

HAMPSHIRE COUNTY COUNCIL

Report

Committee:	Children and Young People Select Committee
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Report From:	Director of Children's Services

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1. Purpose of the Report

- 1.1. This report summarises the assessment, test and examination data for 2012 for Hampshire children in the early years; those in primary schools; those in secondary schools and students in post-16 education.
- 1.2. The report sets out, in detail, information concerning school and student performance at all three statutory educational phases and seeks to provide the necessary information for the Executive Lead Member to consider how these may be judged against Children's Services priorities for all children, including the most vulnerable.
- 1.3. It also outlines the 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 2012, particularly in early years and in the primary phase where headline improvement has increased and some significant achievement gaps have narrowed. At GCSE, the picture is less clear due, in part at least, to the uncertainty surrounding the marking of GCSE English and the unusually high percentage of appeals and re-marks which remain outstanding at the time of compiling this report.
- 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 Lead Member is asked to approve the priorities for action as outlined in this report.

2. Contextual Information

- 2.1. High levels of educational attainment are essential: for the future economic prosperity of the nation, for individual life chances and for those individuals' future families. The school system in Hampshire serves the population well with 75% of Hampshire primary age children and 77% of secondary age children attending a good or outstanding school¹. These figures place Hampshire amongst the highest performing county councils in England.
- 2.2. Schools, colleges and other educational settings are key players in the drive for higher standards – but they are not the only ones. The report “Accountability in the School System,” considered by the Executive Lead Member for Children’s Services at his Decision Day on 26 September 2012 explored, in detail, the responsibilities of parents and of central and local government for educational outcomes in England.

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 (our “Statistical Neighbours”). In 2012, however, there have been a number of specific factors impacting upon pupil outcomes and upon the performance of schools.
- 3.2. Most vulnerable children and young people make good progress too and the performance of some groups has improved in 2012. 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 KS2. Whilst children in care have also made gains in 2012, there is still much to do to secure better outcomes for these children, particularly at 16 and beyond.
- 3.3. Schools are obviously key players in this work but further whole-system solutions need also to be developed alongside the technical work of schools. Whilst schools have been self-managing for many years, the expansion of academies in Hampshire heralds a new type of “freedom” with converting academies accountable directly to the Secretary of State. The changing role of the local authority in relation to school and system improvement was extensively explored in the accountability report to the Executive Lead Member in September 2012.
- 3.4. The movement of the English GCSE grade C boundary subsequent to pupils sitting the examination in June 2012 has had a significant impact upon the attainment of 5+A*-C GCSE grades including English and mathematics. Whilst this has been a national issue, the impact in Hampshire, and in places like it, has been substantially greater than the

¹ The Report of Her Majesty’s Chief Inspector of Education, Children’s Services and Skills 2011/2012

national average. It is tempting to speculate upon the reasons for this disproportionate impact, not only upon schools but, more importantly, upon the life chances of Hampshire's young people, but it is not yet clear why this is the case nor why some schools and some groups of young people, notably the less well off, have also had their expected outcomes more heavily depressed by this situation.

- 3.5. Whilst results at KS2 have shown year on year improvement in Hampshire and are typically above national averages, the rate of improvement this year has increased and some outcomes have moved further above national averages. In addition, the attainment gap has narrowed further and an increasing number of Hampshire schools are supporting over 80% of their pupils to achieve L4+ in English and mathematics. The factors behind this improving performance was the subject of a separate report considered by the Children's Services Management Team on 11th December 2012.
- 3.6. There is an increasing national and local impatience with the underperformance of less advantaged children and the introduction of a Pupil Premium for children on free school meals (FSM), children in care and service children is intended to impact upon this attainment gap. Schools are expected to target this resource on the specific children who attract it and to show evidence of its impact upon their outcomes. Whilst the performance of these groups has been a particular focus in Hampshire for several years, the spotlight upon how schools accelerate their performance and how the local authority supports them to do so is likely to generate even greater local and national interest in the coming academic year.
- 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. Whilst the number of such schools in Hampshire has reduced considerably, those that remain must expect to improve rapidly or be subject to robust intervention potentially leading to a structural solution.
- 3.8. The consultation on the new National Curriculum concluded in November 2012 and detailed information concerning the content and assessment of the curriculum is expected during the Spring of 2013. The implications of the curriculum the associated reforms in examinations and assessment are likely to be a primary focus for schools and for the local authority during the coming year.
- 3.9. Despite some good overall results in 2012, further improvement is needed and always will be. In summary, more work is needed to increase the percentage of children who make required progress; to build upon the success of less advantaged children as they move through secondary schools; to address the significant disparity in outcomes in the most disadvantaged areas of the county; 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 Profile (EYFSP) data from all providers in Hampshire in 2012 show that the threshold score has increased by 6% to 64% of children attaining 78 points which includes 6 points in Communication Language and Literacy (CLL) and 6 points in Personal Social and Emotional Development (PSED). This now brings Hampshire in line with the national level.
- 4.2. Scores across all areas of learning within the profile have generally increased when compared to 2011, with the greatest increase in linking letters and sounds. Whilst writing has also increased it remains the weakest area of attainment within the profile.
- 4.3. All districts have improved threshold scores in 2012 with Fareham, Havant and Rushmoor making the most significant gains of between 8 – 10%.
- 4.4. The equalities score shows a 2.3% reduction in the gap between the median score for all children and the mean of the bottom 20% to 26.7%. This is greater than the reduction of 0.7% in 2011 and Hampshire is now performing significantly better than the national average of 30.1%. Hampshire has also made a greater reduction in this gap this year than any of its statistical neighbours. Nine of the 11 Hampshire districts have reduced the gap with the most significant reductions being in Fareham. Eastleigh and Winchester, however, show slight increases.
- 4.5. Children living in Lower Super Output Areas (LSOAs) achieving 6 points in PSED increased by 5% and the gain in CLL was 10% in 2012 compared to a 6% and 5% gain respectively the previous year. The gain in CLL can be linked to the targeted 'Keep on Talking' (KoT) programmes in areas where children's language development was of concern.
- 4.6. Children's centres have a significant role to play and are now having a wider impact upon outcomes for children across Hampshire as the cohorts of children from all phases of children's centres are completing year R. Currently there are 54 Children's Centres operating from 81 sites in Hampshire, delivering a range of services, including support to parents in enhancing children's learning and development. Support is specifically targeted to help children and families in areas of significant deprivation. The management structure of children's centres has been reviewed and changes are in place to maximise the use of resources.
- 4.7. The overall achievement of children from Black and Minority Ethnic (BME) and Traveller groups in Early Years and the Foundation Stage has continued its year on year improvement. The percentage of these children achieving more than 78 points overall, plus more than 6 points in PSE/CLL rose from 57.6% in 2011 to 62.5% in 2012.

5. Early Years Foundation Stage – 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 identify vulnerable children and support the implementation of evidence-based interventions to meet their needs (e.g. Children in Care and children with SEN).
- Leading on the delivery of evidence based programmes such as Keep on Talking (KoT) and pre-school thinking skills to enhance children's speech and language and Personal Social and Emotional (PSE) skills in areas where attainment is below the threshold.
- Working collaboratively with children's centres to ensure parents are supported to provide an effective home learning environment.
- Providing an offer of free early years education for all 2 year olds who meet financial eligibility criteria.
- Implementing targeted speech and language therapy support directly to children and deliver group work with parents and practitioners.

5.2 Improve the quality of teaching and learning by:

- Promoting and strengthening understanding of teacher and practitioner knowledge of the acquisition of language skills and children's social and emotional development.
- Providing targeted support to settings to achieve good and outstanding Ofsted outcomes.
- Supporting schools and early years education providers to review their practice, share examples of most effective practice and deliver bespoke interventions to address areas for development.
- Providing opportunities for teachers and practitioners to strengthen their leadership and management skills and achieve vocational qualifications.

5.3 Support changes to the EYFS curriculum by:

- Working with year R teachers and Early Years Education (EYE) practitioners to understand changes to the content and delivery of the Early Years Foundation Stage (EYFS) curriculum.
- Strengthening teacher and practitioner knowledge and understanding of tracking children's progress and in particular how to work with parents and health professionals when completing the 2 year old check.

- Supporting schools in the preparation and implementation of the new EYFS assessment measures being introduced at the end of year R.

6. Primary Years – The Results

- 6.1. The attainment of 7 year olds at the end of Key Stage One (KS1) is measured by teacher assessment against the levels of the National Curriculum in speaking and listening, reading, writing, mathematics and science. Level 2 is regarded as the national expectation but that level is divided into three sub-levels: 2A, 2B and 2C (in descending order of competence). Level 3 is attained by more able children. Results for 7 year olds have seen little change nationally year-on-year and with minor fluctuations this picture remains the same for 2012. For the first time this year there has also been a national phonics test for pupils in year 1. There has been some controversy about the test but in Hampshire 57.9% of pupils were deemed to be working at the correct level and nationally that figure is reported at 40%. Girls out perform boys, with 61% of girls achieving the standard and 55% of boys. This is reflected in the national picture as well.
- 6.2. In 2012, 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, mathematics and science are very high. In Hampshire 93% of children reached L2+ for Speaking and Listening against a national figure of 87% and 93% reached L2+ in mathematics in comparison with 90% nationally. In Science, 94% of Hampshire children reached level 2 or better with 89% doing so nationally. Reading standards improved again this year from the high overall result achieved in 2010 with 90% achieving level 2 and 36% Level 3. Writing at level 2+ has further improved by two percentage points to 88% and by one percentage point at Level 3.
- 6.3. In mathematics the percentage of children reaching level 2, 93%, remained the same as 2011, and those attaining Level 3 has risen by one percentage point to 27%. Overall the picture is one where Hampshire children continue to achieve significantly better than children nationally and when compared with statistical neighbours.
- 6.4. At Key Stage 1 there were 24 children on roll who had been in care for 12 months or more. The attainment of these children fell compared with 2011 which was particularly disappointing as there had been a year on year improvement for 3 years up to this point. This will be addressed by systematic identification of barriers to learning and will involve LA officers working with schools and carers to ensure the Pupil Premium supports full engagement in interventions such as paired reading and paired mathematics.
- 6.5. At Key Stage 1, the percentage of children from BME and Traveller groups achieving Level 2 or above in all subjects has risen slightly from 89.7% in 2011 to 90.2% in 2012. This includes a rise for 'Asian Other' the group that contains the majority of Nepali speakers and for Gypsy/Roma Travellers,

one of the most underachieving and vulnerable groups. At Key Stage 1, outcomes for 'Asian Other' have improved in all subjects since 2011, particularly in speaking and listening (89.2%) and reading (94%) where they outperformed non BME children. Outcomes are also better for Gypsy/Roma Travellers with an increase of 10% in speaking and listening since 2011 (2012 - 72.4%), 10% in reading (2012 - 55.17%) and 10% in science (72.4%). Writing and mathematics require continued focus for Traveller groups. There is still a need to ensure that children from more isolated BME groups are not overlooked. Vigilance is also required so that traditionally high performing groups such as Chinese and Indian children maintain and improve their levels of achievement, which has been the case from 2011-12 after a decline during 2009-10.

- 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). The national measures include the percentage of children reaching level 4 and above separately in English and in mathematics and the important measure of those reaching that level in both English and mathematics. These measures are valuable in determining likely success in secondary school. Basic competence in reading, writing and numeracy are prerequisites of satisfactory outcomes at 16.
- 6.7 Girls outperformed boys in English, reading and writing at Key Stage Two. In maths at level 4 boys and girls achieved the same but 7% more boys than girls achieved L5. The most significant gap remains in writing with an 11% gap, although this has reduced from 13% in 2011. In 2012, 88% of girls achieved L4+ and 36% L5+ However, 77% of boys achieved L4+ and only 21% achieved L5+. This boy/girl gap, particularly in writing, remains a national issue and it is mirrored at every key stage, including at A Level.
- 6.8 Hampshire's children continue to do better overall than children across England and in places most like Hampshire (Statistical Neighbours). Standards in English have improved by 3 percentage points this year with 87% of children achieving level 4 or above. The percentage of 11 year olds achieving the higher level for English in Hampshire remained high this year with 41% reaching this level. Hampshire results for English at level 5 are 4% above the national average and consistently above Hampshire's statistical neighbours.
- 6.9 Standards in mathematics have continued to improve. There was an increase of 4 percentage point at Level 4 and 7 points at Level 5 This is a significant improvement on achievement in 2011. This means that 87% reached the expected level (Level 4) and 45% of children reached level 5. The percentage of children achieving in the important measure of Level 4+ in English and mathematics combined has continued to rise. The increase of 5% in 2012 is greater than the national increase and takes Hampshire children to 82%.
- 6.10 Within this overall figure, however, there remains considerable variation between districts. The highest percentage achievement for a Hampshire district in English and mathematics combined in 2012 being 87% L4+ and 39% L5+ and the lowest 73% L4+ and 20% L5+. However, all districts

have improved outcomes in L4+ and L5+ in 2012 . The following link provides a full table of Hampshire KS2 schools in rank order based on L4+ in both English and mathematics and, by opening the tab, sorted into districts. [KS2 Results by School - 2012 Validated Data 13-Dec-2012 \(v2\)](#)

- 6.11. One further measure of the effectiveness of schools, is the progress that children make in the four years from ages 7 to 11, Key Stage Two. The national expectation is two national curriculum levels of progress, which, in Hampshire is similar to national averages at 87% for English and 88% for maths. 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 2011 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 English and mathematics combined and this “floor” is set to rise to 65% in 2013. However, two additional measures are applied to assess whether a school is below the floor, the percentage of children making two levels of progress in English and two levels of progress in mathematics. In 2012 10 Hampshire schools achieved below 60% L4+ English and mathematics but 5 of these are taken above the floor since the progress made by pupils was above the national median on at least one measure.
- 6.13 Progress is still being made in closing the gap between the progress of children eligible for free school meals (FSM) and those who are not. This gap reduced by 3 percentage points in 2011 to 24% and reduced by a further percentage point in 2012 with improvements for both those on FSM and those who are not. Narrowing this gap whilst continuing to improve headline results is particularly pleasing for the primary phase in Hampshire.
- 6.14 Results for children in care at the end of Key Stage 2 continue to improve, and this year 48% achieved level 4+ in English, 61% in mathematics and 39% in both English and mathematics. Particularly pleasing is the improved percentage of children making 2 levels progress in mathematics which for the first time matches the progress made in English. However, the attainment of children in care remains below their peers and below the national average. The LA is working with schools to improve outcomes and this work will include developing personal education planning guidance 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 BME and Traveller groups achieving Level 4 and above in both English and mathematics has improved from 76.8% in 2011 to 82% in 2012 showing that for the first time, the gap has closed between BME and non BME children in Hampshire. Attainment for all BME and Traveller groups for whom targets are set improved since 2011 and all except one group exceeded their targets

- 6.16 At Key Stage 2, 'Asian Other' (which contains the vast majority of children of Nepali origin in Hampshire) continued its year on year improvement and is now just 5 % behind the Hampshire average for Level 4 and above in English and mathematics. 'White Other' the largest ethnic group in Hampshire also increased to 83.7% for the same measure. This places the attainment of children in this group just above the Hampshire average. Attainment levels for children from Black heritages have increased since 2011 with a rise of over 15% for children from Black African and Black Caribbean groups. Most pleasing is the continued improvement at Key Stage 2 of children from Gypsy, Roma and Traveller heritages whose attainment has risen from 37% in 2011 to 50% in 2012. This gain reflects the close partnership working between EMTAS, schools and other agencies to remove barriers to access, engagement and achievement for children and families from Traveller heritages.

7. Primary Years – 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 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 narrows 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 in any Hampshire schools which fall below the new floor standard of 60% in English and mathematics combined

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

- Promoting and strengthening teacher subject knowledge and expertise especially in the core subjects of English and mathematics

to ensure that all pupils make at least the expected progress across the Key Stages

- Supporting the further development of primary language teaching so that more children make good early progress in languages in preparation for secondary school and are better prepared to access English Baccalaureate subjects at KS4
- Systematically identifying and building on the interventions which have been most successful in 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 are developing both within and beyond the school day to promote resilience and to develop self-esteem

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

- Working with primary school leaders and teaching schools to understand and plan for the proposed changes to the content, 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.
- Support schools in building on the gains made in Early Years and preparing for the implementation of new assessment measures being introduced at Key Stage 1 and Key Stage 2

8. Secondary Years – The Results

8.1. There are seventy secondary schools in Hampshire of which five are currently sponsored academies and twenty-three have converted to become independent academies. The results of all of these schools are included in the analysis which follows. Scrutiny of the results of different types of school in Hampshire show no definitive differences in performance trends because there are improvements and declines in individual schools which the issues surrounding 2012 GCSE grading make difficult to ascribe to other causes. This will be analysed further, however, once those issues have been finally resolved.

8.2. Since the Key Stage 3 tests were withdrawn in 2009, levels of attainment have been reported by schools based on teacher assessment. Those results reported this year in the core subjects show an improvement on last year's test results in the core subjects. At level 5, English increased by 2% and mathematics stayed the same and for English, and mathematics combined there was a rise of 2%. For level 6+ the results show an improvement of 5% for English and 2% in mathematics with a 5% rise for the two combined. It is difficult to compare figures to those of previous

- years as more schools are submitting their data at the end of year 8 instead of year 9. It remains important for schools to have this mechanism to track progress so that any underperformance can be identified in time to intervene during the early part of Key stage 4.
- 8.3. 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.
 - 8.4. The provisional performance of 16 year olds in Hampshire in 2012 based on this measure is currently 58% which is a 3 point decrease on last year and the same as the national average which is unchanged from 2011. Both of these figures are subject to adjustment between the first statistical release in November and the final figures in January which take account of appeals and re-marks. This year the anticipated adjustment is likely to be greater than in most years due to the unusually high number of appeals and re-marks which resulted from grade boundary adjustments in English and the suspicion of the same activity in relation to several other subjects.
 - 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. In 2012 the percentage of marks required to attain a C grade in English was increased between the time pupils sat their examinations and the final marking of their scripts which has halted the improvement in the 5+A*-C pass rate including English and mathematics. In Hampshire, the impact of this grade boundary change has been substantially greater than the impact nationally.
 - 8.6. The Executive Lead Member for Children's Services has responded robustly to this turn of events by writing directly to Glynis Stacey, Ofqual's Chief Regulator, on both the 5th and 13th September 2012, providing detailed evidence of the impact upon Hampshire's children and requiring restitution. In the light of unsatisfactory responses from the Chief Regulator, a joint letter from the Lead Members of Hampshire, Portsmouth, Southampton and the Isle of Wight was co-ordinated and sent by Hampshire on 10th October, applying further pressure to Ofqual. This lobbying, on behalf of Hampshire's GCSE students has received the support of schools and colleges in Hampshire.
 - 8.7. Whilst most cohorts show slight variations in performance in English and mathematics, these two subjects tend to track each other fairly closely with similar rates of improvement in each. In 2012, however, mathematics attainment at grade C or better improved by 2% from 2011 to 69.5% whilst English attainment declined by 5% to 65%. In 2012 64% of Hampshire schools saw a statistically significant decline in their English GCSE results with 26% (16 schools) seeing a decline of greater than 10%
 - 8.8. 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 2012 78% of Hampshire schools achieved this benchmark which is a 1% improvement on 2011 but, for this measure, Hampshire generally performs below the national average and has continued to do so in 2012.

- 8.9. In 2012 26.6% of Hampshire pupils sat examinations relevant for the English Baccalaureate, this is up from 24.5% in 2011. 18.4% gained a grade C or better in five of the relevant subjects, the same as in 2011, in comparison with 16% nationally where there was a 1% improvement.
- 8.10. 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 2012 group of statistical neighbour authorities, although only the top two of these authorities scored above 60% in this measure in 2012.
- 8.11. At Key Stage 4, 57% of pupils from BME groups gained 5 or more A*-C grades including English and mathematics at GCSE, compared with 61% in 2011. Overall attainment for BME and Traveller groups, for whom targets are set, showed a similar decline as the attainment for all pupils. These young people are, of course, affected by the same grading issue as the whole cohort but, unsurprisingly, those who arrive in the UK during their secondary years make substantially less progress.
- 8.12. In 2012 there were 88 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, an increase of 2.5% from 2011. The performance of this cohort in attaining 5+A*-G(EM), an important indicator of continued engagement in education, showed further improvement in 2012, up from 44% in 2011 to 48%.
- 8.13. 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 FSM and those who are not has increased by 3% from 2011 to 33%. The increase in this gap is weighted towards girls where there was a 7% decline in attainment from 37% in 2011 to 30% in 2012. The decline for boys on FSM was 5% to 25%. Both of these figures are lower than national averages and they reverse the small gains made in 2011. It is a matter of concern that the lower percentage attainment of 5+A*-C(EM) seems to have had a disproportionate impact upon FSM pupils. It is also noteworthy that, whilst this decline is not mirrored in the national attainment figures, the percentage of pupils on FSM who made the required three levels of progress in English nationally did show a similar decline to that in Hampshire.
- 8.14. The coalition government introduced a new floor standard which, from 2012, requires 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 2012 there were six schools where attainment

was below this benchmark, although five of those schools are already academies and one is set to become a sponsored academy during the Spring of 2013.

- 8.15. 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 3LP 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).
- 8.16. The national medians for 3LP have not yet been published for 2012, however, in Hampshire, 67% of pupils made 3LP or better in English which places it 9th in the group of statistical neighbours and below the national average of 68%. In mathematics, 71% of pupils made expected progress in which is above the national average of 69% and places Hampshire 5th in its group of statistical neighbours. This again implies that English results in Hampshire have been disproportionately affected by the English GCSE grading issue.
- 8.17. In 2012 17% of the pupils with special educational needs (SEN) attending a Hampshire maintained school gained 5+A*-C GCSE passes including both English and mathematics, this is a decline from 20% in 2011. However, 31% of SEN pupils achieved an A*-C pass in maths but only 23% achieved a top grade in English.

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 2012 and challenge all schools to continue to improve.
 - 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 young people and the rest narrows whilst attainment for all pupils improves.
 - Support secondary schools to prepare for the curriculum and assessment reforms which have been the subject of consultation during 2012 and are intended for implementation from September 2013 onwards.
 - Find whole system and specific school solutions so that the attendance and attainment of children and young people in care continues to improve.

- Continue to 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 where it is high 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 BME groups, particularly boys. Further work is also needed on the attainment of Black children in Hampshire, particularly Black Other and Black Caribbean, where achievement continues to be of concern.
- Ensure that the School Improvement Service 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 autonomous.
- Ensure that young people at the age of 16 have the appropriate qualifications, aspirations and opportunities to progress onto post-16 education or training and beyond.

10 Post-16 Headline Information

- 10.1 The Local Authority's statutory duty to support participation and ensure that there is sufficiency of provision, post 16, to allow all young people to participate comes into effect in 2013². As 'strategic commissioner," it is the LA's role to champion the needs of young people, working with the post 16 provider network to ensure provision is of high quality and meets need. In addition, there is a statutory duty for the planning of provision for young people, 16-24, with learning difficulties and/or disabilities.
- 10.2 For the 2011/2012 academic year, 38,487 places were funded for 16-18 year olds in Hampshire by the EFA. Of these, 36,595 young people are in fifteen FE or Sixth Form Colleges and five Independent Training Providers, and 1,892 are in the eight Hampshire School Sixth Forms.
- 10.3 In addition to the above, 60 learners with learning difficulties and/or disabilities (LLDD) were placed within specialist local placements in 2011/12. Hampshire County Council is responsible for the assessment of these young people and the planning of their placement, which is then funded by the EFA directly. The value of this provision in 2011/12 was £4.28m, which includes a contribution of £1.03m from Hampshire County Council Adult Services and the NHS towards the social care costs. Hampshire operates a 'local first' policy, which aims to place a higher proportion of LLDD young people locally by developing local specialist programme capacity.

² Education and Skills Act 2008

- 10.4 The post 16 sector in Hampshire is strong and whilst formal results for post-16 qualifications by area have yet to be published, provisional results show that the good performance of Hampshire post-16 providers has continued in 2012. Following the protocol established last year, Hampshire County Council collected provisional Level 3 results (A Level and equivalent) from schools and colleges on results day. The data was provided on a voluntary basis. Fourteen colleges and seven schools voluntarily submitted their data which allows for some headline information to be reported. All results remain to be validated and they are not at individual student level so information on the relative performance of different groups of students is not yet available to the Local Authority.
- 10.6 This provisional data shows a Level 3 pass rate of 98% overall, a 0.5 percentage point decrease on that reported in 2011 and the same as the national, unvalidated pass rate in 2012. It is worth noting that assessment of A Level grades and their equivalent is at the end of the second part of a two part qualification. Students who were not successful at AS at the end of year 12 would not normally progress to the A2 section of the qualification which is assessed at the end of year 13. It is, therefore, expected that the overall pass rate will be very high.
- 10.6 The higher level pass rate (grades A*-B) was also collected and the headline result showed that 55.4% of A Level grades in Hampshire were at this higher level. This is an increase from the 54.3% reported last year, largely as a result of the increase in reported performance from general FE Colleges. No comparative national data is available for this measure although there was a small national reduction in the percentage of A* and A grades in 2012 (26.6%). In future years A*/A grade data will be requested from Hampshire providers.
- 10.8 The success rates, based on retention multiplied by achievement, for apprenticeships is provided by the Skills Funding Agency. For 2011/12 this shows that the performance by Hampshire Apprentices was higher than SE regional and national averages at every age group . For 16-18 year olds, 76.8% of Hampshire young people were successful against a national average of 74%. In the 19-24 age range, 80.8% of Hampshire young people successfully completed their apprenticeships against a national average of 77.8% and the picture is similar for those in the 25+ age bracket.
- 10.9 Progression to Higher Education by Hampshire's young people has also increased substantially in recent years. The biggest increase was between 2009 when 4,415 young people progressed from Hampshire post-16 providers onto HE courses and 2010 when that number rose to 7,591 and there was a more modest rise in 2011 to 8,711 despite the introduction of tuition fees. The progression figures for 2012 have not yet been published.
- 10.10 The Skills Funding Agency has lead responsibility for the performance management of Sixth Form Colleges and General FE Colleges. The SFA applies their Minimum Levels of Performance (MLP) process on the basis of full year validated data, available for 2011/12 early in the new year. This will assess all providers' provision against nationally set thresholds and,

where there is underperformance, can lead to the issuing of a formal Notice to Improve. Local Authorities are engaged in this process where providers are identified as 'at risk' or underperforming. There are currently no notices applying to providers in Hampshire (December 2012).

11 Finance

- 11.1 There are no additional financial burdens which result directly from the recommendations in this report. 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 the performance of children in academies and the need to charge appropriately for 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 Priorities

- 12.1 The progress and future priorities identified in the body of this report, suggest clear areas which the Children's Services Department needs to focus upon. These can be summarised as follows:-
- 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 and assessment.
 - Ensure that schools maximise the take up of FSM and use the Pupil Premium effectively to promote higher attainment and more rapid progress for children on free school meals, looked after children and children from service families.
 - Support schools to identify underperformance early and intervene effectively for children at risk of underperformance

- Challenge schools where examination results and rates of progress are poor, particularly when these are below national benchmarks.
- 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 BME groups which still underperform in Hampshire.
- Challenge schools to be at least “good” in Ofsted terms and initiate appropriate and effective interventions 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. Conclusions

13.1. The Executive Lead Member for Children’s Services will consider this report at his decision day on the afternoon of 23 January 2013 in order to consider the priorities listed in paragraph 12.1 and the future distribution of this paper.

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

Hampshire safer and more secure for all:	yes/no
Corporate Improvement plan link number (if appropriate):	
Maximising well-being:	yes/no
Corporate Improvement plan link number (if appropriate):	
Enhancing our quality of place:	yes/no
Corporate Improvement plan link number (if appropriate):	
OR	
This proposal does not link to the Corporate Strategy but, nevertheless, requires a decision because:	
<i>NB: Only complete this section if you have not completed any of the Corporate Strategy tick boxes above. If it is not applicable, please delete.</i>	

NB: If the 'Other significant links' section below is not applicable, please delete it.

Other Significant Links

Links to previous Member decisions:		
<u>Title</u>	<u>Reference</u>	<u>Date</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:

1. Equalities Impact Assessment:

1.1.

2. Impact on Crime and Disorder:

2.1.

3. Climate Change:

- a) How does what is being proposed impact on our carbon footprint / energy consumption?

- b) How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?