



CHILDREN'S SERVICES AND EDUCATION SCRUTINY BOARD

08 January 2018

Subject:	Education Performance – Against National and Regional Comparisons
Cabinet Portfolio:	Councillor Simon Hackett - Cabinet Member for Children's Services
Director:	Director Education, Skills and Employment – Chris Ward
Contribution towards Vision 2030:	 
Contact Officer(s):	Rebecca Flowers, Education Systems' Support and Data Analysis Manager rebecca_flowers@sandwell.gov.uk 0121 569 8357

DECISION RECOMMENDATIONS

That Children's Services and Education Scrutiny Board:

1. Consider the following, which is summarised herein:

Educational attainment in Sandwell; comparisons with national attainment, neighbouring authorities and statistical neighbours. 2017 data is provisional and therefore is subject to change.

1 PURPOSE OF THE REPORT

- 1.1 To summarise attainment in Sandwell and make comparisons with national attainment, neighbouring authorities and statistical neighbours. 2017 data is provisional and therefore is subject to change.

2 IMPLICATIONS FOR SANDWELL'S VISION

2.1 This report supports ambition 4 by providing evidence about the quality of education within Sandwell across all key stages from reception to Post 16 education.

3 BACKGROUND AND MAIN CONSIDERATIONS

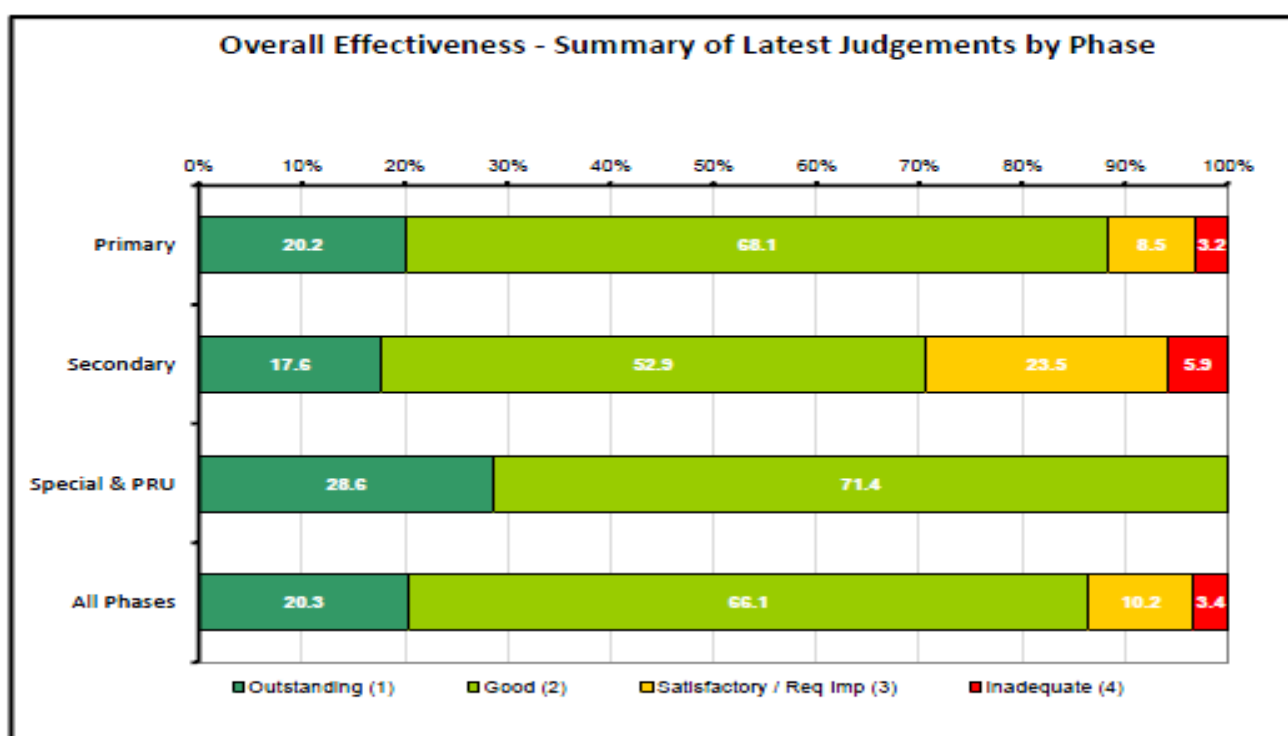
3.1 This is the annual report to members on the performance of schools.

3.2 In the primary sector there are 94 schools, 19 of which were academies in summer 2017.

3.3 In the secondary sector there are 19 schools, of these 14 are academies. The key stage 4 and Key Stage 5 results for 2017 include Health Futures UTC for the first time, but Q3 Langley hasn't yet had a set of results.

4 THE CURRENT POSITION

4.1 Ofsted Summary (as at 01/12/2017)

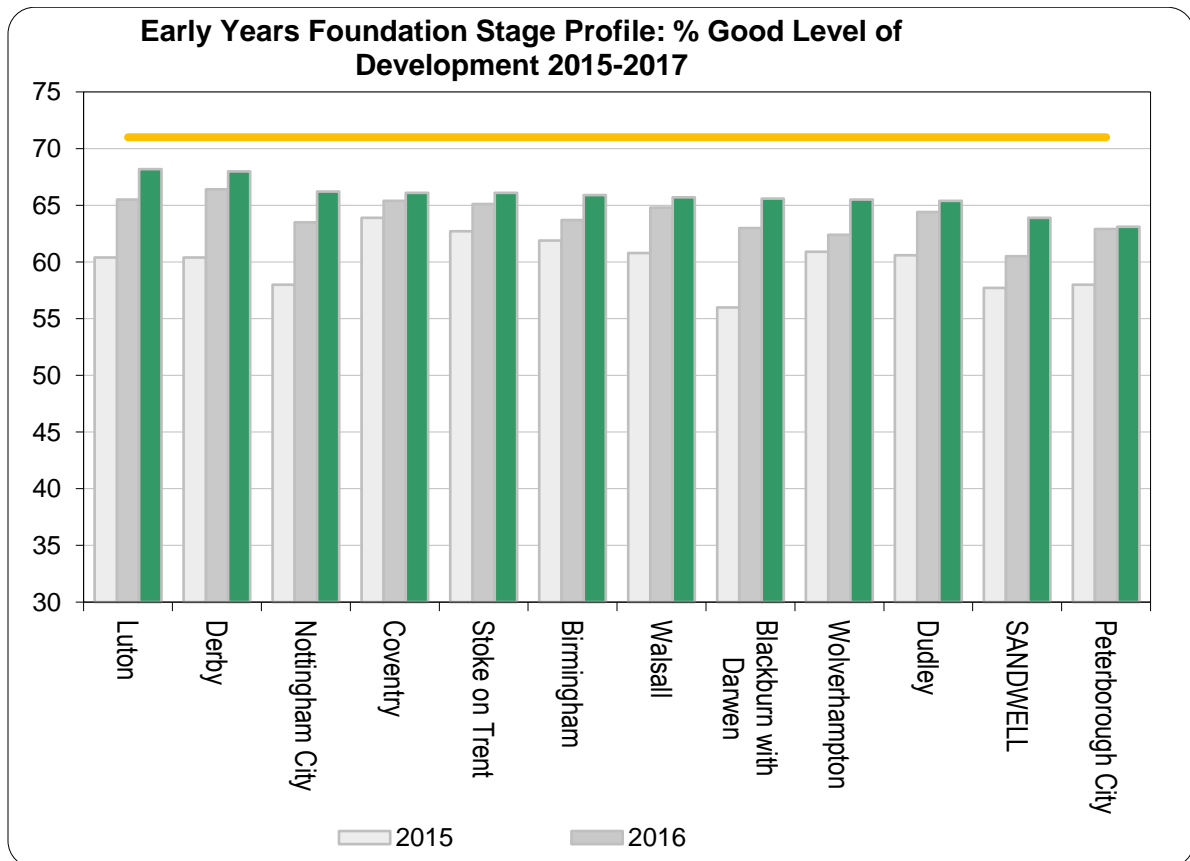


Source: Data Intelligence Unit data based on published Ofsted reports

- Currently **88% of Sandwell primary schools** are judged by Ofsted to be good or better. Published data, as at 31 August 2017, showed that 90% of Sandwell schools were judged to meet this standard which was close to the national figure (91%).

- Currently **71% of Sandwell secondary schools** are judged to be good or better. The latest published data as at 31 August 2017 was also 71% which was an **improvement from 65%** in March 2017, nationally in August 2017 79% of secondary schools received these judgements.

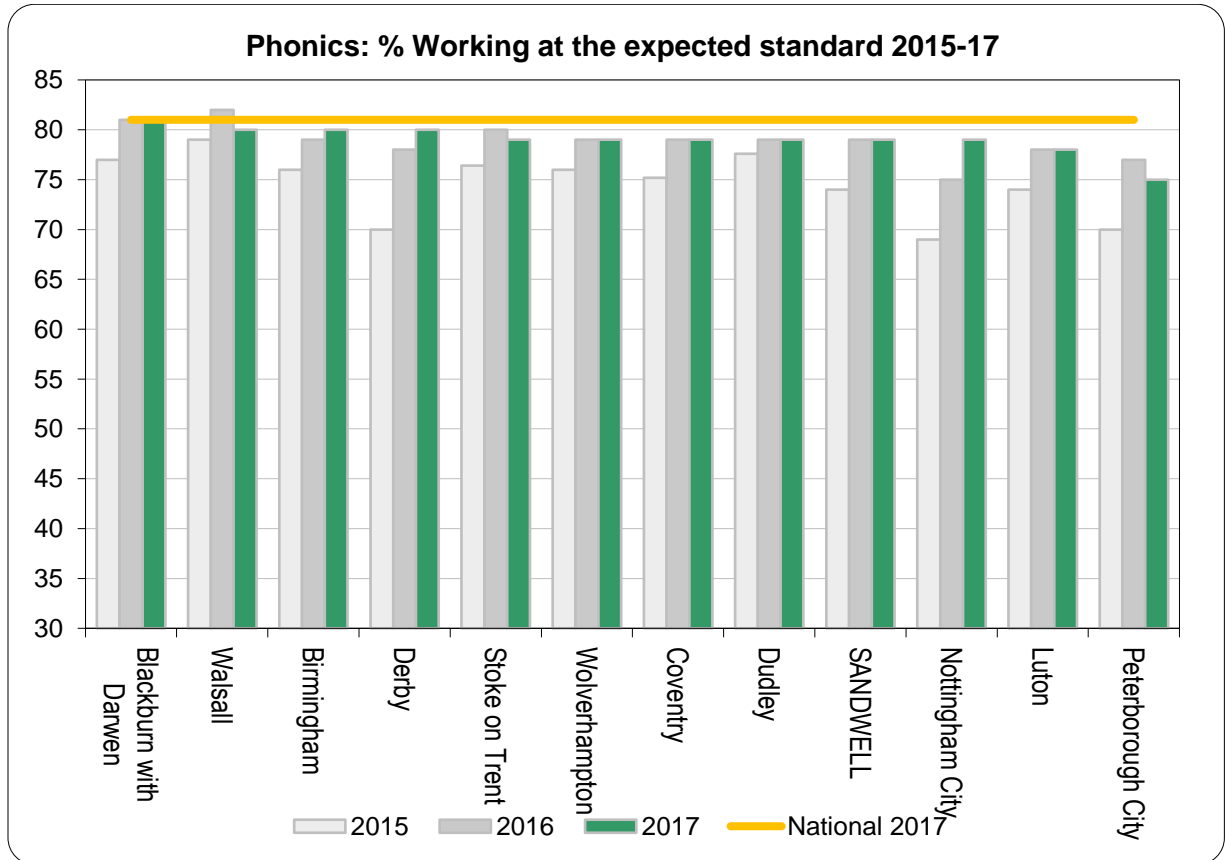
Early Years Foundation Stage Profile (EYFSP)



- **64%** of pupils in Sandwell achieved a good level of development in 2017 compared with 71% nationally. This was a **3 percentage point (ppt) improvement** on the previous year, nationally the rate of improvement was **2 ppts**.
- Sandwell made faster than national improvement in each area of learning within the profile, in particular Communication and Language was up 3 ppts in Sandwell but did not improve nationally. The largest gaps to national performance are in Mathematics and Understanding of the World.
- Sandwell is ranked **145th** out of 151 local authorities for the percentage of pupils achieving a good level of development in 2017, an **improvement of 3 places**.

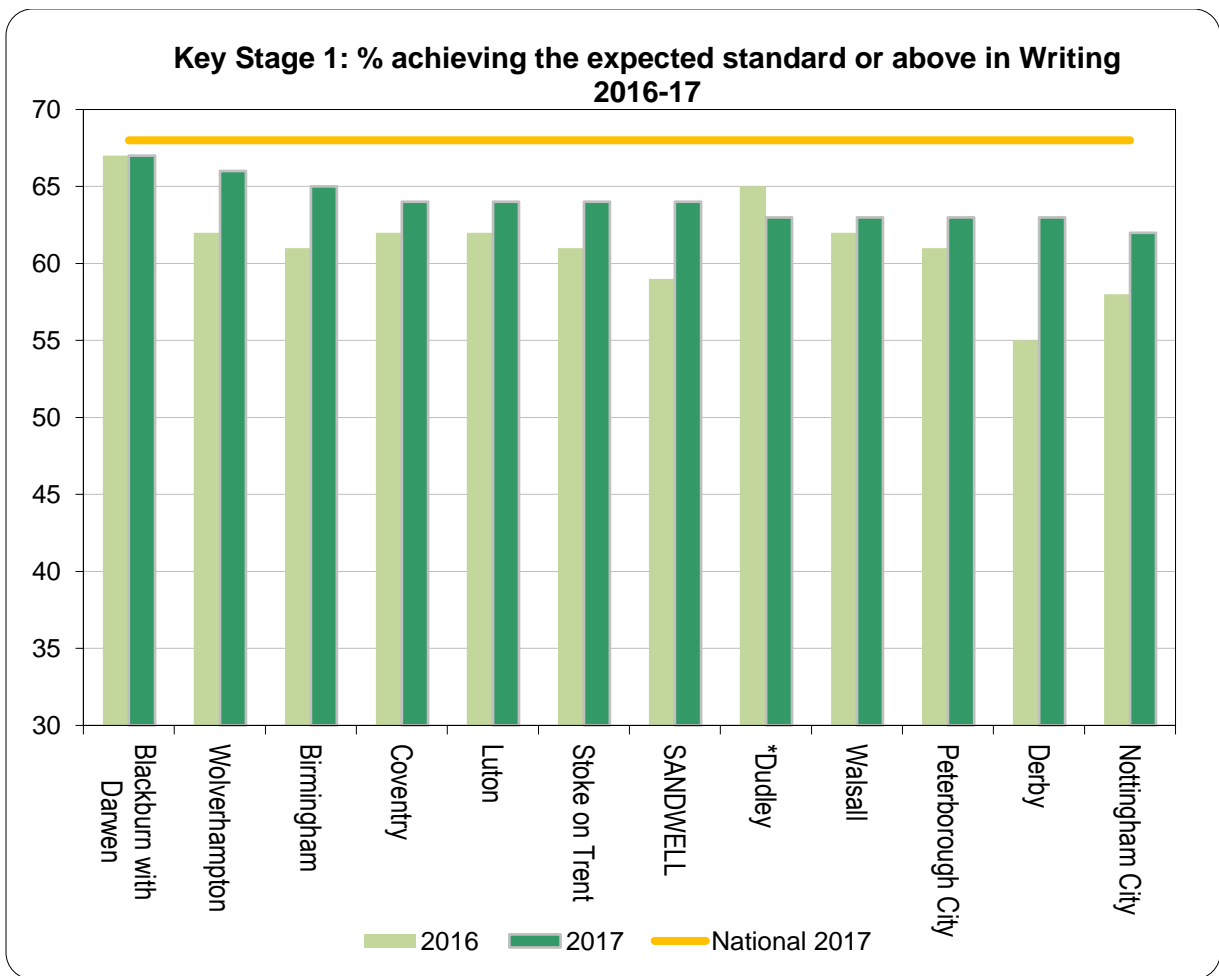
- Sandwell performance on this measure in 2017 is 2 ppts below the statistical neighbour average of 66% and **ranked second from bottom amongst statistical neighbours.**

Phonics - Year 1



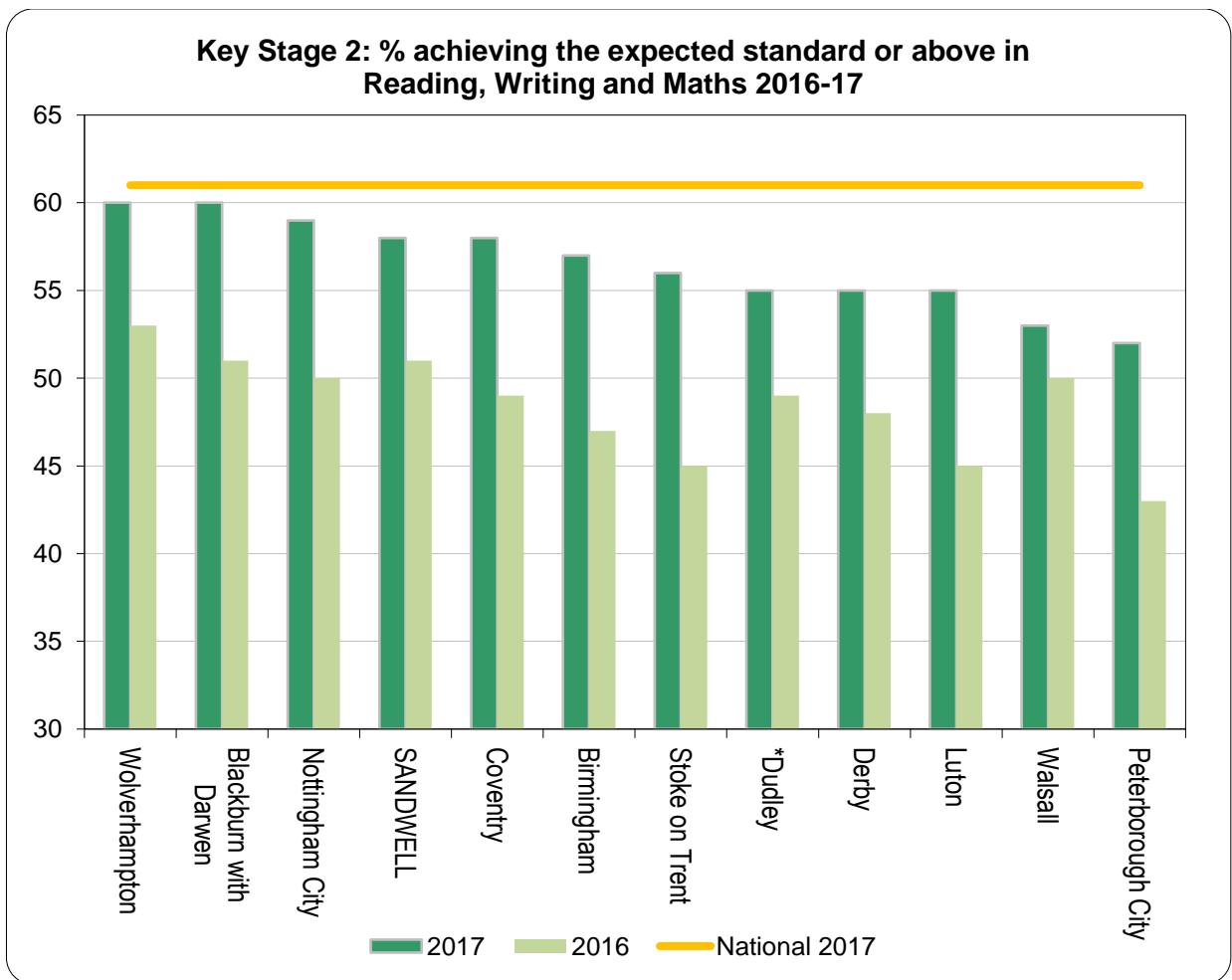
- **79%** of year 1 pupils in Sandwell were deemed to be working at the required standard in 2017. There was no change from the previous year in Sandwell or nationally, Sandwell remains **2ppts below the national percentage** in 2017.
- The proportion of Sandwell pupils achieving the expected standard by the end of year 2 has increased by 1 ppt from last year to 91%, this is 1 ppt below the national proportion.
- In 2017 Sandwell is ranked **112th** out of the 150 local authorities with published data, this is a drop of 10 places from last year. This is based on pupils working at the required standard.
- Sandwell is ranked joint **3rd** from top when compared to statistical neighbours.

4.2 Key Stage 1 (KS1)



- In 2017 in both reading and maths **71%** of pupils in Sandwell schools achieved the expected standard or above compared with 76% and 75% respectively nationally.
- Writing remains the subject where the fewest pupils attain the expected standard or above, however there was a 5 ppts improvement from last year. The **gap to national performance has narrowed to 4 ppts**, with **64%** of Sandwell pupils reaching the expected standard or above compared with 68% nationally.
- Sandwell is ranked **131st out of 150** authorities when looking at the average rank for those achieving the expected standard or above in reading, writing and maths. This is an improvement of 5 places.
- Sandwell is ranked joint 4th from top for each of reading writing and maths when compared to statistical neighbours.

4.3 Key Stage 2 (KS2)

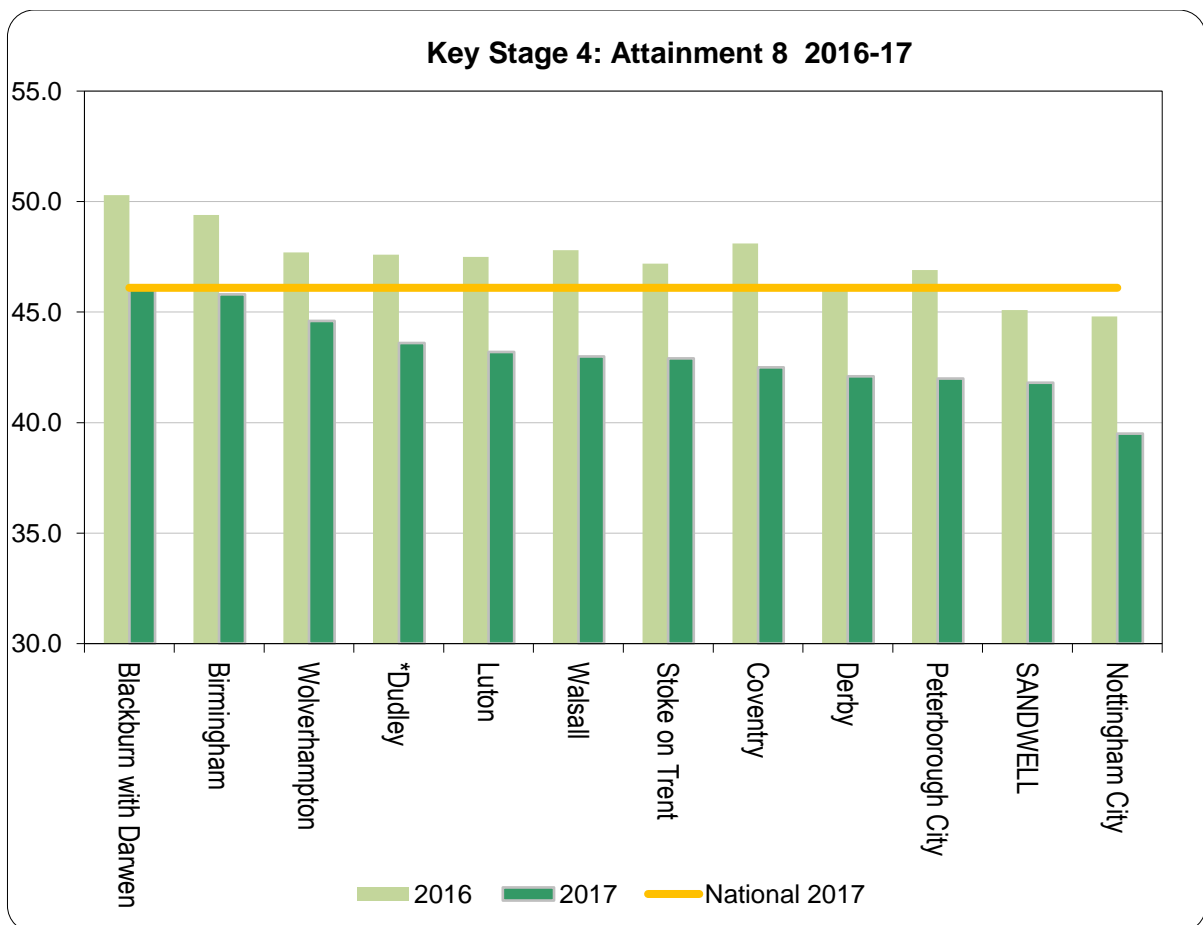


Source: Data Intelligence Unit, DFE Final SFR
 * Dudley is included for reference but is not actually a statistical neighbour

- Based on final data for 2017, **58%** of pupils achieved the expected standard in reading, writing and maths combined compared to 62% nationally. This is an **improvement of 7 ppts** from 2016, but **nationally performance improved by 8 ppts**.
- Attainment of the expected standard or above is 73% in maths and 75% in writing, in both cases this is **2 ppts below the national figure**. The progress measures in writing and maths demonstrate that pupils' **progress from KS1 is significantly above the national average**.
- **Reading** attainment in Sandwell at the expected standard or above (66%) is **6 ppts below the national figure**, a similar gap is also evident at the higher standard. The gap to national performance has widened by 1ppt from last year in both cases. However **progress in reading is broadly in line with national progress**.

- Sandwell’s performance for Grammar, Punctuation and Spelling is **within 1 ppt of national performance** for all measures.
- Sandwell is ranked **115th out of 150** authorities when looking at those achieving the expected standard or above in reading, writing and maths.
- Sandwell is ranked joint **4th out of its statistical neighbours** when looking at the percentage achieving the expected standard or above in reading, writing and maths.

4.4 Key Stage 4 (KS4)

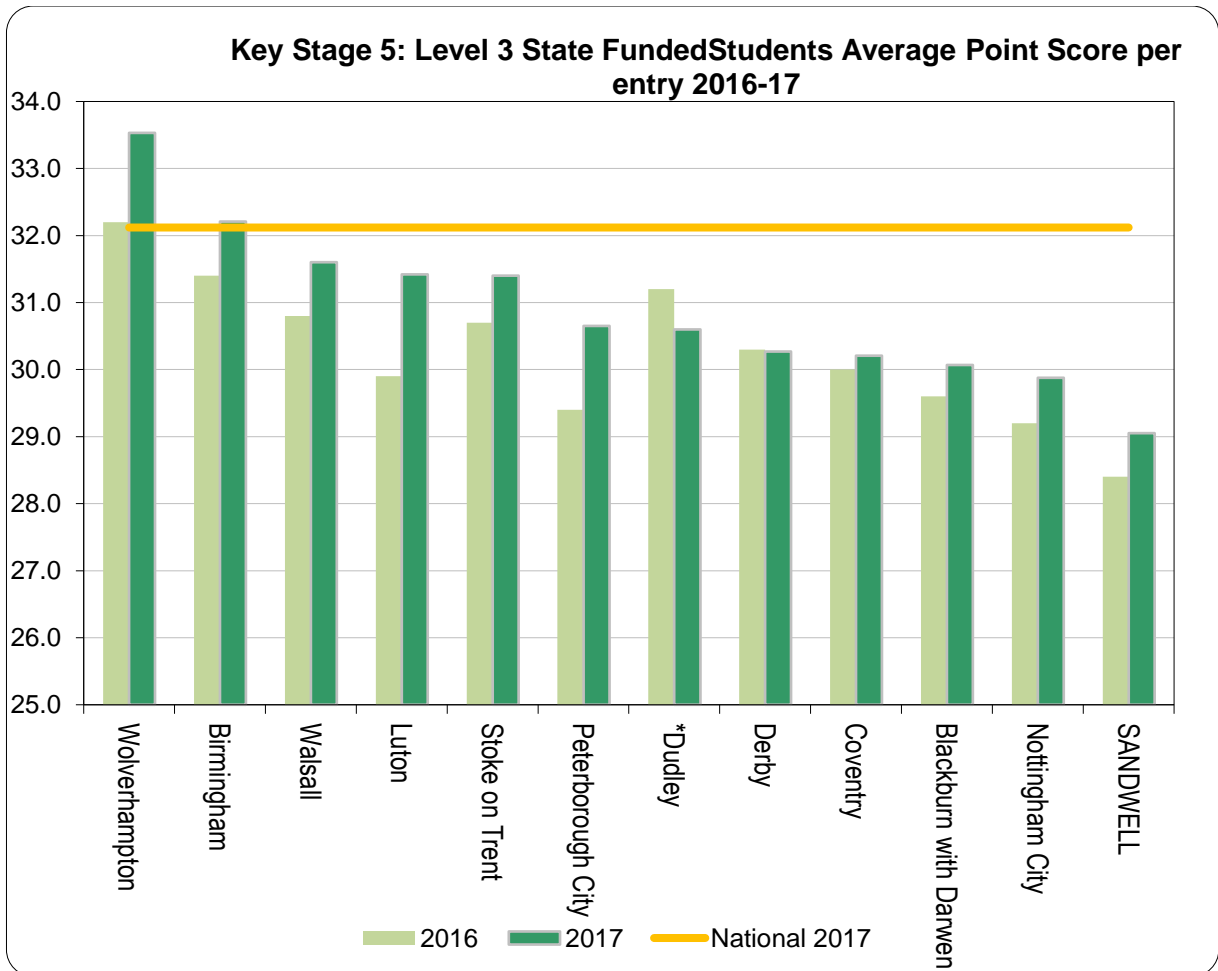


Source: Data Intelligence Unit, Provisional SFR
 * Dudley is included for reference but is not actually a statistical neighbour

- At Key Stage 4 changes to the point score system mean that Attainment 8 scores are generally lower than in 2016 as shown on the chart. In addition the grading system used for English and maths is now based on a scale from 9-1, where a grade 9 is the highest. It should also be noted that the figures for 2017 include an additional school for the first time, Health Futures UTC. Therefore comparisons with previous years are not straightforward.

- Provisional data suggests that **Sandwell continues to lag behind national** performance at Key Stage 4 although there are improvements in some areas.
- The provisional **Progress 8 measure improved** from -0.29 to -0.21, whilst this is an improvement it still suggests that Sandwell pupils make around one fifth of grade less progress on average than pupils nationally between KS2 and KS4. **Sandwell is ranked 127th** out of 151 local authorities based on this measure, an improvement of 13 places on last year.
- The provisional Attainment 8 score has decreased by 3.3 to **41.8**, however national performance also decreased by 4.0 to a score of **46.1**, therefore the **gap to national has closed slightly**. **Sandwell is ranked 145th** out of 151 local authorities based on this measure, an improvement of 2 places on last year.
- Attainment of a grade 4 or above in based on the new 9-1 scale used in English and maths, also known as a standard pass, can be compared to the previous attainment benchmark of a grade A*-C. Attainment of a grade 5 or above is known as a strong pass.
- Based on a standard pass, **GCSE English attainment improved** this year by 5 pts. The gap with national has closed from 13 pts to 7 pts from last year. Sandwell pupils make just under a third of a grade less progress (-0.32) in English than is the case nationally, this is an improvement on last year (-0.38).
- Based on a standard pass, attainment in **GCSE Maths decreased by 1ppt** to 57%. However, the gap to national has increased to 12 pts. In maths, the 2017 progress score in maths is -0.44, down from -0.28 last year, this indicates that Sandwell pupils make almost half a grade less progress than pupils nationally.
- Sandwell is ranked **2nd from bottom out of its statistical neighbours** when looking at the attainment 8 measure, and **3rd from bottom** based on the Progress 8 measure.

4.5 Key Stage 5 (KS5)



Source: Data Intelligence Unit, Provisional SFR
* Dudley is included for reference but is not actually a statistical neighbour

- It should also be noted that the figures for 2017 include an additional school for the first time, Health Futures UTC. Therefore, comparisons with previous years are not straightforward.
- Sandwell is ranked **bottom out of its statistical neighbours** when looking at the average point score per entry across all Level 3 qualifications which includes both academic and vocational qualifications.
- The provisional 2017 data indicates that **A Level results are below national** levels with students on average achieving a C- compared to a C+ nationally. There was an improvement in the A Level point per entry from 26.7 to 27.5 but there was a bigger improvement nationally which means that the **gap is widening**.
- Sandwell students continue to **achieve well in vocational qualifications**, the Applied General measure demonstrates that student

generally achieve the equivalent of a distinction, which is in line with the national average.

- Historically many high-performing pupils leave Sandwell at the end of year 11 to attend post-16 provision at FE and Sixth Form colleges mainly in Dudley and some in Birmingham; this reduces the KS5 performance for Sandwell and inflates the performance for Dudley. With the growth of A-level provision at Sandwell College this trend is starting to slow, but it will take some years to have a major effect on performance.

5 CONSULTATION (CUSTOMERS AND OTHER STAKEHOLDERS)

5.1 There is no consultation associated with this report.

6 ALTERNATIVE OPTIONS

6.1 There are no alternative options.

7 STRATEGIC RESOURCE IMPLICATIONS

7.1 There are no strategic resource implications arising from this report.

8 LEGAL AND GOVERNANCE CONSIDERATIONS

8.1 Educational excellence

The duties and responsibilities for local authorities state that working with head teachers, school governors and academy sponsors and principals, the local authority must promote educational excellence for all children and young people and is ambitious in tackling underperformance.

In their respective roles, the Director of Children Services and Cabinet Member are required to:

- take rapid and decisive action in relation to poorly performing schools, including using their intervention powers with regard to maintained schools and considering alternative structural and operational solutions;
- develop robust school improvement strategies, including choosing whether to offer such services in a competitive and open school improvement market, working beyond local authority boundaries;
- promote high standards in education by supporting effective school to school collaboration and providing local leadership for tackling issues needing attention which cut across more than one school,

such as poor performance in a particular subject area across a cluster of schools;

9 EQUALITY IMPACT ASSESSMENT

9.1 There are no equality implications arising from this report.

10 DATA PROTECTION IMPACT ASSESSMENT

10.1 There are no data protection issues from this report.

11 CRIME AND DISORDER AND RISK ASSESSMENT

11.1 There are no crime and disorder implications arising from this report.

12 SUSTAINABILITY OF PROPOSALS

12.1 The directorate reports annually to members on the performance of schools.

13 HEALTH AND WELLBEING IMPLICATIONS (INCLUDING SOCIAL VALUE)

13.1 This report has no health and wellbeing implications.

14 IMPACT ON ANY COUNCIL MANAGED PROPERTY OR LAND

14.1 There are no implications of any council managed property or land in relation to this report.

15 CONCLUSIONS AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

15.1 Cabinet members note the content of this report and the relevant performances at each Key Stage.

15.2 The Leader convenes a second 'Performance Summit' with secondary Headteachers and Principals and academy representatives to discuss ways of supporting high school KS4 performance.

15.3 The Cabinet Member for Children's Services, Director of Children Services and Director of Education convene individual performance meetings with academy principals and their sponsors where there are causes for concern.

16 BACKGROUND PAPERS

16.1 None.

17 APPENDICES

Appendix A Primary

Appendix B Secondary

Director – Education, Skills and Employment – Chris Ward

Appendix A – Primary

EYFS % Good Level of Development				
	Result	National Rank	Regional Rank	Stat Neighbour Rank
Herefordshire	75	18	1	
Staffordshire	75	23	2	
Warwickshire	73	43	3	
Solihull	72	53	4	
Shropshire	71	53	4	
National Average	71			
Telford and Wrekin	70	98	6	
Worcestershire	70	98	6	
Luton	68	116		1
Derby	68	119		2
Regional Average	67			
Nottingham City	66	130		3
Coventry	66	132	8	4
Stoke-on-Trent	66	132	8	4
Birmingham	66	136	10	6
SN Average	66			
Walsall	66	138	11	7
Blackburn with Darwen	66	139		8
Wolverhampton	66	140	12	9
Dudley	65	141	13	
SANDWELL	64	145	14	10
Peterborough City	63	149		11

KS2 R/W/M Expected				
	Result	National Rank	Regional Rank	Stat Neighbour Rank
Solihull	65	36	1	
Staffordshire	63	55	2	
Shropshire	62	65	3	
Warwickshire	62	65	3	
National Average	61			
Telford and Wrekin	61	77	5	
Herefordshire, County of	60	92	6	
Blackburn with Darwen	60	92		1
Wolverhampton	60	92	6	1
Nottingham	59	102		3
Regional Average	58			
Coventry	58	115	8	4
Sandwell	58	115	8	4
Worcestershire	57	124	10	
Birmingham	57	124	10	6
Stoke-on-Trent	56	139		7
SN Average	55			
Dudley	55	143	12	8
Derby	55	143	12	8
Luton	55	143		8
Walsall	53	149	14	11
Peterborough	52	151		12

Appendix B – Secondary

KS4 Attainment 8				
	Result	National Rank	Regional Rank	Stat Neighbour Rank
Warwickshire	48.7	29	1	
Solihull	46.9	50	2	
Worcestershire	46.3	101	3	
Telford and Wrekin	46.2	62	4	
Shropshire	46.1	64	5	
Blackburn with Darwen	46.1	64		1
National Average	46.1			
Birmingham	45.8	74	6	2
Herefordshire	45.5	78	7	
Regional Average	45.1			
Staffordshire	44.6	101	8	
Wolverhampton	44.6	101	8	3
Dudley	43.6	121	10	
Luton	43.2	129		4
Walsall	43.0	131	11	5
SN Average	43.0			
Stoke-on-Trent	42.9	133	12	6
Coventry	42.5	137	13	7
Derby	42.1	141		8
Peterborough City	42.0	142		9
SANDWELL	41.8	145	14	10
Nottingham City	39.5	149		11

KS4 Progress 8				
	Result	National Rank	Regional Rank	Stat Neighbour Rank
Blackburn with Darwen	0.12	33		1
Luton	0.06	40		2
Warwickshire	0.05	45	1	
Birmingham	0.00	60	2	3
Herefordshire	0.00	60	2	
Worcestershire	-0.02	67	4	
National Average	-0.03			
Peterborough City	-0.05	77		4
Wolverhampton	-0.06	82	5	5
Regional Average	-0.08			
Shropshire	-0.10	91	6	
Stoke-on-Trent	-0.10	91	6	6
SN Average	-0.10			
Dudley	-0.11	95	8	
Coventry	-0.12	100	9	7
Solihull	-0.12	100	9	
Telford and Wrekin	-0.12	100	9	
Staffordshire	-0.13	105	12	
Derby	-0.19	123		8
SANDWELL	-0.21	127	13	9
Walsall	-0.24	132	14	10
Nottingham City	-0.33	145		11

Chris Ward
Director – Education, Skills and Employment