



PAPER E

Purpose: For Decision

Committee report

Committee	POLICY AND SCRUTINY COMMITTEE FOR CHILDREN'S SERVICES
Date	23 NOVEMBER 2017
Title	THE ATTAINMENT OF PUPILS IN ISLE OF WIGHT PRIMARY SCHOOLS 2017
Report of	DIRECTOR OF CHILDREN'S SERVICES

EXECUTIVE SUMMARY

1. Following a year of significant change to the assessment of the national curriculum in 2016, standards at Key Stage 2 (KS2) in Isle of Wight schools have generally been secured or improved as schools embed their understanding of the new standards. Where there has been a decline, this can be attributed to lower Key Stage 1 (KS1) starting points.
2. Performance in reading and writing is broadly in line with that nationally. Securing future overall improvements at this Key Stage rests – as it does nationally – with schools improving the progress of pupils in mathematics from their Key Stage 1 starting points.
3. Currently, there are no published figures for the national performance of children at the end of the Early Years Foundation Stage (EYFS). Performance in Isle of Wight schools is in line with that previously, which has been consistently at or above that nationally.
4. The Executive Committee is asked to note the analysis of results for EYFS and KS2, which are presented by stage in the following report.

BACKGROUND

5. This report sets out an analysis of the performance of the primary school system on the Isle of Wight using the Department for Education's (DfE) preferred measures for early years and end of primary education. The DfE produces a number of provisional datasets throughout the autumn term, with finalised data being published in December and January. The timing of the writing of this report means that most of the data quoted is provisional rather than the finalised figures. Some of the figures quoted below may well change

on publication of the final dataset. However, previous experience suggests that such changes will be minimal and are highly unlikely to affect the overall conclusions drawn in the following analysis.

6. A separate report analysing the performance at the end of secondary education will be produced once secure data has been published by the DfE.

STRATEGIC CONTEXT

7. **Early Years Foundation Stage (EYFS) Profile**

Standards at the end of early years, as measured through the Foundation Stage Profile, remain strong. 71% of pupils reached the expected standard, the Good Level of Development (GLD), which is in line with the figures from 2015 and 2016. The national figure for GLD is yet to be published but we anticipate that performance in Isle of Wight schools will be in line or above this figure, as it has been in previous years.

Of particular note is the improvement made by pupils eligible for free schools meals (FSM). Improving the performance of this group of pupils is a focus for all local authorities in the south east of England as their underperformance is quite marked across the region. 4% more children in this group reached GLD than did in 2016, so that now 60% of FSM pupils are performing at this level.

The work of the Early Years team has been significant in underpinning the strong performance of early years' providers and schools at this level.

8. **End of Primary Standards**

In 2016, the new national curriculum was tested for the first time. New, harder tests were introduced and assessment restructured to replace levels of attainment. The expected standard, Age Related Expectation (ARE), is harder than the standard it replaced so no comparison can be made between the 2016 and 2017 data and that previously.

Pupils' performance in reading between 2016 and 2017 has improved at a greater rate than is the case nationally. In 2016, 64% of pupils were at ARE. In 2017, 71% have reached this standard. This is against 66% nationally in 2016 and 71% in 2017. The improvement has been such that the proportion of pupils at ARE is equal to that nationally, with over half of the Isle of Wight primary schools performing above the national average.

Performance in writing remains broadly in line with that nationally. However, there has been a slight fall from 74% ARE last year to 72% this year, against a slight improvement nationally from 74% to 76%. It is worth noting that this slight fall in Isle of Wight schools and slight improvement nationally is in line with the Key Stage 1 (KS1) performance figures for these cohorts.

Nationally in 2012, 83% of pupils reached level 2 or above (the then national standard) in writing at the end of KS1. These were pupils who went on to take the 2016 national curriculum tests. In 2013, this figure improved to 85%

nationally. These pupils are the 2017 Y6 cohort, and on the basis of this improvement at KS1, we would expect to see a similar improvement nationally at KS2.

In Isle of Wight schools, 87% of pupils reached level 2+ in writing in 2012. However, unlike the national situation, this fell to 84% in 2013. Not only was this a drop against a national increase but a drop that resulted in performance being below the national average. Whilst we would always expect schools to do the best they can to maximise pupils' progress, the slight fall in KS2 writing performance is in line with that seen with this cohort's KS1 writing results.

Improving the performance of pupils in mathematics is a key focus for schools and the Local Authority. The proportion of pupils reaching ARE in mathematics improved from 63% in 2016 to 68% in 2017. However, there is still a gap to close to the national figures which improved from 70% to 75%.

Again, it is instructive to compare the KS1 performance of the cohorts. The current challenge nationally rests with ensuring that all the pupils who achieved a strong level 2 performance (called level 2a) and a medium level performance (a level 2b) reach ARE at the end of KS2. In 2013, 78% of pupils nationally reached level 2b or better in mathematics at the end of KS1. In 2017, 75% of pupils nationally reached ARE at the end of KS2. Clearly not all of these pupils have made sufficient progress through Key Stage 2. Focussing on this group of pupils can provide some insight into understanding performance levels.

In 2012, there were 76% of level 2b+ pupils nationally, this led to 70% of pupils reaching ARE nationally in 2016. The national improvement in 2017 is therefore due to an increase in the proportion of level 2b+ pupils (from 76% to 78%) as well as an improvement in the overall conversion of those pupils.

In the Isle of Wight schools, there were 78% of level 2b+ pupils in 2012 but this fell to 76% - below the national figure - in 2013. Isle of Wight schools have been starting from a lower baseline in 2013 than nationally. So whilst the improvement in ARE from 2016 to 2017 appears to be the same as that nationally, in real terms it is greater. However, we must not be satisfied until performance in mathematics reaches and then exceeds the national average.

The national preferred measure of primary school performance is the proportion of pupils who reach ARE in each of the three subject areas (reading, writing and mathematics). There was a 5% improvement in this figure from 2016 to 2017, to 54%. This remains below the national figure of 61% this year. The key to closing this gap still lies with improving the performance of pupils in mathematics.

Through the year 2016 to 2017, a number of schools received targeted support from the Local Authority. These schools as a group improved the proportion of pupils reaching ARE in the combined measure by 8% - significantly better than the average improvement for Isle of Wight Schools.

FINANCIAL / BUDGET IMPLICATIONS

9. There are no additional financial considerations resulting from the recommendations in this report.

LEGAL IMPLICATIONS

10. The "Duty to promote high standards in primary and secondary education," originates from the 1996 Education Act. This provision was amended in the 2006 Education and Inspections Act to include, "...and the fulfilment of potential." The 2006 Act spells out the responsibility of the Local Authority to promote high standards; ensure fair access and promote the fulfilment of every child's educational potential. This duty applies to children of compulsory school age and those of any age (up to 20) who are registered as pupils at maintained schools.
11. It is the 2006 Act which also introduces the inspection of LA statutory functions by Ofsted. "The Framework for Inspection of Local Authority Arrangements for Supporting School Improvement," based upon sections 135 and 136 of the Education and Inspections Act 2006, was published in May 2013. The LA duty to write an action plan following an unsatisfactory Ofsted inspection had already been introduced in the 2005 Education Act.

EQUALITY AND DIVERSITY

12. Improved educational outcomes benefit all groups but have the most marked impact upon the life chances of the most vulnerable. Outcomes are assessed specifically against the needs of a range of vulnerable groups and the performance of children with special educational needs, those from minority ethnic backgrounds, those living in relative poverty and children in the care of the Local Authority, in so far as this does not identify individuals, are reported upon in this paper.

SECTION 17 CRIME AND DISORDER ACT 1998

13. The attainment of better educational outcomes has a direct impact upon future economic wellbeing and, therefore, upon potential involvement in criminal activity. Success at school promotes self-esteem, attendance and good behaviour leading to greater community cohesion, adult independence and active citizenship.

RISK MANAGEMENT

14. A clear understanding of examination results and priorities for improving them is necessary in order to improve school performance of the Isle of Wight and mitigate against poor educational outcomes for children and young people.

OPTIONS

15. Not applicable

EVALUATION

16. Standards have generally been secured or have improved at the end of early years and primary education. Improving performance in mathematics remains a priority for schools.

RECOMMENDATION

17. That the Policy and Scrutiny Committee for Children's Services notes the outcomes at the end of early years and primary education on the Isle of Wight.

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