

**HAMPSHIRE COUNTY COUNCIL****Decision Report**

<b>Decision Maker:</b>	Executive Lead Member for Children's Services
<b>Date of Decision:</b>	28 January 2011
<b>Decision Title:</b>	Educational Attainment in Hampshire, 2010: Results and Future Priorities
<b>Decision Reference:</b>	2393
<b>Report From:</b>	Director of Children's Services

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## **1. Executive Summary**

- 1.1. This report summarises the assessment, test and examination data for 2010 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 attempts to set out, in detail, information concerning school and student performance at all three statutory educational phases and 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 and for the most vulnerable.
- 1.3. It also sets out the action needed by schools, by the local authority school improvement service and by relevant partners to ensure greater participation and further improvement. The report also considers the likely changes to assessment in the light of the recent White Paper, "The Importance of Teaching," and the possible impact upon school improvement priorities.
- 1.4. Overall, Hampshire's children and young people have performed well in assessments, tests and examinations and attained standards higher than in previous years and higher than those attained by children and young people who attend school in statistically similar areas of the country. Children from many black and minority ethnic groups have continued to do well in Hampshire; those with special needs have again made progress in Hampshire schools; those in care have done better than in previous years and the most able continue to progress well.
- 1.5. The gap between those eligible for free school meals (FSM) and those who are not has increased slightly in 2010. From its lowest point of 31% in 2008, the gap is now 33%. The attainment of those on free school meals

and those who are not have both increased but those on free school meals have improved at a slower rate than the rest of the Hampshire school population. "Closing the Gap," remains a significant issue for schools in Hampshire. Local Children's Partnerships are expected to exercise an increasing influence on the performance of the most disadvantaged children and young people by identifying and helping to address those aspects of their lives which impact upon their performance at school but lie outside of the school gates.

- 1.6. Whilst the levels of attainment, as measured by test and examination outcomes, have risen in Hampshire, there remain some areas of relative weakness or of insufficient progress. Hampshire schools identify a significantly higher than average percentage of pupils as having SEN, (2,869 compared with 9,362 without SEN). This makes general statements about their progress unhelpful since this figure includes those with significant and specific needs as well as those who schools believe would benefit from some extra support. However, with the exception of at Key Stage One, pupils with a statement achieve results which are equal to or better than those achieved by statemented pupils nationally. The performance of pupils on School Action or School Action Plus is more variable.
- 1.7. The executive member is asked to approve the priorities for action as outlined in this report.

## **2. Contextual Information**

- 2.1. High levels of educational attainment are essential: for future economic prosperity for the nation, for individuals and for those individuals' future families. They provide choice for young people in relation to how they will spend their adult lives. They mean that young people are better equipped to play their part as citizens. The knowledge-based, global economy that Britain has become means that the number of unskilled jobs is shrinking rapidly. Education has a responsibility to unlock the potential of every child and young person because we need the contribution of all of them – to support themselves, not be dependent on the state and to support others.
- 2.2. Schools, colleges and other educational settings are key players in the drive for higher standards – but they are not the only ones. The quality of leadership, management, curriculum, teaching, assessment, and the approach taken to under-achievement in educational settings, remains crucial to the success of children and young people in terms of their educational attainment. The way in which adults within the whole community organise themselves to support the county's children is also key to their success. The quality of parenting, and caring, and the way in which each child is supported at home in their learning is crucial.
- 2.3. We also know that 16 year olds who live in families where the main earner is in a professional occupation are over twice as likely to achieve 5 A\*- Cs at GCSE, compared with 16 year olds who live in families where the main earner does a 'routine' or unskilled job. The life chances of young people

who achieve expected outcomes at 16 and then progress into post-16 education or training are considerably enhanced. The Schools White Paper, "The Importance of Teaching" reiterates the commitment to raise the minimum age at which young people can leave education or training to 17 in 2013 and 18 in 2015 in recognition of the importance of such participation to the economic interests of young people and of the nation.

- 2.4. "The Importance of Teaching" also heralds a major review of assessment and testing at all key stages and a review of the National Curriculum so that it is, "slim, clear and authoritative," with a focus on the essential knowledge and understanding that children should be expected to have at key points in their education. Obviously this has implications for the future reporting of performance and results.

### **3. Key Issues**

- 3.1. Hampshire's children and young people, overall, attain high educational standards when they are compared with standards nationally and, on most measures, standards in places most like Hampshire. 2010 saw improvements in these standards across the age range but particularly so for the youngest children and for 16 year olds. At Key Stage Two, the performance of boys in writing continues to cause concern in some areas of the county.
- 3.2. Most vulnerable children and young people make good progress too, especially some Black and Minority ethnic groups and children with specific special educational needs. Some vulnerable children, especially those who live in conditions of relative poverty and children in care have not traditionally done as well in Hampshire as they should, although the performance of some of these groups has improved in 2010.
- 3.3. Despite very good overall results in 2010, further improvement is needed and always will be. The performance of Hampshire as a whole, as reported in national and regional tables, has been less strong in some measures than in previous years. In summary, more work is needed to increase the number of children who reach national expectations at the end of the Early Years Foundation Stage; to address the significant disparity in outcomes in the most disadvantaged areas of the county; to narrow the gap between the attainment of most children and some of those who are the most vulnerable and to ensure that all schools achieve results which take them above current and anticipated national benchmarks.
- 3.4. Schools are key players in this work but further whole-system solutions need also to be developed alongside the technical work of schools. Whilst schools have been self-managing for many years, the move towards even greater independence, as signalled in recent and anticipated legislation, is going to require a different approach by the local authority towards the improvement of schools and of the outcomes, not just in terms of results, which they achieve for their students and for their communities.
- 3.5. In addition, the removal of the requirement for every school to have a School Improvement Partner (SIP) will allow the Local Authority to develop

a more collaborative approach to school improvement and intervention in partnership with outstanding schools and successful school leaders. The opportunities within the “Importance of Teaching” for Hampshire County Council to fulfil its anticipated role as the “champion of excellence,” will result in changes to the way in which the School Improvement Service operates.

#### **4. Early Years Foundation Stage – The Results**

- 4.1. The Early Years Foundation Stage (EYFS) is a statutory stage and how well children are progressing is measured at the end of the stage by an assessment against the Early Years Foundation Stage Profile. In 2010, more four year olds (54%) in Hampshire reached the threshold set by government than in previous years. This is a three percentage point improvement on 2009, which is the greatest to date and it means that over half of children in Hampshire have now reached that threshold. Girls continue to make better progress than boys but the gap between attainment for “linking letters and sounds” and “dispositions and attitudes towards learning” is narrowing.
- 4.2. The Local authority is also judged on the gap between the performance of the median child in each cohort and the average score of the lowest achieving 20%. This gap narrowed by three percentage points in 2010 to 29.7% . This is significantly narrower than the gap nationally (32.7%) and the average of Hampshire's statistical neighbours (30.9%). Most encouragingly, children living in the most disadvantaged areas have developed greater personal, social and emotional, and communication and language skills than previous years. Whilst the gap is reducing, it is important that this trend continues, particularly for children in care, children receiving free school meals and some ethnic minority groups.
- 4.3. Children's centres have a significant role in helping to reduce the gap and are already having an impact on outcomes for children. In 2010, 58% of children living in the notional catchment areas for children's centres achieved above the county threshold level. 45 of Hampshire's children's centres improved their performance in the EYFS in 2010 in comparison with 20 centres with improving results last year.
- 4.4. The review to be carried out by Dame Clare Tickell into how the curriculum of the EYFS prepares all children for school is expected to report in the Spring of 2011. Whilst the overall aim of this stage will continue to be ensuring that all five year olds progress to primary school with the basic skills and knowledge to unlock the curriculum, there are likely to be changes in how this attainment is assessed.

#### **5. Early Years Foundation Stage – Future Priorities**

- 5.1. There are five main priorities for 2011 which reflect changes to the Government's policy in relation to children's centres, early years education and childcare and the opportunities that are now afforded as a result of the

realignment of the Early Educational and Childcare Unit and Children's Centres Services within Hampshire. These are to :

- Ensure that everyone involved with the EYFS understands the implications the EYFS review as it progresses and is prepared for its implementation in 2012.
- Revise the quality performance measures for early years education to ensure that the most useful information is available to the local authority, local children partnerships and schools. This will further support the targeting of resources
- Refocus the work of Children Centres in supporting parents of the most vulnerable children in improving their children's well being and progress. In particular, to help parents promote the communication, language and literacy and personal, social and emotional skills of their children .
- Focus on early writing skills, early reading and early language development for all children so that children are ready for school. This will include additional support for providers in understanding how to facilitate boys' learning and development .
- Strengthen the qualification profile and the leadership and management skills within the private voluntary and independent sector workforce.

## **6. Primary Years – The Results**

- 6.1. The attainment of 7 year olds (Year 2) 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 2010.
- 6.2. In 2010, Hampshire children achieved high levels in all areas of assessment and the standards remain consistently above the national average. Standards in speaking and listening, mathematics and science are very high with 92%, 92% and 93% respectively of children reaching level 2 or better. Reading standards remained at the high overall result achieved in 2009 with 88% achieving level 2 and 34% Level 3. Writing at level 2+ has further improved by around one percentage point to 84% and standards have remained the same at Level 3.
- 6.3. In mathematics the percentage of children reaching level 2 has remained the same, although those reaching the higher level fell by one percentage point, to 25%. Overall the picture is one where Hampshire children

continue to achieve more highly than children nationally and when compared with statistical neighbours.

- 6.4. At the end of Key Stage Two, Level 4 is the national expectation in English, mathematics and science for 11 year olds (Year 6). The national measures include the percentage of children reaching level 4 and above in English, level 4 and above 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 the end of Key Stage 4.
- 6.5. Whilst girls outperform boys in all measures at Key Stage Two, the most significant gap is in writing. In 2010, 81% of girls achieved L4 or better and 29% L5 or better. However, only 64% of boys achieved L4+ and only 13% achieved L5+. This boy/girl gap, particularly in writing, is a national issue and it is mirrored at every key stage, including at A Level.
- 6.6. Hampshire's children continue to do better overall than children across England or in places most like Hampshire. Standards in English have been maintained this year with 82% of children achieving level 4 or above. The percentage of 11 year olds achieving the higher level (level 5) for English in Hampshire increased this year with more than a third 35% reaching this level, this is a 3 percentage point improvement on the previous year. In 2010 Hampshire results for English at level 5 are 3% above the national average and 1.5% above that achieved by Hampshire's statistical neighbours.
- 6.7. Standards in mathematics have continued to improve. An increase of one percentage point at both Level 4 and Level 5 means that 82% reached the expected level (level 4) and 38% of children reached level 5. Attainment in mathematics remains equal to attainment in English at Key Stage 2. In the important measure of Level 4+ in English and mathematics combined the percentage of children reaching this level and above in both subjects combined has continued to rise and the additional one percentage point achieved in 2010 takes this measure to 76%.
- 6.8. Within this overall figure, however, there remains considerable variation between districts. The highest percentage achievement in English and mathematics combined was in being Hart at 82% L4+ and 35% L5+ and the lowest in Gosport at 65% L4+ and 13% L5+.
- 6.9. One further measure of the effectiveness of schools, is the progress that children make in the four years from ages 7 to 11, Key Stage Two. The national expectation is two national curriculum levels of progress. 84% of Hampshire children made this degree of progress in English in 2010, an increase of 1% from 2009 and 84% of Hampshire children made 2 levels of progress in mathematics. 73% of Hampshire children made the two

levels of progress in both English and mathematics. This represents an improvement of 3 percentage points from 2009.

- 6.10. Again there is variation across districts with 78% of children in Winchester making this progress in English and Mathematics and 65% of those in Gosport doing so.
- 6.11. Raising school performance above the "floor target" of 55% in English and Mathematics combined continues to be a prime focus for local authority school improvement teams. The work of these teams continues to make the difference in primary schools. In 2010 18 schools were below this floor target which represents a significant improvement from the 34 schools where achievement was below 35% in 2009.
- 6.12. Progress is still being made in closing the gap between the progress of children eligible for free school meals and those who are not. This has been reduced by a further percentage point in 2010 to 28%. However, this statistic still needs substantial improvement and remains a key priority for the LA as too many children in receipt of FSM are not making the expected 2 levels of progress between KS1 and KS2. Hampshire's children who receive free school meals as well as those who do not outperformed the average for South East authorities by two percentage points, although the national average for achievement at KS2 by children on FSM is higher.
- 6.13 There were 48 children care in the Year 6 cohort for 2010 of which 60% were identified by schools as having special educational needs. 42% of these children achieved level 4+ in English and 50% in mathematics. Due to small cohort sizes, the attainment of children in care does fluctuate significantly year on year, although the general trend is upwards. However, the attainment of some children in care at the end of KS2 is significantly below that of their peers. This is being tackled through systematic identification of the barriers to learning and progress for each child. Training and development for designated teachers, school leadership teams and individual teachers is then specifically targeted.

## **7. Primary Years – Future Priorities**

### **7.1. Raise attainment and accelerate progress by:-**

- Continuing to support Hampshire's most vulnerable children so that they achieve the best outcomes possible by ensuring that schools understand their individual needs and support them in overcoming barriers to learning
- Improving standards in boys' writing across KS 2 so that more boys achieve age appropriate standards at the end of KS2.
- Continuing to increase the number of schools that are graded in an Ofsted Inspection as "Good" or "Outstanding" and reduce the number which fall below the anticipated new floor target of 60% in English and mathematics combined

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

- Promoting and strengthening teacher subject knowledge and expertise especially in the core subjects of English and mathematics to ensure that every child receives a quality experience in every session
- Supporting the further development of primary language teaching so that more children make good early progress in languages in preparation for secondary school.
- Building on the interventions which have been most successful in improving primary schools and raising them above the floor target and ensuring that these are disseminated widely
- Building upon the breadth of opportunities that schools and partnerships are developing both within and beyond the school day to promote resilience and to develop self-esteem

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

- Working with primary school leaders to understand and plan for the proposed changes to the content and delivery of the curriculum.
- Promoting and strengthening teacher subject knowledge and expertise especially in the core subjects of English and mathematics to ensure that every child receives a quality experience in every session
- Supporting the further development of primary language teaching so that more children make good early progress in languages in preparation for secondary school.
- Building on the interventions which have been most successful in improving primary schools and raising them above the floor target and ensuring that these are disseminated widely.
- Building upon the breadth of opportunities that schools and partnerships are developing both within and beyond the school day to promote resilience and to develop self-esteem
- Supporting Primary schools in the use of synthetic phonics in the teaching of reading so that as many children as possible reach the expectations of reading competence by the age of 6.
- Contributing to the review of Key Stage Two testing and support schools in preparing for the implementation of new assessment measures once they are known

**8. Secondary Years – The Results**

- 8.1. Since the Key Stage 3 tests were withdrawn in 2009, levels of attainment have been voluntarily reported by schools based on teacher assessment. Those results reported this year in the core subjects show an improvement

on last year's test results in the core subjects at both level 5 and level 6. Teacher assessment has always been reported alongside the tests and the two measures correlate well with around a 1 percentage point difference. It is, however, difficult to compare figures to those of previous years as, in addition to the change from test to teacher assessment, more schools are submitting their data at the end of year 8 instead of year 9. The important thing is for schools to have a mechanism to track progress so that any underperformance can be identified in time to intervene during the early part of Key stage 4. School improvement partners continue to monitor this.

- 8.2. In recent years, measurement of attainment at the end of Key Stage 4 has focused increasingly on one key indicator, the achievement of five or more GCSEs at A\*- C grade or their equivalent including English and mathematics.
- 8.3. The performance of 16 year olds in Hampshire based on this measure improved to 58% which is a 3 point increase on last year and 3 points better than the national average. There has been a continual improvement in Hampshire since this measure was introduced in 2006.
- 8.4. The attainment of five or more GCSE grades of C or above at GCSE still has currency but is no longer regarded as the 'gold' standard that the DfE uses to measure and compare schools. This reflects the increasing importance placed upon literacy and numeracy as well as a "raising of the bar," in terms of expectations of our young people. In Hampshire we have seen a 3.5% point improvement (to 73.5%) for this measure on last year but this is 1 point below the national figure. In 2010, 31% of Hampshire secondary schools achieved over 80% on this measure.
- 8.5. It is highly likely that a new measure will be introduced by the coalition government referred to as The English Baccalaureate. This is a measure based on 5 GCSEs covering English mathematics, a science, a language and a humanity subject (history, geography, music or art) Hampshire has remained with a more 'traditional' secondary curriculum so it is well placed to perform better than other areas of the country against this measure. For 2010 Hampshire secondary schools would have performed four percentage points ahead of the estimated national figure.
- 8.6. 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 6<sup>th</sup> placed authority representing the average performance. Hampshire's performance placed it 5<sup>th</sup> out of 11 in our 2010 group of statistical neighbour authorities. However, in the national table of attainment at GCSE or its equivalent, Hampshire dropped from 37<sup>th</sup> out of 151 authorities in 2009 to 40<sup>th</sup> in 2010. Whilst results in Hampshire improved significantly, results in some high performing authorities improved slightly more. It is worth noting, however, that the difference between the authority in 35<sup>th</sup> place and Hampshire in 40<sup>th</sup> place is 0.3%.
- 8.7. In 2010, 979 pupils in Year 11 were from Black and Minority Ethnic (BME) groups. Attainment for BME groups as a whole improved from 55.7% in 2009 to 58% in 2010 in the key indicator of 5+ A\*-C GCSE grades

including English and mathematics. This is the first time that BME groups have performed in line with the county average for this measure. Despite this, there remains considerable variation between the BME groups.

- 8.8 Attainment has increased for 7 of the 19 BME groups between 2009 and 2010, including one of the most vulnerable groups, results for Gypsy Roma children increased from 0% in 2009 to 36.4% in 2010 and four of the groups identified as the most underachieving in 2009 have closed the gap by 5 or more percentage points in 2010. There is a very significant difference between the attainment of boys and girls in all except one of the BME groups and this is true even of groups which consistently outperform the county average such as Chinese and Indian children. Chinese boys are at risk of slipping below the county average.
- 8.9 In 2010 there were 87 pupils who, at the end of Year 11, had been in care for 12 months or more. Of these children 11.5% achieved five good GCSE passes with English and mathematics. This improvement of 3.9 percentage points on last year is above the rate of improvement for the rest of Hampshire's 16 year olds which means that the achievement gap between children in care and those who are not has marginally decreased.
- 8.10 17% of the pupils with special educational needs (SEN) gained 5+A\*-C GCSE passes with English and mathematics. There has been a steady increase in the performance of those with SEN from 13% in 2008. The attainment gap of 52% has, however, increased by 1% from 2009. The percentage of pupils identified as having SEN who made three levels of progress in English and mathematics between entering secondary education and leaving it increased from 2009 by 4% in English and by 5% in mathematics.
- 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 terms of assessing performance, the eligibility for free school meals (FSM) is used as a proxy measure for those living in poverty. In Hampshire the gap of 33.3% in attainment between those young people eligible for free school meals and those who not has increased by 2.6% since 2009, after a decrease to 31% from 2007 to 2008. The gap, however, is greater for girls than for boys due to their higher overall attainment. The results for children on FSM are higher nationally than in Hampshire but Hampshire children on FSM perform better than in other South East authorities as do those who are not. In common with the majority of high performing local authorities, children in relative poverty are making progress but at a slower rate than those who are not and the gap remains greater than nationally.
- 8.12 Considerable additional support has been focused on improving the outcomes for those on FSM. This is the second year of a DfE funded scheme for 1 to 1 tuition which is targeted at pupils who are in care, on free school meals or are identified as at risk of underachieving. It is aimed at pupils who have started their secondary school life with below expected levels of attainment in English and/or mathematics and it offers pupils ten hours of one to one tuition in mathematics and/or English by a qualified teacher. This year there are funds for over 7500 pupils in secondary

education. This will make a total of over 10,000 pupils who will have received one to one tuition over the two year life of this project. The tuition is focused on year 7, 8 and 9 pupils so it will take some time to show in the GCSE results.

- 8.13 In July 2008 the DCSF announced National Challenge which was aimed at schools where in 2007 fewer than 30% of 16 year olds attained 5+ A\* - C grades at GCSE including English and mathematics or where there was significant risk of outcomes slipping below that level. There were 7 schools in Hampshire in that category in 2008. Three schools achieved below 30% 5+A\*-C(EM) in 2010.
- 8.14 For a third year the County Council has had additional resource to spend on supporting those schools to improve. By 2011 the aim is to have no schools below this standard. One of the schools still below the threshold is to close in Sept 2011 and one became an academy in September 2010. All indicators show that the third school will achieve above the current threshold in 2011.
- 8.15 The coalition government intends to introduce a new floor target which will require at least 35% of pupils to achieve 5+ A\*-C GCSE grades including English and mathematics. In Hampshire 6 schools had levels of attainment below this in 2010. Significant LA resource is currently being deployed to these schools to drive results rise above this expected floor target for 2011.
- 8.16 A further DCSF initiative which aimed to improve secondary school outcomes is Gaining Ground which was announced in the Spring Term of 2009. Ten Hampshire Gaining Ground schools are currently working with the Local Authority on this two year project. Three of the schools have recently had Ofsted inspections which moved them from a 'satisfactory' to a 'good' grade and four of the ten had improved GCSE results in 2010.
- 8.17 Hampshire secondary schools worked hard to improve their results in 2010 and 66% of them achieved results better than in 2009 with 53% of schools meeting their target for 2010. The School Improvement Service continues to work with schools and this work has included intensive LA support in National Challenge schools contributing to a 17.5% increase in results in one of these schools.
- 8.18 This year there has been a continued focus on assessment for learning and improved professional learning and on improving and building the capacity of senior and middle leaders in Hampshire schools. The team approach to school improvement begins with in-depth diagnostic work. This results in a relentless focus on underperforming students in some schools and underperforming subjects in others. The approach taken has brought about improvement in some schools which have experienced long-term issues. There is no doubt that work is most effective when it is the result of a partnership between the school leadership team and the local authority school improvement service.

## **9. Secondary Years – Future Priorities**

- 9.1 The local authority School Improvement Service will continue to support those schools that need it most but there are some key priorities for future years. These are to :
- Ensure that there are no schools score below 30% 5 A\* - C at GCSE including English and mathematics by 2011 and that any below 35% are on target to exceed that by 2012.
  - Continue to work on whole system solutions so that the gap between the attainment of those young people who live in relative poverty and the rest keeps narrowing while, at the same time, overall attainment remains on a rising trend.
  - Support secondary schools to implement the curriculum reforms as outlined by the coalition government in the White Paper, "The Importance of Teaching." In particular, to provide support for improvements in languages and humanities teaching so that more schools offer the full range of GCSEs expected by the English Baccalaureate.
  - Ensure that pupils entering secondary school below expectations in English and/or mathematics are identified early and receive one to one tuition.
  - Find whole system and specific school solutions so that the attendance and attainment of children and young people in care continues to improve.
  - Continue to support 'good' behaviour in our schools so that all of our secondary schools have an Ofsted rating of 'good' or 'outstanding' for this measure.
  - Support schools in reducing persistent absence where it is high and in particular, tracking the attendance of vulnerable pupils and intervening where appropriate to ensure full attendance.
  - Focus on the continued and sustainable improvement for Gypsy, Roma and Traveller groups and a further analysis of boys' achievement in all BME groups. 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.
  - Support partnerships to develop leadership behaviours that contribute to improving outcomes for all children across an area.
  - Ensure that the School Improvement Service continues to evolve so that it can provide the range of support for schools and for Hampshire pupils which will be required as schools become more autonomous.
  - Ensure that young people at the age of 16 have the appropriate qualifications for them to progress onto post-16 education or training and that there are suitable opportunities for them to do so.

## **10. Post-16 Headline Information**

- 10.1 Hampshire County Council is the largest post 16 commissioning authority in England, having assumed powers under the ASCL Act (2009) on 1 April 2010 for the funding and commissioning of provision for young people

aged 16-18 and those subject to a learning disabilities assessment, aged 16-25. This power excludes the commissioning of Apprenticeships, which is the responsibility of the Skills Funding Agency.

- 10.2 For the academic year 2010/11, 39,101 post 16 places have been commissioned with a total funding value of £185m. Of the total number of places 37,245 (£176m) are in fifteen FE or Sixth Form Colleges and six Independent Training Providers, some delivering outside of Hampshire, and 1856 (£9m) are in the eight Hampshire School Sixth Forms
- 10.3 In addition to the above, 70 learners with learning difficulties and/or disabilities (LLDD) are placed within specialist placements (local and residential). Hampshire County Council is responsible for the assessment of young people and the planning of their placement, which is then funded by the YPLA directly. The value of this provision in 2010/11 is £5.6m, which includes a contribution of £1.09m from Hampshire County Council Adult Services and the NHS towards the social care costs.
- 10.4 The post 16 sector in Hampshire is strong. It is uniquely characterised by the number of Colleges, including eight Sixth Forms Colleges and seven General FE colleges. There are eight Schools Sixth Forms, four of which are in the New Forest. A new School Sixth Form opened at Hamble Community Sports College in September 2010 following the award of the sixth form presumption by DCSF (DfE). This was supported by a £7m capital investment in a new Sixth Form Skills Centre from the LSC 16-18 capital fund.
- 10.5 Formal results for post-16 qualifications by area have yet to be published. For the first time, however, 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 six schools voluntarily submitted their data which allows for some headline information to be reported, although 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 98.7% overall, with Sixth Form Colleges at 98.9%, General FE Colleges at 98.7% and School Sixth Forms at 96.8%. The national, unvalidated pass rate in 2010 was 97.6%. The higher level pass rate (grades A\*-B) was also collected and the headline result showed that 52.2% of A Level grades in Hampshire were at this higher level. Nationally this figure was approximately 45% in 2010 although grades are reported slightly differently by school type. In Hampshire, these break down as 63% in Sixth Form Colleges, 55% in School Sixth Forms and 50% in General FE Colleges. 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 which accounts for the high overall pass rate. 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.

- 10.7 The success rates on apprenticeships is provided by the National Apprenticeship Service (NAS). This shows that the performance by Hampshire Apprentices was higher than SE regional and national averages at every age group . For 16-18 year olds, 73.3% of Hampshire young people were successful against a regional average of 70.3% and a national average of 70.6%. In the 19-24 age range, 78.4% of Hampshire young people successfully completed their apprenticeships against a regional average of 74.9% and a national average of 73.7% and the picture is similar for those in the 25+ age bracket.
- 10.8 The first cohort of Diploma students completed their programme in 2010. The Diploma consists of eight separate components and learners are required to pass each to be awarded the full Diploma. The nature of the qualification is such that learners can claim individual components at different times. This means that it is difficult to report final success rates at this time. However, initial outcomes suggest that of those young people that started the Diploma in 2008 and have completed all components in 2010 (approx. 150 learners), performance is strong compared to the national picture. Data is to be validated and will be reported separately.

## **11 Finance**

- 11.1 Whilst there are no additional financial burdens which result directly from the recommendations in this report. The school improvement service will need to consider how it deploys resources to support the continued improvement of results in Hampshire schools . The central resource is likely to diminish, both as a result of national budget reductions and as individual schools adopt academy status.
- 11.2 In addition to reducing the cost of central services, it will be necessary to capitalise on the excellent reputation of the sold aspects of the improvement service to increase trading both within and outside of the authority, This approach is supported by “The Importance of Teaching.” Additional resources, such as those agreed by Schools Forum, 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 options**

- 12.1 The progress and future priorities identified in the body of this report, suggest clear areas which the Children’s Services Department needs to focus upon. These can be summarised as follows:-
- Ensure that everyone involved with the EYFS is prepared for the implementation of the review in 2012 and revise the quality performance measures for early years education.
  - Refocus the work of Children Centres and strengthen the qualification profile and the leadership and management skills within the private voluntary and independent sector workforce.

- Focus on early writing skills, early reading and early language development for all children so that children are ready for school.
- Raise attainment and progress in all primary schools so that none are below the new floor target and all children, including those from vulnerable groups, have the skills needed to access the secondary curriculum.
- Further improve the quality of subject specific teaching and learning in some primary schools.
- Support and guide primary schools in responding to changes in the primary curriculum and testing regime
- Target resource more effectively to those districts, settings and schools where progress, or headline results, are least strong and the gap in attainment most wide
- Focus more work on improving the support for vulnerable children, including Children in Care, by seeking out and building on successful interventions that have led to improved attendance and attainment for these groups of children and young people whilst increasing the attainment of Hampshire children overall.
- Support secondary schools to implement the curriculum reforms as outlined by the coalition government in the White Paper, "The Importance of Teaching." In particular, to provide support for improvements in the teaching of languages and humanities so that more schools offer the full range of GCSEs expected by the English Baccalaureate.
- Ensure that young people at the age of 16 have the appropriate qualifications for them to progress onto post-16 education or training and that there are suitable opportunities for them to do so
- Ensure that pupils who achieve below expectations in English and/or mathematics at key points of measurement receive one to one tuition
- Continue to support 'good' behaviour in our schools so that all Hampshire schools have an Ofsted rating of 'good' or 'outstanding' for behaviour.
- Support schools in reducing persistent absence where it is high and in particular, tracking the attendance of vulnerable pupils and intervening where appropriate to ensure full attendance.
- To increase post-16 participation in preparation for the raising of the participation age and to work with post-16 providers on the expansion of opportunities and pathways for young people post-16.
- Implement changes to the School Improvement Partner (SIP) programme and some of the operational activity of the School Improvement Service in response to proposals within the White Paper, "The Importance of Teaching." This will form the basis of a further report in the Spring of 2011.

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

### **13 Recommendations**

- 13.1 That the Executive Lead Member for Children's Services notes the assessment, test and examination results for 2010 and endorses the priorities that stem from them as listed in paragraph 11.1.
- 13.2 That the Executive Lead Member for Children's Services recommends this paper for consideration by the Cabinet of Hampshire County Council.
- 13.3 That the Executive Lead Member for Children's services supports the distribution of this paper to schools, colleges and settings in Hampshire in order to alert them to the summary outcomes from 2010 tests and examinations and the future priorities which arise from them.
- 13.4 That the Executive Lead Member for Children's Services notes the potential changes which the White Paper, "The Importance of Teaching," will bring and supports the School Improvement Service in undertaking the necessary planning in order to scope the potential impact of these changes on the service.

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

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

**Other Significant Links**

<b>Links to previous Member decisions:</b>		
<u>Title</u>	<u>Reference</u>	<u>Date</u>
<u>Educational Attainment in Hampshire, 2009, Results and Future Priorities</u>		<u>17 December 2009</u>
<b>Direct links to specific legislation or Government Directives</b>		
<u>Title</u>	<u>Date</u>	
<u>"The Importance of Teaching." The Schools White Paper 2010</u>	<u>November 2010</u>	

**Section 100 D - Local Government Act 1972 - background documents**

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

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

## **IMPACT ASSESSMENTS**

### **Equalities Impact Assessment**

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

### **Impact on Crime and Disorder**

The attainment of better outcomes for all young people has a direct impact on their future economic wellbeing and, therefore, on their potential involvement in criminal activity.

### **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.