

## **School Improvement Update**

### **Summary**

1. This report provides information about school performance in 2015 – see Annex A, and information about the position of schools according to Ofsted judgements as of 9<sup>th</sup> October 2015. It also provides information about the development and implementation of the new arrangements to support school improvement from September 2015.

### **Primary and secondary school performance 2015**

2. **Early Years Foundation Stage.** Outcomes for the Early Years Foundation Stage show 70% of pupils achieving a good level of development in 2015. This is 4 percentage points above the national average and an improvement of 6 percentage points between 2014 and 2015. The pupil premium gap is 17 percentage points, which has maintained the improvement made in 2014. Between 2013 and 2015 the gap has closed by 12 percentage points.
3. **Key Stage 1.** The percentage of pupils achieving the expected standard in phonics in Year 1 improved by 1 percentage point in 2015. 78% of pupils achieved the expected standard this is 1 percentage point above the national average in 2015. The pupil premium gap for this indicator is 14% in 2015, which means that the gap has narrowed by 1 percentage point between 2014 and 2015. Between 2013 and 2015 the pupil premium gap in phonics has narrowed by 7 percentage points.
4. In 2015 84% of pupils achieved level 2B+ in reading at the end of KS1. This was an improvement of 3 percentage points from 2014 and is 2 percentage points above the national average. 71% of pupils achieved Level 2B+ in writing, which is an improvement of 2 percentage points from 2014 and 1 percentage point below the national average. 82% of pupil achieved level 2B+ in mathematics, an improvement of 4 percentage points from 2014 and in line with the national average.

Continuing to improve outcomes in KS1 remains a priority however the 2015 results have shown the impact of actions to bring about improvement at both city and individual school level. The pupil premium gap has narrowed across all three core subjects in 2015, with a significant narrowing being seen in outcomes in writing<sup>1</sup>

5. **Key Stage 2.** 81% of pupils achieved L4+ in reading, writing and mathematics combined in 2015. This was an improvement of 2 percentage points from 2014 and is 1 percentage point above the national average. There have been significant improvements in outcomes in writing in 2015 which was an area targeted for improvement in previous years. This improvement in writing has also been reflected by an improvement of 3 percentage points in the percentage of pupils making expected progress between KS1 and KS2 and is 1 percentage point above the national average.
6. The pupil premium gaps in for attainment in reading and writing at Level 4B+ remained the same as in 2014, but widened in mathematics.
7. Priorities for improvement in 2015-16 are to improve attainment and progress in mathematics and to continue to close the pupil premium gap consistently across all key stages.
8. **Key Stage 4.** Provisional outcomes for KS4 indicate that 64% of pupils achieved 5A\*-C including English and mathematics on first entry. This is an improvement of 2 percentage points. This improvement is in the context of further significant changes to the KS4 curriculum and examination system. This currently places York in first position in the Yorkshire and Humber region with North Yorkshire. National benchmarking data, including pupil premium data will become available in late October/early November.
9. **Key Stage 5.** Outcomes in KS5 saw strong improvement in 2015 with both the school sixth forms and York College reporting significant improvements in the percentage of students achieving Level 3 qualifications. The percentage of students in school sixth forms achieving the highest grades of A\*-B in three or more subjects at A level improved by 3 percentage points to 42% in 2015. There was a similar improvement in the percentage of students achieving three or more A levels at grades A\*-E, resulting on 94% of students achieving three or more A levels in 2015.

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<sup>1</sup> See Annex 1: Key Stage Results

## **Ofsted Judgements - Update**

10. Our ambition in York is that every child and young person attends a school that is judged as good or better. As of 9<sup>th</sup> October 2015 89% of our secondary schools are good or outstanding, and 88% of our primaries are good or outstanding, with 100% of our special schools are good or outstanding. This means that overall, of the 64 schools in the city, 89% are good or outstanding.
11. This currently places York above the national average for the percentage of good and better schools, with nationally 81.4% of all schools being judged good or better, 84% of primary schools judged good or better and 77.7% of secondary schools judged good or better.
12. The outcomes of Ofsted inspections since September 2014 are:
  - Dringhouses Primary secured good.
  - Elvington Primary secured good.
  - New Earswick Primary remained as requiring improvement.
  - Osbaldwick moved from good to requiring improvement.
  - Skelton Primary secured good.
  - Woodthorpe Primary remained as requiring improvement.
13. Overall this is a positive and improving picture for the city, with the priority being to ensure that schools requiring improvement move rapidly to good and that the percentage of good and outstanding schools across all phases of education continues to remain significantly above national averages.

## **Update on the new arrangements to support school improvement**

14. Since 2010 the local authority's role in school improvement has been changing. An increasingly diverse school system has placed responsibility for school improvement directly on to schools and has seen local authorities moving away from being providers of school improvement towards commissioning and quality assuring sector led school improvement.
15. Nationally the development of teaching schools and system leader roles such as National Leaders of Education, Local Leaders of Education and Specialist Leaders of Education have been the key elements in creating the capacity to support the self improving school system. In York we

currently have three Teaching Schools, two teaching school alliances (Ebor and Pathfinder), 4 National Leaders of Education, 9 Local Leaders of Education and 32 Specialist Leaders of Education. Since 2013 we have also been developing school to school support through the geographical cluster model. This provides the infrastructure to support the transformation of the delivery of school improvement in York seeing the move away from the local authority as the provider of school improvement through a large retained team of advisers and consultants to a quality assurance role, providing challenge and holding schools to account for their own improvement.

16. In October 2014, the Council's Cabinet approved the business case for school improvement which proposed the radical restructuring of the local authority's retained school improvement team from a provider team to a smaller quality assurance team which would work with headteachers, system leaders and the two teaching school alliances and the clusters to develop sustainable and high quality school-led school improvement arrangements.
17. September 2015 has seen the implementation of these new arrangements. The local authority school improvement team has been restructured and now consists of four senior school improvement professionals whose roles are focused on the commissioning and quality assurance of school improvement activity in the city. The focus of their work will be on ensuring that the impact of this activity is clearly evidenced and schools are being held effectively to account for their own improvement. In April 2015 Schools Forum agreed to the use of funding from the Direct Schools Grant (DSG) to be used as a commissioning fund to develop the new model of sector-led school improvement. This is being achieved through the commissioning of school to school support from the Ebor Teaching Schools Alliance and continuing professional development from the Pathfinder Teaching Schools Alliance.<sup>2</sup> The new arrangements are part of an annual commissioning cycle which is focused on ensuring that commissioned work addresses the priorities for improvement identified by the local authority's school improvement team through its annual cycle of self evaluation and risk assessment.
18. Embedding these new arrangements and evaluating their effectiveness will be the main priority during 2015-16 and regular reports on progress will be submitted to both the Schools Forum and the executive board of the York Learning Partnership.

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<sup>2</sup> See Annex 2 The Interim Commissioning Plan

## **Recommendations**

19. As this report is for information only there are no specific recommendations

Reason: To update the committee on school performance in 2014/15. and the new arrangements to support school improvement.

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**Background Papers:** None

**Appendices:**

**Annex 1:** Key Stage Results 2015

**Annex 2:** The Interim Commissioning Plan