

# CYP Overview and Scrutiny Committee

9<sup>th</sup> November 2016



## Education Services Update

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### Report of Phil Hodgson, Strategic manager Education Development Services

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#### Purpose of the Report

1. The purpose of this report is to provide updated information to the CYP Overview and Scrutiny Committee on educational outcomes in County Durham, and related updates on the focus and provision of education services.

#### Background

2. Durham County Council's education department continues to provide support and intervention, including intensive support for schools in most need, to ensure the best educational outcomes for children and young people in Durham.
3. The results from tests and examinations at the Early Years Foundation Stage, Key Stage 2 and Key Stage 4/5 for 2016 which, when compared with national averages, provide the key outcome measures for early years, primary and secondary education respectively, indicate that schools and settings continue to perform very well. The support they receive from the County's education service contributes to these positive outcomes.

#### Early Years outcomes

4. Early years outcomes are measured by the percentage of children reaching a good level of development (GLD) according to national Early Years Profile criteria. At the end of the Early Years Foundation Stage, children are assessed by the percentage reaching a good level of development in relation to the Early Learning Goals. Assessments are made against pre-set levels, with internal and external moderations.
5. Early Years Foundation Stage outcomes are as follows:

Early Years % GLD	2014		2015		2016	
	Durham LA	National	Durham LA	National	Durham LA	National
All	57	60	64	66	69	69
Boys	48	52	56	59	62.3	62.1
Girls	66	69	72	74	76.2	76.8

6. As the table above indicates, Durham's outcomes are in line with national outcomes, and this has been achieved in 2016 for the first time. This is a very significant achievement considering levels of deprivation in parts of the County which always put pressure on our Early Years outcomes when set against a national benchmark. It also marks an exceptional trajectory of improvement as Early Years outcomes were significantly below national outcomes until the gap began to close in 2014.
7. The gender gap has been closed by 2 percentage points, as boys have made particular improvement in 2016. There has also been a marginal improvement in EYFS outcomes in terms of the gap between children receiving free school meals and all children (20 percentage points in 2015 closing to 19 percentage points in 2016), although there is still work to be done in this area.
8. There are three main areas of activity on which the Early Years team is focused currently, namely:
  - early identification and intervention in schools and settings requiring support
  - the establishment of a new early years panel of professionals to target support more effectively
  - developing new models of support for early years children with particular educational needs, including reviewing the current outreach provision
9. The table below shows the highly effective work done by the Early Years team to secure free early education places in line with national targets:

	<b>2015</b>	<b>2016</b>
National	63%	70%
Regional	35%	81%
Durham	73%	87%

These figures place Durham 24<sup>th</sup> out of 152 local authorities nationally; 2,025 2-year olds have been placed in Durham during the current term.

10. In terms of Ofsted outcomes, Durham is also a highly effective local authority:

<b>% of good or better PVI settings</b>			
	<b>2014</b>	<b>2015</b>	<b>2016</b>
National	78%	85%	85%
Durham	77%	85%	90%
<b>% of good or better primary schools</b>			
National	82%	85%	86%
Durham	89%	91%	93%

### **Key Stage 1 outcomes**

11. In all key measures at Key Stage 1, Durham's outcomes are ahead of national, as the table below indicates:

	<b>National</b>	<b>Durham</b>
<b>Phonics – Year 1</b>	80.5%	82.1%
<b>Phonics – Year 2</b>	66.7%	67.8%
<b>KS1 Expected standards +</b>		
Reading	74.0%	75.3%
Writing	65.5%	69.9%
Maths	72.6%	75.0%
RWM	60.3%	64.6%

12. For Key Stage 1, the benchmark for expected attainment in 2015 was level 2B+. In 2015 81% of KS1 children in County Durham reached this level, with Durham lagging slightly behind the national average (82%). This benchmark has now been altered to the percentage of children reaching expected standards or better (EXS+). In fact, in 2016, on both the previous and the new measure Durham's outcomes exceeded national.

13. This was a particular achievement as Key Stage 1 outcomes had been a priority for improvement for the local authority in recent years, and while the gap between local authority outcomes and national had consistently narrowed, this is the first year where national figures were exceeded.

### Key Stage 2:

14. At the end of the primary stage of education there are still formal, national assessments of pupils' attainment in mathematics and English, through externally set and marked tests for all 11 year-olds. Writing is judged by teacher assessments, moderated by the local authority. Assessments are made against "age related expectations" (AS) for this age group.

15. The table below sets out the percentage of pupils in Durham and nationally that achieved KS2 AS in English (reading), English (writing), mathematics, grammar/punctuation/spelling (GPS) and RWM combined.

<b>KS2 (AS)</b>	<b>National</b>	<b>Durham</b>
Reading (test)	65.7%	<b>69.3%</b>
Writing (teacher assessment)	74.1%	<b>78.3%</b>
Mathematics (test)	69.8%	<b>74.7%</b>
G/P/S	72.4%	<b>75.4%</b>
RWM combined	53.3%	<b>58.9%</b>

16. Attainment levels across the local authority continue to be very strong against national levels and the significant trend of improvement in Durham continues year on year.

17. The same outcomes for Free School Meals pupils (FSM) indicate that Durham's schools perform exceptionally well in supporting the education of

our most vulnerable children. The table below shows data for pupils who have been in receipt of FSM at any point in the previous 6 years (known as 'FSM ever-6' or 'FSM E6')

<b>KS2 (FSM E6)</b>	<b>National</b>	<b>Durham</b>
Reading (test)	52.6%	<b>57.5%</b>
Writing (teacher assessment)	63.5%	<b>68.3%</b>
Mathematics (test)	56.9%	<b>63.5%</b>
G/P/S	60.3%	<b>65.1%</b>
RWM combined	38.5%	<b>44.6%</b>

#### **Key Stage 4:**

18. Assessment at Key Stage 4, which represents the end of compulsory schooling, continues to be through externally set and marked GCSE and GCSE equivalent examinations across a wide range of subjects and courses. These are graded from A\*-G with national benchmarks of achievement. Annual results from examinations at each of Key Stages 4 and 5 (sixth form) are analysed in order to identify trends across the local authority and to inform discussions with specific schools regarding challenge and support.
19. Key Stage 4 outcomes in 2016 are reported in a different way from previous years, with a focus now on 'Basics' (% of pupils achieving A\* - C English and Maths), 'Attainment 8' (pupils' performance across their best 8 qualifications measured on a points award basis, with each grade worth points on an ascending scale), and 'Progress 8' (pupils' progress across their best 8 qualifications expressed as a decimal where +0.01 and above indicates a measure of progress from a predetermined start point and -0.01 and below indicates insufficient progress against expectations).
20. The table below shows 2016 Key Stage 4 outcomes for the local authority against national, although these remain unvalidated until later in the school year.

<b>Provisional Key Stage 4 - 2016</b>		
	<b>National</b>	<b>Durham</b>
% Basics (A*-C Eng & Maths)	62.6%	<b>62.1%</b>
Attainment 8	49.8	<b>49.0</b>
Progress 8	-0.03	<b>-0.12</b>

21. Although as yet unvalidated, these results show that the progress of pupils within English has significantly improved this year at both expected and more than expected rates of progress. Moderate improvements in maths progress

are evident with this still being a future focus for improvement. There have been subject attainment and progress improvements within Durham schools outside of the core which should be reflected in the final progress 8 figures from the DFE releases.

22. In spite of the changes in reporting outcomes that are described above, analysis by officers in the Education Development Service indicates that Durham's KS4 results in 2016 have more than recovered after the small and unprecedented dip in 2015.

### **Sixth form results**

23. AS levels, A levels and vocational qualifications have gone through major reforms in the last few years so, as anticipated, there was more variability in results this year than in the past. The content of new A level and AS level courses have been changed, and courses are no longer divided into modules or contain coursework except where it is required to assess specific skills.
24. Additionally new accountability measures for 2016 mean yearly performance comparisons are more difficult to make with previous cohorts than has been the case in the past. Nationally the proportion of A\* and A grades has continued to fall for the fifth successive year as part of the Department for Education's standards agenda.
25. Despite this, the results for County Durham students have remained broadly consistent with the successes of previous years. Our academic and vocational outcomes continue to be above national figures with an increased number of students achieving the higher grades. Although the full national attainment and progress statistics are not yet validated, the overall picture remains positive.

### **National update**

26. It was announced at the end of October that the government has dropped its plan for a bill that would have forced some schools to become academies and removed the role of councils in driving up standards in education. The Education Secretary, Justine Greening, said the government had "reflected on its strategic priorities" and will now not attempt to implement measures announced in the Queen's Speech and outlined in the 'Education for All' white paper.
27. Consultation will continue on the 'Schools that Work for Everyone' green paper, which includes lifting the ban on new grammar schools and allowing faith schools to select 100% of pupils based on their faith.
28. It is a generally held view amongst County Councils that the forced academisation of schools and the removal of the council role in school improvement goes against evidence that council-maintained schools perform

more highly than academies and free schools in Ofsted inspections, and that conversion to academies does not in itself lead to better results. In Durham in 2016, maintained schools performed better than academies in terms of KS4 outcomes for the first time.

## **Recommendations**

29. Members of the Children and Young People's Overview and Scrutiny Committee are requested to note the information contained in the report.

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**Contact: Phil Hodgson, Strategic Manager, Education Development Service.**

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## **Appendix 1: Implications**

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**Finance – none**

**Staffing - none**

**Risk - none**

**Equality and Diversity / Public Sector Equality Duty – n/a**

**Accommodation – n/a**

**Crime and Disorder – n/a**

**Human Rights – n/a**

**Consultation – n/a**

**Procurement – n/a**

**Disability Issues – n/a**

**Legal Implications – n/a**