

## Wiltshire Council

### Children's Services Select Committee 8 June 2010

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## School Performance

### Purpose of Report

1. This report explores the issues of school performance, narrowing the most significant attainment gaps and focuses on the average Key Stage 2 standards. Of Wiltshire's 208 primary schools, 88 (42%) were judged to be satisfactory overall between 2006 and 2009 when inspected by Ofsted during their last round of school inspections. This report explores some of the contributory reasons for this.

### Background and overall school performance across all key stages

2. Standards of attainment in Wiltshire schools are above the national at Foundation Stage and Key Stage 4 and in line with average standards at Key Stage 2.

#### Foundation Stage

3. Over the last four years (2006 – 2009) progress in the Foundation Stage Profile has risen by 8% (49% - 57%). This is well above the national result in 2009 of 52%. In that same four-year period the attainment gap has narrowed for the lowest achieving 20% by 2.9% (33.6% - 30.7%). This is well above the national result in 2009 of 33.9%.

#### Key Stage 2

4. Over the last four years (2006 – 2009) progress at level 4+ English and maths has been broadly in line with the national results and hovering between 70% and 73% as the table below shows:

	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>Wiltshire</b>	70%	70%	73%	71%
<b>National</b>	70%	71%	73%	72%

#### Key Stage 4

5. Over the last four years (2006 – 2009) progress at GCSE 5+A\* - C with English and maths has risen by 6.9% (48.5% - 55.4%) and is well above the national in 2009 of 49.8%.
6. We aspire to be in the top quartile nationally at all key stages. We are currently in the top quartile at both Foundation Stage and Key Stage 4.

Comprehensive Area Assessment (CAA) Ratings from the DCSF (23.04.10 copy)  
National Strategies Primary Attainment

7. Many forms of benchmarking are used to compare Wiltshire's performance data. Of the 152 local authorities graded for Key Stage 2 attainment the following pattern emerges:

Judgement	RAG Rating	Number of LAs	Percentage
Significant improvement required	Red	44	29%
Needs improvement	Amber	47	31%
Good	Green	49	32%
Outstanding	Dark Green	12	8%
<b>Total</b>		<b>152</b>	

8. At Key Stage 2, Wiltshire is amber and within the 31% of Local Authorities (LAs) as shown in the table above where improvement is required. It is green at both the Foundation Stage and Key Stage 4.
9. Comparing Wiltshire's performance data at Key Stage 2 for Level 4+ English and maths with those local authorities with similar Key Stage 2 results over the last 5 years and requiring some improvement, similar patterns emerge for the following LAs: Cambridgeshire (73-75%), Cornwall (68-72%), Essex (70-73%), Herefordshire (70-72%), Lincolnshire (70-74%), Northamptonshire (69-71%), Oxfordshire (70-73%), Shropshire (72-75%), Somerset (68-73%), West Sussex (69-73%) and Worcestershire (69-71%). Wiltshire's results at Key Stage 2 over this same time period were 68 -73%. Many of these are rural LAs with small village schools.

Attainment Gaps

10. Attainment gaps at all key stages have been analysed thoroughly in the report, 'Improving Achievement and Narrowing the Attainment Gaps', presented to the Children's Services Select Committee, Children's Trust Board and Corporate Leadership Team recently. That report also contains detailed information about what we are doing to narrow the gaps. The three areas with the widest attainment gaps are highlighted in paragraphs 11, 12 and 13 below. Note that national comparisons are not available.

Free School Meals (FSM)

11. In 2009, the FSM gap has narrowed at Key Stage 2 in English and maths since 2007 but there is still a **30.5%** difference in the attainment of English and maths (combined) between children receiving FSM and their peers. Also at Key Stage 4, the FSM gap has narrowed since 2007 for GCSE 5A\* - C with English and maths but there is still a **30%** difference for children with FSM compared with their peers.

### Children Looked After (CLA)

12. In 2009, the gap has narrowed at Key Stage 2 since 2007 but there is still a **30%** difference in English and a **29%** difference in maths between CLA and their peers. Also at Key Stage 4, the gap for CLA has narrowed since 2007 for GCSE 5A\* - C with English and maths but there is a **43%** difference for CLA compared with their peers.

### Special Educational Needs (SEN)

13. The largest attainment gaps are for children with SEN hence the full scale review underway. In 2009, the gap widened at Key Stage 2 for children with SEN since 2007 for English and maths combined, to **59%**. At Key Stage 4 in 2009 the gap has widened since 2007 to **48%**, for 5A\* - C GCSE with English and maths.

### Progression Levels

14. In Primary schools, the National Indicator (NI) 93 progression by 2 levels in English between Key Stage 1 and 2 dropped by 4% (87% – 83%) between 2007 and 2009. Whereas the maths progression level NI 94 improved by 4% (76% – 80%). In Secondary, the National Indicator (NI) 97 progression by 2 levels in English between Key Stage 3 and 4 improved by 3.4% (60.6% - 64%) between 2007 and 2009. Progress in maths NI 98 improved slightly by 0.6% (29.4% – 30%) between 2007 and 2009.

### Children Looked After (CLA)

15. Wiltshire currently has 350 CLA and 30% of them have statements for their SEN. The headteacher for the virtual school for Children Looked After is trying to establish how many other local authorities' CLA are placed in Wiltshire. The former Looked After Children Education Service (LACES) team have been renamed as Virtual School Officers (VSOs) to raise their profile. The team works with 3-19 year olds or up to age 25 for those with Learning Difficulties and Disabilities. The Personal Education Plans (PEPs), which are part of the care plans, are reviewed every 6 months. PEPs contain 3 parts; A – factual information, B – action for professionals, data, exclusions and 25 day absence tracked, C – young person's voice. Currently the team is working with the early years' team to develop the Early Years PEP. The Southwark Judgement means that if 16/17 year olds are homeless then they have to be taken into care. The number of CLA has risen over the last few years.

### What is being done to raise attainment and narrow gaps for CLA?

16. Keeping stability in placements is a number one priority, **National Indicator 63 is red**. If a placement does break down everything possible is done to maintain continuity at the same school:

- 1-1 funding is in place for CLA to access via the school

- Individual mentoring is in place
- Attainment is tracked through Fisher Family Trust data
- Personal Education Allowances (PEA) of £500 are used to provide support
- Children receive individual tutoring according to need
- Foster carers receive training to support children with homework
- There is monitoring of those that are in EET or NEET
- There is training for the Designated Teachers for CLA which a school must have

### Special Educational Needs (SEN)

17. The first stage of a complete root and branch review of SEN provision is underway. We currently spend £6.3 million on 93 children placed in out of county special schools because we can not meet their needs within the LA. This number has reduced from 140 two years ago. We have 505 children in 6 special schools at a cost of £10.5 million. In addition we have a high number (33) of Resource Bases in mainstream schools to meet special educational needs. This is higher than in many other local authorities.

### Resource Bases

18. There are Resource Bases/Specialist Learning Centres (SLCs) at the following schools:

#### **Hearing Impaired**

Grove Primary, Sarum St Paul's Primary, Sheldon Secondary, Stonehenge Secondary

#### **Physically Impaired**

Clarendon, Pembroke Park Primary, Trafalgar Secondary

#### **Speech and Language**

Christ the King Amesbury Primary, Corsham Primary, Studley Green Primary, Wilton Primary

#### **Autism**

Charter Primary, Holy Trinity Calne Primary, The Manor Primary, Woodford Valley Primary

### Complex Needs

19. Eighteen primary schools currently have a Resource Base (class) for pupils with complex SEN including six that have provision for 2 classes. This is LA provision and admission should be in consultation with central SEN services. Over the years different custom and practice has grown up in relation to these bases. At one point no child could receive this provision unless stated. It is intended to return to this position to ensure consistency of admissions once again. Many of these bases are being used well but they are not all being used for complex

needs, which is their designation. Each term headteachers are asked to complete returns in relation to how many children are supported. Some of these bases are working under capacity and proposed for closure. The SEN consultation ended on 24 May 2010 and there will be a paper to Select Committee in the near future.

20. In simple terms we want to enable all mainstream schools to be as inclusive as possible to meet the needs of pupils with SEN as far as possible. Two years ago we delegated SEN money to secondary schools to meet their own children's needs in the form of Enhanced Learning Provision (ELPs). This is working well. We now need to delegate as much money as we can to enable primary mainstream schools to meet SEN needs fully. We benchmark high against other LAs in relation to the amount of money the LA retains for SEN. To narrow the attainment gaps for children with SEN this whole system review is needed.

### **Contributory Factors to Average Key Stage 2 Standards and Ofsted Satisfactory Judgements**

21. Given the socio-economic background of Wiltshire, attainment at Key Stage 2 could be higher and there is an aspiration for an increase in good and outstanding schools when judged at inspection by Ofsted. Of Wiltshire's 208 primary schools, 88 (42%) were judged at Ofsted inspection to be satisfactory between 2006 and 2009. Twenty of those satisfactory schools have Resource Bases and 10 of them are in the areas of highest deprivation. If all mainstream schools are able to meet the needs fully of children with SEN, attainment could be higher and the SEN gaps reduced.
22. The size of school makes a difference to performance. Currently there are now only 17 primary schools with fewer than 70 pupils on roll. The number of small schools has been actively reduced by half over the last few years with closures, amalgamations, federations and collaborative re-starts involving Wiltshire's National Award Schools and National Leaders of Education. Of the 17 with fewer than 70 pupils on roll, 11 of them Ofsted deemed to be satisfactory. Therefore we are continuing with the re-organisation of the smallest schools.
23. There are now only 9 pairs of infant and junior schools left in Wiltshire. Satisfactory judgements have been a feature particularly of junior schools in the past so when the opportunities arose these schools have been amalgamated; Lyneham, Bellefield, Amesbury, Lowbournes Melksham, St Michael's Melksham, St Dunstan's Calne and St Martin's Salisbury. A feature of these schools is that they are in a services family area or in an area of Wiltshire's highest deprivation. Three further pairs of infant and junior schools are currently exploring amalgamation. Of the current remaining nine pairs of infant and junior schools, 6 junior schools were found to be satisfactory by Ofsted and 3 infant schools when last inspected. The programme of amalgamating infant and junior schools is continuing, particularly because there are 2,030 pupils in these 6 junior and 3 infant schools as they tend to have large cohorts.
24. Of the 88 satisfactory primary schools referred to in paragraph 21, there are 24 Voluntary Aided (27%) and 35 Voluntary Controlled schools (40%) judged to be

satisfactory at their last inspection. This is 59 schools (67%) of the 88 satisfactory ones that are church schools. We have always worked closely with the three Dioceses on headteacher appointments but further partnership working with the Diocese about our combined support and challenge work is underway. An excellent planning day was held with Dorset LA and the Salisbury Diocese, which we share, on 6 May 2010 to further our partnership working.

25. A significant feature of Wiltshire schools is the number of children from services backgrounds both Army and Air Force. In January 2010, the number of children from services families was 4,390, 1,420 in secondary and 2,964 in primary and 6 in special schools. Eleven schools that have a significant military presence have been deemed by Ofsted to be satisfactory or inadequate. This includes a primary school in Special Measures and one in Notice to Improve. Some of these schools have very large cohorts. We have embarked on a Community for Learning Project with the school in Special Measures in partnership with Army Welfare and the community as many parents are on active military service and children and their families are living with exceptional stress.
26. In total we have 3 primary schools in Special Measures with one due out this month and the other two due out in Spring/Summer 2011. In addition there is one secondary school and one primary school in Notice to Improve and due out in December 2010 and September 2011 respectively.

### **The Way Forward**

27. A new programme of Accredited School Providers was about to be launched (former government's plan and unsure if it will survive) and we are working closely with our schools to develop this model. In essence, it will use the best schools to support others by planting their DNA into another school or group of schools. This system is about the lead partner enabling all schools in the group to reach the same level of excellence and to continue to develop. This system could provide the solution to small rural satisfactory schools where headteacher recruitment is proving difficult. School policies, staff handbook, learning frames, planning formats can all be generic, one business manager appointed for a number of schools and shared curriculum specialist teachers could all aid efficiency and effectiveness to help to raise standards.
28. The LA has recently submitted a World Class Primary Plan to the DCSF. This gives our vision, values and strategic direction. It outlines the school improvement cycle, system for self-evaluation and the role of School Improvement Partners (SIPs). This Plan establishes the pattern of meetings throughout the year and explains the data dashboard of key summary information for each school. This plan also outlines the support for headteachers and schools. Consistency across SIPs and good quality assurance systems have all improved.
29. This year an initiative Top Quartile (TQ2010) has identified in primary schools exactly how many children we need to get into the top quartile. There are approx. 65,000 children in schools in Wiltshire, roughly 5,000 per year group and 50 children equals 1%. Individual children have been identified and targeted for 1-1

support in 5 groups. Girls who achieved Level 2C in maths at Key Stage 1, those with English as an Additional Language who arrived in Years 3 or 4, children from black minority ethnic groups, children who have FSM but no SEN and children who might achieve level 3 in one subject (either English or maths) and Level 4 in the other. A secure database with primary schools has been established for schools to access the information to target the 1-1 funding. There was a national boycott of Key Stage 2 tests in May but the large majority of Year 6 pupils in Wiltshire took the tests this year. However, it is reported nationally that there could be up to 50% of primary schools that either did not administer the tests or that children took the tests yet schools did not send in the results. We will have to wait and see what effect this will have on future benchmarking on Key Stage 2 performance results.

30. Good standards of achievement, quality teaching and learning, an appropriate curriculum and leadership and management are the cornerstones of a good/outstanding school which provides high quality opportunities to improve life chances for children. All schools aspire to be good/outstanding. Working closely with Bath Spa University and the National College for School Leaders we have established a robust leadership succession strategy for headteachers. Each year we have approximately 30 primary headship vacancies with an average of 4 applicants for each post. Sixty-two percent of primary vacancies are filled at the first advertisement and 20% of headteachers come from outside Wiltshire. Small schools, faith schools and those in the south are the hardest to recruit headteachers. Our work is concentrating on improving middle leaders in primary schools as small schools recruit headteachers directly from the classroom as there is no deputy headteacher experience in management before most take up their post.

### **What is being done to raise attainment particularly in primary schools**

- Early intervention programmes are in place such as Every Child a Talker, Every Child a Reader, Every Child Counts for the youngest 3-7 year olds. Results are very good and pupil progress is being sustained.
- 1-1 funding is targeted at need and building a team of enhanced tutors to deliver 1-1 to improve early reading and maths
- Communication, Language and Literacy Development (CLLD) programme is narrowing the gaps in attainment between the Foundation Stage and Key Stage 1.
- TQ2010 initiative in place to move attainment into the Top Quartile nationally
- Recruitment into the primary team is underway as there are a number of retirements this year
- Continuing to amalgamate infant and junior schools
- Continuing to federate or amalgamate small primary schools
- Using our National and Local Leaders of Education to support other schools
- Community for Learning Project around a primary school with a high number of services children
- Continuing to build teams of Leading Teachers to improve English and maths
- Working closely with the Diocese to support and challenge schools
- The SEN system review is underway

- Individual actions for Children Looked After as outlined in paragraph 16
- Assessment training (Super tracker and CASPA) is continuing
- Accredited School Providers Programme is being pursued

31. Schools are working hard in partnership with the LA to raise standards and improve their overall Ofsted inspection results. However, some of the early intervention programmes where we are having tremendous success are under threat of removal of government funding. For example, the newly formed Department of Education (was Department for Children, Schools and Families DCSF) is to be cut by £670 million including £311 million for council spending on schools. In addition to this there is an announced £47 million nationally less for one-to-one tuition and £40 million less from Every Child schemes such as, Every Child a Reader. Details are sketchy at this point but there may be more of an update verbally by the 8 June 2010 meeting. Continuing to improve standards in the face of such diminishing resources will be an enormous unprecedented challenge. We will have to do things differently such as using our best schools to support the rest but it is a challenge that we view optimistically as our core value is improving life chances for children and young people of Wiltshire.

### **Proposal**

32. The Committee is asked to note the contents of the report and comment as appropriate.

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### **Background documents**

None

### **Appendices**

None



## Glossary

Accredited School Providers	A school, college or university or a private or third sector organisation commissioned by the local authority to enter into a formal partnership with a school to improve its performance
CASPA (Comparison and Analysis of Special Pupil Attainment)	A commercial product to support target setting and progress tracking for pupils with the most significant levels of SEN.
Children Looked After (CLA)	Children looked after in residential or foster care.
Comprehensive Area Assessment (CAA)	An overall assessment of how public services work together and how well organisations 'use resources' and 'manage performance' in a particular area.
Foundation Stage	Ages 5-7
Key Stage 2	Ages 7-11
Key Stage 3	Ages 11-14
Key Stage 4	Ages 14-16
National Award School	A school with the capacity at all levels to moor another school alongside to either support it for a short length of time or as in our case fully amalgamate a highly successful school with a failing one.
National Leaders of Education	Outstanding school leaders who, together with the staff in their schools, use their knowledge and experience of teaching to provide additional leadership capacity to schools in challenging circumstances.
Personal Education Plan (PEP)	An agreement between education, the carers and the area team as to how the child's educational needs will be met and how the carers and social workers can support the plan.
Southwark Judgement	A recent Law Lords' judgement clarifying that children's services departments have a duty to assess the wider needs of 16 and 17-year-olds who become homeless.
Special Measures	A status applied by Ofsted when it considers that a school has failed to supply an acceptable level of education and appears to lack the leadership capacity necessary to secure improvements.
Statement	A statement of special educational needs (SEN) setting out a child's needs and the help they require.
Voluntary Aided School	A state-funded school in which a foundation or trust (often a religious organisation) contributes to building costs and has a substantial influence in the running of the school.
Voluntary Controlled School	A state-funded school in which a foundation or trust (usually a Christian denomination) has some formal influence in the running of the school.