

HAMPSHIRE COUNTY COUNCIL

Decision Report

Decision Maker:	Cabinet
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Decision Title:	Educational Attainment in Hampshire, 2015: Results and Priorities
Decision Reference:	7364
Report From:	Interim Director of Children's Services

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1. Purpose of report

- 1.1. This report summarises the assessment, test and examination data for 2015 for Hampshire children in the early years, those in primary and secondary schools and students in post-16 education.
- 1.2. The report sets out, in detail, information concerning school and student performance at all three statutory educational phases and seeks to provide the necessary information for Cabinet 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. The Local authority statutory "Duty to promote high standards in primary and secondary education," originates from the 1996 Act. This provision was amended in the 2006 Act to include, "...and the fulfilment of potential." The 2006 Act spells out the responsibility of the LA to promote high standards; ensure fair access and promote the fulfilment of every child's educational potential. This duty applies to children of compulsory school age and those of any age (up to 20) who are registered as pupils at schools maintained by the authority.
- 1.5. It is the 2006 Act which also introduced the inspection of LA statutory functions by Ofsted. "The Framework for Inspection of Local Authority Arrangements for Supporting School Improvement," based upon sections 135 and 136 of the Education and Inspections Act 2006 was introduced in May 2013.

- 1.6. The 2006 Act also laid out the range of intervention powers LAs have when the performance of individual schools is a cause for concern. These powers range from the issue of warning notices to removal of the governing body and suspension of the school's delegated budget.
- 1.7. Overall Hampshire children and young people performed well in examinations and tests in 2015, particularly in the early years and at Key Stage Two. Attainment at KS4 has remained good in comparison to national and regional figures. Post-16 outcomes have improved both nationally and in Hampshire.

2. Contextual Information

- 2.1. It is important that children and young people achieve good results in public examinations since these demonstrate that they have reached a standard which allows them to access the next stage in their education and provides them with the skills and knowledge to progress to higher education and employment.
- 2.2. The performance of schools and the children in them is, therefore, of enduring national and local concern both because of the importance of educational outcomes in individual life chances and because of national economic and academic priorities, although the ways in which the standards achieved by children and the standards achieved by schools are measured have been subject to considerable changes over recent years.
- 2.3. The early years measure is only in its third year and the basket of assessments produces a helpful baseline for schools. However another new approach to early years assessment will be introduced from 2016. National Curriculum levels in KS1 and KS2 are in their final year and at KS4 new methods of assessing and calculating GCSE passes introduced in 2014 make comparisons with previous years unreliable and, from 2016, a completely different baseline measure, Progress8, will be introduced for secondary schools.
- 2.4. Robust leadership which focusses on securing teaching of the highest quality is as important as it ever was. The work of the middle tier, whether that is the LA, academy sponsors, or the Regional Schools Commissioner, has a duty to ensure that schools prioritise progress and know the standards that their children, all their children, need to be working at and working towards.
- 2.5. At Key Stage Four, changes to boundaries and assessment methodology have culminated in wholesale alteration in the way subjects are examined and what achievements can be counted by schools and what just by students – these are no longer entirely the same. In October 2015, the DfE published “provisional” results for GCSE and A Level which did not take into account subsequent remarks and appeals. These provisional results were reported to the Executive Lead Member for Education but they were updated by the DfE in January 2016 and this report contains the revised figures which show a further improvement in Hampshire headline results.
- 2.6. Since there are now 30 secondary phase academies in Hampshire, this report does, for the first time, contain a breakdown of GCSE results by school status.

Results at primary level have not been separated; however, because there are only 9 primary academies in Hampshire it does not represent a suitable sample.

- 2.7. Government is currently implementing significant reform to A levels to an attempt to apply “greater rigour” to qualifications that support progression to university and employment. By 2017, all A levels will be assessed through two-year linear assessment. From September 2015, and as a condition of funding on all Post 16 providers, all students who have not achieved a grade C in English and/or Maths will be obliged to retake GCSE, or work towards Level 2 Literacy and Numeracy if they achieved lower than a grade D.

3. Key Issues

- 3.1. Hampshire’s children and young people, overall, have performed well particularly in the early years and at primary school where attainment has continued to rise whilst the attainment gap has narrowed.
- 3.2. At Key Stage Four, DfE data shows that Hampshire’s secondary schools have built upon the levels achieved in 2014 in contrast to the nationally static results but there have been some issues for individual schools and the disadvantage gap remains an issue at KS4.
- 3.3. Children from minority ethnic backgrounds continue to perform well in Hampshire schools, although this is not true for all groups. Outcomes for those in the care of the local authority had seen some slight improvement in recent years but, at KS4 particularly, the turbulence of the cohort and their individual experiences has resulted in some disappointing outcomes which the Virtual School is working with schools to understand.
- 3.4. Post 16, Advanced Level (Level 3) outcomes for both academic and vocational programmes remain above national average. A-level high pass rates (3 x grade A/A*) however, remain above both national and statistical neighbour averages. The proportion of 16/17 year olds offered a place of learning, known as the ‘September Guarantee, has increased significantly.

4. Early Years Foundation Stage – The Results

- 4.1. The Early Years Foundation Stage curriculum framework was revised in September 2012 to include a completely new assessment framework and a new outcome measure for children who are assessed at the end of Year R. This measure, called a Good Level of Development (GLD), is defined as a child who has achieved at least the expected level in all the prime areas of learning; personal, social and emotional development; physical development and communication and language; as well as literacy and mathematics. The gap measurement is the percentage difference between the median score for all children and the mean of the bottom 20%. The revised framework is now in its third year and therefore some comparisons over time are possible.
- 4.2. The percentage of children achieving a Good Level of Development (GLD) in Hampshire in 2015 was 73% compared to a National figure of 66% and an average amongst statistical neighbour authorities of 67%. This is an increase of 7% when compared to last year’s GLD score and places Hampshire in the top 10% of authorities nationally for the second year running.

- 4.3. As the new early years framework focuses more specifically upon literacy and mathematics as priority areas for teaching and learning in Hampshire, children are being better prepared for their entry into Key Stage 1. It is important to note that there are a percentage of children who have not yet met this nationally defined milestone of a GLD. Many of these children are summer born and developmentally have had much less time to reach expected levels in literacy and numeracy than their peers who could be nearly a year older at the time of assessment which, at 5 years old, is significant.
- 4.4. Scores across all areas of learning have increased and remain above national figures. The percentage of children at the expected level or above in Personal, Social and Emotional Development was 88% compared with a National figure of 84%, in Physical Development it was 91% compared to a national figure of 87% and in Communication and Language 87% of Hampshire children reached the expected level compared to a National figure of 80%. In Literacy 76% of Hampshire children reached the expected level compared with a national average of 70% and in Mathematics the Hampshire figure was 82% compared with a national average of 76%
- 4.5. The gap between the median score for all children and the mean of the bottom 20% was 24.8% in 2015 in Hampshire, substantially smaller than the national attainment gap of 32.1% and smaller than the gap of 28% amongst our statistical neighbour authorities. Hampshire's youngest children are not only achieving above the national average generally but those children with the lowest levels of attainment are doing better than they do nationally.
- 4.6. In Hampshire, 49% of children eligible for free school meals in Early Years were assessed as reaching a GLD compared to a national figure of 51%. Although no national data is currently available for children in care, 35% of Hampshire's children in care were assessed as having reached a GLD. The percentage of children living in Lower Super Output Areas (LSOA) achieving a GLD was 59% compared to the national LSOA figure of 57%. The overall GLD achievement of children with English as an additional language was 68%, which is 8% higher than the national figure for similar groups of children.
- 4.7. Young children in Hampshire achieve better year on year and Hampshire's attainment data in the EYFS is consistently higher than national and statistical neighbours. This considerable achievement reflects the hard work that goes on in schools and early years provision. Advisory teachers and Area Inclusion Coordinators work with provision to ensure that EYFS curriculum delivery is of high quality which makes a difference for all but especially for our most vulnerable children. Programmes delivered by these teams such as 'Keep on Talking' (KoT) make a measurable difference. This year over 300 children are no longer at risk of language delay as a result of KoT. The advisory teachers work with schools and settings where Ofsted outcomes are less than good to ensure that practice improves. Children's centres also continue to have demonstrable impact on the attainment of vulnerable children through their work with families. This is particularly evident though the improving levels of attainment of children living in deprived areas where children's centres focus their support

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 in areas where there is an identified need.
- Offering training and advice to providers so that they are well equipped to deliver early years education for individual children who may be at risk of poor outcomes
- Targeting parent support to families most in need so that parents can help their children to be ready for school

5.2. Improve the quality of teaching and learning by:

- providing advice, coaching and mentoring support focusing on EYFS teaching and learning in schools and settings where these providers are not yet judged to be “Good” by Ofsted

5.3 Support changes to the EYFS curriculum by

- working with year R teachers and Early Years Education (EYE) practitioners to understand the new assessment measures that will be introduced from September 2015 and help them to make consistent and accurate judgements when assessing children’s development generally.
- Ensuring that schools and practitioners will receive regular updates and advice regarding changes to the EYFS and Ofsted framework

Primary Years – The Results

- 6.1. The attainment of 7 year olds at the end of **Key Stage One** (KS1) is measured by teacher assessment against the levels of the National Curriculum in speaking and listening, reading, writing, mathematics and science. Level 2 is regarded as the national expectation but that level is divided into three sub-levels: 2A, 2B and 2C (in descending order of competence). Level 3 is a highest level of achievement measured at this stage.
- 6.2. In 2015, Hampshire children achieved very well in all areas of assessment at KS1 and the attainment remains consistently above the national average. Standards in speaking and listening, reading, writing, mathematics and science remain very high at L2 with 93%, 94%, 91%, 95% and 94% respectively achieving level 2 or better and 34%, 42%, 19%, 31% and 33% achieving level 3. The picture in all areas is one where Hampshire children continue to achieve significantly better than children nationally and in similar authorities. For all KS1 measures except writing at L3, Hampshire performance is the highest amongst all statistical neighbour authorities. KS1 results are summarised in **Table 1** below

Table 1 – Key Stage 1: Summary of Headline Results

KS1 2015	L2 National	L2 Stat N	L2 Hants	L3 National	L3 Stat N	L3 Hants
Sp & List	90%	91%	93%	25%	25%	34%
Reading	90%	91%	94%	32%	33%	42%
Writing	88%	89%	91%	18%	18%	19%

Mathematics	93%	93%	95%	26%	25%	31%
Science	91%	92%	94%	23%	24%	33%

- 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 78% of children achieved the expected standard in Hampshire, in comparison to 77% nationally, both scores having improved by 3% on the 2014 results. Those who did not achieve the expected outcome at in year 1 had the opportunity to sit the test again at the end of year 2. In Hampshire 92% of 7 year olds who sat the phonics test in 2015 achieved the expected standard, compared to 90% nationally.
- 6.4. At Key Stage 1 in 2015 there were 35 children on roll who had been in care for 12 months or more. Of these children 66% achieved level 2 or more in reading, 60% in writing and 63% in mathematics. These results are lower than the 79% achieved for each measure in 2014.
- 6.5. Of the 1824 children from BME and Traveller who sat KS1 assessments in 2015 the percentage who achieved Level 2 or above in reading was 93%, in writing 90% and in mathematics 95% These percentages are very similar to those achieved in 2014 and significantly higher than the 2014 national results for BME groups. There are, as yet, no reported 2015 KS1 results for BME groups.
- 6.6. At the end of **Key Stage Two** (KS2), Level 4, also sub-divided into L4A, L4B and L4C, is the national expectation in reading, writing and mathematics for 11 year olds (Year 6) with Level 5 being the measure of higher attainment. The important measure is the proportion of children who reaching attain L4 or better in mathematics, reading *and* writing.
- 6.7. Hampshire's children continue to do better overall than children across England and in places most like Hampshire (Statistical Neighbours). 91% of Hampshire's 11 year olds achieved a L4+ in reading compared to the national average of 89% and 89% achieved this measure in writing against a national average of 87%. The percentage of 11 year olds achieving the higher level 5 for reading in Hampshire was also higher than national averages at 53% against 45% nationally. Level 5 writing results in Hampshire rose to 38% in 2015, an improvement of 5% from 2014 and higher than the 36% achieved nationally. 80% of children in Hampshire and nationally achieved L4+ in the grammar, punctuation and spelling test and 55% achieved at Level 5+. Standards in mathematics continue to be above national averages. 89% reached the expected level (Level 4) and 45% of children reached level 5 against national averages of 87% and 41% respectively.
- 6.8. The percentage of children achieving in the important measure of **Level 4+ in all three areas**, reading, writing and mathematics, was 83% which is 3% higher than the 80% of children achieving this nationally. Not only was this benchmark higher than the 79% average among Hampshire's statistical neighbours, but Hampshire children performed higher than all statistical neighbour authorities at this measure and for all L4 measures. Girls outperformed boys with 86% achieving Level 4 or above all three of reading, writing and mathematics, against boys at 80%, both 3% higher than national. 27% of Hampshire children achieved L5+ in all three assessments in comparison with 24% nationally. The Key Stage 2 headline results are summarised in **Table 2** below.

Table 2 – Key Stage 2: Summary of Headline Results

Key Stage 2	Level 4+				Level 5+			
	Nat 2015	Stat N 2015	Hants 2015	Hants 2014	Nat 2015	Stat N 2015	Hants 2015	Hants 2014
R/W/M	80%	79%	83%	82%	24%	24%	27%	25%
Reading	89%	89%	91%	91%	45%	50%	53%	50%
Writing	87%	87%	89%	87%	36%	35%	38%	33%
Mathematics	87%	86%	89%	88%	41%	41%	45%	46%
Gr, Sp & P	80%	79%	80%	77%	55%	54%	55%	52%

6.9 The local authority school improvement service agrees a package of support for each primary school based upon need. High support schools receive more than ten days of LA intervention and support across the academic year; schools judged to need medium support receive between four and nine days of support and schools judged to need only low support generally receive only their annual half-day visit, although up to three days could be deployed with the agreement of the school. In 2015 there were nine primary academies (other) which received support from their sponsoring trusts. **Table 3**, below, shows the impact of intervention and support from the Hampshire school improvement service on the rate of improvement in Hampshire and Isle of Wight primary/junior schools. Isle of Wight schools have been included since the same service is working across all schools and this table is intended to show the impact of that service.

Table 3 – Impact of LA Intervention in Schools Requiring Support

	Number of Schools	L4+ R/W/M 2014	L4+ R/W/M 2015	Difference (Rounded)
National	N/A	79%	80%	+1%
HCC and IoW (ALL)	346	81%	83%	+2%
High Support	88	76%	82%	+6%
Medium Support	78	82%	84%	+2%
Low/No Support	175	85%	84%	0
Other	9	83%	85%	+2%

6.10 A further measure used to assess the effectiveness of schools is the progress that children make in the four years from ages 7 to 11, Key Stage Two. The expected progress for all children is two levels (e.g. level 2 to level 4). In Hampshire the proportion of children making expected progress in 2015 was similar to national figures and statistical neighbours in all subjects. 90% achieved two levels of progress in reading, 94% in writing and 89% in mathematics. This compares to National figures of 91%, 94% and 90% and statistical neighbour figures of 90%, 93% and 87%. Hampshire pupils make substantially more progress during KS1

which is not reflected in this measure, although it contributes to the higher than average final results at the end of KS2.

- 6.11 In 2014 the expectations for primary school attainment and achievement changed. The new minimum expectation, the “floor standard” is that at least 65% of pupils in a school must reach level 4+ in reading, writing and mathematics combined, an increase from 60% in 2013. However, three additional measures are applied to assess whether a school is below the floor; the percentage of children making two levels of progress in reading; two levels of progress in writing and two levels of progress in mathematics. In 2015, 17 out of 307 Hampshire schools with KS2 achieved below 65% L4+ reading, writing and mathematics but 3 of these are taken above the floor standard by progress above the *provisional* national median on one or more measure. This leaves 14 schools (4.5%) below the floor standard at the current time.
- 6.12 The children in relative poverty perform less well both nationally and in Hampshire but the gap at KS2 has continued to reduce in Hampshire over the past 3 years. In 2015 the proportion of children defined as “disadvantaged” achieving level 4 or better in reading, writing and mathematics was 69.5% in comparison with 86.9% of those who were not categorised as disadvantaged achieved the same measure resulting in a gap of 17.4%, reduced from 18% in 2014. The gap has closed year on year so that, in Hampshire, it is now 2.4% larger than the 2015 national gap of 15% whilst the headline figure has continued to rise. Maintaining improvement whilst closing this gap entirely remains a priority.
- 6.13 Results for children in care are reported for those children who have been in care for 12 months as of the 31st March (known as the ‘OC2’ cohort). Overall results at the end of Key Stage 2 continue to improve. Of the 49 children in care (Hampshire figures) at the end of Key Stage 2 this year 65% achieved level 4+ in reading, 57% in writing and 67% in mathematics with 55% achieving in all three, an 8% improvement on the equivalent figure in 2014. National and regional averages for 2015 have yet to be published, however Hampshire’s provisional results are above the 2014 South East and national averages for children in care. Nevertheless, the attainment of children in care remains below that of their peers and the LA continues to work with schools to improve outcomes. This work will include further development of personal education planning guidance and closer monitoring by LA officers so that schools better identify and meet the needs of children in care in Hampshire.
- 6.14 At Key Stage 2, the percentage of children from black, minority ethnic and Traveller groups achieving Level 4 and above in reading, writing and mathematics in 2015 was 84% in Hampshire, rising from 80% in 2014. In Hampshire 91%, 89% and 90% achieved level 4 and above in reading, writing and mathematics respectively, all improved from 2014.
- 6.15 In 2014 there were 2163 pupils with special educational needs (SEN) in year 6 in Hampshire. 389 of those had statements of SEN or Education, Health and Care Plans (EHCP) and 1774 received SEN support. 18% of children with statements or EHCPs achieved Level 4 or above in reading, writing and mathematics, a 6% improvement from 2014. 39% of the pupils receiving SEN support achieved the same measure, in line with the 2014 figure.

7. Primary Years – Local Authority Future Priorities

- 7.1. Raise attainment and accelerate progress by:-

- Building on the improvement in outcomes in all areas of KS1 and KS2 assessment so that they continue to rise whilst sharpening the focus on the underperformance of some groups of students, notably children in care.
- Maximise the take-up of free school meals and, therefore, the Pupil Premium. Supporting schools to learn from best practice and target this funding to improve outcomes for disadvantaged children, children in care and those from service families so that the gap between the attainment of those children and the rest continues to narrow, whilst attainment for all pupils improves.
- Supporting schools to identify underperformance early and intervene decisively with all pupils but especially those who have failed to make adequate progress in the previous Key Stage
- Continuing to increase the number of schools that are graded in an Ofsted Inspection as “Good” or “Outstanding” and intervene robustly in Hampshire schools which are inadequate or at risk of falling within the new definition of “coasting”
- Targeting schools which fall below the new floor standard of 65% in reading, writing and mathematics combined or where progress is inadequate.

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

- Promoting and strengthening teacher subject knowledge and expertise especially in the core subjects of English and mathematics to ensure that all pupils are supported to reach the expected standards.
- Supporting the further development of primary language teaching so that more children make good early progress in languages in preparation for secondary school and are better prepared to access English Baccalaureate subjects at KS4
- Systematically identifying and building on the interventions which have been most successful in the continued improvement of primary school performance in Hampshire and ensuring that these are disseminated widely
- Building upon the breadth of opportunities that early years settings, schools and partnerships between schools are developing both within and beyond the school day to promote resilience and to develop self-esteem as critical factors to support learning.

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

- Working with primary school leaders and teaching schools to roll out the Hampshire model for Assessment Without Levels and support school leaders to implement the proposed changes to the content, delivery and assessment of the curriculum so that teachers understand and teach to the expected standards.
- Supporting primary schools in the use of phonics in the teaching of reading so that as many children as possible reach the expectations of reading competence by the age of 6 and go on to be confident readers.

8. Secondary Years – The Results

- 8.1. There are seventy mainstream secondary schools in Hampshire of which 6 are currently sponsored academies and 24 have converted to become free-standing academies. The results of all of these schools are combined in the analysis which follows since this reflects the outcomes for all Hampshire children at the end of the Key Stage. For some years GCSE results have been volatile due to significant changes in the examination system. These changes have impacted upon how different subjects have been examined and how the results have been calculated. As a consequence, both national and Hampshire data is still highly provisional and is likely to change both as headline figures and for individual schools.
- 8.2. In recent years the measurement of attainment at the end of Key Stage 4 has focused on one key indicator, the achievement of five or more GCSEs at A*- C grade including English and mathematics. The changes in how this headline figure is measured, however, resulted in a significantly lower national figure in 2014 and in 2015, the provisional national figure dropped still further. The first change is the removal of all modular examinations so that all elements of a qualification are assessed at the end of the course. The second change is the significant reduction in the list of subjects which can be counted the 5+A*-C measure and any subject, regardless of its size and complexity, can only count as a single result. Thirdly school and local authority performance will now only be attributed with the first time a student takes a particular examination with any improvement from a re-sit recognised for the student but not for the school or the local authority nor in school and local authority performance tables when these are published by the DfE.
- 8.3. The revised performance tables published in January 2016 show that when all of the changes are applied, 60% of pupils in Hampshire achieved 5+ A*-C GCSE grades including English and mathematics, compared to an unchanged national figure of 57% and an average of 59% amongst Hampshire’s statistical neighbour authorities.
- 8.4. New accountability measures have also been confirmed for 2016 which will see the end of most of the measures we currently recognise however they are counted.
- 8.5. The attainment of five or more GCSE grades of C or above at GCSE, not necessarily inclusive of English and mathematics, still has currency but is no longer regarded as the ‘gold’ standard that the DfE uses to measure and compare schools. In 2014 under the new rules, the proportion of 16 year olds achieving this measure dropped by 10% in Hampshire and by 16% nationally. One of the main causes of this reduction was the reduced list of subjects which count in performance tables. In previous years a number of young people achieved this measure when they undertook larger vocational qualifications which were equivalent to two or more GCSEs. In 2015 secondary school performance in Hampshire based on this measure was 68%, compared to a national figure of 66%.
- 8.6. In 2015 26% of Hampshire pupils gained a C or better in the suite of examinations relevant for the English Baccalaureate, the same as in 2014 but still higher than the national average and the average amongst statistical neighbours. These results are unaffected by the changes to assessment. Headline results at Key Stage 4 are summarised in **Table 4** below.

Table 4 – Key Stage 4: Summary of Headline Results

	2015	2014

KS4	5A*-C(EM)	5A*-C	EBacc	5A*-C(EM)	5A*-C	EBacc
Hants LA Attainment	60%	68%	26%	59%	68%	26%
National Attainment	57%	66%	24%	57%	66%	24%
Statistical Neighbours	59%	68%	25%	58%	68%	24%

8.7. **Table 5** (below) shows the performance of Hampshire schools by academy status. Based upon current provisional data there is little change in the performance of converter academies and maintained secondary schools between 2014 and 2015 although the collective performance of sponsored academies has declined by 4%. It is worth noting that schools had to be good or outstanding in order to convert to be a free-standing academy so the “converter” group contained only higher performing schools at the point of conversion. The majority of sponsored academies were either in Special Measures or with performance below government expectations at the point of sponsorship.

Table 5 – Secondary School Performance by Academy Status

	2015				2014			
	Schools	5+A*-C(EM)	5+A*-C	EBacc	Schools	5+A*-C(EM)	5+A*-C	EBacc
Maintained	40	57%	67%	23%	40	57%	67%	24%
Academy Converter	24	66%	74%	31%	24	66%	75%	33%
Academy Sponsored	6	38%	44%	10%	6	42%	48%	7%%

- 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 6th out of 11 in our 2015 group of statistical neighbour authorities, down from 4th place in 2014 although Hampshire’s performance was higher than the average performance in 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 62% in 2014.
- 8.10. In 2015 there were 94 pupils who at the end of year 11 had been in care of Hampshire for 12 months or more. Of these children 6.4% achieved five A*-C GCSE passes including English and mathematics, a significantly lower percentage than in 2014. 37.2% of this cohort attained 5+A*-G (EM), an important indicator of continued engagement in education.

- 8.11. 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 31.4% of disadvantaged children attained 5+A*-C(EM) in comparison with 36.8% nationally. This is a marginal improvement from 2014 of 0.1% both nationally and in Hampshire. The gap in attainment between those young people defined as “disadvantaged” and those who are not was 34.7% (5 A*-C (EM)) in Hampshire, an increase from 33.4% in 2014. The national gap increased by 0.8% to 28.3%.
- 8.12. The coalition government introduced a new floor standard which, from 2012, required at least 40% of pupils to achieve 5+ A*-C GCSE grades including English and mathematics. In 2015, based upon the provisional results, there are 6 maintained schools and 3 academies where attainment was below this benchmark, although some of these will have results above 40% following remarks and appeals.
- 8.13. 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 current data this will not exclude any schools from being below the floor standards.
- 8.14. In Hampshire 70% of pupils made 3 levels of progress or better in English which is in line with the national average. In mathematics, 71% of pupils made expected progress which is above the national average of 67% The percentage of secondary schools graded as good or outstanding has increased from 75% at this point in 2014 to 78%. Progress data is summarised in **Table 6** below.

Table 6 – Key Stage 4 Progress

KS4 2014	2015		2014	
	Eng GCSE	Ma GCSE	Eng GCSE	Ma GCSE
Hants LA Attainment	69%	71%	71%	70%
Hants LA 3L Progress	70%	70%	73%	68%
National Attainment	68%	68%	69%	68%
National 3L Progress	70%	67%	72%	66%

- 8.15. In 2015 there were 1845 pupils with special educational needs (SEN) in year 11 in Hampshire. 477 had statements of SEN or EHCPs and 10.5% of those achieved 5+A*-C GCSE passes including both English and mathematics, a 0.8% decrease from 2014. Of the 1368 pupils receiving SEN support in 2015 20% achieved 5+A*-C(EM) a 0.9% increase from 2014.
- 8.16. From 2016 attainment at KS4 will be based upon a new headline measure “Progress8” which measures the progress each student has made from their starting point at the age of 11 in a specific set of eight subjects in comparison to the average progress made by pupils from a similar starting point nationally. These individual scores are then amalgamated into an average “progress8” score for the

school to determine whether the school has made above or below average progress with its pupils. Individual pupils will still receive grades for individual subjects but these will gradually move from letter grades (A*-G) to number grades (9-1) starting with English and mathematics from Summer 2017. Current GCSEs are in the process of reform and progressively over the next few years, all subjects will be based upon a new curriculum and assessment methodology and all will move to the number grading system.

9. Secondary Years – Future Priorities

9.1 The local authority and its School Improvement Service will continue to support those schools that need it most whilst taking account of the different approach which will be needed in relation to academies. There are some key priorities for future years. These are to:

- Intervene in Hampshire schools where fewer than 50% of pupils gained 5 A* - C at GCSE including English and mathematics in 2014 and challenge all schools to continue to improve.
- Use the new DfE definition to identify schools that are at risk of being classified as “Coasting” and intervene early.
- Target for urgent improvement, all schools LA judged to be inadequate and challenge academy sponsors or the Regional Schools Commissioner to intervene where academies are judged to be inadequate or coasting.
- Using the information from our visits to schools to provide focussed support and challenge so that schools accelerate the performance 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.
- Work with Education Personnel Services to seek practical solutions to the issue of teacher recruitment in Hampshire, particularly in the core subject areas.
- Support secondary schools to manage the current and on-going changes to curriculum and assessment, especially as the reforms to GCSEs accelerate.
- Ensure that schools have the highest expectations of their pupils and target at least 4 levels of progress for all and understand what needs to be done to ensure that all reach or exceed the expected standard.
- Ensure that schools maintain a particular focus on those with high prior attainment so that their high levels of performance are built upon.
- Continue to promote good behaviour in schools which supports high attainment so that all of Hampshire secondary schools have an Ofsted rating of ‘good’ or ‘outstanding’ for this measure and a higher percentage of Hampshire children attend secondary schools which are good or better overall.

- Challenge schools to reduce persistent absence and in particular, support them in tracking the attendance of vulnerable pupils and intervening where appropriate to ensure full attendance.
- Focus on the continued and sustainable improvement for black and minority ethnic groups, particularly boys. Further work is also needed on the attainment of Black children in Hampshire, particularly Black Other and Black Caribbean, where achievement continues to be of concern.
- Ensure that the School Improvement Service plans and operates flexibly in response to the changing national context, so that it can continue to provide professional challenge and support for schools and for Hampshire pupils as schools become more diverse and oversight arrangements more complex.
- Ensure that young people at the age of 16 have the appropriate qualifications, aspirations and opportunities so that they all progress onto post-16 education or training to prepare them for economic wellbeing in adulthood.

10 Post-16 Headline Information

- 10.1 As strategic commissioner for post 16 education and training, the Local Authority has a statutory duty to ensure there is sufficient (high quality) provision available to allow all young people to meet their duty to participate in education and training until aged 18. Post 16 providers – colleges, academies and independent training providers – are directly funded and performance managed by government through the relevant funding body. Funding for maintained school sixth forms (there is one in Hampshire – Yateley School) is routed through the Direct Schools Grant. All publically funded post 16 providers are regulated by OFSTED.
- 10.2 Associated with the sufficiency duty, the Local Authority is also responsible for identifying and supporting young people who are not in education, employment and training (NEET) to re-engage in a formal participation activity. Government monitors and performance manages Local Authorities on their effectiveness through a published 'Participation Performance Scorecard'.
- 10.3 Outcomes for post 16 learners cover both academic and vocational programmes but published results focus on Level 3 (Advanced) programmes only, including A-levels which accounts for approximately 60% of the total post 16 cohort. There is no single benchmark measure of attainment at KS5 and government published performance measures have varied for four of the last five years. Nonetheless, medium-term trend analysis is possible on a number of key measures.
- 10.4 The provisional data in **Table 7** (below), shows that in 2015 the proportion of young people studying at Advanced Level who achieved at least two Level 3 passes (academic and vocational, for example 2 x A levels or the vocational equivalent) was 92.6%, a small increase from 92.2% in 2014. This remains above the national average of 91.7% and above the average for LA statistical neighbours for the first time.

Table 7 – Post-16 Level 3 - % achieving at 2+ substantial Level 3 qualifications

Authority	2011	2012	2013	2014	2015
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England- All State Funded	93.6%	93.1%	91.7%	89.7%	91.7%
Hampshire	94.2%	94.3%	93.9%	92.2%	92.6%
Stat Neighbour Ave	94.2%	93.9%	92.6%	90.2%	91.4%

- 10.5 For A level results only, the provisional data in **Table 8** (below) shows that in 2015 10.2% of students where achieved 3 x A/A* grades in 2015, lower than the 11.1% achieved in 2014 but above both national and statistical neighbour averages.

Table 8 – Post-16 A-Level - % achieving 3+ A*-A grades at A Level

Authority	2011	2012	2013	2014	2015
England- All State Funded	10.2%	10.0%	9.8%	9.4%	9.2%
Hampshire	12.4%	12.1%	11.3%	11.1%	10.2%
Stat Neighbour Ave	9.8%	9.7%	9.3%	9.3%	8.8%

- 10.6 All Post 16 providers are regulated by OFSTED. As of November 2015, one College is judged as Inadequate and one Requires Improvement. All other Colleges, General FE and Sixth Form, are judged Good or Outstanding. No Hampshire College has been inspected under the new post 16 Inspection Framework introduced September 2015
- 10.7 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. In 2014/15, three Hampshire Sixth Form Colleges were operating under a EFA Notices to Improve for financial health (two in 2013/14), and one General FE College (none in 2013/14) under a notice issued by the SFA. The County Council is participating in the monitoring process as well as the recently announced (Summer 2015) Post 16 Area Based reviews. EFA/SFA led, these are seeking to rationalise the number of separate colleges to create a more financially robust Post 16 system in anticipation of further cuts to the national and unprotected participation budget
- 10.8 The provisional 2015 Hampshire September Guarantee, the statutory entitlement to all young people aged 16 and 17 to an offer of an appropriate place of learning, shows that 95.4% of the Hampshire 16/17 year olds cohort received such an offer. This is a significant improvement on 90.0% achieved in 2014 against the England average of 93.2%. This performance indicator features on the government's Participation Performance Scorecard which will be updated and published in the new calendar year, 2016.

11 Finance

- 11.1 There are no additional financial burdens which result directly from the recommendations in this report. However, in the light of further budget pressures, the school improvement service needs to consider how it deploys its resource to

support the continued improvement of examination and test results for all and to close the gap for the most vulnerable in Hampshire schools. It also needs to be cognisant of the cost of monitoring and intervening in the performance of children in academies and the need to charge appropriately for such intervention and support.

- 11.2 In addition to reducing the cost of central services, it remains necessary to capitalise on the excellent reputation of the 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.
- Use the new DfE definition to identify schools that are at risk of being classified as "Coasting" and intervene early.
- Lead on the delivery of evidence-based improvement programmes which have proven impact on outcomes for children and young people.
- Intervene in Hampshire schools where too few children reach the required standard and challenge all schools to continue to improve so that the percentage of Hampshire children attending good or better schools increases.
- Maximise the take-up of free school meals and, therefore, the Pupil Premium by schools and make sure they learn from best practice in using this funding to improve outcomes for disadvantaged children, children in care and those from service families so that the gap between the attainment of those young people and the rest narrows whilst attainment for all pupils improves.
- Target for urgent improvement, all schools LA judged to be inadequate and challenge academy sponsors or the Regional Schools Commissioner to intervene where academies are judged to be inadequate or coasting.
- Promote and strengthen teacher subject knowledge and expertise especially in the core subjects of English and mathematics to ensure that all pupils are supported to reach the expected standards.
- Ensure that schools maintain a particular focus on those with high prior attainment so that their high levels of performance are built upon.
- Continue to promote good behaviour in schools which supports high attainment so that all of Hampshire schools have an Ofsted rating of 'good' or 'outstanding' for this measure.
- Challenge schools to reduce persistent absence and in support them in tracking the attendance of vulnerable pupils and intervening where appropriate to ensure full attendance.

- Work with school leaders, teaching schools and national agencies to understand and plan for the proposed changes to the content, delivery and assessment of the curriculum so that teachers understand and teach to the expected standards
- Focus on the continued and sustainable improvement for black and minority ethnic groups.
- Target parent support to reflect local priorities for development
- Increase participation rates post-16 by enhancing and promoting apprenticeships and other vocational opportunities.
- Ensure that the School Improvement Service plans and operates flexibly in response to the changing national context, so that it can continue to provide professional challenge and support for schools and for Hampshire pupils as schools become more diverse and oversight arrangements more complex.

13 Conclusion

- 13.1 Children and young people in Hampshire perform well in most measures and have continued to improve their performance despite continuous and rapid change in assessment and examination methodology. The resilience of the school system in Hampshire is in part a testament to the universal, high quality support and challenge provided by a professional school improvement service as evidenced in paragraph 6.9 of this report.
- 13.2 The Chancellor's Autumn Statement of 25th November 2015 stated that the government intends, "to make local authorities running schools a thing of the past," and to make significant reductions to the Education Services Grant (ESG) which supports this activity. Clearly Hampshire County Council will need to consider how best to provide appropriate and effective challenge and support for schools in the future so that outcomes continue to improve for children and young people.

14 Recommendations

- 14.1 That Cabinet notes the assessment, test and examination results for 2015.
- 14.2 That Cabinet 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
- 14.3 That Cabinet supports the distribution of this paper to schools, colleges and settings in Hampshire in order to alert them to the summary outcomes from 2015 tests and examinations and the future priorities which arise from them.

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

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

Other Significant Links

Links to previous Member decisions:		
<u>Title</u>	<u>Reference</u>	<u>Date</u>
<u>Educational Attainment in Hampshire, 2014, Results and Future Priorities</u>		<u>January 2015</u>
<u>Statutory Responsibilities for School Improvement.</u>		<u>September 2013</u>
Direct links to specific legislation or Government Directives		
<u>Title</u>	<u>Date</u>	

Section 100 D - Local Government Act 1972 - background documents

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

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

IMPACT ASSESSMENTS

Equality Duty

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

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

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

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

Equalities Impact Assessment

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

Impact on Crime and Disorder

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

Climate Change

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

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