

<b>DECISION-MAKER:</b>	OVERVIEW AND SCRUTINY MANAGEMENT COMMITTEE		
<b>SUBJECT:</b>	SCHOOL STANDARDS		
<b>DATE OF DECISION:</b>	12 <sup>TH</sup> FEBRUARY 2015		
<b>REPORT OF:</b>	CABINET MEMBER FOR EDUCATION AND CHANGE		
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<b>STATEMENT OF CONFIDENTIALITY</b>			
None			

### **BRIEF SUMMARY**

This report provides a summary of School performance in Southampton and sets out the national context for the future of School improvement work. There are specific local issues that Members are asked to consider, including those relating to the role of Members in School improvement. A draft of the Southampton “Vision for Learning” is attached to this report for Member comment.

- Overall, attainment and progress in the primary sector has improved over time with a five year trend of improvement
- Early Years settings in Southampton are relatively successful. Outcomes rank Southampton LA 47th/149 and places it in the second quartile.
- The proportion of pupils attaining the national expectation of a Level 2 at the end of Key Stage 1 (7 year olds) is at or very close to the national average. Outcomes for mathematics are slightly better than those of speaking, listening, reading and writing.
- The proportion of pupils attaining the national expectation of a Level 4 at the end of Key Stage 2 (11 year olds) is equal to or just above the national average, ranking the LA 32nd/149 on the joint measure for reading, writing and mathematics.
- Progress between Key Stage 1 and Key Stage 2 is less good and an area for improvement. The LA is in the bottom quartile on this measure and is 90th/149. The government has set a target of 2 levels of progress between Key Stage 1 and Key Stage 2 as an expectation and too many pupils are not achieving this level of progress across Key Stage 2.
- Both attainment and progress are in need of improvement in our Secondary Schools. In 2014 only 49.8% of students achieve 5+A\*-C grades, including English and mathematics compared to 52.6 nationally. This is a decline following consecutive years of improvement since 2010 and a fall of 8.3% on 2013 levels.
- Progress in English in the city is good and has improved steadily. 74.6% of students made at least the expected level of progress between Key Stage 2 and Key Stage 4, this compares favourably with the national average of 70.9% nationally and places the LA in the second quartile. Progress in

mathematics requires improvement with 62% of students making at least the expected level of progress compared with 65.3% nationally. This is a decline on the 2013 figure of 69.3%.

- At Key Stage 5 (FE) the proportion of students gaining at least two passes has dropped from 86.3% in 2013 to 82.7% in 2014 which is well below the national average of 88.6%. This ranks the LA as 125th/149.
- The gender gap at Key Stage 1 in all subjects is narrower than the national gap for this group. The same is also true for disadvantaged pupils at this stage, where the gap between these pupils and the rest is narrowing faster than the national gap. Indian students are significantly underperforming against national outcomes. Looking at progress for groups at GCSE A\*-C boys and girls, low attainers, pupils with special needs at School Action Plus, and disadvantaged pupils make better progress than their peers nationally in both English and mathematics.
- Looking at attainment for groups at GCSE A\*-C in English and mathematics, boys do less well than girls and significantly less well than all boys nationally. Pupils in receipt of free school meals do significantly less well than similar pupils nationally. Disadvantaged pupils do significantly less well at this stage than their peers nationally. However for those pupils who were lower attaining in their previous key stage, their attainment is significantly better at GCSE than similar groups nationally.
- Absence rates are significantly higher than national at both Primary and Secondary phase and reducing these rates has been a priority for LA officers.

#### **RECOMMENDATIONS:**

- (i) That the Committee considers and comments on the draft "Vision for Learning" attached as Appendix 1 to this report.
- (ii) That the Committee considers the implications for Southampton of the Department for Education's (DfE) new model of School-led improvement services.
- (iii) That the Committee identifies the nature and extent of the support from officers that they feel is appropriate, in order to support their role in ensuring their effectiveness in the corporate and strategic leadership of School improvement. This will include activity in their scrutiny role and through links with Governors.

#### **REASON FOR REPORT RECOMMENDATIONS**

1. Her Majesty's Chief Inspector (HMCI) of Schools may inspect a Local Authority's education function at any time, with limited notice, under the Education and Inspections Act of 2006. This may happen, for example, where concerns are identified through the performance of individual Schools and other providers or if Ofsted becomes aware of concerns about the standards of education of children and young people.
2. The reported findings of Ofsted's inspection may be of assistance to the Secretary of State in relation to her powers to effect swift improvement in the Local Authority's exercise of its functions. The Secretary of State has powers to require HMCI to carry out an inspection of a Local Authority's education functions.

3. When reporting on the quality, strengths and weaknesses of arrangements for supporting School improvement, inspectors will evaluate evidence against a number of key aspects.
4. Currently, this authority is not able to provide strong enough evidence against each aspect of the inspection framework to secure a successful outcome, should the arrangements for supporting School improvement be subject to an inspection.

### **ALTERNATIVE OPTIONS CONSIDERED AND REJECTED**

5. The national legislative framework and statutory guidance are very clear about the way forward for School improvement, so the range of options are limited and focus on practical implementation.

### **DETAIL (Including consultation carried out)**

6. In the 2014 January census, there were 28,684 children and young people aged 5-19 in our 76 State-Funded Schools which include: one Nursery School, five Infant Schools, five Infant Academies, four Junior Schools, four Junior Academies, 30 Primary Schools (4-11 years) six Primary Academies (4-11 years), eight Secondary Schools, four Secondary Sector Academies, five Special Schools, one Special Free School, one Studio School (Free School) one Pupil Referral Unit and one Academy Alternative Provision Converter. Within these Schools, there are Trust arrangements, Schools opening or changing status, those wishing to convert to Academies and those that are to become sponsored Academies.
7. Local Authorities have limited jurisdiction over Schools that are Non-Maintained but have a statutory duty to promote high standards in all Schools and among other providers, so that children and young people achieve well and fulfil their potential.
8. Southampton is ranked 65<sup>th</sup>/149 local authorities for deprivation, i.e. the 86<sup>th</sup> least deprived. As the 1<sup>st</sup> is the most deprived, this could suggest that the LA should be in the second quintile, or just in the top quartile band in relation to attainment. As an ambitious authority, Southampton should, therefore be striving to be in at least the second quartile of LAs in relation to performance and progress by 2024.
9. In HMCI's 2014 Annual Report, nationally, 84% of children and young people attend good or better State-Maintained Primary Schools or Academies and 75% attend good or better State-Maintained Secondary Schools or Academies. This ranks Southampton 60<sup>th</sup>/150 and 75<sup>th</sup>/150 respectively. As of 20<sup>th</sup> January 2015, of the Schools for which inspection reports are available, one School is in Special Measures, 15 require improvement, 49 are good and eight are outstanding. As of 20<sup>th</sup> January 2015, the percentage of pupils attending good or outstanding Schools in Southampton, both Primary and Secondary, is 83.1%. This is above the national figure of 79.1 and places the City 58<sup>th</sup>/149 Local Authorities.

10. In summary the new national model for School led improvement, the increased role for Teaching Schools in this model and the emphasis on School to School support is unlikely to change as it has all party agreement. The statutory responsibility of Local Authorities to promote standards across all Schools, as well as our monitoring role and the use of intervention powers relating to under performing Schools, need to be reconciled with this new more collaborative way of driving up standards.
11. There is considerable willingness across School leadership in the City to work collaboratively with the Council to create an appropriate local model. Formal and informal discussions with School leaders in Southampton have been underway for some time, but the lack of progress from simply talking to starting to implement action is beginning to cause significant frustration, expressed by both Headteachers and Governors.
12. The nature of the Council's leadership role in these discussions is complex. This would not be School-led and genuinely collaborative if the Council was setting the agenda and the pace. On the other hand we have an obligation to ensure that discussions turn into action and that the proposed model works in the best interest of all the children and young people in the City.
13. Our ambition is for an improvement partnership that involves all Schools in the City both contributing to and receiving appropriate support and challenge. We need to make a start this term on implementing this ambition, even if that means starting this work before all the Schools have formally agreed to participate.
14. There are also a clear set of roles in all of this for elective members, as promoters of educational standards and aspiration across the City; in relation to oversight and monitoring of School performance; as local Members and members of Governing Bodies and as civic leaders.
15. A more detailed proposal will be presented to a future meeting on the suggested local model.

## **RESOURCE IMPLICATIONS**

### **Capital/Revenue**

16. N/A

### **Property/Other**

17. N/A

## **LEGAL IMPLICATIONS**

### **Statutory power to undertake proposals in the report:**

18. The duty to undertake overview and scrutiny is set out in Part 1A Section 9 of the Local Government Act 2000.

### **Other Legal Implications:**

19. N/A

## **POLICY FRAMEWORK IMPLICATIONS**

20. The Council Strategy 2014-17 includes the following key outcomes: Improve educational attainment for all children and young people.

**KEY DECISION?** No

