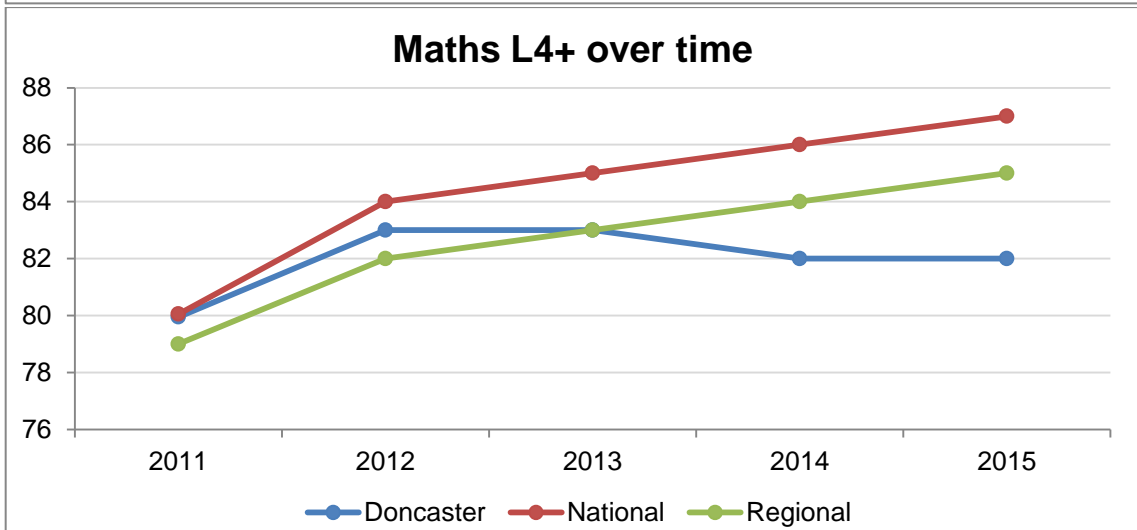
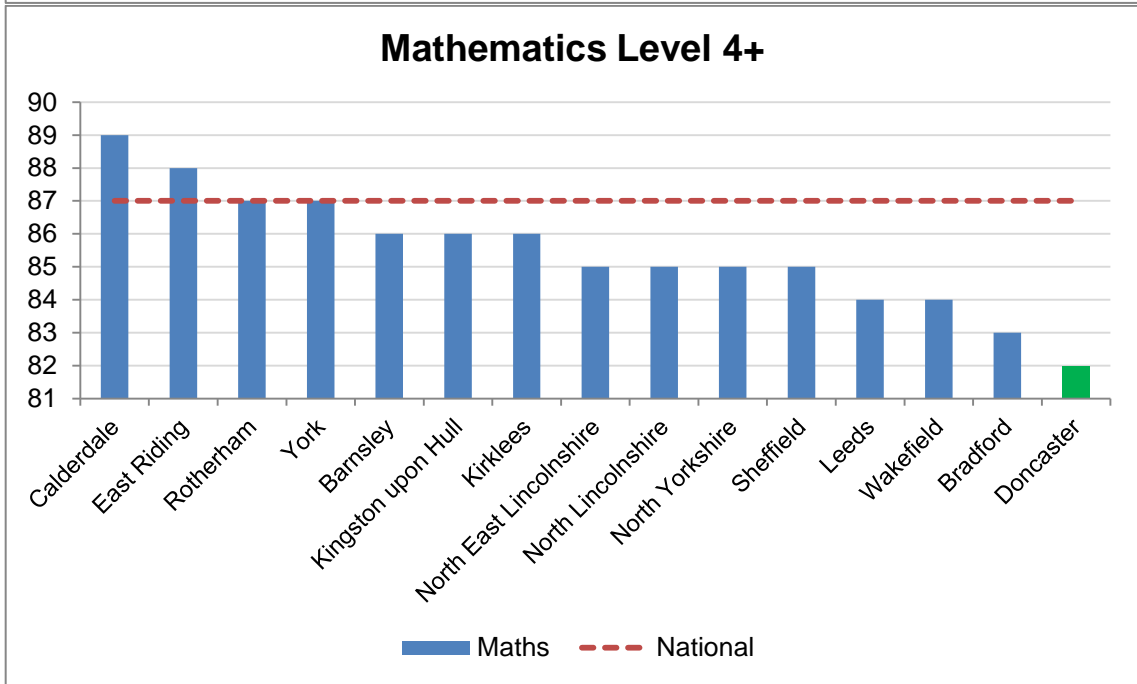
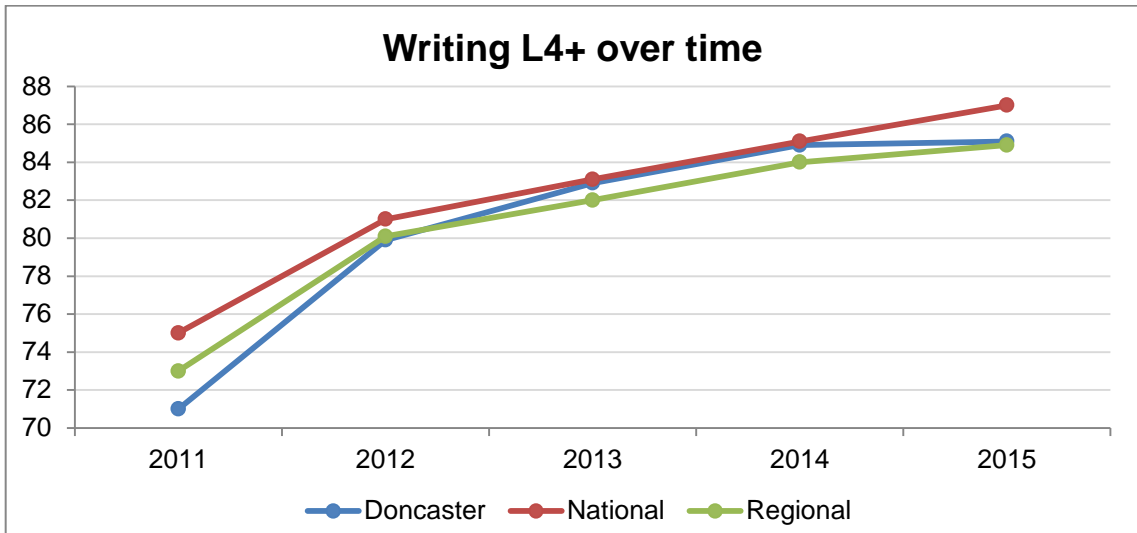
30. Eleven year old children are assessed nationally through DfE standard tests, these tests are carried out in Reading, Grammar, Punctuation and Spelling and Maths with Writing being teacher assessed.
31. Doncaster performance is below the national average in all measures. The only subject seeing an increase in performance from 2014 is Grammar, Punctuation and Spelling (GPS) with a 2% increase on last year.
32. In Doncaster 3,281 children were tested with 2,394 (73%) of those achieving the Department for Education (DfE) Benchmark of level 4+ in Reading, Writing & Maths combined, 2,746 (84%) achieved level 4+ in reading, 2,774 (85%) were assessed as level 4+ in Writing and 2,686 (82%) in Maths, while 2,352 (72%) children aged eleven achieved level 4+ in Grammar, Punctuation and Spelling.
33. Analysis of pupil groups show that in Doncaster performance of pupils eligible for free school meals (FSM) this year has fallen, with 61% achieving the DfE benchmark, a 5% drop on the previous year, compared to a national increase of 3%. This figure is now below the national average for FSM

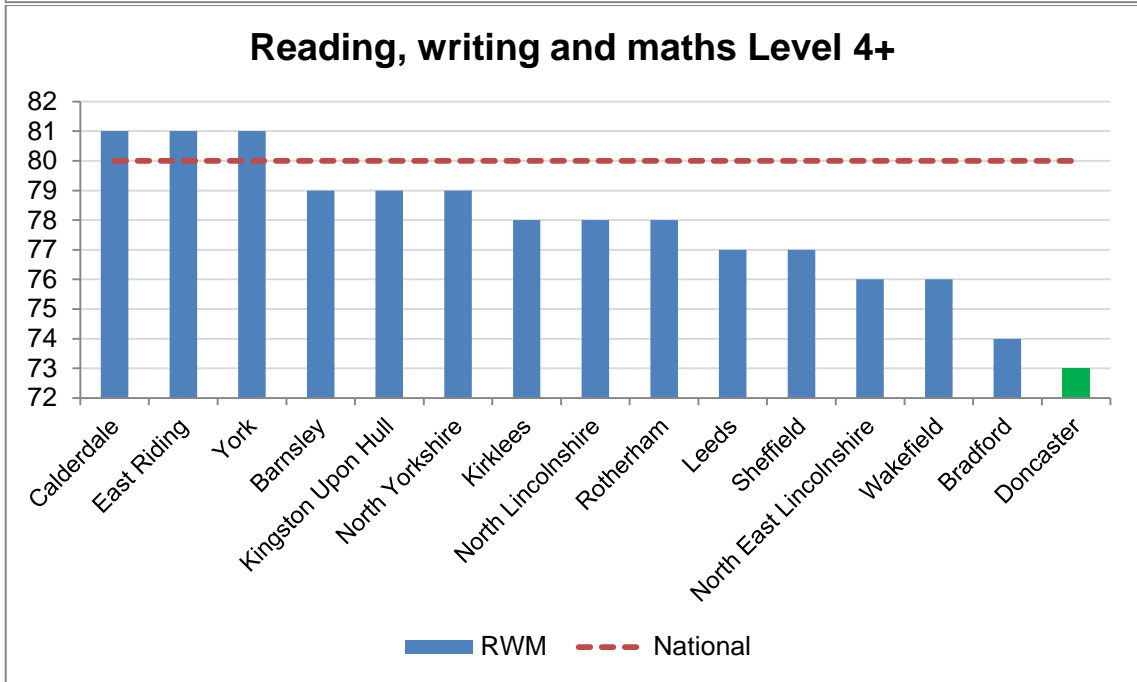
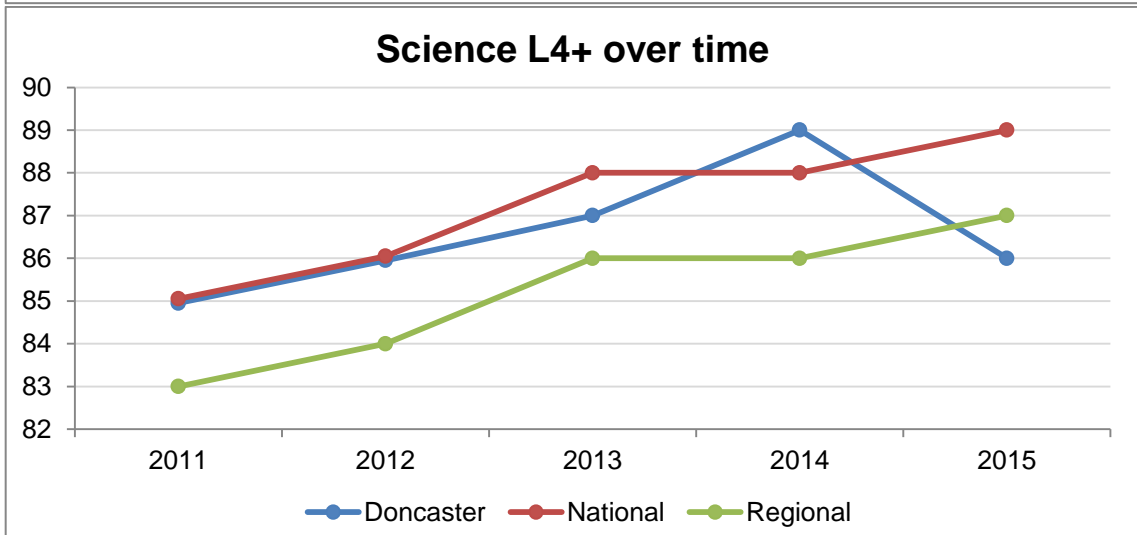
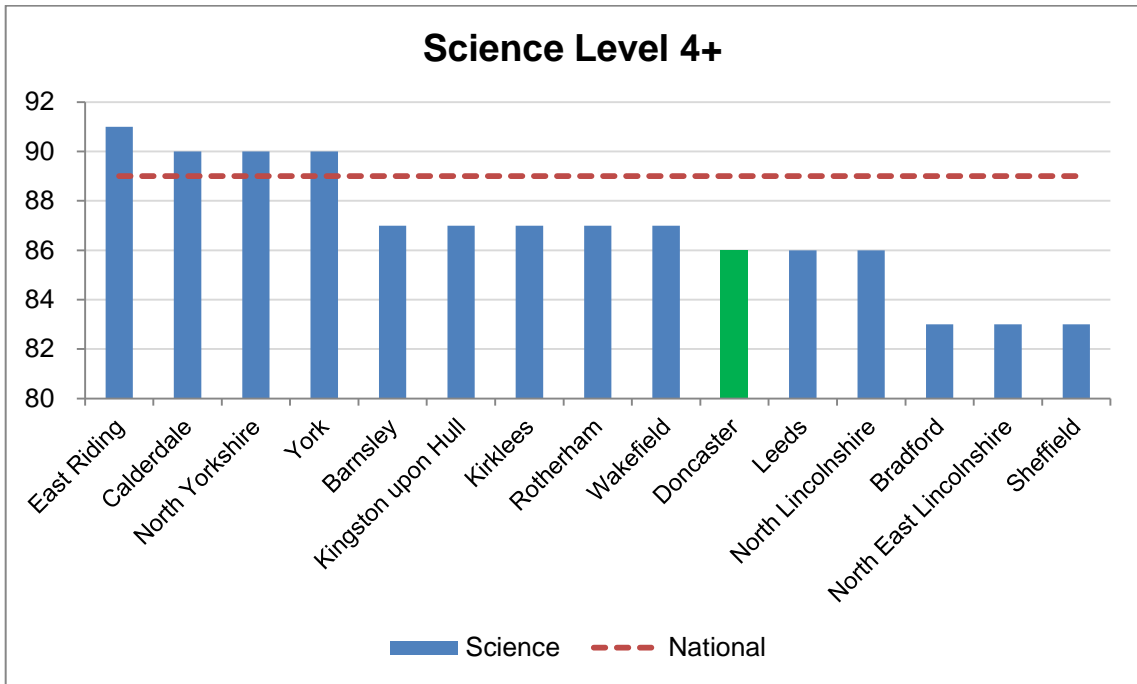
pupils, with Doncaster pupils widening the gap between FSM and non-FSM pupils to 19% compared to 14% nationally.

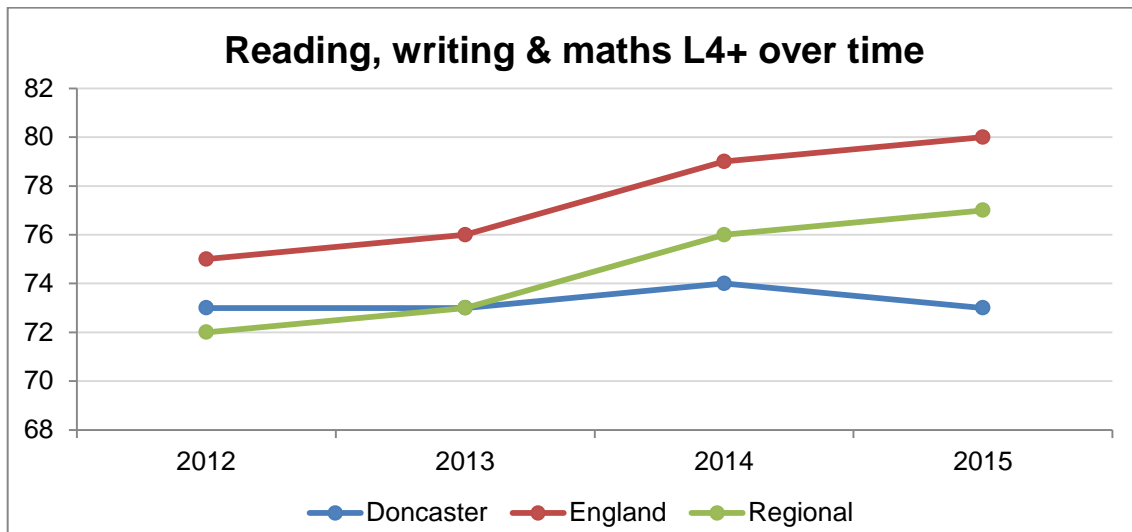
34. The performance of EAL pupils dropped to 55% in reading, writing and maths combined compared to a national outcome of 77% for similar pupils.
35. Doncaster pupils with a Statement of Special Educational Needs or EHCP continue to outperform their peers nationally with 20% achieving the DfE benchmark outcome compared to a national figure of 16%, although this gap is narrower than it was in 2014. All Doncaster Special Schools are rated as good or better by Ofsted and mainstream schools are challenged on the performance of SEND pupils through the termly risk assessment process, while academies are engaged in an annual challenge conversation related to the performance of SEND pupils.





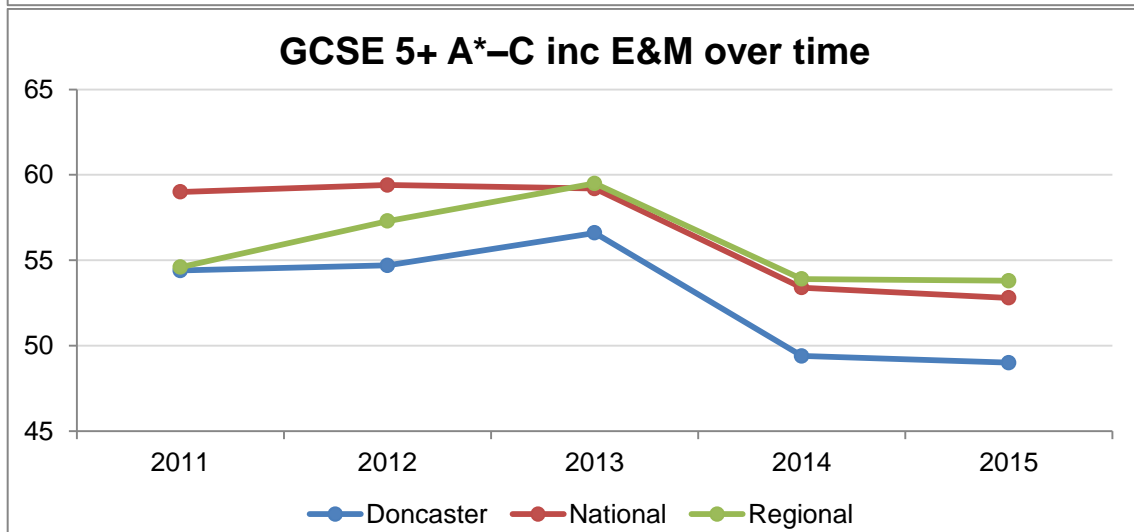
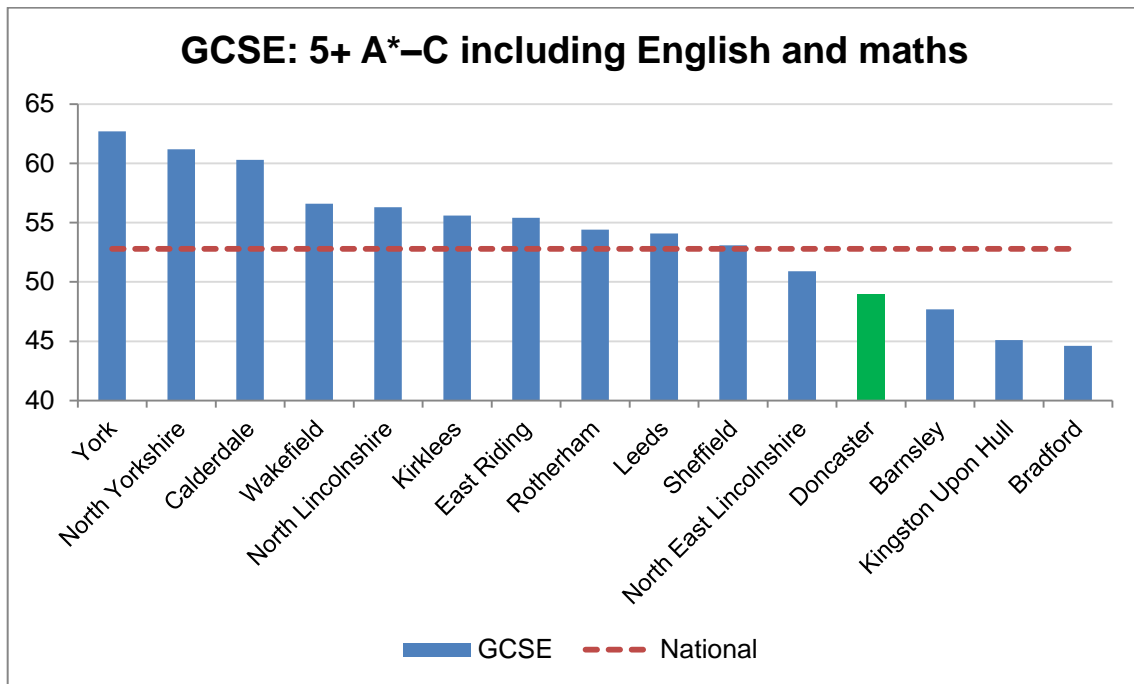






Key Stage 4 Attainment Summary (children aged 16)

36. At age 16, students are assessed nationally through GCSEs and vocational qualifications.
37. In Doncaster, 3260 students were tested with 1,597 (49%) of those achieving the DfE benchmark of 5 GCSEs at grade C or above including both English and maths, and 452 (14%) achieved the English Baccalaureate.
38. Doncaster performance remains below the national average in all measures. However, beneath that there have been some improvements since 2014. The number of students achieving 5 A grades and the number achieving the English Baccalaureate have increased faster than the national average. The number of students achieving a C grade in English has held steady where nationally it has fallen. The number of students achieving a GCSEs at A*–G, including level 1 English and maths, has improved and is now only 0.5pp below the national average.
39. Pupils eligible for free school meals (FSM) achieve lower results than similar pupils nationally on all measures; the gap between their results and their peers' is broadly in line with the national average. This represents a drop in their performance compared with the previous year against most key performance indicators.
40. Pupils with English as an additional language (EAL) achieved 10pp below their peers on the benchmark measure, compared to a gap nationally of 3pp. This shows a very slight improvement on the previous year.
41. Pupils with a Statement of SEN or Education Health Care Plan continue to outperform similar pupils nationally (14.3% achieving the benchmark compared with 8.7%) and have improved significantly on last year's results of 9.5% (compared with 8% nationally). However, pupils with SEN who do not have a Statement or EHCP achieve results significantly lower than similar pupils nationally, at 13.9% (compared with 22.7%), and this gap has widened since 2014.



Outcomes for Children in Care

42. When looking at the educational performance of children in care it is worth remembering that cohort numbers are small. Outcomes are as follows:

Phase	Measure	CiC
EYFS	GLD	42%
KS1	L2+ reading	60%
	L2+ writing	53%
	L2+ maths	67%
KS2	L4+ RW&M	64%
	L4+ reading	76%
	L4+ writing	68%
	L4+ maths	64%
	L4+ GPS	52%
KS4	5+ A*-C	11%
	5+ A*-C inc E&M	9%

43. At key stage 1, the proportion of children achieving at least level 2 in reading and writing was broadly the same as in 2014, but there was a fall of 15pp for those achieving at least level 2 in maths.
44. Outcomes at key stage 2 have significantly improved on 2014, with the proportion of children achieving the benchmark of level 4 in reading, writing and maths up 17pp to 64%, with all subjects including GPS seeing their results improve.
45. Outcomes at key stage 4 have fallen, with only 9% of children in care achieving the benchmark, down from 15% in 2014, showing a widening gap between children in care and their peers.

Academy Growth and Improvement Plans for Doncaster

The Underperformance in Key Stages 2 and 4 is being addressed with urgency in the following ways:

- There has been a robust challenge to the Regional schools commissioner to improve the quality of provision in the underachieving Academies in Doncaster and the dialogue has resulted in proposals to use the Northern Growth fund to assign more Academies to the Outwood Grange Academy Trust in the near future.
- Underachieving Primary schools are being challenged to improve their performance by use of the existing School Improvement Strategy and an additional 3 tiered approach to Academisation and use of LA powers to remove ineffective Governing Bodies. Formal federations will no longer be used as an improvement tactic and successful school to school partnerships will be encouraged to formalise as Multi-Academy Trusts.
- The Partners in Learning Teaching School Alliance will play a much greater role in supporting local small size MATs to deliver high quality support and challenge.
- Bespoke plans for post Ofsted actions and Key Stage 2 improvements will be delivered in line with the proposed timeframes.
- Good and Outstanding Schools will be encouraged to become leaders in Multi-Academy Trust provision to support Doncaster schools deemed to be coasting or in need of rapid improvement.
- All Governing bodies of Maintained schools will be approached in the spring term 2016 to consider their future plans and indicate to the LA if they wish to be part of an Academy growth plan either as a sponsor for other schools or part of a multi-Academy trust arrangement. The LA will then support schools accordingly to maximise locality provision for Doncaster partners.
- Headteachers will be invited to work with the LA to create a strategy for the future to strengthen Academy partnerships and effectiveness in a coherent and pre-planned way.

OPTIONS CONSIDERED AND REASONS FOR RECOMMENDED OPTION

46. There are no options as the report is for information.

IMPACT ON THE COUNCIL'S KEY OUTCOMES

	Outcomes	Implications
	<p>All people in Doncaster benefit from a thriving and resilient economy.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> • <i>Mayoral Priority: Be a strong voice for our veterans</i> • <i>Mayoral Priority: Protecting Doncaster's vital services</i> 	<p>Good education enables us to prepare our children and young people for employment in the future. In turn helping the economy to grow and flourish.</p>
	<p>All families thrive.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Protecting Doncaster's vital services</i> 	<p>As above, a good education supports families to thrive by preparing children and young people for employment.</p>

RISKS AND ASSUMPTIONS

47. Assumptions:

- Doncaster's schools are challenged by their Governing Bodies, the Local Authority, the DFE and Ofsted about their examination and test outcomes at all stages.
- Governing Bodies are responsible for ensuring the school development plans are in place to address low attainment and progress.
- Schools are responsible for the purchase of high quality training and support from a range of sources to improve teaching and learning.
- The Local Authority is not the provider of training and support, but acts to challenge providers when the results are too low.
- The Local Authority monitors results and progress and exercises its duties in accordance with a published Doncaster School Improvement Policy.
- Schools will respond appropriately to issues associated with changes to exam systems.

48. Risks:

- New measures could result in a lack of consistency for the next group of children's analysis
- The above measures mean more schools are likely to be judged as having insufficient progress and are at risk of an Ofsted category.
- In terms of KS4, the volatility in outcomes could have a significant affect both regionally and nationally.

- New calculations mean schools may opt to enter children for courses determined by performance tables rather than the best interests for students.
- Failure to improve outcomes in line with the post Ofsted action plan, this will be closely monitored through regular performance meetings.

LEGAL IMPLICATIONS

49. Section 13 of the Education Act 1996 states that 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 area.
50. This duty is extended by Section 13A which requires a local authority in England to ensure that their relevant education functions and the relevant training functions are (so far as they are capable of being so exercised) 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

51. There are no specific financial implications relating to the recommendations in this report.

HUMAN RESOURCES IMPLICATIONS

52. There are no Human Resource implications relating to the recommendations in this report.

TECHNOLOGY IMPLICATIONS

53. Not applicable.

EQUALITY IMPLICATIONS

54. The equality of expectation for all children is a core value within all aspects of the work undertaken in education settings and underpins the support and challenge provided by officers.

CONSULTATION

55. No further consultation was undertaken for this report.

BACKGROUND PAPERS

56. Local Authority Arrangements for Supporting School Improvement – Post Ofsted Action Plan (Revised September 2015) – Appendix A
57. School Improvement Strategy 2015-2016 – Appendix A
58. Key Stage Two Raising Achievement Strategy - Appendix A

59. Local Authority Relationship With Academies And Educational Attainment Review
60. Panel's Follow-Up Response Of Education Attainment Review And Recommendations – Appendix B

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