

Report Title:	<b>Standards and Quality of Education – A Review of the Academic Year 2017-18</b>
Contains Confidential or Exempt Information?	NO - Part I
Member reporting:	Councillor S Carroll, Lead Member for Adults, Children and Health Services
Meeting and Date:	School Improvement Forum – June 26 2019
Responsible Officer(s):	Kevin McDaniel, Director of Children’s Services
Wards affected:	All

## REPORT SUMMARY

- This report highlights performance in the key priority areas:
  - Progress against the outcomes set by Cabinet in March 2018.
  - Overall performance of all pupils in academic year 2017-18.
  - Ofsted judgements of schools in the borough.
  - The attainment of disadvantaged pupils.
  - Current exclusion performance in schools
  - Progress in tracking the participation of 16 and 17 year old students.
- The high level of educational achievement of pupils attending schools within the borough continues with pupils once again achieving significantly above the national averages in Key Stages 1, 2 and 4, ranking the Royal Borough as a top quartile authority.
- Following 25 school inspections since September 2017, 91% of borough pupils now attend Good or Outstanding schools which means that 59 out of 66 schools are judged to be Good or Outstanding by Ofsted. 24 out of 66 schools are judged as Outstanding, which is 36% compared with the national average of 20%.
- In 2017 the service embarked on a three year plan to improve the outcomes for young people who are, or have been, eligible for Free School Meals (FSM) (known as “disadvantaged pupils”). At the end of year two, despite some increases in the level of attainment, these pupils continue to achieve at a significantly lower level than other borough children through to age 11. Despite a small and shrinking cohort, this remains the key educational leadership priority for the Royal Borough.
- Throughout the academic year 2017/18 the number of young people being excluded from school has remained consistent. The Royal Borough is currently embedding the Inclusion Charter for all pupils. Since the start of this new academic year, there has been an increase in schools excluding pupils, including three primary age pupils from different primary schools who have complex behaviour needs.
- During the calendar year 2018, the Royal Borough invested in personnel and systems to track the participation of 16 and 17 year old students in employment, education or training and this has resulted in the proportion of pupils whose status was recorded as ‘unknown’ decreasing to 6.9% at November 2018 compared to 19.7% a year earlier.

## 1. DETAILS OF RECOMMENDATIONS

**RECOMMENDATION:** That cabinet notes the report and:

- i) Approves the priority outcomes for academic year 2018-19:
  - To support and work alongside schools to at least maintain the percentage of Good and Outstanding schools (currently 88%).
  - Improve the local authority ranking of disadvantaged pupil attainment in the Early Years Foundation Stage.
  - Work with early years providers to improve the local authority ranking of disadvantaged pupil attainment in Key Stage 2.
  - Increase the proportion of 16 and 17 year olds known to be participating in education, employment or training.
- ii) Request a report on validated attainment and progress data for academic year 2018-19 in March 2020.

## 2. REASON(S) FOR RECOMMENDATION(S) AND OPTIONS CONSIDERED

2.1 This is the nineteenth annual report on the quality of education. It presents analysis of the performance of pupils in all state funded schools and academies located within the Royal Borough of Windsor and Maidenhead in the academic year 2017-18 against national and statistical neighbours and previous years. It is based on validated data published by the Department for Education, most recently in February 2019. A number of key education terms are described in Appendix A and school level outcomes are contained in Appendix B. In Appendix C there is a timeline of support for the disadvantaged group. The complete range of education data is presented in Appendix D: The Education Data Pack 2017-18.

### Impact of work since March 2017

2.2 In March 2018 Cabinet approved four education outcomes.

**Table 1: Achievements against cabinet report outcomes**

Defined Outcomes	Progress	Commentary
88-92% of all state-funded schools are judged to be Good or Outstanding	<b>MET</b> 89% of schools judged Good to Outstanding at the end of February 2019.	At the end of Academic year 2017-18, 88% of all state-funded schools were judged to be Good or Outstanding within the borough. That has increased to 89% at the end of February 2019 above the national average of 86%. 36% of schools currently judged as Outstanding while 11% of schools are currently judged as Requires Improvement. No schools are graded as Inadequate in RBWM
Improve disadvantaged pupil attainment at KS2 so that RBWM is	<b>UNMET</b> The RBWM ranking decreased from joint 103 <sup>rd</sup> to 142 <sup>th</sup> this year	The proportion of disadvantaged pupils achieving the expected standard for all of reading, writing and mathematics decreased from 44% (pupil no. 248) to 41% (pupil no. 228).

ranked at least 75 <sup>th</sup>		This level remains below the national average which increased from 48% to 51%.
Improve Free School Meal (FSM) pupil attainment at EYFS so that RBWM is ranked at least 80 <sup>th</sup>	<b>UNMET</b> Our FSM position decreased from 114 <sup>th</sup> to joint 148 <sup>th</sup> this year.	DfE statistics for FSM EYFS pupil's show the proportion attaining the DfE's definition of good level of development in RBWM for 2018 was 44% compared to previous year 52%. This level remains below the national average which increased from 56% to 57%.
Increase the proportion of 16 and 17 year olds known to be in employment, education or training (91% - 95%)	<b>MET</b> We have met this target, with 93.1% of pupils known to be in employment, education or training.	Recent reinstated tracking work means that the proportion of pupils whose participation is formally 'unknown' has decreased from 19.7% last year to 6.9% this year (November figure). 0.6% of the cohort are known to be not in education, employment or training (NEET) This is significantly less than the England average for the same period of 5.9%.

### Ofsted judgements of school quality

2.3 17 schools were inspected during the academic year 2017-18. Of those 17 inspections, five schools improved their judgement while 12 schools remained unchanged.

2.4 The percentage of schools judged to be Good or Outstanding in RBWM at the end of academic year 2017-18 was 88% which is above the national average which has fallen slightly to 86%.

Since the start of the academic year 2018-19, a further eight schools have been inspected which has raised the percentage of schools judged to be Good or Outstanding to 89%. Two of those schools have increased their Ofsted judgement to Outstanding so 24 schools in the borough are currently judged to be Outstanding with equates to 36%, compared to the national average of 20%.

2.5 At March 2019, there are seven schools in RBWM which currently have a judgement of Requires Improvement. Four of those schools have converted to Academy status and have been exempt from Ofsted inspection for up to three years; however three of them are due an Ofsted inspection within the next year. The three remaining maintained schools are not expected to be inspected this year due to their position in the Ofsted inspection cycle.

2.6 Through visits and monitoring the school link advisors will continue to ensure that there are robust Ofsted action plans in place with all seven schools seeking to improve their judgement to at least Good.

2.7 It is worth noting that from September 2019 all schools will be judged on a new Ofsted framework. The new framework is based on knowledge based curriculum and is currently out at consultation with stakeholders. The Royal Borough, along with all other authorities have been invited to suggest some schools to have trial inspections and we intend to take up that offer in the summer term.

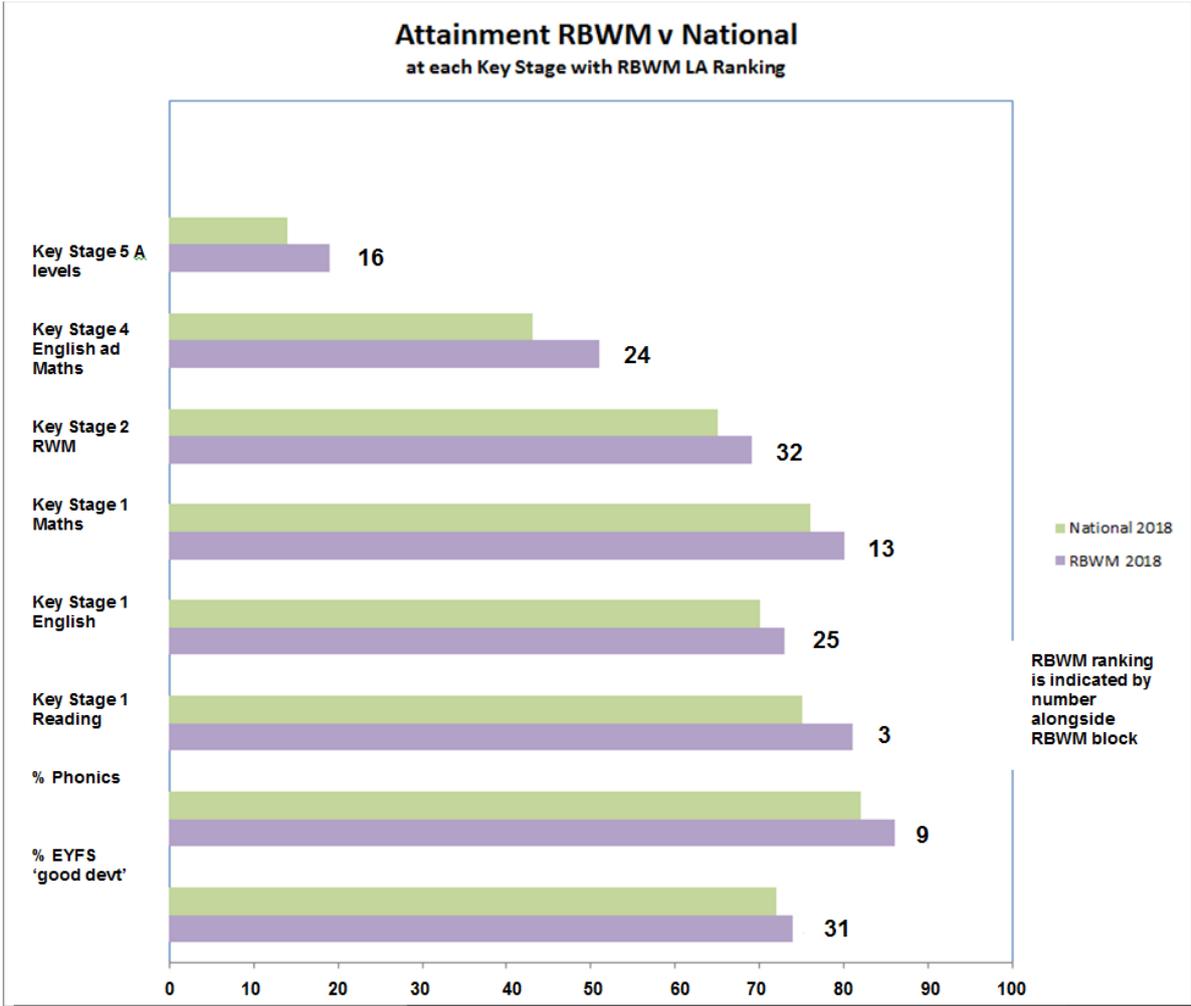
2.8 The framework is expected to put more emphasis on the support for individual children rather than their attainment. This will have an impact on the way schools judge success with disadvantaged pupils and is therefore reflected in the improvement plan for the attainment of these pupils as set out in 2.26 and 2.27.

**Overall attainment for all pupils**

2.9 The data in Appendix B sets out attainment and progress results from the 2017-18 academic years, covering all of the different measures that the Department for Education specifies for education. Overall for all pupils, schools in the borough outperformed the national average level of attainment at all Key Stages. The Royal Borough has maintained its broad position as a top quartile Local Authority for attainment in 2017-18.

2.10 The level of attainment against each benchmark and the relative ranking against the 150 education authorities in England which publish statistics is summarised in Chart 1.

**Chart 1: All key stage performance at expected standard and national ranking**



2.11 The national system for GCSE results is in a transition phase with most GCSEs now scored on a scale of 9 (high) to 1 (low) as a result of a single examination set at the end of a course of study. A score of 4 is considered a pass, with 5 called a “strong pass”. Overall at Key Stage 4, 51% of pupils in Windsor and Maidenhead schools achieved English and Maths GCSE at grade 5 or above compared to 43% nationally. The percentage of RBWM pupils attaining English and Maths at grade 4 and above is 74% compared to 64% nationally. This percentage is similar

to the percentage of pupils who achieved a grade C or above in English and Maths in 2016 (73%).

- 2.12 The benchmark for Key Stage 4 is called Attainment 8. This is based on students' attainment measured across eight subjects: English and Maths (both double-weighted), three other English Baccalaureate subjects and three further approved subjects which can include vocational qualifications. For 2018, points are awarded for GCSEs which range from 9 points to 1 point for the reformed GCSEs and 8.5 points for an A\* to 1 point for a G for unreformed subjects. The average Attainment 8 score across RBWM was 51.5, above the national average of 46.6.
- 2.13 The 2017-18 Key Stage 2 results across the borough indicate that the proportion of pupils achieving the new 'expected standard' in the headline measure of Reading & Writing & Maths is above national overall, but below national for two of our sub-groups - Disadvantaged and Free School Meal (FSM) pupils. All groups will continue to be monitored by School Link Advisors.

**Table 2: Key Stage 2: Reading + Writing + Maths by pupil characteristic**

Group	Pupils 2018	RWM %L4+	% attaining expected standard Reading + Writing + Maths				LA Ranking
		2016	2017	2018	National 2018	+/- National	2018
All	1517	59	66	69	65	4	=32
Girls	736	65	66	75	69	6	=13
Boys	781	54	67	63	61	2	=47
FSM	85	27	40	32	46	-11	=148
Non-FSM	1432	62	68	71	68	3	=38
Disadvantaged	226	35	44	41	51	-10	=142
Non-Disadv	1291	65	71	73	71	2	=48
SEN	224	15	23	23	24	-1	=76
SEN – with EHC	40	5	6	10	9	1	=45
Non-SEN	1250	70	77	79	74	5	=28
Not 1 <sup>st</sup> Lang Eng	266	51	62	62	65	-3	=86
First Lang Eng	1248	61	67	70	65	5	=24
Asian	232	55	69	69	69	0	=95
Black	14	47	58	64	64	0	=56
Mixed	126	65	64	64	66	-2	=91
White	1100	60	67	69	64	5	=30

### The performance of disadvantaged pupils

- 2.14 The Government provides statistics about pupils who are eligible for free school meals at the time they sat their exams. This was a cohort of 85 pupils at Key Stage 2 and 68 pupils at Key Stage 4. These pupils are included in a cohort called disadvantaged pupils which includes those who have been eligible for free school meals at any time in the last six years and children in care of a local authority on the roll of a school. This wider group totals 226 pupils in Key Stage 2 and 194 pupils in Key Stage 4. This group attract additional funding called Pupil Premium and is commonly used for comparative purposes. The three year trend for the disadvantaged groups is set out in Table 3.

**Table 3: RBWM disadvantaged attainment by phase – three year trend**

	EYFS 'good dev'	Phonics	KS1 EXS+ Reading	KS1 EXS+ Writing	KS1 EXS+ Maths	KS2 EXS+ RWM	KS4 9-5 pass Eng & Maths
2018 RBWM Disadvantaged	44% (-8%)	73% (+5%)	63% (=)	55% (+1%)	58% (-4%)	41% (-3%)	29% (=)
<b>Disadvantaged pupils on role 2018</b>	<b>100</b>	<b>161</b>	<b>167</b>	<b>167</b>	<b>167</b>	<b>226</b>	<b>194</b>
2017 RBWM Disadvantaged	52%	68%	63%	54%	62%	44%	29%
<b>Disadvantaged Pupils on role 2017</b>	<b>125</b>	<b>160</b>	<b>169</b>	<b>169</b>	<b>169</b>	<b>248</b>	<b>234</b>
2016 RBWM Disadvantaged	44%	56%	67%	37%	63%	35%	n/a
*2018 National Disadvantaged	57% (+1)	72% (+2)	62% (-1%)	55% (+1%)	63% (+1)	51% (+3%)	25% (=)
2017 National Disadvantaged	56%	70%	63%	54%	62%	48%	25%
2016 National Disadvantaged	54%	70%	62%	53%	58%	39%	n/a

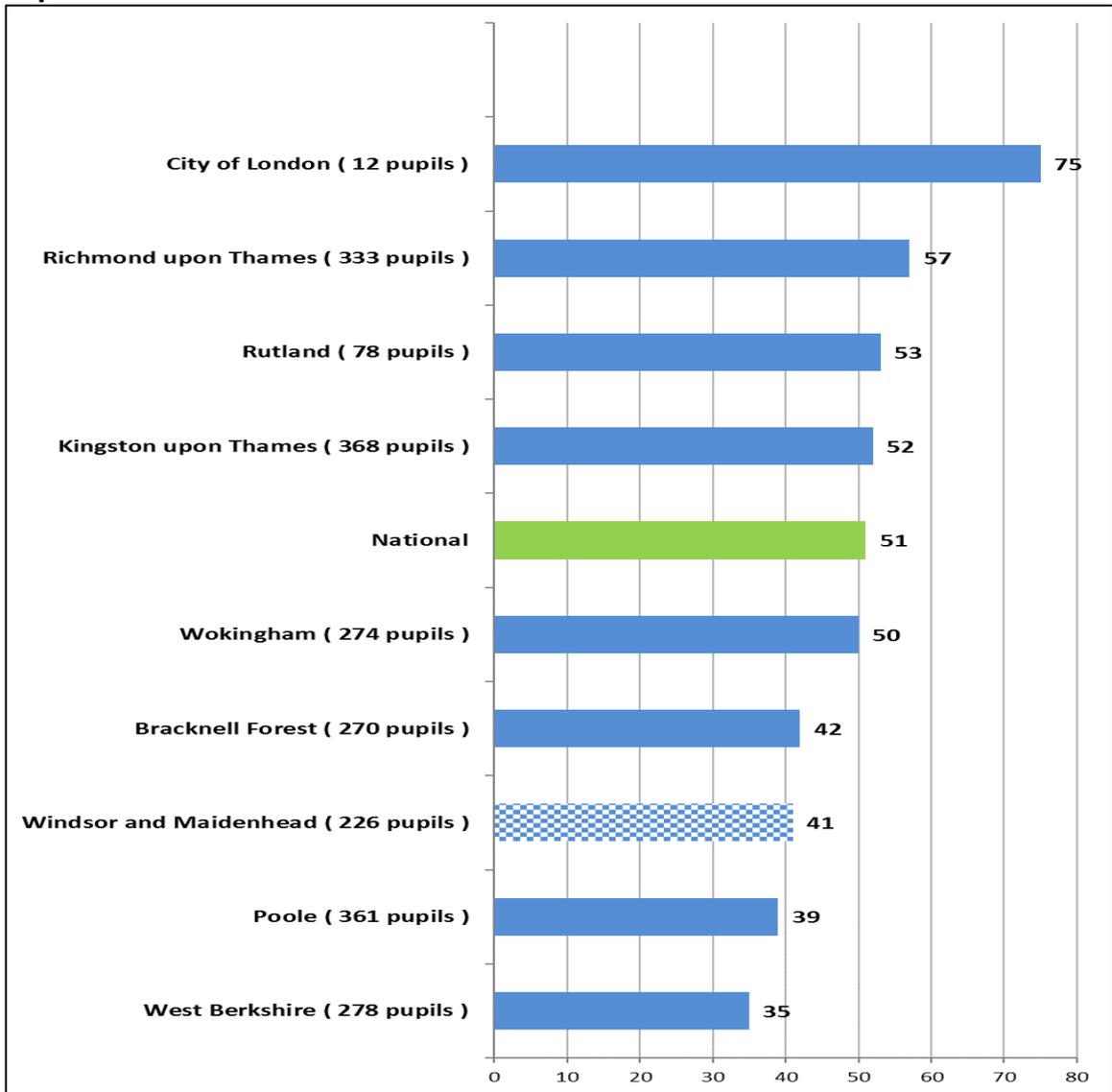
*(Figures in brackets show year on year change in attainment)  
(\*National disadvantaged is currently provisional)*

**Note 1** – Disadvantaged data is published officially by DFE for National Phonics and KS1 subjects – LA data NOT published officially

**Note 2** – Only FSM data is published for EYFS at either National or Local level

- 2.15 Table 3 shows that for EYFS the percentage of pupils reaching the expected good level of development decreased by 8% points and in phonics increased by 5% points. At KS1, attainment in reading and writing was maintained but decreased in maths by 5% points. KS2 showed a decrease in attainment by 3% points.
- 2.16 In English and Maths GCSE attainment was constant and remains ahead of national average.
- 2.17 Over the past two years the disadvantaged cohort size has decreased making the cohort of KS2 disadvantaged pupils the smallest in England (excluding The City of London and Rutland). Chart 2 sets out the attainment of the nine smallest KS2 disadvantaged cohorts in 2017/18.

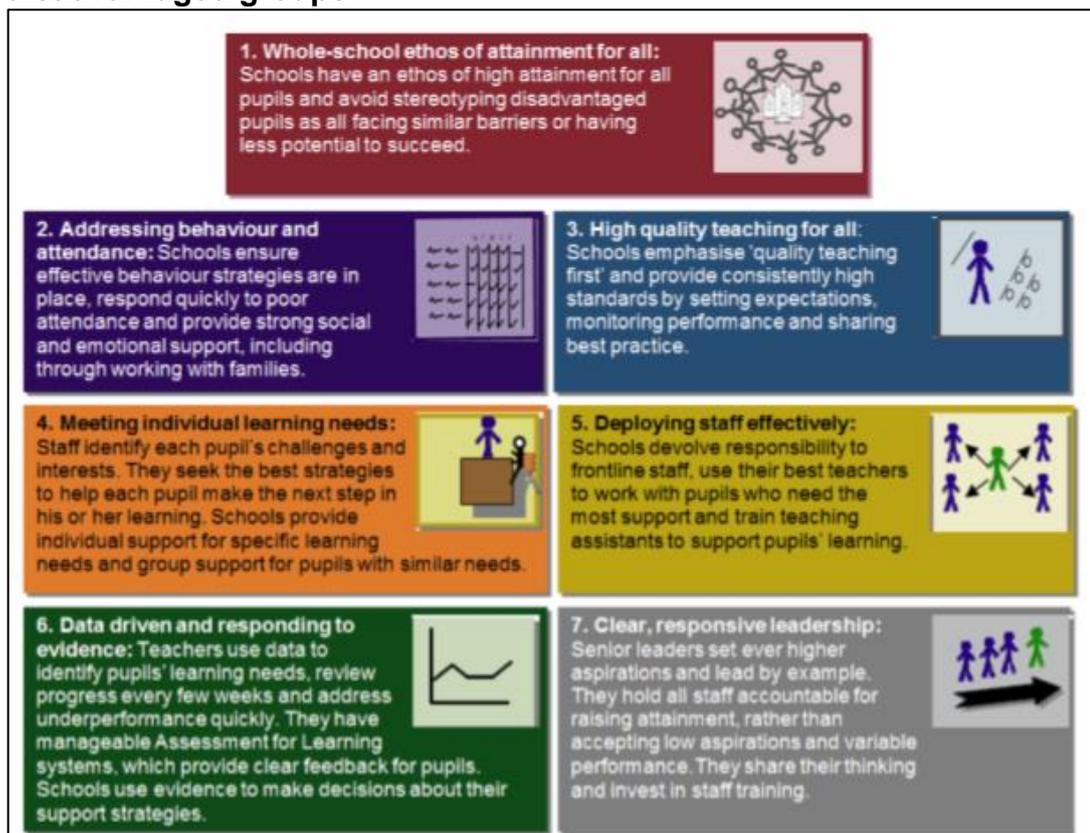
**Chart 2: Percentage of 2018 KS2 disadvantaged pupils reaching the expected standard or above for nine smallest LA cohorts**



2.18 The small size of the cohort means many of the systemic interventions that are recommended do not work as most schools have just one or two disadvantaged pupils in a class. It is more important than ever that schools have the core building blocks for strong performance in place.

2.19 The Royal Borough's leaders will continue to promote the seven elements set out by the Department for Education and NFER to all schools, including a renewed focus on Quality First Teaching. Chart 3 sets out the principles which are online at: <https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils>

### Chart 3: Department for Education core principles for success with disadvantaged groups



2.20 Table 4 shows the KS2 results for disadvantaged pupils in 2018 compared to 2017 with reference to the cohort numbers per year. This demonstrates that we have similar numbers of pupils not making their age related expectations each year and the further focus is required on a per pupil basis.

**Table 4: Achievement for disadvantaged pupils in KS2**

Numbers on role 2017	% reaching Age Related Expectation (2017)	Numbers on role 2018	% reaching Age Related Expectation (2018)	No. of pupils not reaching Age Related Expectation (2017)	No. of pupils not reaching Age Related Expectation (2018)
248	44%	226	41%	139	132

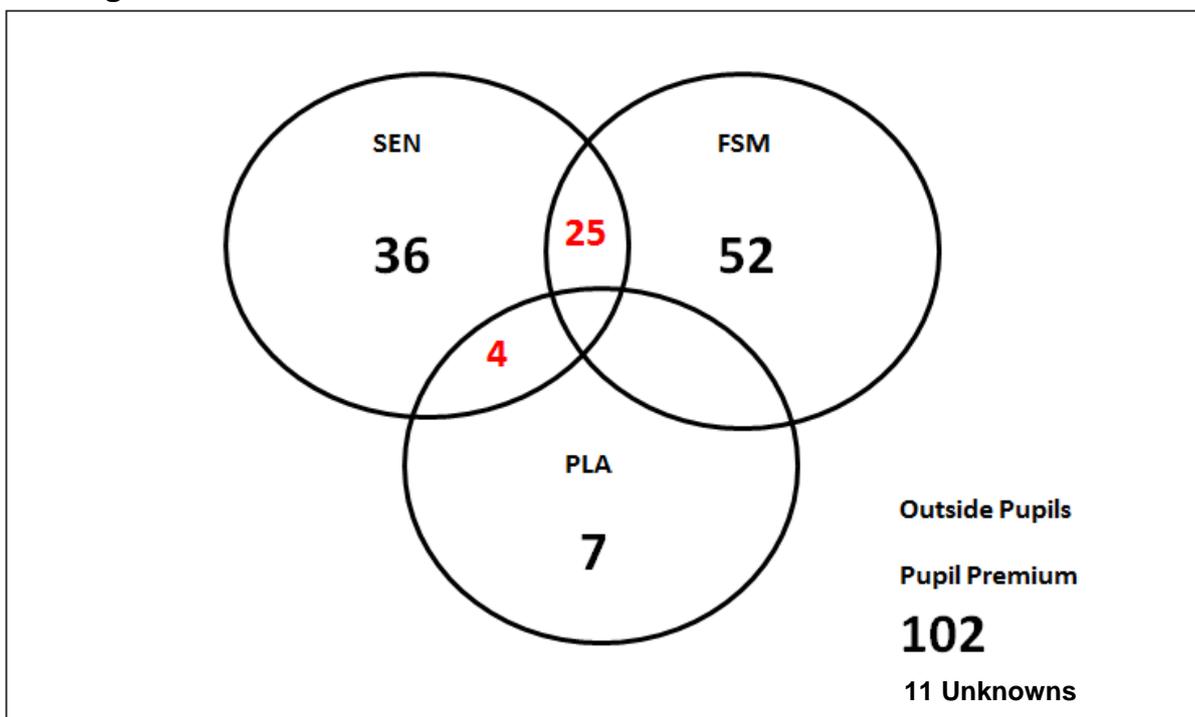
2.21 When Ofsted inspect schools, they look at the progress pupils make from their starting point. There are no published metrics on this, however it should be noted that Ofsted have not made any recommendations for an independent pupil premium review in any of the 25 inspections since September 2017. This suggests that this cohort is more complex than simple deprivation.

2.22 Analysis of the small Key Stage 2 cohort of 226 disadvantaged pupils is shown pictorially in chart 4 which breaks down disadvantage into four elements:

- FSM – those pupils meeting the poverty description at the time of the examination.
- SEN – those pupils who are also considered to be in the group with additional needs.

- PLA – Pupils who are in the care of the local authority and, as such, get support from the Virtual School.
- Pupil Premium – pupils who have experienced poverty at some point in the past six years.

**Chart 4: Complex needs for disadvantaged for pupils at key stage 2 – learning barriers**



- 2.23 29% of the cohort (65/226) also has additional needs. The group data in table 2 suggests this group achieves on par with the national cohort but at a lower level than the wider disadvantaged cohort. Analysis shows that **8%** of these pupils achieved the benchmark standard.
- 2.24 40% of the cohort (91/226) appears to have moved out of the circumstances that made them eligible for Free School Meals initially. Analysis shows that **59%** of these pupils achieved the benchmark standard.
- 2.25 23% of the cohorts (52/226) were living with the impact of low income at the time of the exam. Analysis shows that **42%** of these pupils achieved the benchmark standard.
- 2.26 This analysis suggests the attainment of the small cohort is driven by two factors:
- The proportion of pupils with additional needs
  - The consequences of dealing with poverty at the time of the tests.
- 2.27 School Link Advisors who are funded by the Royal Borough will be asking schools to understand the complexity of their disadvantaged pupils in light of this analysis and revising their pupil premium plan
- 2.28 The Royal Borough will continue to advise and support schools regarding the outcomes of disadvantaged pupils in its school improvement role in order to help narrow the gap and Appendix C highlights the support the schools and settings are receiving.

- 2.29 Work continues from last year for schools to understand the barriers to learning for the disadvantaged groups and plans to address these needs are in place. This still remains a challenge for most schools with small cohorts as resources are limited for sustained targeted intervention.
- Pupil Premium Gap Analysis started in 2016-17 and will continue to be monitored by School Link Advisors as it helps each school focus on the specific barriers for their pupils and the generation of a clear, actionable and published Pupil Premium plan (website compliancy).
  - A Pupil Premium Champion network has started which enables schools to hear about some of the latest research, share good practice and raise expectations for all pupils. Over 40 schools attended the meeting last term, including both primary and secondary schools.
  - Following the Pupil Premium Champion Meeting the link Advisors will be offering bespoke support to schools if they want to implement any of the strategies shared at the meeting
  - Pupil Premium training for staff and governors allows schools to undertake their own specific gap analysis.
  - This year the Royal Borough is focusing on leadership accountability, where possible to ensure that disadvantaged outcomes become part of a whole school objective and a letter has been sent to all chairs of governors requesting that the monitoring of the disadvantaged groups becomes a governor priority.
  - Pupil Premium training offered to Newly Qualified Teachers and RBWM Initial Teacher Trainees which explores latest research, identifies barriers to learning and looks at best practice.
  - Newly Qualified Teachers conference 4<sup>th</sup> March – Achieving Success for All including workshops on Pupil Premium
- 2.30 At the end of academic year 2017-18, the Royal Borough ran a Pupil Premium Summer Camp. The summer camp was open to all disadvantaged pupils in years five and six coming from low income families. Schools were asked to approach those who were not expected to have a family holiday or engage in significant activity during the summer holiday.
- 2.31 The summer camp was open to Maidenhead (SL6) and Windsor schools. Participation for the SL6 area was funded by a local Maidenhead charity (Spoore Merry and Rixman Foundation) that supports the disadvantaged in Maidenhead and for Windsor a request for funding was sent via the Windsor members' community budget.
- 2.32 36% of the pupil premium children from the SL6 Maidenhead area attended the summer camp. 48% of the pupil premium children from the Windsor area attended the summer camp.
- 2.33 The focus was on physical activity, sport and healthy lifestyle activities across a three day programme. The purpose was to explore the transition from primary to secondary school. The camp was based at a secondary school site and facilitated by secondary school PE staff. The programme was focused on developing leadership and team building qualities.
- 2.34 The summer camp offered a reward scheme based on values rather than sporting performance, with a prize-giving ceremony each afternoon where parents and family members were invited to attend. The camp aimed to avoid the traditional team sports that pupils would experience through regular school PE to encourage leadership and team building skills.

- 2.35 It is proposed to run something similar this summer and officers are drawing up proposals in consultation with the School Improvement Forum.
- 2.36 The Foundation for Learning (Nursery Federation Teaching School) is working on behalf of RBWM on the Early Years Pupil Premium Project with schools and private and voluntary nurseries and groups, collectively called settings.
- 2.37 The Early Years Pupil Premium matching funding period of two years was due to end at the end of 2018/2019, however it has been extended via the Schools Forum for 2019/2020.
- 2.38 The next steps for leading schools and settings to maintain focus on this small but important cohort include:
  - Joining forces with Lewisham to share good practice.
  - Revised pupil premium training with school commitment
  - School reviews with a focus on 'quality first teaching'.
  - Individualised training dependent on the school's own barriers collated from action planning sessions.
  - Separate training for head teachers, teachers and teaching assistants.
  - Pupil premium network meetings for schools and settings.
  - Revised pupil premium plans for schools and targeted support as required.
  - Drop in sessions for Early Years' teachers and practitioners regardless of setting or school.
  - Cluster meetings to share good practice and impact of new ideas that arise.

**Volatility in the level permanent exclusions of borough resident pupils**

- 2.39 The rate of permanent exclusions was constant in 2017-18 at 0.09%; the national exclusion rate was 0.1% (2016-17 national rate equates to ten pupils per 10,000 being excluded). In 2017/8 there were no permanent exclusions in the primary phase, the number of permanent exclusions in the secondary phase was 21. Table 5 shows the five whole year trend as well as the current year to January 2019.

**Table 5: Permanent exclusions for RBWM residents**

	RBWM Permanent Exclusions					
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Number of pupils*	20	10	20	20	21	15
% of Total pupils	0.09%	0.03%	0.09%	0.09%	0.09%	0.06%

Source: Exclusions SFR except 2017/18 (Educational Welfare)

\*SFR rounds total pupil numbers to nearest 10

- 2.40 While some of this volatility is a result of relatively small numbers, more detailed analysis suggests that the fall in numbers during 2014-15 was due in part to the Royal Borough coordinating more managed moves and jointly funding alternative provision from the high needs block.
- 2.41 As part of the high needs block recovery plan which started in financial year 2017-18, it was agreed with the Schools Forum that the Royal Borough would cease jointly funding alternative provision while strengthening the provision for those unable to attend school on medical grounds or permanently excluded. Schools

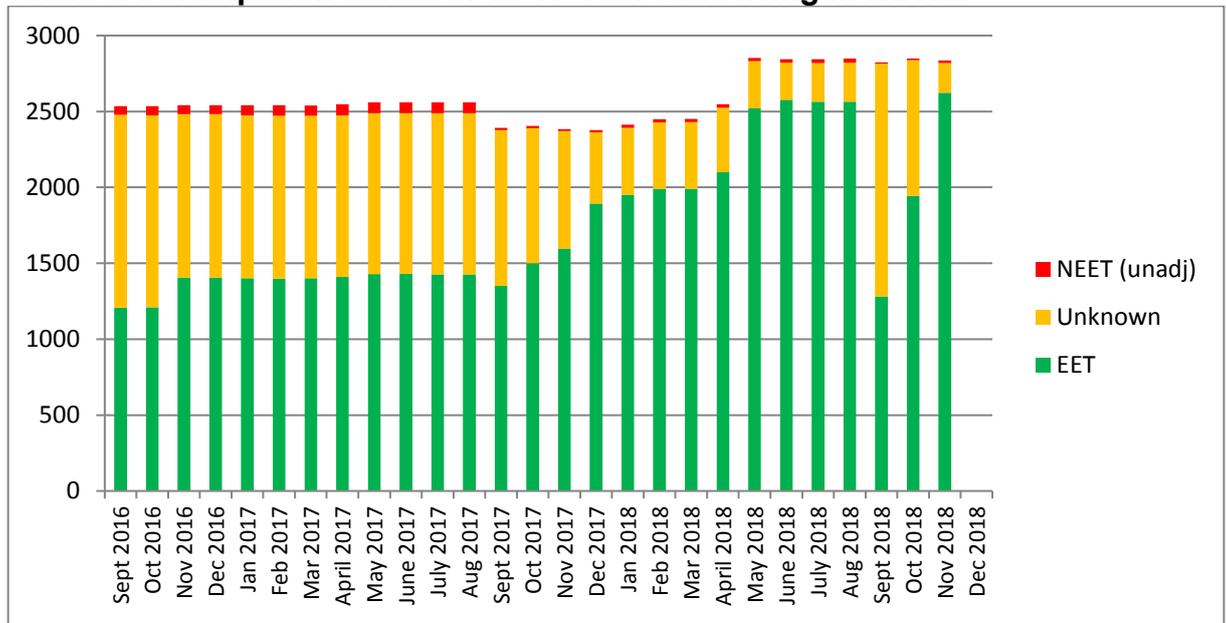
are finding it harder to fund access to alternative provision where it makes sense for their students. The increase in numbers for 2018-19 is thus partly expected and the Royal Borough continues to work with schools to ensure permanent exclusion is only used when appropriate for a young person.

- 2.42 For academic year 2017-18 the Royal Borough sourced additional capacity to meet the statutory duty to provide education from day six for all permanently excluded pupils. The high number of excluded pupils contributes to the pressure on the high needs block of the dedicated schools grant. Given the number of exclusions and ongoing requests for the Royal Borough to support alternative provision for those not yet excluded, a higher level of exclusions (10 per 10,000 pupils) was planned for and appropriate provision for this cohort of young people was put in place with Haybrook College. This will need to expand again in 2018/19 and 2019/20, increasing the pressure on the high needs block further.

### **Tracking 16-17 year olds in education, employment and training**

- 2.43 During academic year 2014-15, schools became accountable for the destinations of pupils who took their GCSEs at the school. Whilst schools hold the accountability, the Royal Borough has the duty to report to Government. Since 2014-15, resources are focussed on offering services to those young people known to be not in education, employment or training (NEETs).
- 2.44 In May 2018 it was agreed to restart tracking of this data as the level of “unknown destinations” had grown to be almost 50% of the cohort.
- 2.45 The average number of 16-17 year olds identified as NEET in the borough was 12 over the three months to November 2018, which represents 0.6% of the population whose participation was known.
- 2.46 The percentage of students whose participation was classed as “unknown” was 6.9% for November 2018. This is a percentage point higher than the England average of 5.9% for the same period. The Royal Borough now uses the same processes as Richmond and Kingston since moving to Achieving for Children and the proportion of “unknown” has already fallen from 19.7% this time last year and should fall further in the coming months.

**Chart 5: Participation status of 16-17 Year Olds living in RBWM**



2.47 The percentage of those known to be in education, employment or training was 93.1% for December 2018 which is a significant improvement year on year. The national performance tables will be published again in late spring and the current performance will ensure that the Royal Borough is no longer an outlier.

- 2.48 The service will maintain the plan of action in collaboration with colleagues from Achieving for Children which means the service will:
- Engage with the current 15 year old cohort (year 11) prior to GCSE examinations to secure their participation intentions for September and to ensure that all settings and young people are aware of the services offered to those at risk of not participating.
  - Exchange data with the schools and colleges during September and October 2019 to confirm those arrangements.
  - Write to the home addresses of those whose status is not confirmed by the data exchange in November 2019 seeking confirmation.
  - Telephone and door knock as required to minimise the number of young people whose status is still not known.

### 3. KEY IMPLICATIONS

3.1 The analysis and recommendations set out in Section 2 support the same four key implications that remain a focus from last year. Targets have been reviewed and reset as appropriate.

**Table 6: Key Implications**

Outcome	Unmet	Met	Exceeded	Significantly Exceeded	Date of delivery
% of all state funded schools are judged to be Good or Outstanding	<88%	89%-92%	93%-96%	>97%	31 March 2020

<b>Outcome</b>	<b>Unmet</b>	<b>Met</b>	<b>Exceeded</b>	<b>Significantly Exceeded</b>	<b>Date of delivery</b>
Improve FSM pupil attainment at EYFS so that RBWM is ranked at least 80 <sup>th</sup>	>80 <sup>th</sup>	80 <sup>th</sup> – 70 <sup>th</sup>	71 <sup>th</sup> -60 <sup>th</sup>	<60 <sup>th</sup>	Aug 2019 (National Validated data in February 2020)
Improve disadvantaged pupil attainment at KS2	>75 <sup>th</sup>	75 <sup>th</sup> – 70 <sup>th</sup>	69 <sup>th</sup> -61 <sup>st</sup>	<60 <sup>th</sup>	Aug 2019 (National Validated data in February 2020)
Increase the proportion of 16 and 17 year olds known to be in employment, education or training	<91%	91%-95%	96%-98%	>98%	January 2020

#### **4. FINANCIAL DETAILS / VALUE FOR MONEY**

- 4.1 The government has delayed changes to the national formula until at least 2020/21. For these transitional years local authorities will determine the final funding allocations to schools through a local formula, along with the schools annual growth fund, falling rolls fund and any agreed movement to the high needs block. To limit the impact on RBWM schools in 2020/21, in agreement with Schools Forum, where possible the local formula has moved towards the National Funding arrangements.
- 4.2 Throughout 2018/19 the in-year monitoring has shown a consistent level of pressure on budgets financed by the dedicated schools grant, with a projected deficit carry forward as at 31 March 2019 of circa £1,300,000. This deficit may impact future levels of delegated schools budget and the council continues to work with the Schools Forum to find effective ways to reduce this pressure.
- 4.3 The tracking of participation by students was funded in 2017-18 from existing budgets. Achieving for Children has identified that they can continue to support borough pupils through their processes. An officer's time will be required to monitor and support the process if the Royal Borough is to maintain and improve the percentage of not-knowns. In this academic year the total base budget allocation is £44,000.

#### **5. LEGAL IMPLICATIONS**

- 5.1 The Royal Borough is accountable for the performance of maintained schools, both Community and Voluntary Controlled, including as the employer. This includes a statutory duty for school improvement which extends to Voluntary Aided schools.

5.2 With the advent of Academy schools and Free Schools, the Royal Borough has no statutory role to provide school improvement services for these schools. That responsibility now sits with the Trust accountable for the Academy with oversight from the Regional Schools Commissioner for North West London and the South.

**6. RISK MANAGEMENT**

**Table 7: Risk Management**

<b>Risks</b>	<b>Uncontrolled Risk</b>	<b>Controls</b>	<b>Controlled Risk</b>
Academy schools decide to not collaborate with the action plans set out in this report	MEDIUM	Ensure Academy schools and the Regional Schools commissioner are fully aware of the support being offered by the Royal Borough	LOW

**7. POTENTIAL IMPACTS**

7.1 An Equality Impact Assessment (EQIA) was not required for this report as the recommendations apply to all pupils in all schools.

**8. CONSULTATION**

8.1 The headlined unvalidated performance data was shared with schools at the Education Leadership Forum in November 2018.

8.2 The data pack will be circulated to schools immediately following the publication of this report.

**9. TIMETABLE FOR IMPLEMENTATION**

9.1 The data presented relates to attainment in the past academic year 2017-18. Actions to address priorities for improvement are being implemented during the current academic year, 2018-19 and action is ongoing.

**10. APPENDICES**

- This report has four appendices
- A: A glossary of education terms.
  - B: Primary and Secondary Phase Results Summary 2017-18.
  - C: Timeline of disadvantage support
  - D: The RBWM Education Data Pack. Academic Year 2017-18. (available electronically)

## 11. BACKGROUND DOCUMENTS

11.1 RBWM Inclusion Charter.

<http://directory.rbwm.gov.uk/kb5/rbwm/directory/site.page?id=TO5-Ao0k1MY&familieschannel=3>

## 12. CONSULTATION (MANDATORY)

<b>Name of consultee</b>	<b>Post held</b>	<b>Date sent</b>	<b>Date returned</b>
Cllr Carroll	Lead Member Adults, Children and Health	07/5/2019	
Cllr Airey	Former Lead Member for Children's Services	25/2/2019	28/2/2019
Duncan Sharkey	Managing Director	25/2/2019	03/03/2019
Russell O'Keefe	Executive Director	25/2/2019	
Andy Jeffs	Executive Director	25/2/2019	03/03/2019
Rob Stubbs	Section 151 Officer	25/2/2019	03/03/2019
Elaine Browne	Interim Head of Law and Governance	25/2/2019	03/03/2019
Nikki Craig	Head of HR and Corporate Projects	25/2/2019	03/03/2019
Louisa Dean	Communications	25/2/2019	
Kevin McDaniel	Director of Children's Services	25/2/2019	28/2/2019
Angela Morris	Director of Adult Social Services		
Hilary Hall	Deputy Director of Commissioning and Strategy	25/2/2019	04/03/2019

## REPORT HISTORY

<b>Decision type:</b> For information	<b>Urgency item?</b> No
<b>Report Author:</b> Clive Haines, School Leadership Development Manager 01628 796960	

## Appendix A: A glossary of relevant Education Terms

A.1 This Appendix sets out a number of terms used in this report and notes in particular where they are different to previous terms, measures or definitions.

Term	Description	Replaces	Comparable
Good Level of Development	Early years measure of a pupil's ability in 10 areas. Assessed by professionals in the setting against a national definition and curriculum.		
Expected Standard (EXS)	Judgement informed by mixture of assessment and tests by professionals in primary age classes against broad standards but not curriculum.	Numeric levels	No
Progress 8	A measure at Key Stage 4 calculated for each student based on the change in their attainment between Key Stage 2 and Key Stage 4. Spread over 8 subjects with a national definition for calculation. School, LA and national figures are a simple aggregation process.	Value added measures	No
Attainment 8	Attainment in 8 subjects including English and Maths, 3 EBACC subjects and 3 others	5+ A*-C grades	No
English and Maths	A pupil meets this criteria if they achieve a grade 5 or above in GCSE maths and one or more of English Language or Literature.	5+ A*-C inc English and Maths	Similar
Free School Meals	A family is considered Eligible for Free School meals if their financial circumstances meet the DWP thresholds at a given point in time.		
Disadvantaged pupils	Have been eligible for Free School Meals at some point in the last six years. This is known as Ever6 or EverFSM. The data set includes Children in Care who are on the roll of a school.		
Pupil Premium	Is additional funding provided to a school for each pupil identified in their census as being Ever6. Currently £1900 per school year.		
Pupil Premium Plus	Is additional funding provided to local authorities, via the Virtual Head to support the educational progress of Children in Care. It is a nominal £1900 per child per year and normally provided to the school to support the objectives of the Personal Education Plan.		
Not Known Status	A pupil aged 16 or 17 is considered to have a "not known" status if their current participation cannot be recorded with sufficient detail of the education/training element. This includes detailed course, timetable and attendance information		

## **Appendix C: Timeline of disadvantaged support**

### **2016- 17**

Schools Together – Barriers to Learning; 30 schools involved in the project to understand and map their local barriers.

Pupil premium champions working to improve outcomes, life chances and opportunities for disadvantaged children within individual schools.

Link advisors visited head teachers and chairs of governors and produce a gap analysis, supported by a dedicated school improvement partner.

Aims for year:

- Gaining an understanding of standards across all key stages.
- Gathering an understanding of the characteristics of these learners such as attendance, SEND and gender.
- Looking at patterns and trends over a range of schools.
- Collating barriers to learning and exploring solutions to aid reduction of these barriers.
- Gaining an understanding of needs for disadvantaged pupils.
- Compendium of ideas and resources that is effective in sharing good practice.
- Building transition systems that identify children who are potentially vulnerable earlier to plan accordingly.
- Using unified systems to record information.
- Building capacity in the group to enable practitioners to conduct gap analysis reviews.
- To support each other in ensuring that schools are website compliant, using resources effectively and have robust methods of evaluating interventions.
- To support each other with individual problems.
- Developing opportunities across schools that will enrich and extend the lives of pupils and build aspiration/ambition.

Summer camp for 30 disadvantaged pupils was held.

### **2018-19:**

Aims from 2017-18 continue to be the focus.

Link advisors monitored plans developed previously and ensured the gap analysis was still current during school visits.

Where link advisors were invited to attend head teachers' appraisals, they ensured that one of the targets was linked to disadvantaged progress.

Ten school leaders attended the DfE pupil premium conference in London regarding Quality First Teaching. Feedback to the pupil premium champions.

Summer camp for 109 disadvantaged pupils was held.

Foundations for Learning commissioned to lead on Early Years Pupil Premium project, with the following activities:

- Conference arranged to address barriers and working with delegates to make their own action plans, based on the needs of their own pupil premium children.
- Special Leaders in Education visited schools and settings and offered continued support and training based on individual needs.
- Moderation contained at least one child in receipt of pupil premium and this year will focus on at least two children per cohort.
- All settings in the project were asked to contact schools to ensure that successful transition arrangements are in place for children in receipt of pupil premium funding.
- Early years network meetings have started to share good practice across all settings
- Schools have worked with an EY advisor to put together an action plan for their PP children.
- Learning walks and feedback to leaders to discuss how the environment might change to support all children in particular those in receipt of EYPP.
- Additional money has been given to the schools so that they can implement their action plans this has included resources, training and parent engagement opportunities.
- Baseline data has been collected from schools to enable the tracking of children in receipt of PP. Data collected again in March will enable us to see how many children are likely to miss their GLD and so we can begin to plan to close the gap where possible before July 2019.