

HAMPSHIRE COUNTY COUNCIL

Decision Report

Decision Maker:	Executive Lead Member for Children's Services
Date of Decision:	7 December 2011
Decision Title:	Educational Attainment in Hampshire, 2011: Results and Priorities
Decision Reference:	3332
Report From:	Director of Children's Services

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1. Executive Summary

- 1.1. This report summarises the assessment, test and examination data for 2011 for Hampshire children in the early years; those in primary schools; those in 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 Lead 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 action needed by schools; by the local authority school improvement service and by relevant partners to ensure greater participation and further improvement. In addition, the report considers the impact of recent Government Education policy upon school improvement priorities and the Hampshire School Improvement Service.
- 1.4. Overall, Hampshire's children and young people have continued to perform well.
 - In assessments, tests and examination they have attained standards higher than in previous years and higher than those attained by children and young people who attend school in statistically similar areas of the country.
 - Children from many black and minority ethnic groups have continued to do well in Hampshire, this is particularly true where the performance of boys in some groups had caused concern in 2010.

- Those with special needs have again made progress in Hampshire schools; those in care have done well in some Key Stages and the most able continue to progress.
 - The gap between those eligible for free school meals (FSM) and those who are not remains an issue in Hampshire schools and continues to be cause for concern.
 - The attainment gap has narrowed slightly at both Key Stage 2 and Key Stage 4 and children living in relative poverty in Hampshire do better than they do in similar authorities, particularly those in the South East. However, the gap between their performance and that of their more advantaged peers remains greater than is the national average.
- 1.5. Whilst the levels of attainment, as measured by test and examination outcomes, have risen in Hampshire, there remain some areas of relative weakness or of insufficient progress. The executive member is asked to approve the priorities for action as outlined in this report.

2. Contextual Information

- 2.1. High levels of educational attainment are essential: for the future economic prosperity for the nation, for individuals and for those individuals' future families. School success is also a matter of local pride and it contributes considerably to community cohesion and local prosperity when parents and their children have confidence in their neighbourhood school. Educational success provides choice for young people in relation to how they will spend their adult lives. It can mean that young people are better equipped to play their part as citizens and progress into the next stage of learning and life without being dependant upon the state.
- 2.2. Schools, colleges and other educational settings are key players in the drive for higher standards – but they are not the only ones. The quality of leadership, management, curriculum, teaching, assessment, and the approach taken to under-achievement in educational settings, remains crucial to the success of children and young people. The Local Authority (LA) still has a vital role to play in monitoring the quality of school provision and intervening when it is not sufficiently high. The LA is the champion of children and parents and is tasked with holding schools to account for the quality of the education they provide.
- 2.3. The way in which adults within the whole community organise themselves to support the county's children is also key to their success. The quality of parenting, and caring, and the way in which each child is supported at home in their learning remains as important as it has always been.
- 2.4. Sixteen year olds who live in families where the main earner is in a professional occupation are over twice as likely to achieve 5 A*- Cs at GCSE, compared with 16 year olds who live in families where the main earner does a 'routine' or unskilled job. The life chances of young people who achieve expected outcomes at 16 and then progress into post-16 education or training are considerably enhanced. The 2011 Education Bill

reiterates the commitment to raise to seventeen the minimum age at which young people can leave education or training in 2013 and to eighteen in 2015 in recognition of the importance of such participation to the economic interests of young people and of the nation.

- 2.5. The Education Bill also heralds a new era of institutional freedom in terms of curriculum, leadership and school improvement. The role out of Teaching Schools as a mechanism for school improvement is also a key plank of Government Education Policy. It is clear that such schools are viewed as a major resource for improving teaching. With the necessary support and infrastructure this initiative and the new institutional freedoms heralded by The Education Bill have the potential to change the way in which schools access support to improve. The Local Authority will need to support Teaching Schools to ensure they are successful and that the way in which school to school support continues in Hampshire is coherent and a complementary tool for targeting intervention and securing support.

3. Key Issues

- 3.1. Hampshire's children and young people, overall, attain high educational standards. For most measures, Hampshire's children also do well when compared with standards nationally and standards in places most like Hampshire. 2011 saw improvements in these standards across the age range but particularly so for the youngest children and for 16 year olds. At Key Stage Two, the performance of boys in writing continues to cause concern in some areas of the county and whilst progress has improved across the county it remains below expectations in some districts.
- 3.2. Most vulnerable children and young people make good progress too and the performance of some groups has improved in 2011, although some, especially those who live in conditions of relative poverty and children in care have not traditionally done as well in Hampshire as they should.
- 3.3. Schools are obviously key players in this work but further whole-system solutions need also to be developed alongside the technical work of schools. Whilst schools have been self-managing for many years, the move towards even greater independence, as signalled in recent and anticipated legislation, is going to require a different approach by the local authority towards the improvement of schools and the outcomes achieved by pupils.
- 3.4. Whilst less than 6% of Hampshire schools have become academies or are part-way towards that status, that figure is weighted towards secondary schools with above 30% of secondary schools in the county set to become academies by the end of April 2012. Although the Local Authority retains accountability for the outcomes achieved by pupils in these schools, it has restricted access to their data and the performance of academies is overseen by national bodies.
- 3.5. Hampshire currently has four schools with Teaching School status with a further school expected to join them in April. In Hampshire, the facilitation of school-to-school support is a long-established mechanism for bringing

about improvement so there are clear opportunities for the further development of this approach in partnership with these leading schools. However, if the priorities of the County Council for improving the whole system in Hampshire are to be addressed in each individual school, then the way in which the School Improvement Service works with schools will need to evolve to take account of these changes. There is a clear risk to the system if the Local Authority School Improvement service and Teaching Schools do not work in concert, focussing the right strategies on the right schools, based on sound intelligence and clear accountability. For the good of Hampshire children, this new relationship between “the mediating layer” and schools with a Government mandate to improve others, must be a priority.

- 3.6. The removal of the requirement for every school to have a School Improvement Partner (SIP) has allowed the Local Authority to develop further its collaborative approach to school improvement and intervention in partnership with schools and school leaders. The introduction of Leadership and Learning Partners (LLPs) with a remit to work differentially to support maintained schools according to level of need is part of this partnership approach to improvement. In addition, the Authority intends to review its use of Intervention Powers and the mechanisms for working through sponsors and the YPLA to drive improvement in the academies which serve Hampshire children.
- 3.7. Despite very good overall results in 2011, further improvement is needed and always will be. In summary, more work is needed to increase the percentage of children who make two levels of progress in the course of Key Stage Two; to address the significant disparity in outcomes in the most disadvantaged areas of the county; to narrow the gap between the attainment of most children and some of those who are the most vulnerable and to ensure that all schools achieve results which take them above current and anticipated national benchmarks.

4. Early Years Foundation Stage – The Results

- 4.1. The Early Years Foundation Stage (EYFS) is a statutory stage and how well children are progressing is measured at the end of the stage by an assessment against the Early Years Foundation Stage Profile. In 2011, more four year olds (58.2%) in Hampshire reached the threshold set by government than in previous years. This is a 4.2 percentage point improvement on 2010, which is the greatest to date. Whilst the national figure of 59% is still marginally above Hampshire's, the national rate of improvement at 3 percentage points means that Hampshire's young children are improving more rapidly and are closing the gap. In particular Hampshire young children's achievement in writing has significantly improved. Girls continue to make better progress than boys but in some areas of the county the gap is smaller than in others.

- 4.2. The Local authority is also judged on the gap between the performance of the median child of the Year R cohort and the average score of the lowest achieving 20%. This gap narrowed by 0.7 percentage points in 2011 to 29% against a national gap of 31%. Encouragingly, children living in the most disadvantaged areas have developed greater personal, social and emotional (PSE), and communication, literacy and language skills (CLL) than in previous years. Whilst the gap is reducing, it is important that this trend continues, particularly for children in care, children receiving free school meals and some ethnic minority groups. The future educational success and economic wellbeing of these vulnerable children is directly affected by our success in mitigating the effects of disadvantage.
- 4.3. Children's centres have a significant role to play in helping to reduce the gap in attainment and are already having an impact on outcomes for children. In 2011, 55% (8% more than 2010) of children living in the notional catchment areas for children's centres achieved above the county threshold level. 45 of Hampshire's children's centres improved their performance in the EYFS between 2010 and 2011 in comparison with 20 centres improving their results last year. There is no evidence that the current restructure is impacting upon the continued improvement in Children's Centre performance but this is being closely monitored.
- 4.4. The review of the EYFS has been concluded by Dame Clare Tickell and a revised curriculum consultation has now been concluded with the new framework due to be in place in September 2012. Whilst the overall aim of this stage will continue to be ensuring that all five year olds progress to primary school and beyond with the basic skills and knowledge to unlock the curriculum, there will be changes in how this attainment is assessed.

5. Early Years Foundation Stage – Future Priorities

- 5.1. There are five main priorities for 2012 which reflect changes to the Government's policy in relation to children's centres, early years education and childcare. There are also additional opportunities for greater realignment of the combined central children's centre service and the former Early Educational and Childcare Unit, alongside changes to Children's Centres within Hampshire. The main priorities are to :
 - Ensure that everyone involved with the EYFS understands the main changes in the new EYFS curriculum and is prepared for its implementation in September 2012.
 - Consider the implications of the proposals to strengthen the offer of free early years education to 2 year olds in need of additional support and to conduct a '2 year' check upon children's development in pre-schools. The information would be shared with health visitors.
 - Continue to focus the work of Children Centres on supporting parents of the most vulnerable children to improve their children's well being and progress. In particular, to help parents promote the communication,

language and literacy and personal, social and emotional skills of their children .

- Focus on early language development, early reading and early writing skills for all children so that children are ready for school. This will include additional support for providers in understanding how to facilitate boys' learning and development .
- Strengthen the qualification profile and the leadership and management skills within the private voluntary and independent sector workforce so that the outcomes for children continue to improve.

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 attained by more able children. Results for 7 year olds have seen little change nationally year-on-year and with minor fluctuations this picture remains the same for 2011.
- 6.2. In 2011, Hampshire children achieved high levels in all areas of assessment and the standards remain consistently above the national average. Standards in speaking and listening, mathematics and science are very high. In Hampshire 92% of children reached L2+ for Speaking and Listening against a national figure of 87% and 93% reached L2+ in mathematics in comparison with 90% nationally. In Science, 94% of Hampshire children reached level 2 or better with 89% doing so nationally.. Reading standards improved again this year from the high overall result achieved in 2010 with 90% achieving level 2 and 34% Level 3. Writing at level 2+ has further improved by two percentage points to 86% and by one percentage point at Level 3.
- 6.3. In mathematics the percentage of children reaching level 2 improved by one percentage point in 2011 to 93%, and those attaining Level 3 has also risen by one percentage point to 26%. Overall the picture is one where Hampshire children continue to achieve significantly more highly than children nationally and better when compared with statistical neighbours.
- 6.4. At the end of Key Stage Two, Level 4 is the national expectation in English, mathematics and science for 11 year olds (Year 6). The national measures include the percentage of children reaching level 4 and above separately in English and in mathematics and the important measure of those reaching that level in both English and mathematics. These measures are valuable in determining likely success in secondary school. Basic competence in reading, writing and numeracy are prerequisites of satisfactory outcomes at 16.
- 6.5 Girls outperformed boys in all measures at Key Stage Two with the exception of mathematics where boys outperformed girls by one

- percentage point. The most significant gap remains in writing, although in 2011 boys have closed the gap in achievement at both Level 4+ and at level 5+. In 2011, 84% of girls achieved L4+ and 27% L5+ . However, 70% of boys achieved L4+ and only 17% achieved L5+. This boy/girl gap, particularly in writing, remains a national issue and it is mirrored at every key stage, including at A Level.
- 6.6 Hampshire's children continue to do better overall than children across England and in places most like Hampshire (Statistical Neighbours). Standards in English have improved by 2 percentage points this year with 84% of children achieving level 4 or above. The percentage of 11 year olds achieving the higher level for English in Hampshire remained high this year with a third 33% reaching this level. Hampshire results for English at level 5 are 4% above the national average and 2% above that achieved by Hampshire's statistical neighbours.
 - 6.7. Standards in mathematics have continued to improve. There was an increase of one percentage point at Level 4 and standards at Level 5 remained the same. This means that 83% reached the expected level (Level 4) and 38% of children reached level 5. The percentage of children achieving in the important measure of Level 4+ in English and mathematics combined has continued to rise and the additional one percentage point achieved in 2011 takes Hampshire children to 77%.
 - 6.8. Within this overall figure, however, there remains considerable variation between districts. The highest percentage achievement for a Hampshire district in English and mathematics combined in 2011 being 86% L4+ and 32% L5+ and the lowest 65% L4+ and 13% L5+.
 - 6.9. One further measure of the effectiveness of schools, is the progress that children make in the four years from ages 7 to 11, Key Stage Two. The national expectation is two national curriculum levels of progress. In 2011 83% of Hampshire children made this degree of progress in English, a decrease of 1% from 2010 and 83% of Hampshire children made 2 levels of progress in mathematics. This is in line with the national figures although, again, this figure differs across districts.
 - 6.10 For 2011 the expectations for primary school attainment and achievement changed. The new floor standard is for at least 60% of pupils to reach level 4+ in English and mathematics combined. However, two additional measures are applied to assess whether a school is below the floor, the percentage of children making two levels of progress in English and two levels of progress in mathematics. In 2010 the national median figures were 87% for English and 86% in mathematics. The DFE will confirm the median figures for 2011 in December, so the 2010 figures have been applied to give an indication of the number of schools which may fall below the floor standard.
 - 6.11 Raising overall attainment above 60% and ensuring that all pupils make the expected two levels of progress in English and mathematics, continues to be the prime focus for local authority school improvement teams and of schools In 2011, 26 Hampshire primary schools would be below this floor target if the 2010 progress measures applied (see paragraph 6.10).

- 6.12. Progress is still being made in closing the gap between the progress of children eligible for free school meals and those who are not. This gap reduced by 3.5 percentage points in 2011 to 24.5%. However, there is still a need for substantial improvement and the gap remains a key priority for government and for Hampshire as too many children in receipt of FSM are not making the expected 2 levels of progress between KS1 and KS2. Hampshire's children who receive free school meals as well as those who do not outperformed the average for South East authorities but remain below the national average.
- 6.13 At Key Stage 1 there were 21 children in care on roll and the attainment of these children at Key Stage 1 was the highest that it has ever been in reading, writing and mathematics. This is a pleasing trend as the importance of the early acquisition of reading, writing and mathematical skills is paramount for future success. This is due, in part, to the impact of the reading projects the Hampshire Virtual School for Children in Care has provided for children, schools and carers over the past 3 years. The approach has had a significantly greater impact than other interventions and this model is being developed to support mathematics in a similar way.
- 6.14 Results for children in care at the end of Key Stage 2 continue to improve, and this year 74.3% of the cohort made 2 levels of progress in English and 57.1% made that progress in mathematics. However, the attainment of some children in care at the end of KS2 remains significantly below that of their peers with only 34% attaining L4+ in both English and mathematics. This is being tackled through systematic identification of the barriers to learning and progress for each individual child. Training and development for designated teachers, school leadership teams and individual teachers is also being specifically targeted. LA officers from the virtual school (the notional collective of all the Hampshire children in care of school age), EMTAS and HIAS have worked with schools who secure the best outcomes for vulnerable children to identify the features of good practice. We are now in the process of disseminating the findings of this study with all schools via headteacher conferences.
- 6.15 The overall attainment of Black and Minority Ethnic (BME) groups has improved in KS1 in reading, writing and Mathematics since 2010. The percentage of children from BME groups in Hampshire achieving Level 2 and above is higher than that of this group nationally where, 78.9% of children from BME groups achieved Level 2 and above in writing, whilst in Hampshire, 85.8% achieved this measure in 2011, a gain of 3.7% since 2010. There has also been an improvement in the overall attainment of boys from BME groups particularly in writing where 76.4% achieved Level 2 and above in 2010 which has risen to 83.7% in 2011.
- 6.16 There continues to be variation between ethnic groups at KS1. The largest ethnic groups in Hampshire in 2011 are White Other, which contains numerous language groups including Polish, and Asian Other, which contains many Nepali speakers. The attainment of these groups has risen in reading, writing and mathematics in 2011 and significantly so for boys.

Mixed BME groups outperformed the Hampshire average in all areas and attainment for Black Caribbean children and White Irish Travellers rose significantly in reading since 2010.

- 6.17 There is, however, a continued need to raise the attainment of White Gypsy Roma children and ensure that children from more isolated BME groups such as Bangladeshi, Pakistani and Black African heritages are not overlooked. Continued vigilance is also required so that traditionally high performing groups such as Chinese and Indian children maintain and improve their levels of achievement.
- 6.18 At Key Stage 2, the percentage of children from BME groups achieving Level 4 and above in both English and mathematics has improved from 74.7% in 2010 to 76.8% in 2011, nearly matching the Hampshire average for this measure. There has been an improvement in the achievement of both boys and girls but girls from BME groups outperform boys by 7% This boy/girl gap is mirrored at all Key Stages and in most ethnic groups but it is most stark in the underperformance of white British boys on FSM. Several Hampshire schools are piloting approaches to raising the attainment of this group in order to identify the elements of good practice which the school improvement service will work with schools to disseminate.
- 6.19 The achievement of the largest BME groups in Hampshire (White Other and Asian other, as above) has improved since 2010. Children in the 'White Other' group now outperform 'White British' children, but there is a need to ensure that boys' achievement is sustained. 'Asian Other' which contains many Nepali speakers, improved from 66.7% in 2010 to 71.3% in 2011. The achievement of boys in this group was particularly pleasing, with a rise of 16.5 percentage points since 2010. Most pleasing of all however, was the increased percentage of children from White Gypsy Roma heritage who achieved Level 4 or above in both English and Mathematics. These children exceeded the LA target set for 2011 and their achievement rose from 25% in 2010 to 37% in 2011.

7. Primary Years – Future Priorities

7.1. Raise attainment and accelerate progress by:-

- Continuing to support Hampshire's most vulnerable children so that they achieve the best outcomes possible by ensuring that schools understand individual needs and support children in overcoming barriers to learning, particularly focussing on early help for the acquisition of language skills
- Disseminating the very best practice for vulnerable pupils in Hampshire primary schools to all schools across the county in order to accelerate pupil progress towards age appropriate attainment
- Improving standards in boys' writing across KS2 so that more boys achieve age appropriate standards at the end of KS2.

- Supporting schools to identify underperformance early and intervene decisively with all pupils but especially those in care and 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 reduce the number which fall below the new floor standard of 60% in English and mathematics combined

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 every child receives a quality experience in every session and that all pupils make at least the expected progress across the Key Stages
- 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 improving primary school performance and ensuring that these are disseminated widely
- Building upon the breadth of opportunities that schools and partnerships are developing both within and beyond the school day to promote resilience and to develop self-esteem

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 and delivery of the curriculum.
- Promoting and strengthening teacher subject knowledge and expertise especially in the core subjects of English and mathematics to ensure that every child receives high quality teaching and supportive feedback in every session
- 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.
- Support schools in preparing for the implementation of new assessment measures being introduced at Key Stage 1 and Key Stage 2

8. Secondary Years – The Results

- 8.1. Since the Key Stage 3 tests were withdrawn in 2009, levels of attainment have been voluntarily reported by schools based on teacher assessment.

Those results reported this year in the core subjects show an improvement on last year's test results in the core subjects at both level 5 and level 6 in English, with a small decline in mathematics and science. The combined measure for English and mathematics shows a 0.2% decline for achievement above level 5 but an increase of 1.7% for achievement above level 6. Teacher assessment has always been reported alongside the tests and the two measures correlate well with around a 1 percentage point difference. It is, however, difficult to compare figures to those of previous years as, in addition to the change from test to teacher assessment, more schools are submitting their data at the end of year 8 instead of year 9. It remains important for schools and the LA to have this mechanism to track progress so that any underperformance can be identified in time to intervene during the early part of Key stage 4.

- 8.2. The measurement of attainment at the end of Key Stage 4 has focused increasingly on one key indicator, the achievement of five or more GCSEs at A*- C grade or their equivalent including English and mathematics.
- 8.3. The provisional performance of 16 year olds in Hampshire based on this measure improved to 60.2% which is a 1.3 point increase on last year and 2.6 percentage points better than the national average. There has been a continual improvement in Hampshire since this measure was introduced in 2006.
- 8.4. The attainment of five or more GCSE grades of C or above at GCSE still has currency but is no longer regarded as the 'gold' standard that the DfE uses to measure and compare schools. In 2011, 42% of Hampshire secondary schools achieved over 80% on this measure, in 2010 this was 30% of schools. 24.3% of Hampshire pupils sat examinations relevant for the English Baccalaureate in 2011 and 17.9% gained a grade C or better in five of the relevant subjects in comparison with 15.2% nationally.
- 8.5. The LA has limited access to the performance data for the schools which have become academies. All Hampshire schools provided headline data on results day but the analysis that we receive from the organisation which provides detailed provisional data does not include data for academies. By the time results were published for 2011, 15 of the 71 secondary schools in Hampshire had become academies so analysis of performance of groups of pupils, particularly vulnerable groups, is not currently available for those schools. All the data analysis that follows is based on comparison between national statistics which include all schools and those Hampshire secondary schools, including special schools, which are still maintained by the Local Authority. In future years, the LA intends to analyse the attainment and relative improvement of different types of Hampshire school within this report.
- 8.6. The provisional outcome for LA maintained schools (excluding academies) for 5 A*-C GCSE grades including English and mathematics was 57.2%. This figure is marginally below the national average (which includes academies) because 13 of the 15 schools which converted to academy status are high performing schools with results significantly above the county average. Whilst those results were achieved when the schools were

maintained by the local authority, they no longer count within the county average. If we, therefore, compare the performance of the remaining Hampshire maintained schools with the performance of the same group of schools last year the 5+A*-C(EM) percentage has improved by 2.3%.

- 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 3rd out of 11 in our 2011 group of statistical neighbour authorities who this year achieved an average of 59.6% 5+A*-C(EM) although only the top three of these authorities scored above 60% in this measure. In the national table of attainment at GCSE or its equivalent, Hampshire placed 42nd out of 151 local authorities. In Hampshire the results include those achieved by special schools.
- 8.8 In 2011, 55% of pupils from BME groups gained 5+ A*-C GCSE grades including English and Mathematics. This is lower than the 2010 figure which included academies for which we currently have no BME data. In 2010, Chinese boys were in danger of falling below the county average for the first time. However there has been an improvement of nearly 20 percentage points for 5+A*-C (EM) between 2010 and 2011. Within some of the most vulnerable groups, such as 'Black Other' (mainly Fijian from service families) Bangladeshi and White Irish Travellers, attainment levels have doubled for this measure.
- 8.9 There needs to be a continued focus in 2011-12 on pupils of White Gypsy Roma heritage in order to sustain the huge gain made in achievement during 2010 and to match the gains made at Key Stage 2 for this group in 2011. This is also the case for pupils of Black Caribbean heritage although boys' achievement improved from 2010-11 and numbers are very low, levels of attainment for these pupils are still below the county averages. Achievement of pupils ascribed as 'Asian Other' decreased from 2010-11. In 2011, 218 pupils in Year 11 belonged to this group which includes Nepali speakers, Afghan asylum seekers and other smaller language groups. It is worth noting, however, that at least 10% of this group arrived during Year 11 whilst a further 5% of this cohort arrived during Year 10.
- 8.10 In 2011 there were 106 pupils who, at the end of Year 11, had been in care for 12 months or more. Of these children 7.5% achieved five A*-C GCSE passes including English and mathematics, a decline of 4% from 2010. Given the relatively small number of young people in the cohort a detailed analysis of the achievement of this group is being undertaken on an individual student basis in a similar way to that detailed for intervention with KS2 students in paragraph 6.14
- 8.11 18% of the pupils with special educational needs (SEN) attending a Hampshire maintained school gained 5+A*-C GCSE passes with English and mathematics. There has been a steady increase in the performance of those with SEN from 13% in 2008. The attainment gap of 50% has decreased by 2 points from 2010 after an increase in the previous year. In 2011 the percentage of pupils in local authority maintained schools

identified as having SEN who made three levels of progress in English and mathematics between entering secondary education and leaving it increased from 2010 by 4% in English and by 3% in mathematics.

- 8.12 Both nationally and in Hampshire, children and young people in relative poverty perform less well in examined outcomes than those who are not. In terms of assessing performance, the eligibility for free school meals (FSM) is used as a proxy measure for those living in poverty. In Hampshire maintained schools, the gap of 30.8% in attainment between those young people eligible for FSM and those who are not has decreased by 1.9% since 2010. 34.8% of girls eligible for FSM achieved 5+A*-C (EM) grades, an increase of 6.7% from 2010. This means that the gap in achievement between for girls eligible for FSM and who are not has reduced to 28.2% However for boys, the gap in attainment between those eligible for FSM and those who are not increased by 1.6% to 34.1%
- 8.12 Considerable additional support has been focused on improving the outcomes for those on FSM. The DfE funded scheme for 1 to 1 tuition which is in its second year, targeted pupils in Key Stage 3 who are in care, on free school meals or are identified as at risk of underachieving. This has been a particularly successful intervention which has had a positive impact on outcomes for vulnerable groups.
- 8.13 The coalition government introduced a new floor standard which requires at least 35% of pupils to achieve 5+ A*-C GCSE grades including English and mathematics. In Hampshire in 2010, 7 schools had levels of attainment below this. Significant LA resource was deployed to these schools to drive results above this expected floor and this figure has been reduced to 2 schools.
- 8.14 The two year DCSF initiative which aimed to improve secondary school outcomes in the Gaining Ground programme has had mixed results. Of the ten Hampshire Gaining Ground schools six have improved their GCSE outcomes with four showing a decline and five out of the eight schools which have had Ofsted inspections moved them from a 'satisfactory' to a 'good' grade. Three, however, have declined. The issue of "coasting schools" remains rightly high on the political agenda. A number of Hampshire schools where results have been lower than expectations both in terms of raw results and progress have been identified using Fisher Family Trust (FFT) and RaiseOnLine (RoL) data. These schools where, despite above average headline results, children make insufficient progress will be the subject of particular focus for the School Improvement Service, even where such schools have converted to academy status.
- 8.15 Again Hampshire secondary schools worked hard to improve their results in 2011 and 56% of them achieved results better than in 2010 with 40% of schools meeting their target for 2010. Ofsted judgements as at the end of July 2011 showed 67% of Hampshire secondary schools being judged as Outstanding or Good by Ofsted (compared to 49% nationally) and 25% were satisfactory (41% nationally) and 6% (3 schools) inadequate (11% national). The increase in good and outstanding schools is pleasing but satisfactory and inadequate schools are being worked with extensively in

order to improve the outcomes and opportunities for the pupils in those schools as quickly as possible.

- 8.16 The DfE are continuing the sharp focus on the measure for schools around behaviour and attendance. In the new Ofsted framework proposed for January 2012 'behaviour and safety', which includes pupil attendance is one of the four areas for judgement. In Hampshire, the percentage of secondary schools judged good or outstanding for behaviour has been at 86% for two years. Support for schools around pupil behaviour continues to be a major focus for the school improvement service. In addition the 3% of secondary schools judged to have inadequate attendance has now reduced to zero.

9. Secondary Years – Future Priorities

- 9.1 The local authority School Improvement Service will continue to support those schools that need it most but there are some key priorities for future years. These are to :
- Drive to ensure that there are no schools where fewer than 40% of pupils gain 5 A* - C at GCSE including English and mathematics in 2012.
 - Continue to work with schools on whole system solutions so that the gap between the attainment of those young people who live in relative poverty and the rest keeps narrowing while, at the same time, overall attainment remains on a rising trend.
 - Support secondary schools to implement the curriculum reforms as outlined by the coalition government in the White Paper, "The Importance of Teaching." In particular, to provide support for improvements in languages and humanities teaching so that more schools offer the full range of GCSEs expected by the English Baccalaureate.
 - Find whole system and specific school solutions so that the attendance and attainment of children and young people in care continues to improve.
 - Continue to support the good behaviour in our schools which supports high attainment so that all of our secondary schools have an Ofsted rating of 'good' or 'outstanding' for this measure.
 - Support schools in reducing persistent absence where it is high and in particular, tracking the attendance of vulnerable pupils and intervening where appropriate to ensure full attendance.
 - Focus on the continued and sustainable improvement for BME 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 continues to evolve in response to the changing national context, so that it can continue to provide flexible and professional support for schools and for Hampshire pupils as schools become more autonomous.

- Ensure that young people at the age of 16 have the appropriate qualifications for them to progress onto post-16 education or training and that there are suitable opportunities for them to do so.

10 Post-16 Headline Information

- 10.1 The Local Authority has a statutory duty to support participation and ensure that there is sufficiency of provision, post 16, to allow all young people to participate. 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 learning difficulties and/or disabilities.
- 10.2 For the 2010/2011 academic year, 39,101 places were funded for 16-18 year olds in Hampshire by the YPLA with a total value of £185m. Of these, 37,245 young people (£176m) are in fifteen FE or Sixth Form Colleges and six Independent Training Providers, some delivering outside of Hampshire, and 1,856 (£9m) are in the eight Hampshire School Sixth Forms (four of whom have converted to Academy status). The total number of places being funded for 2011/12 is 38,487, a 1.6% reduction.
- 10.3 In addition to the above, 70 learners with learning difficulties and/or disabilities (LLDD) were placed within specialist placements (local and residential) in 2010/11. Hampshire County Council is responsible for the assessment of young people and the planning of their placement, which is then funded by the YPLA directly. The value of this provision in 2010/11 was £5.6m, which includes a contribution of £1.09m from Hampshire County Council Adult Services and the NHS towards the social care costs. For comparison, for 2011/12, and as of September 2011, Hampshire had planned 93 specialist placements at a total cost of £5.3m, including a £1.06m contribution from third parties. Hampshire operates a 'local first' policy, which aims to place a higher proportion of LLDD young people locally (31 of which are placed with local FE providers) by developing local specialist programme capacity.
- 10.4 The post 16 sector in Hampshire is strong and whilst formal results for post-16 qualifications by area have yet to be published, provisional results show that the good performance of Hampshire post-16 providers has continued in 2011. Following the protocol established last year, Hampshire County Council collected provisional Level 3 results (A Level and equivalent) from schools and colleges on results day. The data was provided on a voluntary basis. Fourteen colleges and seven schools voluntarily submitted their data which allows for some headline information to be reported. All results remain to be validated and they are not at individual student level so information on the relative performance of different groups of students is not yet available to the Local Authority.
- 10.6 This provisional data shows a Level 3 pass rate of 98.6% overall, a 0.1 percentage point decrease on that reported in 2010, with Sixth Form Colleges at 98.4% (98.8%), General FE Colleges at 99.1% (98.7%) and

School Sixth Forms at 98.8% (98.4%). The national, unvalidated pass rate 97.2%. It is worth noting that assessment of A Level grades and their equivalent is at the end of the second part of a two part qualification. Students who were not successful at AS at the end of year 12 would not normally progress to the A2 section of the qualification which is assessed at the end of year 13. It is, therefore, expected that the overall pass rate will be high.

- 10.6 The higher level pass rate (grades A*-B) was also collected and the headline result showed that 56.6% of A Level grades in Hampshire were at this higher level. This is an increase from the 52.2% reported last year, largely as a result of the increase in reported performance from general FE Colleges. No comparative national data is available for this measure. In Hampshire, across the sectors performance was 61.6% (63.9%) in Sixth Form Colleges, 59.8% (54.2%) in School Sixth Forms and 43.1% (16.6%) in General FE Colleges
- 10.8 The success rates (retention x achievement) on apprenticeships is provided by the Skills Funding Agency. For 2009/10 this shows that the performance by Hampshire Apprentices was higher than SE regional and national averages at every age group . For 16-18 year olds, 73.3% of Hampshire young people were successful against a regional average of 70.3% and a national average of 70.6%. In the 19-24 age range, 78.4% of Hampshire young people successfully completed their apprenticeships against a regional average of 74.9% and a national average of 73.7% and the picture is similar for those in the 25+ age bracket. We are awaiting final data from the Skills Funding Agency for 2010/11.
- 10.9 Provider success rates are published by the YPLA following submission of final outcome data by providers in December. This will include analysis of performance at all levels across all curriculum subject sector area.
- 10.10 The YPLA and Skills Funding Agency have lead responsibility for the performance management of Sixth Form Colleges and General FE College respectively. The agencies will apply their Minimum Levels of Performance (MLP) process on the basis of full year validated data, available for 2010/11 early in the new year. This will assess all providers' provision against nationally set thresholds and, where there is underperformance, can lead to the issuing of a formal Notice to Improve. Local Authorities are engaged in this process where providers are identified as 'at risk' or underperforming. There are currently no notices applying to providers in Hampshire (September 2011).

11 Finance

- 11.1 Whilst there are no additional financial burdens which result directly from the recommendations in this report. The school improvement service has reduced resource due to the way in which Government has prioritised budgets. It needs to consider how it deploys that 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. The implications of

academy status and of Teaching Schools on the future capacity and impact on Local Authority School Improvement Services is not yet clear. Hampshire County Council has continued to invest in the core business of School Improvement but the approach of the service needs to continue to evolve in order to be sustainable into the future.

- 11.2 In addition to reducing the cost of central services, it remains necessary to capitalise on the excellent reputation of the sold aspects of the improvement service to increase trading both within and outside of the authority, This approach is supported by “The Importance of Teaching.” Additional resources, such as those agreed by Schools Forum or via national bidding, 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 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. These can be summarised as follows:-
- Ensure that everyone involved with the EYFS understands the changes within the new EYFS curriculum and is prepared for its implementation in September 2012.
 - Strengthen the work of Children Centres on supporting parents of the most vulnerable children to improve their children's well being and progress. In particular, to help parents promote the communication, language and literacy and personal, social and emotional skills of their children .
 - Focus on early language development, early reading and early writing skills for all children so that children are ready for school. This will include additional support for providers in understanding how to facilitate boys’ learning and development
 - Continue to support Hampshire’s most vulnerable children so that they achieve the best outcomes possible by ensuring that schools understand individual needs, identify underperformance and intervene early for those pupils who are not making adequate progress.
 - Drive forward the gains made in closing the gap between the performance of most children and those who are more vulnerable so that the traditional barriers to attainment and economic prosperity which are a national concern are tackled more effectively in Hampshire.
 - Improve standards in boys’ writing across KS2 so that more boys achieve age appropriate standards at the end of KS2.

- Identify and disseminate good practice in Hampshire schools which are being successful in raising the attainment of boys, particularly of white British boys on FSM.
- Work with primary school leaders to understand and plan for the proposed changes to the content and delivery of the curriculum and supporting schools in preparing for the implementation of new assessment measures being introduced at Key Stage 1 and Key Stage 2
- Promote and strengthen teacher subject knowledge and expertise especially in the core subjects of English and mathematics and support 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.
- Provide the support and challenge to ensure that there are no schools which are below floor at either KS2 or KS4 and focus “coasting schools” on improving the progress and attainment of their pupils.
- Support Hampshire schools to implement the curriculum reforms as outlined by the coalition government in the White Paper, “The Importance of Teaching,” and in the proposed new National Curriculum.
- Continue to champion the good behaviour in our schools which promotes attainment, so that all of Hampshire schools have an Ofsted rating of ‘good’ or ‘outstanding’ for this measure.
- Support schools in reducing persistent absence where it is high and in particular, tracking the attendance of vulnerable pupils and intervening where appropriate to ensure full attendance.
- Focus on the continued and sustainable improvement for BME 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.
- Engage the whole system for children more effectively with those settings, schools and communities where children require the greatest support to achieve the outcomes necessary for independent and productive adulthood.
- Ensure that young people at the age of 16 are able to access the appropriate qualifications for them to progress onto post-16 education or training and that there are suitable opportunities for them to do so.
- Continue to engage with post-16 providers so that they are able to operate as part of the whole system for children and respond to the changing demands of students as they transfer from Hampshire schools.
- Work with newly designated Teaching Schools so that they are better able to engage in school-to-school improvement work which is targeted, effective and accountable.

- Ensure that the School Improvement Service continues to work with the whole family of Hampshire schools, including maintained schools, academies, free schools and teaching schools so that it can provide flexible and professional support and challenge as schools become more autonomous.

12.2 The alternative to a proportionate and specific focus on identified areas of school improvement would be to provide generic support for all schools. With the current policy direction of facilitating school-to-school support alongside LA intervention to address underperformance. The differentiated approach outlined within this report would be the preferred method of engaging with schools, regardless of their status.

13 Recommendations

- 13.1 That the Executive Lead Member for Children's Services notes the assessment, test and examination results for 2011
- 13.2 That the Executive Lead Member for Children's Services 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 Lead Member for Children's services supports the distribution of this paper to schools, colleges and settings in Hampshire in order to alert them to the summary outcomes from 2011 tests and examinations and the future priorities which arise from them.
- 13.4 That the Executive Lead Member for Children's Services recommends this paper for consideration by the Cabinet of Hampshire County Council.
- 13.5 That the Executive Lead Member for Children's Services notes the current and anticipated changes resulting from the current Education Bill and supports the School Improvement Service in capitalising on the opportunities and mitigating the potential impact of these changes on the ability of the service to promote school improvement.

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:	yes
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, 2010, Results and Future Priorities</u>		<u>28 January 2011</u>
Direct links to specific legislation or Government Directives		
<u>Title</u>	<u>Date</u>	
<u>“ The Importance of Teaching.” The Schools White Paper 2010 (Subsequent Education Bill currently before Parliament)</u>	<u>November 2010</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

Equalities Impact Assessment

Outcomes 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.