

**Children, Education and Communities
Scrutiny Committee**

November 2018

Report of the Corporate Director Children, Education & Communities

**School Improvement and Ofsted Update on Schools Performance
Summary**

1. This report provides information about school performance in the academic year 2017- 2018.¹
2. This report provides information about the position of schools according to Ofsted inspection judgements as of 22nd October 2018.

Primary and secondary school performance 2017- 2018

Early Years Foundation Stage

3. Outcomes for the Early Years Foundation Stage show 74.8% of pupils achieving a good level of development in 2018, which is three percentage points above the national average and maintains the city's good outcomes in the early years. The three-year trend in York shows continuous improvement from 74.1% in 2016 to 74.8% in 2018 for the percentage of children achieving a good level of development.
4. The outcomes in Literacy are low compared to the other Specific Learning Goals, mathematics being 5% points higher. In York the Gap between Pupil Premium Grant pupils and their peers in the good level of development has widened from -17% in 2015 to -26% in 2018.

¹ Data used in this report is currently provisional prior to the publication of the validated national data in the Department for Education Performance tables in January 2018.

Phonics and Key Stage 1

5. Outcomes for Year 1 Phonics show that York remains above both regional and national averages for the percentage of children working at or above the standard in Phonics. The three-year trend in York shows continuous improvement from 82.2% in 2016 to 84.5% in 2018 for the percentage of children working at or above the standard in Phonics. The rate of improvement in the last three years at 2.3% is higher than the national and regional averages of 1.9% in the same period.
6. The un-validated 2018 Key Stage 1 outcomes in attainment continue to be broadly in line with, above or well above national averages in all subjects at both the expected standard and higher standard. There continues to be an improving three-year trend at the expected standard in all subjects. However reading fell by -0.6% from 2017, the national average also fell against the 2017 average.
7. Writing at the expected standard has been the most improved subject at Key Stage 1 for City of York, up 8.0% points over the last three years, which is now 1.5% above the national average. Reading and mathematics at the higher standard are 3.0% and 3.1% respectively above the national averages and writing is only 0.1% above.
8. Reading, writing and mathematics combined expected standard improved by 8% points over the last three years. Mathematics at the expected standard improved by 5.8% over the last three years.
9. Writing at the higher standard fell by -1.5% against 2017 result and is 0.6% higher than in 2016. In reading, writing and mathematics combined at the higher standard fell by -0.2% against 2017, although the combine in 2018 is 2.3% higher than in 2016. Reading fell by -0.6 against 2017 result at the expected standard.

Key Stage 2

10. Stage 2 outcomes in attainment and progress have seen improvement from 2017 and an improving 3-year trend in the vast

majority of measures. The un-validated Key Stage 1 to Key Stage 2 2018 progress data shows that progress was above national in reading and mathematics and in-line with the national average for writing. Writing expected standard attainment is above the national average for the first time in the last three years, being 0.6 % points above and has risen 8.6% points over the last three years compared to 4.2% points nationally. Low attainment and progress in writing has previously been an essential priority for improvement and led to the initiation of the successful writing project in 2016/17.

11. Reading, writing and mathematics combined expected standard is above the national for the first time over the last three years. Reading, writing and mathematics combined expected standard has been the most improved area for the City of York up 13.9% points during the previous three years. The improvement in the combined score is in the main due to the rapid increase in reading and writing at the expected standard over the last three years, up by 10.8% and 8.6% respectively.
12. Mathematics Scaled Score is above National for the first time in three years, improving by 1.5% points compared to 1.3% points nationally. Grammar, Punctuation and Spelling have been consistently below the national averages at the expected standard and higher standard. Attainment at the Higher Standard across the subjects is variable and less improvement has been made in this area compared to the national average.
13. Priorities for improvement in primary school performance in 2018-19 are to :
 - Improve outcomes in Grammar, Punctuation and Spelling at the expected standard to be at least in line with national averages by targeting schools with the lowest results.
 - Improve outcomes in writing through the continuation of the writing project (phase 2)
 - Improve outcomes at the higher standards so that this improves at least in line with national averages by the setting up of

Greater Depth Working party to identify and share best practice and research (made up of schools with best practice track record) to identify best practice and research and share findings with schools.

Key Stage 4

14. The performance indicators for KS4 were revised again for 2018, making year on year comparisons less valid. The introduction of reformed GCSEs starting in 2017 saw the introduction of a numerical 9-1 grading system, with grade 5 being seen as a good pass and grade 4 as a standard pass. In 2018 most subjects were graded in this way, but a minority, including languages, arts subjects and Design Technology, have continued to be graded using the A*-G grading system. This means that pupils have results with both numerical and alphabetical grades. Next year the phased roll out of the reformed GCSEs will be completed with the numerical grading structures in place across all subjects.
15. Provisional outcomes for KS4 reported by the Department for Education in the Statistical First Release indicate that attainment and progress outcomes in York have remained above national averages. In 2018 York achieved an Attainment 8 average of 49.6 points which was 3.1 points above the national average for state funded schools.
16. Performance in the “basics” subjects of English and maths was strong; the percentage of pupils achieving grade 5 and above in English and mathematics combined was 47.0%. This is 3.8 percentage points above national.
17. The new measure for this year is the average points score (APS) for EBacc subjects. York has high rates of entry and achievement for the EBacc and this is reflected in an APS of 4.46, which is 0.42 above national.
18. The Progress 8 measure indicates that York’s performance in 2018 was above average at 0.11. This places York on the top quartile of LA performance nationally.

Key Stage 5

19. Outcomes in KS5 continued to be strong in relation to performance nationally with all the school sixth forms performing strongly against value added benchmarks. Collectively sixth form provision in York is amongst the strongest of any local authority area nationally.

Improving the outcomes of Disadvantaged pupils

20. Improving progress and attainment outcomes for disadvantaged pupils in York remains the main area for improvement across all key stages. The gap between disadvantaged pupils and non-disadvantaged pupils begins in the early years and is characterised by poor outcomes in language and communication. Addressing this gap becomes important to improve outcomes across the primary and secondary phases as it leads to poor outcomes in English and mathematics as children move through the school system.
21. The progress and attainment of disadvantaged pupils in York varies by school and work has been done during 2017-18 to identify the characteristics of schools which have achieved good outcomes for disadvantaged pupils. This work has been shared with all schools through the 'Promoting social mobility through education' booklet produced by the School Effectiveness and Achievement Service in July 2018.
22. The attainment of disadvantaged pupils at the end of KS2 has improved over the last three years in all measures. At the expected standard the most significant improvements seen were in reading and mathematics by +18.2% and +14.0% respectively. The increase in reading and mathematics has meant that at the expected standard the combined reading, writing and mathematics measure (RWM) improved by 18.9% compared to 11.9% nationally.
23. Progress for disadvantaged pupils in reading at the end of KS2 has improved from -1.5 in 2017 to -1.2 in 2018 and mathematics has remained the same at -0.1. In all subject measures, the gap between

disadvantaged pupils in York is wider than the gap for disadvantaged pupils nationally.

24. Our priority is to focus on those settings and schools where the gap is widest. In 2018 we have identified a range of actions that will be taken to improve the outcomes of disadvantaged pupils central to our strategy is promoting a city wide culture of no excuses. To underpin this approach we have asked all schools and partners to sign a pledge and we have developed the following high level actions which are being taken forward by the social mobility through education steering group:

- Develop a shared understanding of the issues in York around the attainment of disadvantaged pupils and commit to improving these outcomes in all our schools
- Work together with families and communities to improve outcomes
- Focus resources and efforts on the early years and evidence-based initiatives that improve outcomes for disadvantaged five year olds
- Develop pedagogies in primary schools which we know address attainment for disadvantaged pupils with a focus on reading
- Develop secondary school organisation and pupils access to the curriculum, prioritise persistent absenteeism and meet the progress challenge.

Ofsted Judgements - update

25. Our ambition in York remains that every child and young person attends a school that is judged as good or better. As of 22 October 2018 100% of our secondary schools are good or outstanding, and 93.8% of our primaries are good or outstanding, with 100% of our special schools good or outstanding. This means that overall, 94.5%

of schools in York are good or outstanding². These statistics are affected by four sponsored academies (two secondary and two primary) which were graded inadequate at their last inspection and therefore do not currently carry a judgement.

26. This data places York above the national average for the percentage of good and better schools, with nationally 87.9% of all schools being judged good or better, 89.3% of primary schools judged good or better and 80.3% of secondary schools judged good or better.
27. Under arrangements introduced in January 2018, schools carrying a good judgement and subsequently receiving a one day inspection can have an inspection outcome stating that the lead inspector is not satisfied that the school would receive at least its current grade if a full inspection were carried out now. The school is informed that its next inspection will be a full inspection, which will typically take place within one to two years. Two York primary schools are currently in this position.
28. Overall York's schools continue to perform well in relation to national performance indicators. The new arrangements for commissioning school to school support through the York Schools and Academies Board resulted in significant improvements in outcomes for pupils in the majority of schools that had a support plan in place. In primary schools in particular, outcomes were transformed in some schools; the challenge now is for these schools to sustain their improved performance without additional support.

Recommendations

29. In order to continue to improve outcomes York needs to focus its resources on those schools and groups of pupils that significantly underperform in relation to national indicators. Members of scrutiny are asked to support the work being done by the York Schools and

² Data taken from Watchsted – www.watchsted.com. This calculation is based on schools with a current Ofsted inspection judgement, schools that have recently converted to academy status do not have an Ofsted judgement until they have their first inspection as an academy.

Academies Board and to scrutinise the progress of the social mobility strategic plan.

Author:	Chief Officer Responsible for this report:
Derek Sutherland Head of Primary School Effectiveness and Achievement John Thompson Head of Secondary School Effectiveness and Achievement and Skills	Maxine Squire Interim Corporate Director, Children, Education and Communities

Abbreviations

APS- Average point Score

EBacc- English Baccalaureate

GCSE- General Certificate of Secondary Education

KS- Key Stage

LA- Local Authority

Ofsted- Office for Standards in Education

RWM- Writing and Mathematics measure