

## **CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE**

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### **ANNUAL REPORT ON SCHOOL PERFORMANCE 2018-19**

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#### **Summary**

The Annual Schools' Performance Report for the school year 2018-19 is attached at Appendix 1. This report provides the results at each Key Stage for maintained schools and academies. It also includes information on attendance and exclusions for 2017-18, the latest school year for which national data has been published and the provisional exclusions data for 2018-19.

This report is designed to give Members, Overview and Scrutiny, head teachers, parents and governors an overview of pupil performance in Medway schools and to show comparative performance with schools in other Local Authorities.

#### **1. Budget and Policy Framework**

- 1.1 This report falls within the Council Plan, in particular the priority "Supporting Medway's people to realise their potential". One of the outcomes under this priority is all children achieving their potential in schools.

#### **2. Background**

- 2.1 Elected members champion children and young people and have an important role in scrutinising overall attainment in all schools. The performance at each stage and the accompanying analysis in the report provide Members with both an overview and detailed information to support this role.
- 2.2 The Department for Education (DFE) publishes results at several points during the year. Final results have been published for attainment at all key stages for the school year 2018-19. The information on exclusions, attendance and Looked After Children is due to be published at the end of March so the Annual Report refers to the final published data of 2017-18. Information for Not in Employment, Education or Training (NEET) and destinations is also published a year in arrears so the annual report refers to the final published data of 2017-18.

- 2.3 In maintained schools, the Local Authority is responsible for challenging school standards. In academies, the Regional Schools Commissioner (RSC) is responsible for challenging standards and the Local Authority may alert the RSC of any concerns. The RSC has powers to challenge maintained schools if they are considered to be 'coasting'. Both the Local Authority and the RSC have mechanisms in certain circumstances to intervene where there are concerns about school performance, including leadership and governance. Such intervention may include formal warning notices, removal of governing bodies and, in the case of academies, re-brokerage to another Multi Academy Trust (MAT). The relationship with the RSC continues to develop and improve with regular formal and informal meetings being held. These discuss a wide range of issues including the performance of all schools within Medway.
- 2.4 When OFSTED inspects schools, it expects governors to know their own data and what it is telling them about current performance, and whether the current performance is good or better in comparison to other like schools. In the same way, OFSTED expects Members to understand performance of all Medway schools (maintained and academy) and how they compare to schools nationally. Taking account of Medway's population profile, Members should expect performance to be at or around national level. The Annual Performance report provides that information and highlights the main strengths and weaknesses of school performance.

### **3. Performance Summary and Highlights**

#### **3.1 The Annual Performance report shows the following strengths – what do we do well?**

- 3.1.1 **The pace of school improvement continues to be a strength** because over four successive years, Medway has sustained an improvement trend. Compared to other local authorities, Medway has moved 54 places up the LA league table for KS2 combined achievement of reading, writing and maths and is now ranked 95th/149.
- 3.1.2 **The primary and secondary education provision is a strength** because 90% of pupils attend a good or outstanding school, compared with 84% nationally
- 3.1.3 **Phonics is a strength** because performance in Year One has maintained a stable position in line with national and sustained this performance through to the end of KS1 in Year Two matching national at 91%
- 3.1.4 **Key Stage One is a strength** because Medway continues to perform above national in all measures
- 3.1.5 **The rate of improvement in Key Stage Two is a strength** because performance has improved faster than the national rate and the achievement gap is now only 1pp
- 3.1.6 **Key Stage Four is a strength** because, despite greater than national levels of deprivation, the Medway school system has over taken the national benchmark for a strong pass in English and Mathematics for all pupils Furthermore, Medway continues to climb the rankings now 60th.

- 3.2 An indicator of school improvement rates is the steady change in Medway's position within national LA rankings for children achieving the combined measure of reading, writing and maths:
- 2015 - 150/150
  - 2016 - 123/150
  - 2017 - 115/150
  - 2018 - 96/150
  - 2019 – 95/150
- 3.3 The pace of school improvement is a strength because in four years Medway has improved, compared to other local authorities, by 54 places. The impact of support and challenge over time can also be seen in the *Partnership Risk Ratings* that show a reduction in risk. From 2018/19 to 2019/20 there has been an increase in the number of A grade schools demonstrating more secure leadership, attainment and progress.
- 3.4 All maintained schools are allocated a lead, school challenge and improvement officer. This is the conduit into the local authority services, ensuring that strategies are implemented effectively. Based upon an analysis of need, we engage individual leaders to form effective cohorts with the same learning needs to undertake our leadership programmes running throughout the year.
- 3.5 As we move forward, although there has been notable and continued improvement, we remain focused and committed to improving outcomes for children and young people. Working in partnership with education leaders in Medway, identified areas to increase performance through improving:
- the achievement of pupils in **Key Stage Two in all subjects in order to close the gap to national in reading, maths, grammar, punctuation and spelling**
  - the performance of **disadvantaged** pupils and the progress of pupils with **SEND in order to close the gap to national for all groups**
  - the quality of **inclusion**, particularly in secondary
  - the performance of **Children Looked After** so that their achievement matches their peers
  - the engagement of young people in **education, training and employment**
- 3.6 Whilst it is recognised that these key priorities for improvement are central to achieving the Council Plan, priority 3 'Supporting Medway's people to realise their potential. All children achieving their potential in schools', there are both challenges and opportunities ahead as we strengthen and facilitate effective partnership and true system leadership.

### **What are the challenges?**

- 3.7 The Council's preference for academisation has effectively reduced the income from the *Dedicated Schools Grant* but *School's Forum* has continued to allocate funds for school improvement. This sustains the Council's four notional funding blocks.
- 3.8 The provision and progress of pupils identified as SEND needs to improve. The School Improvement Team devised the *Effective leadership: SEND Support* programme in partnership with Medway Community Health (MCH) and North East London Foundation Trust (NELFT), in response to feedback from headteachers and evaluation of the performance of pupils identified as SEND Support. The content of

the 12 month programme reflects the aspiration of every education professional; to ensure that pupils identified with SEND are given the best possible education and make good progress from their starting points.

- 3.9 It aims to improve the practice of professionals across Medway so that all schools achieve in line with the best schools in Medway for this vulnerable group and that pupils with SEND are provided with the very best start to secondary school. The specific intended outcomes of the programme are to bring outcomes for pupils with SEND support to within at least national norms for progress in reading, writing and maths.
- 3.10 The *Effective and Enlightening Transition* programme focuses additional resources on those pupils at most risk of exclusion, with a group of pilot schools before, during and immediately after their transition from Year 6 to Year 7.
- 3.11 Partnership working between Medway Council, two secondary schools, and The *Royal Opera House Bridge* has established a local *Medway Cultural Education Partnership*. Investment aims to ensure that all children in Medway experience quality arts and cultural experiences as part of an effective and enlightening transition to secondary school. This Programme approaches the need to reduce secondary school exclusion rates in an innovative and joined up way, bringing schools, local authority departments and cultural organisations together to address identified need.
- 3.12 The LA continues to maintain a positive relationship with the RSC that enables swift action, whether it relates to Schools (Academies) Causing Concern, sharing of operational intelligence or to wide-scale re-brokering implications of an underperforming academy into a new MAT. The practice of sharing data with the RSC continues.
- 3.13 Formal meetings, e.g. the Annual LA/RSC Performance meeting with lead members and Directors of Children's Services, structure the annual agendas and hold the RSC to account for the performance of academies.
- 3.14 Within the changing landscape of education, plans are to develop a cohesive vision, shared between partners within the education sector that drive forward the quality of education agenda.
- 3.15 Structures to promote and further develop collaboration and partnership working between the LA and leaders in education continue to develop
- 3.16 Systems are established for primary and secondary schools so that true partnership and collaborative school improvement is possible.
- 3.17 Zones have been enabled to understand their strengths and areas for improvement with key headline reports and the sharing of detailed performance data to underpin their autonomous school-to-school support.

#### **4. Risk management**

- 4.1 Medway is ambitious for all of its children and young people to reach their potential. There is currently a risk that the high number of exclusions from our secondary schools will limit their potential. Whilst any decision on exclusions is entirely the responsibility of schools, officers continue to challenge exclusions where

appropriate and support schools to find alternative strategies to maintain pupils on roll. A Primary Fair Access Panel is now in place, and supports the secondary panel in placing children and young people at risk of exclusion. Terms of reference for both panels have been revised.

## 5. Financial implications

### Dedicated Schools Grant (DSG)

- 5.1 The Local Authorities 2019/20 DSG allocation is calculated in four separate funding blocks (Schools, Early Years, High Needs and the Central Service Schools Block) using national funding formulas.
- 5.2 The DSG is calculated initially using the pupil numbers for all schools in Medway, including academies. Subsequently the Education Skills Funding Agency will reduce the Council's DSG allocation in respect of schools that have converted to academies.

**Table 1: Schools Based Grant Funding (DSG)**

	2018/19	2019/20
Schools Block – Pupil Numbers	39,787	40,558
Schools Block Funding	£174.775m	£179.530m
Early Years Block – Pupil Numbers (PTE)	4,482	4,510
Early Years Block Funding	£17.014m	£17.224m
High Needs Block Funding	£37.138m	£38.220m
Central Services Schools Block	£0.714m	£0.743m
Dedicated Schools Grant (gross)	£229.641m	£235.717m
Academy Deductions	(£145.975m)	(£152.302m)
Dedicated Schools Grant (Net)	£83.666	179.530
Pupil Premium	£3.993m	£3.261m
Sixth Form Funding	£0.482m	£0.482m
Net Schools Based Funding	£90.788	£87.158m

### Pupil Premium Grant

- 5.3 Schools receive a separate grant to improve the attainment of pupils from deprived backgrounds based on pupils eligible for a free school meal, 'looked after children' (LAC), and children with a parent in the armed forces.
- 5.4 Per pupil rates for 2019/20 have again remained the same as 2018/19 rates:

	Primary	Secondary
Free School Meals	£1,320	£935
Looked After Children	£1,900	£1,900
Service Children	£300	£300

- 5.5 These rates will produce a total grant for Medway schools, excluding academies, of about £3.261 million in 2019/20.

## 6. Legal Implications

- 6.1 The Education and Adoption Act 2016, introduced new measures to improve school standards across the country. The measures in this Act are designed to speed up the process by which failing schools become sponsored academies. The Act also introduces measures to identify coasting and other underperforming schools.
- 6.2 Three groups of schools will be eligible for intervention:
- **Schools that have been judged inadequate by Ofsted** – an academy order will be issued for all such schools, requiring them to become sponsored academies;
  - **Schools that have failed to comply with a warning notice** – local authorities and RSCs, acting on behalf of the Secretary of State, have powers to give warning notices to schools where they have concerns.

## 7. Recommendation

- 7.1 The Committee is asked to note the Annual Schools' Performance Report set out at Appendix 1 to the report.

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### Appendices

Appendix 1 – Annual Schools' Performance Report for 2018/19

### Background papers

None