

HAMPSHIRE COUNTY COUNCIL**Decision Report**

Decision Maker:	Executive Member for Education
Date of Decision:	21 January 2015
Decision Title:	Educational Attainment in Hampshire, 2014: Results and Priorities
Decision Reference:	6339
Report From:	Director of Children's Services

Contact name: Melanie Saunders: County Manager (Educational Attainment)
Chris Martin : Inspector/Adviser: Data and Performance

Tel: 01962 846364 **Email:** melanie.saunders@hants.gov.uk

1. Executive Summary

- 1.1. This report summarises the assessment, test and examination data for 2014 for Hampshire children in the early years, those in primary and secondary schools and students in post-16 education.
- 1.2. The report sets out, in detail, information concerning school and student performance at all three statutory educational phases and seeks to provide the necessary information for the Executive Member to consider how these may be judged against Children's Services priorities for all children, including the most vulnerable.
- 1.3. It also outlines the current priorities for schools, settings and the local authority school improvement service to secure further improvement and greater participation in education for all children and young people but especially the more vulnerable.
- 1.4. Overall children and young people have done well in examinations and tests this year, particularly in the early years and at Key Stage Two. Attainment at KS4 has also held up well in 2014 despite a raft of complex changes to assessment which have impacted upon national outcomes.

2. Contextual Information

- 2.1. It is important that children and young people achieve good results in public examinations since these demonstrate that they have reached a standard which allows them to access the next stage in their education and provides them with the skills and knowledge to progress to higher education and employment.
- 2.2. The performance of schools and the children in them is, therefore, of enduring national and local concern both because of the importance of educational outcomes in individual life chances and because of national economic and academic priorities. This has led to the increasing politicisation of education so that

- 2.3. successive governments seek to influence everything from the organisation and governance of schools to curriculum, assessment and examinations.
- 2.4. The last four years have seen significant changes in the way the success of children and schools is assessed. The new early years measure is in its second year, National Curriculum levels are in their final year and at KS4 new methods of assessing and calculating “success” have made comparisons with previous years complex and uncertain.
- 2.5. Teaching of the highest quality is as important as it ever was and helping schools to focus on progress and on understanding the standards that children, all children, need to be working at and working towards is key. Whether the uncertainty created by the current round of changes, particularly the removal of levels, will help or hinder teachers in concentrating less on examination and more on learning remains to be seen
- 2.6. At Key Stage Four, recent changes to boundaries and assessment methodology have culminated in wholesale alteration in the way subjects are examined and what achievements can be counted by schools and what just by students – these are no longer entirely the same. Although Hampshire results appear similar in 2014 to those of 2013 this is not the case nationally where there is the appearance of a decline. It is important to note that assessment at GCSE in 2014 has several fundamental differences which mean that neither improvement nor decline is certain since the comparison is not like-for-like.

3. Key Issues

- 3.1. Hampshire’s children and young people, overall, have performed well at all key stages with results above national and regional averages. In the early years the gains of recent years have been further built upon and at Key Stage Two performance has improved further from a high base and the gap between disadvantaged children and the whole cohort has closed further.
- 3.2. At Key Stage Four, Hampshire has moved ahead of national and regional performance, regardless of how GCSEs are assessed, which is a reversal of the trend of recent years. The disadvantage gap remains an issue at KS4, although it has narrowed slightly.
- 3.3. Children from minority ethnic backgrounds continue to perform well in Hampshire schools, although this is not true for all groups. Those in the care of the local authority have improved outcomes this year, although they still achieve results far lower than those of their peers.
- 3.4. At Post-16, academic outcomes remain strong although participation rates have slipped in comparison to national and regional averages, and need to improve, particularly through increased take up of apprenticeships and other vocational opportunities.

4. Early Years Foundation Stage – The Results

- 4.1. The Early Years Foundation Stage curriculum framework was revised in September 2012 to include a completely new assessment framework and a new outcome measure for children who are assessed at the end of Year R. This measure, called a Good Level of Development (GLD), is defined as a child who has achieved at least the expected level in all the prime areas of learning; personal, social and emotional development, physical development and communication and language;

as well as literacy and mathematics. The gap measurement is the percentage difference between the median score for all children and the mean of the bottom 20%. The revised framework is now in its second year and therefore some comparisons over time are possible.

- 4.2. The percentage of children achieving a Good Level of Development (GLD) in Hampshire in 2014 was 67% compared to a National figure of 60%. This is an increase of 8% when compared to last year's GLD score and places Hampshire in the top 10% of authorities nationally. This is a reflection of the range of targeted initiatives in Hampshire. In particular the advisory teacher team which works with schools where there have been concerns.
- 4.3. As the new early years framework focuses more specifically upon literacy and mathematics as priority areas for teaching and learning in Hampshire, children are being better prepared for their entry into Key Stage 1. It is important to note that there are a percentage of children who have not yet met this national defined milestone of a GLD. Many of these children are summer born and developmentally have had significantly less time to reach expected levels in literacy and numeracy at the time of assessment than their older peers.
- 4.4. Scores across all areas of learning have increased and remain above national figures. The percentage of children at the expected level or above in Personal, Social and Emotional Development was 86% compared with a National figure of 81%, in Physical Development it was 89% compared to a national figure of 86% and in Communication and Language it was 84% compared a National figure of 77%. In Literacy 73% of Hampshire children reached the expected level compared with a national average of 66% and in Mathematics it was 79% compared with a national average of 72%
- 4.5. The gap between percentage difference between the median score for all children and the mean of the bottom 20% was 25.7% in Hampshire, substantially smaller than the national attainment gap of 33.9%. This gap is also smaller than in the majority of Hampshire's statistical neighbours. Hampshire's youngest children are not only achieving above the national average generally but those children with lower attainment are doing better than they do nationally.
- 4.6. In Hampshire, 47% of children eligible for free school meals were assessed as reaching a GLD compared to a national figure of 45%. Although no national data is currently available for children in care, 43% of Hampshire's children in care were assessed as having reached a GLD. The percentage of children living in Lower Super Output Areas (LSOA) achieving a GLD was 53% compared to the national LSOA figure of 53%. The overall GLD achievement of children with English as an additional language was 59%, which is 6% higher than the national figure for similar groups of children.
- 4.7. The 'Keep on Talking' (KoT) programmes have continued to support improvements in localities where children's language development has been of concern. Over 300 children in Hampshire this year are no longer at risk of language delay as a result of this programme. Children's centres have also had an impact on the attainment of vulnerable children as the second cohort of children who attended children's centres have now completed their first year in school.

5. Early Years Foundation Stage – Local Authority Future Priorities

- 5.1 Raise attainment and continue to close the gap in outcomes for young children by:

- Working with schools and early years education providers to implement evidence based approaches to improving children’s speech and language, early literacy, numeracy and personal social and emotional development.
- Offering training and advice to providers so that they are well equipped to deliver early years education for children who may be at risk of poor outcomes
- Targeting parent support to reflect local priorities for development

5.2 Improve the quality of teaching and learning by:

- Focusing support on learning and development and leadership and management actions which have been identified by Ofsted in provision judged to be requiring improvement or inadequate
- Offering specific training and advice to meet the needs of children 0-3 in provision
- Strengthening understanding of the role of the adult and practitioner knowledge of child development

5.3 Support changes to the Early Years curriculum by:

- Working with year R teachers and early years education practitioners to make consistent and accurate judgements when assessing children’s development and supporting practitioners to understand the new assessment measures due to take effect in 2016.
- Strengthening information sharing at transition points

6. Primary Years – The Results

- 6.1. The attainment of 7 year olds at the end of **Key Stage One** (KS1) is measured by teacher assessment against the levels of the National Curriculum in speaking and listening, reading, writing, mathematics and science. Level 2 is regarded as the national expectation but that level is divided into three sub-levels: 2A, 2B and 2C (in descending order of competence). Level 3 is a higher level of achievement. Results for 7 year olds nationally have increased steadily over the past three years. In 2014 speaking and listening, reading, writing, mathematics and science further improved.
- 6.2. In 2014, Hampshire children achieved high levels in all areas of assessment at KS1 and the attainment remains consistently above the national average. Standards in speaking and listening, reading, mathematics and science are very high. In Hampshire speaking and listening, reading, writing, mathematics and science increased again with 94%, 93%, 90%, 95% and 95% respectively achieving level 2 and 35%, 40%, 18%, 30% and 34% achieving level 3. The picture in all areas is one where Hampshire children continue to achieve significantly better than children nationally and when compared with statistical neighbours. These results are summarised in Table 1 below.

Table 1 – Key Stage 1: Summary of Headline Results

KS1 2014	L2 National	L2 Hants	L3 National	L3 Hants
Sp & List	89%	94%	24%	35%
Reading	90%	93%	31%	40%
Writing	86%	90%	16%	18%
Mathematics	92%	95%	24%	30%
Science	91%	95%	22%	34%

- 6.3. Hampshire 6 year olds (the end of Year 1) also performed well in the phonics test which was introduced in 2012. This year 75% of children achieved the expected standard in Hampshire, in comparison to 74% nationally, a 4% increase on the 2013 results. Those who did not achieve the expected outcome at in year 1 had the opportunity to sit the test again at the end of year 2. In Hampshire 90% of 7 year olds who sat the phonics test in 2014 achieved the expected standard, compared to 88% nationally.
- 6.4. At Key Stage 1 there were 25 children on roll who had been in care for 12 months or more. Of these children 81% achieved level 2 or more in reading, 81% in writing and 81% in mathematics, this compares with 80%, 60% and 80% respectively in 2013. These results are above the national and south east region averages. The percentage of the 1737 children from BME and Traveller groups achieving Level 2 or above in reading, writing and mathematics was 93%, 91% and 95% respectively. This compares to 93%, 90% and 95% in 2013.
- 6.5 At the end of **Key Stage Two (KS2)**, Level 4, also sub-divided into L4A, L4B and L4C, is the national expectation in reading, writing and mathematics for 11 year olds (Year 6). The important measure is the proportion of those reaching that level or better in mathematics, reading *and* writing.
- 6.6 Hampshire's children continue to do better overall than children across England and in places most like Hampshire (Statistical Neighbours). 91% of Hampshire's 11 year olds achieved a L4+ in reading compared to the national average of 89% and 87% achieved this measure in writing against a national average of 85%. The percentage of 11 year olds achieving the higher level 5 for reading in Hampshire was also higher than national averages at 55% against 50% nationally. Level 5 writing results in Hampshire and nationally were both 33%. Hampshire children performed above national averages at L4 in the grammar, punctuation and spelling test at 77%, against 76% nationally. Level 5 results in Hampshire and nationally were both 52%.
- 6.7 Standards in mathematics continue to be above national averages. 88% reached the expected level (Level 4) and 46% of children reached level 5 against national averages of 86% and 42% respectively. The percentage of children achieving in the important measure of Level 4+ in all three areas, reading, writing and mathematics, was 82% which is also higher than the 79% of children achieving this nationally and the 79% average among Hampshire's statistical neighbours. Girls outperformed boys with 85% achieving Level 4 or above all three of reading, writing and mathematics, against boys at 79%. This gender gap, particularly in writing, remains a national issue. 25% of Hampshire children achieved the higher standard

of level 5+ in reading, writing and mathematics compared to 24% nationally. The Key Stage 2 headline results are summarised in Table 2 below.

Table 2 – Key Stage 2: Summary of Headline Results

Key Stage 2	Level 4+			Level 5+		
	National 2014	Hants 2014	Hants 2013	National 2014	Hants 2014	Hants 2013
Reading	89%	91%	88%	50%	55%	50%
Writing	85%	87%	84%	33%	33%	30%
Mathematics	86%	88%	87%	42%	46%	44%
R/W/M	79%	82%	78%	24%	25%	22%
Gr, Sp & P	76%	77%	75%	52%	52%	49%

- 6.8 Within this overall figure, however, there remains considerable variation between districts which can be viewed by following this link: [KS2 District Attainment 2014](#)
- 6.9 One measure used to assess the effectiveness of schools is the progress that children make in the four years from ages 7 to 11, Key Stage Two. The expected progress for all children is two levels (e.g. level 2 to level 4). In Hampshire the proportion of children making expected progress in 2014 was either greater or equal to national figures and statistical neighbours in all subjects. 91% achieved two levels of progress in reading, 93% in writing and 90% in mathematics. This compares to National figures of 91%, 93% and 90% and statistical neighbour figures of 90%, 92% and 88%. Hampshire pupils make substantially more progress during KS1 which is not reflected in this measure, although it contributes to the higher than average final results at the end of KS2.
- 6.10 In 2014 the expectations for primary school attainment and achievement changed. The new minimum expectation, the “floor standard” is that at least 65% of pupils in a school must reach level 4+ in reading, writing and mathematics combined, an increase from 60% in 2013. However, three additional measures are applied to assess whether a school is below the floor; the percentage of children making two levels of progress in reading; two levels of progress in writing and two levels of progress in mathematics. In 2014 15 out of 288 Hampshire schools with KS2 achieved below 65% L4+ reading, writing and mathematics but 6 of these are taken above the floor standard by progress above the national median on one or more measure. This leaves 9 schools (3%) below the floor standard at the current time.
- 6.11 The children in relative poverty perform less well both nationally and in Hampshire but the gap at KS2 has continued to reduce in Hampshire over the past 3 years. In 2014 the proportion of children eligible for free school meals achieving level 4 or better in reading, writing and mathematics was 67%, 85% of those who were not eligible for free school meals achieved the same measure resulting in a gap of 18%, reduced from 22% in 2013. The gap has closed year on year so that, in Hampshire, it is now just 2% larger than the national gap of 16% whilst the headline figure has continued to rise. Maintaining improvement whilst closing this gap entirely remains a priority.
- 6.12 Results for children in care at the end of Key Stage 2 continue to improve. Of the 40 in care at the end of Key Stage 2 this year 73% achieved level 4+ in reading,

60% in writing and 71% in mathematics with 49% achieving in all three. Particularly pleasing is the continuing improvement in each subject. These results are above the national and South East region averages, however, the attainment of children in care remains below that of their peers and the LA continues to work with schools to improve outcomes. This work will include further development of personal education planning guidance and closer monitoring by LA officers so that schools better identify and meet the needs of children in care in Hampshire.

- 6.13 At Key Stage 2, the percentage of children from minority ethnic and Traveller groups achieving Level 4 and above in reading, writing and mathematics in 2014 was 80% in Hampshire compared to 77% nationally, rising from 77% in Hampshire in 2013. In Hampshire 90%, 86% and 89% achieved level 4 and above in reading, writing and mathematics respectively, all improvements from 2013.
- 6.14 In 2014 there were 2404 pupils with special educational needs (SEN) in year 6 in Hampshire with 370 of those with statements of SEN. 11% of children with statements achieved Level 4 or above in reading, writing and mathematics, a 3% decrease from 2013. 43% of the 1474 pupils registered for School Action and 31% of the 560 registered for School Action Plus achieved the same measure.

7. Primary Years – Local Authority Future Priorities

7.1. Raise attainment and accelerate progress by:-

- Building on the improvements in the standards of writing, especially boys' writing across KS1 and KS2 so that more children achieve age appropriate standards at the end of KS2.
- Maximise the take-up of free school meals and, therefore, the Pupil Premium. Supporting schools to learn from best practice and target this funding to improve outcomes for disadvantaged children, children in care and those from service families so that the gap between the attainment of those children and the rest continues to narrow, whilst attainment for all pupils improves.
- Supporting schools to identify underperformance early and intervene decisively with all pupils but especially those who have failed to make adequate progress in the previous Key Stage
- Continuing to increase the number of schools that are graded in an Ofsted Inspection as "Good" or "Outstanding" and intervene robustly in Hampshire schools which fall below the new floor standard of 65% in reading, writing and mathematics combined or where progress is inadequate.

7.2. Improve the quality of teaching and learning by:-

- Promoting and strengthening teacher subject knowledge and expertise especially in the core subjects of English and mathematics to ensure that all pupils are supported to reach the expected standards.
- Supporting the further development of primary language teaching so that more children make good early progress in languages in preparation for secondary school and are better prepared to access English Baccalaureate subjects at KS4
- Systematically identifying and building on the interventions which have been most successful in the continued improvement of primary school performance in Hampshire and ensuring that these are disseminated widely

- Building upon the breadth of opportunities that early years settings, schools and partnerships between schools are developing both within and beyond the school day to promote resilience and to develop self-esteem as critical factors to support learning.

7.3. Support changes to the primary curriculum and assessment regime by:

- Working with primary school leaders and teaching schools to understand and plan for the proposed changes to the content, delivery and assessment of the curriculum so that teachers understand and teach to the expected standards.
- Supporting primary schools in the use of phonics in the teaching of reading so that as many children as possible reach the expectations of reading competence by the age of 6 and go on to be confident readers.

8. Secondary Years – The Results

- 8.1. There are seventy mainstream secondary schools in Hampshire of which 6 are currently sponsored academies and 24 have converted to become free-standing academies. The results of all of these schools are combined in the analysis which follows. This year GCSE results have been unusually volatile due to some significant changes in the examination system. These changes have impacted upon how different subjects have been examined and how the results have been calculated. As a consequence, national data has been delayed and is still being adjusted and individual schools have seen substantial variation in their reportable results from previous years.
- 8.2. In recent years the measurement of attainment at the end of Key Stage 4 has focused on one key indicator, the achievement of five or more GCSEs at A* - C grade including English and mathematics. This year there have been three very distinct changes to how this is calculated. These changes have resulted in a significantly lower national headline figure. The first change is the removal of all modular examinations so that all elements of a qualification are assessed at the end of the course. The second change is the significant reduction in the list of subjects which can be counted the 5+A*-C measure and any subject, regardless of its size and complexity, can only count as a single result. Thirdly school and local authority performance will now only be attributed with the first time a student takes a particular examination with any improvement from a re-sit recognised for the student but not for the school or the local authority nor in school and local authority performance tables when these are published by the DfE.
- 8.3. Provisional 2014 performance of the secondary schools in Hampshire (excluding retakes) when all of these changes are applied is currently 58%, compared to a national figure of 56%. However, 60% of 16 year olds in Hampshire achieved the headline measure, inclusive of re-takes, compared to 58% nationally. All these figures are subject to adjustment between the first statistical release in October and the final figures in January which take account of appeals and re-marks. National figures are not currently available for all sub-groups of students.
- 8.4. New accountability measures have also been confirmed for 2016 which will see the end of most of the measures we currently recognise however they are counted.
- 8.5. The attainment of five or more GCSE grades of C or above at GCSE, not necessarily inclusive of English and mathematics, still has currency but is no longer regarded as the 'gold' standard that the DfE uses to measure and compare

schools. In 2014 under the new rules, the proportion of 16 year olds achieving this measure reduced by 10% in Hampshire but at the same time reduced by 16% nationally. One of the main causes of this reduction is the reduced list of subjects which now count in performance tables. In previous years a number of young people achieved this measure when they undertook larger vocational qualifications which were equivalent to two or more GCSEs. In 2014 secondary school performance in Hampshire (excluding retakes) based on this measure was 67%, compared to a national figure of 65%. However, 69% of 16 year olds in Hampshire achieved the measure, including their re-takes, compared to 67% nationally.

- 8.6. In 2014 26% of Hampshire pupils gained a C or better in the suite of examinations relevant for the English Baccalaureate, this is up from 25% in 2013 and higher than the national average of 24%. These results are unaffected by the changes to assessment. Headline results at Key Stage 4 are summarised in Table 3 below.

Table 3 – Key Stage 4: Summary of Headline Results

KS4	2014			2013		
	5A*-C(EM)	5A*-C	EBacc	5A*-C(EM)	5A*-C	EBacc
Hants LA performance	58%	67%	26%	60%	79%	25%
Hants 16 year olds	60%	69%	26%			
National performance	56%	65%	24%	61%	83%	23%
Nat. 16 year olds	58%	67%	24%			

KS4 2014	2014		2013	
	Eng GCSE	Ma GCSE	Eng GCSE	Ma GCSE
Hants LA performance	70%	70%	68%	72%
Hants 16 year olds	72%	71%		
National performance	68%	68%	69%	71%
Nat. 16 year olds	70%	69%		

- 8.7. Authorities are also compared to other authorities which have statistically similar populations. A notional group of 11 such authorities is constructed on an annual basis with the 6th placed authority representing the average performance. Hampshire's performance placed it 4th out of 11 in our 2014 group of statistical neighbour authorities, up from 7th place in 2013.
- 8.8. At Key Stage 4, 63% of pupils from minority ethnic groups gained 5 or more A*-C grades including English and mathematics at GCSE, compared with 61% in 2013. 94% gained 5+ A*-G including E&M.
- 8.9. In 2014 there were 80 pupils who at the end of year 11 had been in care of Hampshire for 12 months or more. Of these children 16% achieved five A*-C GCSE passes including English and mathematics, an increase of 7% from 2013.

These results are above the national and South East region averages. 42% of this cohort attained 5+A*-G (EM), an important indicator of continued engagement in education.

- 8.10. Both nationally and in Hampshire, children and young people in relative poverty perform less well in examined outcomes than those who are not. In Hampshire secondary schools, the gap in attainment between those young people eligible for free school meals and those who are not is 33% (5 A*-C (EM)), this is a 1% reduction from 2013.
- 8.11. The coalition government introduced a new floor standard which, from 2012, required at least 40% of pupils to achieve 5+ A*-C GCSE grades including English and mathematics. In 2014 there were 7 schools where attainment was below this benchmark, although in 3 of them more than 40% of students actually achieved 5+ A*-C GCSE grades including English and mathematics when retakes are included.
- 8.12. The additional measure against which the performance of school is judged is the percentage of pupils who make at least three levels of progress (3LP) between the end of Key Stage 2 and the end of Key Stage 4 (ages 11-16). A school where performance is above the national median for 3 levels of progress in either English or mathematics, it is not considered to be below the floor even if fewer than 40% of its pupils attain 5+A*-C (EM). Based on provisional data this will not exclude any of the 7 schools from being below the floor standards with four maintained schools and three sponsored academies below floor at the current time.
- 8.13. In Hampshire 72% of pupils made 3 levels of progress or better in English which places it 5th in the group of statistical neighbours and above the national average of 71%. In mathematics, 68% of pupils made expected progress which is above the national average of 65% and places Hampshire 4th in its group of statistical neighbours. Whilst Hampshire's performance has improved from 2013 in comparison to national performance and statistical neighbours, the percentage of secondary schools graded as good or outstanding has dropped from 79% to 75%.
- 8.14. In 2014 there were 2202 pupils with special educational needs (SEN) in year 11 in Hampshire. 486 had statements of SEN with 11% gaining 5+A*-C GCSE passes including both English and mathematics, a 1% decrease from 2013. 20% of the 1240 school action pupils and 16% of the 476 school action plus pupils achieved the same measure.

9. Secondary Years – Future Priorities

- 9.1 The local authority and its School Improvement Service will continue to support those schools that need it most whilst taking account of the different approach which will be needed in relation to academies. There are some key priorities for future years. These are to:
 - Intervene in Hampshire schools where fewer than 50% of pupils gained 5 A* - C at GCSE including English and mathematics in 2014 and challenge all schools to continue to improve.
 - Using the information from our visits to schools to provide focussed support and challenge so that schools intervene in the underperformance of disadvantaged children by concentrating on high quality teaching, evaluating the impact of interventions, raising the expectations of teachers and tackling the non-attendance of pupils eligible for free school meals.

- Maximise the take-up of free school meals and, therefore, the Pupil Premium by schools and make sure they learn from best practice in using this funding to improve outcomes for disadvantaged children, children in care and those from service families so that the gap between the attainment of those young people and the rest narrows whilst attainment for all pupils improves.
- Support secondary schools to manage the current and on-going changes to curriculum and assessment.
- Ensure that schools have the highest expectations of their pupils and target at least 4 levels of progress for all and understand what needs to be done to ensure that all reach or exceed the expected standard.
- Ensure that schools maintain a particular focus on those with high prior attainment so that their high levels of performance are built upon.
- Continue to promote good behaviour in schools which supports high attainment so that all of Hampshire secondary schools have an Ofsted rating of 'good' or 'outstanding' for this measure and a higher percentage of Hampshire children attend secondary schools which are good or better overall.
- Challenge schools to reduce persistent absence and in particular, support them in tracking the attendance of vulnerable pupils and intervening where appropriate to ensure full attendance.
- Focus on the continued and sustainable improvement for black and minority ethnic groups, particularly boys. Further work is also needed on the attainment of Black children in Hampshire, particularly Black Other and Black Caribbean, where achievement continues to be of concern.
- Ensure that the School Improvement Service plans and operates flexibly in response to the changing national context, so that it can continue to provide professional challenge and support for schools and for Hampshire pupils as schools become more diverse and oversight arrangements more complex.
- Ensure that young people at the age of 16 have the appropriate qualifications, aspirations and opportunities so that they all progress onto post-16 education or training to prepare them for economic wellbeing in adulthood.

10 Post-16 Headline Information

- 10.1 Although there are significant differences from pre-16 responsibilities, the Local Authority has statutory duties relating to participation and sufficiency of provision, post 16. As 'strategic commissioner' it is the LA's role to champion the needs of young people, working with the post 16 provider network, to ensure provision is of high quality and meets need. In addition, there is a statutory duty for the planning of provision for young people, 16-24, with special educational needs and learning difficulties and/or disabilities.
- 10.2 All young people are guaranteed a place in education or training at 16 and 17 under the 'September Guarantee.' In Hampshire, 98% of 16 year olds and 86% of 17 year olds received a formal offer of education or training for 2014. The combined performance for Hampshire was 92%. There are no 2014 figures currently available but this is in line with the 2013 final national average of 92.1%, and above the 2013 regional average of 91%.

- 10.3 Since September 2013 young people have been under a duty to participate in formal education or training until the end of the academic year in which they turn 17. At the end of June 2014, 92.5% of Hampshire young people were meeting their duty to participate in education, training or volunteering.. Overall levels of participation by 16 and 17 year olds in education and training, including employment with training, were 87.6%. This is below the regional average of 88.3%, and the national average of 89.7%. Whilst participation in full-time education is marginally above national and regional averages, participation in apprenticeships and other work-based programmes is below, with only 3% following an Apprenticeship compared to the national average of 4.6%. The duty to participate will extend to the 18th birthday in 2015.
- 10.4 For the 2013/2014 academic year, 37,796 places were funded for 16-18 year olds in Hampshire by the Education Funding Agency. 607 of these places were for High Needs students (students with learning difficulties and/or disabilities who require learning support costing £6000 min). Total funding allocation (programme and support) was £175.6m, including £6.7m for High Needs students (learning support funding), and £11.2m for disadvantaged students which colleges receive in lieu of the pupil premium. Note that Free Meal funding for Post 16 students applies from September 2014.
- 10.5 In October 2014, the DfE published provisional Level 3 outcomes for 2013/14, summarised in Table 4 below. It shows that performance in Hampshire's state funded post-16 providers remains above national average on all measures. Locally, 88.7% of students achieved a pass at Level 3 (2 A-Levels or equivalent).
- 10.6 The percentage of students achieving 3+ A*-A grades at A level or applied single/double award A level was 10.6% which compares favorably to the national average of 9.1%.The percentage of students achieving AAB grades or better at A level or applied single/double award A level was 17.3%, also above the national average of 15.6%

Table 4 : Summary of 2013/14 Provisional Level 3 (A Level) Attainment

Measure	Group	Year		
		2014	2013	2012
% students achieving at least 2 substantial Level 3 qualifications (i.e. equiv. to 2+ A level passes (grade A* to E)	England - All State Funded (inc FE Sector Colleges)	87.8%	91.7%	93.1%
	England - State Funded exc. FE Sector Colleges	97.9%	97.9%	97.7%
	Hampshire - All State Funded (inc FE Sector Colleges)	88.7%	93.9%	94.3%
	Hampshire - State Funded exc. FE Sector Colleges	97.6%	97.7%	98.8%
% students achieving 3+ A*-A grades at A level or Applied single/double award A level	England - All State Funded (inc FE Sector Colleges)	9.1%	9.8%	10.0%
	England - State Funded exc. FE Sector Colleges	10.0%	10.7%	10.9%
	Hampshire - All State Funded (inc FE Sector Colleges)	10.6%	11.3%	12.1%
	Hampshire - State Funded exc. FE Sector Colleges	11.6%	11.6%	11.5%
% students achieving AAB or better at A level or Applied single/double award A level	England - All State Funded (inc FE Sector Colleges)	15.6%	16.7%	16.8%
	England - State Funded exc. FE Sector Colleges	17.0%	17.9%	17.9%
	Hampshire - All State Funded (inc FE Sector Colleges)	17.3%	18.4%	19.9%
	Hampshire - State Funded exc. FE Sector Colleges	18.0%	17.5%	19.1%

- 10.7 The diversity and complexity of post 16 education makes it challenging to report on the performance of all young people who follow qualifications at all levels. Overall, the outcomes achieved by post 16 learners, and of the post 16 sector overall, in Hampshire is strong and at or above national performance on the majority of measures. This report acknowledges the success of all young people following all post 16 programmes, academic and vocational.
- 10.8 The Education Funding Agency (DfE) has lead responsibility for the performance management of Sixth Form Colleges and the Skills Funding Agency (BIS) for General FE Colleges. As strategic commissioner, the County Council works with both agencies where a college (or training provider) has 'cause for concern'. In 2013/14, two Hampshire sixth form colleges were issued with Notices to Improve for the financial health and one for governance. The County Council is participating in the monitoring process.

11 Finance

- 11.1 There are no additional financial burdens which result directly from the recommendations in this report. However, in the light of further budget pressures, the school improvement service needs to consider how it deploys its resource to support the continued improvement of examination and test results for all and to close the gap for the most vulnerable in Hampshire schools. It also needs to be cognisant of the cost of monitoring and intervening in the performance of children in academies and the need to charge appropriately for such intervention and support.
- 11.2 In addition to reducing the cost of central services, it remains necessary to capitalise on the excellent reputation of the school aspects of the improvement service to increase trading both within and outside of the authority. Additional resources, including school resources such as the Pupil Premium, will also be targeted on mitigating the effects of disadvantage so that the gap between those who do well and those who do not is narrowed whilst the bar is raised for all children and young people in Hampshire.

12 Outline of Local Authority School Improvement Priorities

- 12.1 The progress and future priorities identified in the body of this report, suggest clear areas which the Children's Services Department needs to focus upon within each phase. These can be summarised as follows:-
- Raise attainment for all children whilst continuing to close the attainment gap for the most vulnerable.
 - Lead on the delivery of evidence-based improvement programmes which have proven impact on outcomes for children and young people.
 - Intervene in Hampshire schools where too few children reach the required standard and challenge all schools to continue to improve so that the percentage of Hampshire children attending good or better schools increases.
 - Maximise the take-up of free school meals and, therefore, the Pupil Premium by schools and make sure they learn from best practice in using this funding to improve outcomes for disadvantaged children, children in care and those

from service families so that the gap between the attainment of those young people and the rest narrows whilst attainment for all pupils improves.

- Promote and strengthen teacher subject knowledge and expertise especially in the core subjects of English and mathematics to ensure that all pupils are supported to reach the expected standards.
- Ensure that schools maintain a particular focus on those with high prior attainment so that their high levels of performance are built upon.
- Continue to promote good behaviour in schools which supports high attainment so that all of Hampshire schools have an Ofsted rating of 'good' or 'outstanding' for this measure.
- Support schools to identify underperformance early and intervene decisively with all pupils but especially those who have failed to make adequate progress in the previous Key Stage
- Challenge schools to reduce persistent absence and in support them in tracking the attendance of vulnerable pupils and intervening where appropriate to ensure full attendance.
- Working with school leaders, teaching schools and national agencies to understand and plan for the proposed changes to the content, delivery and assessment of the curriculum so that teachers understand and teach to the expected standards
- Focus on the continued and sustainable improvement for black and minority ethnic groups.
- Target parent support to reflect local priorities for development
- Increase participation rates post-16 by enhancing and promoting apprenticeships and other vocational opportunities.
- Ensure that the School Improvement Service plans and operates flexibly in response to the changing national context, so that it can continue to provide professional challenge and support for schools and for Hampshire pupils as schools become more diverse and oversight arrangements more complex.

13 Recommendations

- 13.1 That the Executive Member for Education notes the assessment, test and examination results for 2014
- 13.2 That the Executive Member for Education endorses the priorities for improving the educational outcomes for all children and closing the gap for the most vulnerable as listed in paragraph 12.1
- 13.3 That the Executive Member for Education supports the distribution of this paper to schools, colleges and settings in Hampshire in order to alert them to the summary outcomes from 2014 tests and examinations and the future priorities which arise from them.

CORPORATE OR LEGAL INFORMATION:**Links to the Corporate Strategy**

Hampshire safer and more secure for all:	yes
Corporate Business plan link number (if appropriate):	
Maximising well-being:	yes
Corporate Business plan link number (if appropriate):	
Enhancing our quality of place:	no
Corporate Business plan link number (if appropriate):	

Other Significant Links

Links to previous Member decisions:		
<u>Title</u>	<u>Reference</u>	<u>Date</u>
<u>Educational Attainment in Hampshire, 2013, Results and Future Priorities</u>		<u>January 2014</u>
<u>Statutory Responsibilities for School Improvement.</u>		<u>September 2013</u>
Direct links to specific legislation or Government Directives		
<u>Title</u>	<u>Date</u>	

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

<u>Document</u>	<u>Location</u>
None	

IMPACT ASSESSMENTS

Equality Duty

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- a) The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;
- b) Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;
- c) Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

Equalities Impact Assessment

Outcomes in this report are assessed specifically against the needs of a range of vulnerable groups and the performance of those groups is reported on. The impact upon outcomes for those with special needs, children in care, those from minority black and ethnic backgrounds, the most able and those living in relative poverty has been considered throughout this report.

Impact on Crime and Disorder

The attainment of better outcomes for all young people has a direct impact on their future economic wellbeing and, therefore, on their potential involvement in criminal activity. Success at school promotes self-esteem, attendance and good behaviour leading to greater community cohesion, adult independence and active citizenship.

Climate Change

The recommendations in this report will have no impact upon the carbon footprint or energy consumption in Hampshire.

The recommendations in this report have no direct link with adaptations to climate change.