

HAMPSHIRE COUNTY COUNCIL

Decision Report

Decision Maker:	Cabinet
Date of Decision:	24 February 2014
Decision Title:	Educational Attainment in Hampshire, 2013: Results and Priorities
Decision Reference:	5676
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 2013 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 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 tests and examinations in 2013, particularly in early years and in the primary phase where headline improvement has increased and some significant achievement gaps have narrowed. At GCSE, there has been a small improvement in Hampshire headline performance from 2012 to 60% 5+A*-C including English and mathematics which is the national average for 2013.
- 1.5. Whilst most of the levels of attainment, as measured by test and examination outcomes, have risen in Hampshire, there remain some areas where further improvement is required. The Executive Member is asked to approve the priorities for action as outlined in this report.
- 1.6. This report has been considered by the Executive Member for Education and the Children's and Young People Select Committee

before being shared with Cabinet. Exceptionally, and because of the significance of the issue and the wide interest in this activity, Cabinet is being asked to consider the report recognising that the Executive Member for Education will have dealt with the issues from a Children's Services perspective.

2. Contextual Information

- 2.1. It is important that children and young people achieve good results in public examinations since these ensure that they have reached a standard which allows them to access the next stage in their education and provide a foundation for employment and higher education.
- 2.2. Over the past two decades, examination results achieved by children and young people have also become the measure for assessing the success, or otherwise, of the institution which they attend and the health of the national education system as a whole. These two purposes are not entirely contiguous and have led to a situation where schools can manage the accountability system so that their results show well in league tables without necessarily advantaging their students, for example with qualifications worth multiple GCSE passes or through wholesale early entry in order to "bank" pass grades. This conflicting purpose has also led successive governments to introduce new accountability measures, intervene in the content and admissibility of subjects, restrict the type of qualifications and adjust the grade boundaries of examinations in an attempt to ensure there is the necessary "rigour."
- 2.3. The net result of this is that it is increasingly difficult to compare examination results with previous years because the method of measure or the content and type of the test has altered in either an overt or covert manner. For example, 2013 sees a new baseline measure at the end of early years and at KS2 so comparison with previous years requires retrospective analysis in order to demonstrate progression and there are some new measures at KS4, with more to come in 2015 and 2016. In addition, the alteration in the English GCSE boundary introduced last year has been continued with some evidence that other core subjects have also been subject to unannounced alteration. Nationally Science A*-C grades have dropped by 4% between 2012 and 2013 and by 3% in Hampshire with clear examples from schools of marks which would have received a grade "C" in 2012 being awarded a grade "D" in 2013.
- 2.4. These issues, however, affect the country as a whole and comparisons with national data and with statistical neighbours show that the Hampshire school system has adjusted better to some of the changes but more slowly to others. The outcome for children is that more of them fail an examination which they and their teachers expected they would pass, if schools are not able to anticipate such changes.
- 2.5. This is the first year that all young people have been required to remain in education or training until the age of 17, rising to 18 in 2015.

3. Key issues

- 3.1. Hampshire's children and young people, overall, attain high educational standards and, for most measures, do well when compared with standards nationally and standards in places most like Hampshire (Statistical Neighbours) In 2013 the attainment of the youngest children has moved further above national averages and the gains at KS1 and KS2 have been built upon. Whilst overall performance at KS4 remains, as last year, in line with national averages, there have been improvements in some measures.
- 3.2. Most vulnerable children and young people make good progress too and the performance of some groups has improved in 2013. Children who live in conditions of relative poverty have not traditionally done as well in Hampshire as they should and there has been some notable progress in narrowing this gap in the early years and at primary level. Due to improved outcomes for those eligible for free school meals and those who are not, however, at KS4 the gap remains the same as in 2012. Whilst children in care have also made gains in 2013, there is still much to do to secure better outcomes for these children, particularly at 16 and beyond.
- 3.3. Change in the early years measure make comparisons with previous years difficult, although the performance of Hampshire children against national averages suggest there has been further improvement in these outcomes and the primary sector in Hampshire continues to provide an excellent standard of education across the board.
- 3.4. The major issues affecting GCSE results in 2012 have not been resolved and results for English show that the boundary change implemented after children sat examinations last year has been retained in 2013. GCSE results reported by Hampshire secondary schools on results days showed some unexpected extremes both in terms of significant drops and significant rises. Schools have become very adept at "predicting" their results based on several years of data for each student so the erratic nature of some of the headline figures this year is still the subject of scrutiny and appeal. The headline figure of 60%, hides some very large swings in results for individual schools which are irrespective of school status.
- 3.5. Despite the variations in results, the health of the school system in Hampshire remains a cause for overall confidence with 84% of schools being judged good or outstanding, an increasing figure under the new and more robust framework, against a national average of 79%.
- 3.6. Pupil Premium and the focus on vulnerable groups, which includes the most able, has been the subject of considerable work this academic year. Visits to all secondary schools have been undertaken to analyse their practice in relation to these pupils, with particular attention on the continued underperformance of children eligible for free school meals.

- 3.7. Similarly, there is increasing pressure upon schools which perform below expectations either due to examination performance being below national floor standards or because they are in an Ofsted category of concern. There is an expectation that such schools will be compelled to become academies whether this is in the best interests of the school or not and irrespective of the trajectory of improvement and the determination of the school's governing body.
- 3.8. New accountability measures for secondary schools are being introduced in 2016 which will affect children who are currently in year 9. In addition to 5+A*-C (including English and mathematics) schools will also be judged against the average grade for each child in their best 8 subjects, the value added (VA) for those eight subjects, the A*-C percentage in English and in mathematics, the English Baccalaureate percentage and the destinations of their students at 16. Some of these changes will begin to take effect in 2014 with only a prescribed range of subjects being counted and only one entry for any examination counting in the school's figures.
- 3.9. Despite some good overall results in 2013, further improvement is needed and always will be. In summary, more work is needed to increase the percentage of children who achieve 5+A*-C grades at GCSE including English and mathematics and to build upon the early years and KS2 success of less advantaged children as they move through secondary schools 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 curriculum framework has been revised and implementation began in September 2012. The revised framework includes a completely new assessment framework and a new outcome measure for children who are assessed at the end of Year R. The new outcome measure is called a Good Level of Development (GLD) and this 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 second measure is called the gap measurement and is the percentage difference between the median score for all children and the mean of the bottom 20%.
- 4.2. The percentage of children achieving a Good Level of Development (GLD) in Hampshire in 2013 is 59% compared to a National figure of 52%. This is the first time that children in Hampshire have attained scores significantly higher than national levels and the score sits above the statistical neighbour average. This is likely to be a reflection of increased accuracy in assessing of young children's development in Hampshire and of a change in the content of the assessment. The new GLD measure focuses more specifically upon literacy and mathematics which are priority areas for teaching and learning in Hampshire and

suggest that children are well prepared for their entry into Key Stage 1. Whilst there remain a percentage of children who have not yet met this national defined milestone of a GLD it should be noted that many of these children are summer born and developmentally less likely to reach expected levels in literacy and numeracy at the time of assessment than their older peers.

- 4.3. Scores across all areas of learning within the new measures are above national figures. The percentage of children at the expected level or above in Personal, Social and Emotional Development is 82% compared with a National figure of 76%, in Physical Development is 87% compared to a national figure of 83% and in Communication and Language is 78% compared a National figure of 72%. In Literacy it is 68% compared with a national average of 61% and in Mathematics it is 75% compared with a national average of 66%
- 4.4. The gap between percentage difference between the median score for all children and the mean of the bottom 20% is 29% in Hampshire compared to the national attainment gap of 37%. This gap is also smaller than the majority of Hampshire's statistical neighbours. This suggests that Hampshire's children are not only achieving above the national average generally but those children with lower attainment are scoring closer to the average child in Hampshire when compared to previous years.
- 4.5. The GLD score for children eligible for Free School Meals is 37% compared to a National figure of 36%. The GLD score for children in care is 23%, national data is not currently available for this measure. The percentage of children living in Lower Super Output Areas (LSOA) achieving a GLD is 45% compared to the national LSOA figure of 44%.
- 4.6. The overall GLD achievement of children with English as an additional language is 53%, which is 9% 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. Children's centres have also had a significant role in vulnerable children's attainment as the first cohorts 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.

- Offer 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 in children's centres 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
- Providing 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
- 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 attained by more able children. Results for 7 year olds nationally have increased steadily over the past three years. In 2013 speaking and listening, reading, writing, mathematics and science increased again with 89%, 89%, 85%, 91% and 90% achieving level 2 respectively and 23%, 29%, 15%, 23% and 22% achieving level 3.
- 6.2. In 2013, 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 93%, 92%, 89%, 94% and 94% respectively achieving level 2 and 34%, 39%, 17%, 29% 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 2013	L2 National	L2 Hants	L3 National	L3 Hants
Sp & List	89%	93%	23%	34%
Reading	89%	92%	29%	39%
Writing	85%	89%	15%	17%
Mathematics	91%	94%	23%	29%
Science	90%	94%	33%	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 71% of children achieved the expected standard in Hampshire, in comparison to 68% nationally. This is a 13% increase on the 2012 results. Those who did not achieve the expected outcome at 6 had the opportunity to sit the test again at the end of Year 2. In Hampshire 87% of 7 year olds who sat the phonics test in 2013 achieved the expected standard, compared to 85% 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 80% achieved level 2 or more in reading, 60% in writing and 80% in mathematics.
- 6.5. At Key Stage 1, the percentage of children from BME and Traveller groups achieving Level 2 or above in speaking and listening, reading, writing, mathematics and science was 90%, 93%, 90%, 95% and 94% respectively
- 6.6. At the end of Key Stage Two, Level 4 is the national expectation in English, mathematics and science for 11 year olds (Year 6). Until last year, the national measures focussed on 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. However, from 2013 the expectation is that children attain L4 or better in mathematics and in reading and writing separately. This is a more demanding measure because the mastery of writing is the most challenging for children
- 6.7. Girls outperformed boys in reading, writing and grammar, punctuation and spelling. This gender gap, particularly in writing, remains a national issue and it is mirrored at every key stage, including at A Level.
- 6.8. Hampshire's children continue to do better overall than children across England and in places most like Hampshire (Statistical Neighbours). 88% of Hampshire's 11 year olds achieved a L4+ in reading against the national average of 85% and 84% achieved this measure in writing against a national average of 83%. The percentage of 11 year olds achieving the higher level 5 for reading in Hampshire was also higher

than national averages at 50% against 44% nationally. Level 5 writing results in Hampshire and nationally were both 30%. Hampshire children also performed above national averages at L4 and L5 in the grammar, punctuation and spelling test introduced this year.

- 6.9 Standards in mathematics continue to be above national averages. 87% reached the expected level (Level 4) and 44% of children reached level 5 against national averages of 84% and 41%. The percentage of children achieving in the important measure of Level 4+ in reading, writing and mathematics combined was 78% which is also higher than the 76% achieving this nationally and among our statistical neighbours. 22% of children achieved the higher standard of level 5+ in reading writing and mathematics compared to 21% nationally. The Key Stage 2 headline results are summarised in Table 2 below.

Table 2 – Key Stage 2: Summary of headline results

KS2 2013	L4 National	L4 Hants	L5 National	L5 Hants
Reading	85%	88%	44%	50%
Writing	83%	84%	30%	30%
Mathematics	84%	87%	41%	44%
R/W/M	76%	78%	21%	22%
Gr, Sp & P	74%	75%	48%	49%

- 6.10 Within this overall figure, however, there remains considerable variation between districts which can be viewed by following this link: [KS2 District Attainment 2013](#)
- 6.11. A 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 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 2013 was 87% in reading, 90% in writing and 87% in mathematics. This compares to National figures of 88%, 91% and 88% and statistical neighbour figures of 87%, 90% and 86%. Hampshire pupils make substantially more progress during KS1 which is not reflected in this measure, although it contributes to the final results at the end of KS2.
- 6.12 In 2013 the expectations for primary school attainment and achievement changed. The new floor standard is that at least 60% of pupils must reach level 4+ in reading, writing and mathematics combined and this “floor” is set to rise to 65% in 2014. 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 2013 18 out of 319 Hampshire schools achieved below 60% L4+ reading, writing and mathematics but 4 of these are taken above the floor by progress above the national median on one or

more measure leaving 14 schools (4%) below the floor at the current time.

- 6.13 The free school meals gap at KS2 has continued to reduce over the past 3 years. In 2013 the proportion of children eligible for free school meals achieving level 4 in reading, writing and mathematics was 60%, 82% of those who were not eligible for free school meals achieved the same measure resulting in a gap of 22%. Whilst the gap is closing this continues to remain a priority. Children with statements of special educational need (SEN) perform in line with the national average at KS2 with 14% reaching Level 4 in reading writing and mathematics. However, when children on School Action and School Action Plus are also considered, 29% of all children with SEN in Hampshire achieved L4+ against 34% nationally
- 6.14 Results for children in care at the end of Key Stage 2 continue to improve, and this year 63% achieved level 4+ in reading, 53% in writing and 60% in mathematics with 50% achieving in all three. Particularly pleasing is the improving picture in all areas resulting in the significant improvement in the proportion of children in care achieving the national expectation. However, the attainment of children in care remains below their peers. The LA is working with schools to improve outcomes and 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. Training and development for designated teachers, school leadership teams and individual teachers will continue and we will also specifically target the training and development of carers and social workers to ensure that they have the skills and knowledge to fulfil the role of "sharp elbowed parents".
- 6.15 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 2013 was 76% compared to 73% nationally.

7. Primary Years – Local Authority future priorities

- 7.1. Raise attainment and accelerate progress by:-
- Continuing to support Hampshire's most vulnerable children by ensuring that schools use the Pupil Premium to support children in overcoming barriers to learning, particularly focussing on early help for language, literacy and numeracy
 - Building on the improvements in the standards of boys' writing across KS1 and KS2 so that more boys 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 amongst Hampshire schools 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 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 intervene robustly in Hampshire schools which fall below the new floor standard of 60% 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 make at least expected progress and an increasing percentage make more than 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 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.
- 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 secondary schools in Hampshire of which 5 are currently sponsored academies and 23 have converted to become independent academies. The results of all of these schools are combined in the analysis which follows. Three years is too short a period for scrutiny of the results of different types of school in Hampshire to show any definitive differences in performance trends. Although maintained schools and sponsored academies show improvement as “groups” since 2012, this disguises considerable variation between individual schools and despite a slight decline since 2012, overall attainment in converter academies remains higher than maintained schools, representative of the fact that higher attaining schools were encouraged to convert early.
- 8.2. KS3 results have now become incomparable due to the different lengths of Key Stage 3 in schools. It has been announced that KS3 will no longer be collected nationally from 2014.
- 8.3. 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 including English and mathematics. However, the current and previous government have tried various mechanisms to engineer this single measure to enable it to show the achievement of children, the performance of schools and national standards.
- 8.4. The provisional performance of 16 year olds in Hampshire in 2013 based on this measure is currently 60% which is equal to the national figure for 2013. Both of 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 groups of students.
- 8.5. Over recent years, the performance of pupils at 16 has improved as schools have become more systematic at tracking pupil progress and responding, through early intervention, to avert failure. Schools are also held to account through a number of mechanisms for the success of their pupils and have become far more efficient at preparing them for examinations. 2013 is the final year where modular opportunities are available and the last year when schools can use retakes to improve the performance of their students. New accountability measures have also been confirmed for 2016 which will see the end of many of the measures we currently recognise.
- 8.6. 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 2013 79% of Hampshire schools achieved this benchmark.
- 8.7. In 2013 25% of Hampshire pupils gained a C or better in the suite of examinations relevant for the English Baccalaureate, this is up from 19% in 2012 and higher than the national average of 23%. The significant increase in the proportion of pupils taking the English

Baccalaureate, and therefore achieving it, coincides with the first year where schools have been able to plan for pupils to choose the appropriate options, following its introduction in 2010. Headline results at Key Stage 4 are summarised in Table 3 below.

Table 3 – Key Stage 4: Summary of headline results

KS4 2013	5A*-C(EM)	5A*-C(eqv)	EBacc	Eng GCSE	Ma GCSE
Hampshire	60%	79%	25%	67%	72%
National	60%	81%	23%	68%	71%

- 8.8. 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 7th out of 11 in our 2013 group of statistical neighbour authorities.
- 8.9. At Key Stage 4, 61% of pupils from minority ethnic groups gained 5 or more A*-C grades including English and mathematics at GCSE, compared with 59% in 2012.
- 8.10. Nationally 10% of children with statements of special educational need (SEN) achieved 5+A*-C GCSE grades including English and mathematics and 11% of those in Hampshire achieved this standard. However, when those registered as School Action and School Action Plus are included, 23% of children nationally against 19% in Hampshire achieved this GCSE benchmark. Whilst this is a 2% improvement on the 2012 performance, 31% of SEN students achieved an A*-C grade in mathematics but only 24% achieved one of these grades in English.
- 8.11. In 2013 there were 107 pupils who at the end of year 11 had been in care for 12 months or more. Of these children 9% achieved five A*-C GCSE passes including English and mathematics, the same as in 2012. 44% of this cohort attained 5+A*-G (EM), an important indicator of continued engagement in education.
- 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 Hampshire secondary schools, the gap in attainment between those young people eligible for free school meals and those who are not is 35% (5 A*-C (EM)).
- 8.13. 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. This is expected to rise to 50% in the near future. In Hampshire in 2013 there were 8 schools where attainment was below this benchmark.

- 8.14. 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 exclude one of the 8 schools from being below the floor standards leaving four maintained schools and one converter academy and two sponsored academies below floor at the current time.
- 8.15. In Hampshire 69% of pupils made 3 levels of progress or better in English which places it 7th in the group of statistical neighbours and below the national average of 70%. In mathematics, 72% of pupils made expected progress in which is above the national average of 71% and places Hampshire 5th in its group of statistical neighbours.

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 2013 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 prepare for the curriculum and accountability reforms which have been the subject of consultation during 2012 and are being implemented from September 2013 onwards and for the changes in GCSE examinations from 2015.
 - Find whole system and specific school solutions so that the attendance and attainment of children and young people in care improve.

- Ensure that schools have the highest expectations of their pupils and target 4 levels of progress for all, with a particular focus on those with high prior attainment.
- Continue to promote 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.
- 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 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.
- 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 From September 2013 young people are 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 2013, participation by 16 and 17 year olds in education and training, including employment with training, was 88%. This was in line with regional and national averages. The duty to participate extends to the 18th birthday in 2015. Linked to this, all young people are guaranteed a place in education or training at 16 and 17. Known as the 'September Guarantee,' 92% of 16 and 17 year olds received a formal offer of education or training for 2013, a significant increase from 82% in 2012.
- 10.3 For the 2012/2013 academic year, 38,484 places were funded for 16-18 year olds in Hampshire by the Education Funding Agency. Of these,

18,311 (48%) are in seven General FE Colleges, 17,271 (45%) places are in eight Sixth Form Colleges, 1970 (5%) are in eight School Sixth Forms and 932 (2%) are in five Independent Training Providers. These figures exclude funded Apprenticeships (see 10.8).

- 10.4 In addition to the above, 114 learners with learning difficulties and/or disabilities (LLDD) were placed within specialist placements in 2012/13, 63 locally and 51 out of area. Hampshire County Council is responsible for the assessment of these young people and the planning of their placement, which is then funded by the Education funding Agency directly. The value of this provision in 2012/13 was £5.4m, which included a contribution of approx. £0.8m from Hampshire County Council Adult Services and the NHS towards social care costs. The average local specialist LDD placement cost was £26,000 compared to £72,000 for an independent specialist LDD placement. Hampshire operates a 'local first' policy, which aims to place a higher proportion of LLDD young people locally by developing local specialist program capacity. In July 2013, £1.3m capital was secured from the EFA to support the development of more local specialist LDD placements within the County from 2013/14 onwards.
- 10.5 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 out of fifteen colleges and eight schools voluntarily submitted their data which allows for some headline information to be reported.
- 10.6 In October 2013, The DfE published validated Level 3 outcomes for 2012/13. It showed that performance in Hampshire remains above national average on all measures. Locally, 91% of students achieved a pass at Level 3 (2 A-Levels or equivalent). This is 6 percentage points below the provisional position report by institutions on results day, which are generally very accurate, and a 3 percentage points decline on 2012. This mirrors the national picture where the L3 headline figure is 90%, also a 3 point reduction from 2012 and a 3 point reduction from that reported on results day. The high level (A*/A) pass rate for Hampshire stands at 23%, a 1 percentage point decline on last year and the same as the national figure. These figures relate to all state funded provision, including further education.
- 10.7 In 2012/13, 9460 people started an Apprenticeship in Hampshire, including 2280 aged 16-18. 4630 people completed an Apprenticeship in this same year including 1050 16-18 year olds. The success rates, based on retention multiplied by achievement, for apprenticeships are provided by the Skills Funding Agency. Full year data is currently available for 2011/12 only. This shows that at 79.5% the performance by Hampshire Apprentices was higher than SE regional and national averages of 76.3% and 73.8% respectively.
- 10.8 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 performance of post 16 learners,

and of the post 16 sector, 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 programs, academic and vocational alike.

- 10.9 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. The agencies apply a Minimum Levels of Performance (MLP) process on the basis of full year validated data, available for 2012/13 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 (as can an OFSTED inspection). 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 2013).

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 from 2014-15 onwards, 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 sold 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.
 - Promote and strengthen teacher skills, knowledge and expertise including through partnerships with teaching schools and other agencies

- Provide support for the development of effective practice and ensure that such practice is shared across the education system in Hampshire.
- Support schools and settings in preparing for and implementing the new National Curriculum and the reforms to examinations, assessment and accountability measures.
- Ensure that schools maximise the take up of free school meals and use the Pupil Premium effectively to promote higher attainment and more rapid progress for children on free school meals, children in care and children from service families.
- Support and challenge schools to identify underperformance early and intervene effectively for children at risk of underperformance
- Provide robust challenge for schools where examination results and rates of progress are poor, particularly when these are below national benchmarks and ensure that, when a school is a sponsored academy, sponsoring trusts provide appropriate challenge and support.
- Build upon those interventions and support programmes which have been most effective in the continuing improvement of early years and primary phase schools in Hampshire.
- Promote good behaviour and high attendance in Hampshire schools, providing appropriate challenge where necessary.
- Focus on improving the attainment of children in care in Hampshire schools and support schools to close the gap for those black and minority ethnic groups which still underperform in Hampshire.
- Challenge schools to be at least “good” in Ofsted terms and initiate appropriate and effective interventions, or require trusts to do so, where schools do not improve.
- Ensure that pupils at 16 have sufficient high-quality destinations to pursue their education or training in Hampshire.
- Ensure that the school improvement service remains responsive and flexible with sufficient capacity to challenge schools and support their improvement.

13 Recommendations

- 13.1 That Cabinet notes the assessment, test and examination results for 2013 and the priorities arising from them (listed in paragraph 12.1) which have been approved by the Executive Member for Education.
- 13.2 That elected members consider how positive support can be provided for schools and colleges in local areas, particularly in relation to business and community links.

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, 2012, Results and Future Priorities</u>		<u>January 2013</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

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.