

SCRUTINY COMMITTEE

OVERALL SCHOOL PERFORMANCE DATA FOR THE 2016/17 ACADEMIC YEAR

1. Purpose of the report

- 1.1 To update members of the Children, Education and Skills Scrutiny Committee on the verified overall school performance data for the academic year 2016 – 2017.

2. Background

- 2.1 The Council has a statutory responsibility under the Education Act 1996 to promote high standards in schools and to raise attainment. There is a strong commitment to achieving the best outcomes for children and young people across a full range of measures which includes raising standards of achievement across all key stages.
- 2.2 This report presents an overview across the full range of academic outcomes and the key priorities for the school improvement service.

3. Early Years Foundation Stage Profile

- 3.1 Overall, 71% of children achieved a 'good level of development' compared to 68% in 2016. In 2017 we ranked 80 out of 152 authorities. The national average for 2017 is 71%. The difference between those children living in the 30% most deprived wards and all other learners i.e. the 'gap' was 13% in 2015, 11% in 2016 and 12% in 2017.

4. Phonics

- 4.1 All children in Year 1 of primary school have a phonics screening check. The percentage of children achieving the expected standard in phonics has risen to 83% in 2017. We rank 31st out of 152 authorities. This represents a 2ppts improvement on the previous academic year.

5 Key Stage 1

5.1 Reading

The percentage of children achieving the expected standard in reading was 76%. This figure is equal to the national figure. The performance of Sunderland schools showed a 1ppt increase over the previous year. We

ranked 66th out of 152 authorities. The percentage of children achieving the higher standard in reading was 25% again this is equal to the national figure.

5.2 Writing

The percentage of children achieving the expected standard in writing is 71% this was a 1% improvement from the previous year and 3% above the national figure. Sunderland ranks 36th out of 152 authorities.

The percentage of children achieving the higher than expected standards in writing is 17%, which is 1ppts above the national figure.

5.3 Mathematics

The percentage of children achieving the expected standard in mathematics is 78% and showed a 2% rise from the previous year. Sunderland ranks 26th out of 152 authorities. The national average for 2017 is 75%.

The percentage of children achieving the higher standards in mathematics is 21%. The national figure in 2017 is 21%.

5.4 In summary:

Overall key Stage 1 outcomes compare strongly to national averages in a year where the expectations of children have risen considerably.

6. Key Stage 2

- 6.1 The percentage of Key Stage 2 pupils achieving the expected standard in reading, writing (Teacher Assessment) and maths was 68% in 2017 a rise of 7% from the previous year and 6ppts above national. Sunderland ranks 19th out of 152 authorities. The percentage of children achieving the higher standard is 11% which is 2ppt above national.

6.2 Vulnerable groups data

Individual subjects are no longer reported in statistical release

Disadvantaged children	LA	<i>Rank</i>	Regional	National
Reading writing & maths combined	54%	26 th /152	50%	48%

SEN Support	LA	<i>Rank</i>	Regional	National
Reading writing & maths combined	26%	30 th /152	24%	21%

EHCP	LA	Rank	Regional	National
Reading writing & maths combined	9%	43 rd /152	9%	8%

6.3 Progress scores - reading, writing and mathematics

	LA	Regional
Reading	1.1	0.6
Writing	1.4	0.9
Maths	1.4	0.9

The table above demonstrates that overall progress data in Sunderland is above the regional average and reflects the level of support and challenge offered to schools to ensure positive outcomes.

7. GCSE results - Provisional results

- 7.1 In 2017 a revised method of grading both GCSE English and mathematics was introduced, replacing conventional A*-G with grades 9-1. Across Sunderland, 56% of children achieved grades 9-4, with grades 9-4 seen as an equivalent grade A*-C. This is a 3ppt fall compared to 2016. The performance gap between girls and boys increased to 6ppt in 2017. We ranked 134th out of 152 authorities.

8. English

- 8.1 Analysis of the year-on-year variation at school level suggests there is more variation at grade C in English/English language than in other subjects.
- 8.2 The % of grades 9-4 GCSE English in 2017 fell by 1ppt to 69%. The gap compared to national increased by 1ppt in 2017. We ranked 134th out of 152 authorities.

9. Mathematics

- 9.1 The % of grades 9-4 GCSE maths has fallen by 3ppt to 63%. The gap compared to national increased by 3ppts. We ranked 132 out of 152 authorities.

10. English Baccalaureate / Performance 8 / Attainment 8

- 10.1 The percentage of pupils achieving the (Ebacc) has improved from 21% in 2016 to 22% in 2017. This has reduced the gap between Sunderland pupils and the national figure by 2ppts. We ranked 81 out of 152 authorities.
- 10.2 Progress 8 was introduced as a performance measure during the 2015 -16 academic year. This measure tells us how well pupils at this school have progressed between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils in other schools who got similar results at the end of primary school. This is based on results in up to 8 qualifications, which include English, maths, 3 qualifications including sciences, computer science, history, geography and languages, and 3 other additional approved qualifications.

The Progress 8 figure for Sunderland in 2017 was -0.31 and nationally this figure was -0.03, increasing our gap compared to national, by 0.14 points.

- 10.3 Attainment 8 was introduced as a performance measure during the 2015 -16 academic year. Attainment 8 measures a student's average grade across eight subjects – the same subjects that count for Progress 8. This new measure is designed to encourage schools to offer a broad, well-balanced curriculum.

The Attainment 8 figure for Sunderland was 43.6 and nationally this figure was 46.1.

10.4 Vulnerable Groups

	SEN All	SEN EHCP / Statement	Disadvantaged	All
Number of Pupils	460	375	921	2772
Progress 8	-0.77	-0.69	-0.71	-0.31
EBacc Achieved	3%	3.7%	7.4%	22%

The figures above show that in Sunderland, performance of disadvantaged pupils highlights the significant difference between this group and others.

11. Actions taken by the School Improvement Service to secure improvements at a Secondary level included:

11.1 The following actions were taken / facilitated by the School Improvement Service:

- Termly meetings with representatives of DfE / Regional Schools Commissioner responsible for the performance of academies (in 2016-17 84% of secondary schools within the city were academies. This figure has now risen) in relation to the outcomes / performance of particular academies.
- Continuation of the School to school improvement networks in which 14 Secondary schools/ academies participated.
- In partnership with St Anthony's teaching school continue with the termly subject network programme across the city for curriculum area leaders.

11.2 In addition to building upon the good practice already developed last year the School Improvement Service will support / facilitate the additional activities:

- Work with a group of Secondary Headteachers to review in school alternative curriculum practice to secure better outcomes for pupils at KS4.
- Utilising funding from University of Sunderland to develop with schools learning and teaching strategies so that the proportion of pupils achieving GCSE Grade 9 in mathematics.
- Utilise the monthly Secondary Headteacher meeting with an agenda focus of sharing of good practice, with particular reference to attainment in Year 11.
- Work with schools to narrow the gap between the disadvantaged and non-disadvantaged, by commissioning Pupil Premium reviews for those schools with the greatest gap and utilise the findings of the Tees Valley partnership to diminish the difference. Continue with funding applications to the Strategic School Improvement Fund. Develop a conference to share best practice.

12. A level results – Provisional Results

12.1 3 A-levels grades A, A,B or higher

The comparative measure of 1 A-level graded A* - A is nationally no longer used and is replaced by 3 AAB instead.

- 15% of young people achieved 3 A-levels graded A, A and B or higher. This is an increase over 12% reported in 2016. Nationally, the rate has remained at 18%. We ranked 104th out of 152 authorities.

12.2 Individual school outcomes % A*-A grades

- St Aidan's Academy – 12%
- St Anthony's Academy – 31%
- St Robert's School – 23%
- Grindon Hall Christian School – 47%
- Southmoor Academy – 19%
- Sunderland College – 10%

13 City Wide

- Achievement of grades A*-A has improved year on year from 18% in 2016 to 20% in 2017, with notable improvements at St Anthony's RC Academy, Southmoor Academy and Grindon Hall Christian School.

13.1 City wide A* - E grades

- City wide (LA and College) – 98% of young people achieved A* - E grades, remaining stable, 2016 into 2017.

14 Recommendation

- 14.1 The Children, Education and Skills Scrutiny Committee is recommended to consider and comment on the information provided regarding school performance data.