

Children & Families Scrutiny Panel – Monitoring Report, School Standards

School Standards 1: That, to enable effective performance comparison over time, analysis is undertaken of 2015 Key Stage 4 results with the impact of changes to the weighting of vocational qualifications and multiple entry exams removed.

This is possible but only for 2014. Two changes have taken place to GCSE accountability.

- Historically pupils could enter exams multiple times with the highest result discounting other attempts in the subject (best entry). This has now been replaced by first entry which means the first entry a pupil takes in a subject will count in the performance tables for that school regardless of subsequent entries that would be relevant for that student's future career.
- There was a review of the qualifications that would count in the performance tables (a substantial number were removed) with GNVQs no longer been able to count for multiple GCSE entries (e.g. up to 4 GCSE's for one GNVQ, General National Vocational Qualification).

Due to these substantial changes there is limited analysis available that provides a trend because what schools were fundamentally able to enter has changed and the students just didn't sit the qualifications to make a like for like comparison. We do have 2014 data that had the 2015 accountability applied to it and even this shows that there was a decrease in performance from 2014 to 2015.

	2013	2014	2015
Number of pupils	2083	1941	1915
5+ A*-C (Eng, Ma) GCSE (new, first entry)	-	51% -	50% -
5+ A*-C (Eng, Ma) GCSE (old, best entry)	58% ↑	58%	-
5+ A*-C (Eng, Ma) GCSE (new, best entry)	49%	54% - ↑	51% - ↓
Average Point Score (new, first entry)	-	296 -	296 -
Average Point Score (old, best entry)	332 -	320 - ↓	
Average Point Score (new, best entry)	267 -	293 - ↑	298 -

Note: In the past, trying to retrospectively calculate indicators has acted as a real distraction to the current issues faced. Publications such as RAISEonline have specifically included dashed lines - between different years of data indicating that comparisons shouldn't be made. The focus for Southampton is how we meet the challenges of this new accountability going forward and address the gaps that have opened up in attainment and progress between Southampton and National.

Thank you to Ruth Pratt, Children's Data Team for support with this response.

School Standards 2: That, to put Key Stage 4 results in context, analysis of the 2014/15 cohorts Key Stage 2 results are undertaken to develop an understanding of whether expected progress has been achieved.

- Expected progress in English:** 69.8% of Southampton pupils achieved 3 levels of progress in English compared to 71.1% nationally, a gap of 1.3%. Southampton's performance has regressed by 5.1% from 74.9% in 2014 to 69.8% in 2015.
- Expected progress in Mathematics:** 61.1% of Southampton pupils achieved 3 levels of progress in Maths compared to 66.9% nationally, a gap of 5.8%.

Southampton's performance declined between 2014 and 2015 by 1.1% (62.2% in 2014 – 61.1% in 2015) against a National increase of 1.4% (65.5% in 2014 – 66.9% in 2015).

School Standards 3: To develop an understanding of best practice the School Improvement Team records the approaches taken by secondary schools in Southampton to setting, streaming and grouping by ability.

There is a varying picture across secondary schools. Headteachers and senior leaders in deciding on the best approach for their pupils. Schools set according to ability especially in Mathematics. Other subjects such as The Arts and Humanities are taught in mixed ability groups with teachers responsible for differentiating the work accordingly. Schools will also provide 1:1 or small group support for pupils who need additional support or who are in receipt of Pupil Premium funding. In addition, schools provide enrichment opportunities for all pupils and make provision for Gifted & Talented pupils.

Examples from across the schools include:

St George set according to ability across a range of different subjects.

Bitterne Park set pupils for English, Maths and Science in Years 7, 8 and 9. Other classes are taught as mixed ability.

The Sholing Technology College set according to ability in Mathematics and teach single sex groups in English. PE is taught in mixed ability, half year groups.

Regents Park offers students a number of pathways at Key Stage 4.

- Academic pathway 11 GCSEs including 3 separate Sciences
- Academic pathway 10 GCSEs
- Academic / vocational pathway leading to 8 or 9 GCSEs
- Vocational pathway that includes work-related learning at college

Chamberlayne College for the Arts teaches Mathematics in single sex groups at GCSE.

Redbridge offer a number of pathways including academic and vocational pathways and an alternative provision pathway 'EduK8'.

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