



## City of Westminster

<b>Meeting:</b>	<b>Children and Community Services Policy and Scrutiny Committee</b>
<b>Date:</b>	26 <sup>th</sup> January 2015
<b>Title:</b>	<b>School Performance Report for 2014</b>
<b>Report of:</b>	Ian Heggs, Director of Schools and Richard Stanley, Assistant Director, School Standards

This is the annual report on school performance in Westminster for Members of the Children and Community Services Policy and Scrutiny Committee. Members are requested to note the main headlines of the report and to support the service priorities for school improvement that are set out in the summary below.

### Summary

- 1.1 School performance headlines:
- Overall performance at all Key Stages in schools in Westminster continues to be above national averages, and high in relation to other London boroughs;
  - In the primary Key Stage 1 teacher assessments, the percentage of primary children achieving expected National Curriculum levels in reading, writing and mathematics remains above the national, with above expected levels (Level 3) improving at a better rate than nationally but remaining slightly below national figures for reading;
  - In the primary Key Stage 2 tests, the percentage of primary children achieving expected National Curriculum levels in reading, writing and mathematics, places Westminster top in London and fifth nationally;
  - GCSE results went down slightly, but less than the national fall, and maintains Westminster's high position for GCSE performance, ranking 9<sup>th</sup> out of all Local Authorities in England;
  - Gaps in outcomes for children and young people in receipt of the pupil premium remain smaller than the national gaps;
  - The percentage of children in the reception year with assessed at a 'good level of development' has improved but remains below the national;
  - The proportion of schools judged to be good or outstanding is well above the published national average;
  - The service priorities for maintaining high standards in Westminster include targeted school interventions based on local knowledge and data, support for the Virtual School for looked after children and the building of school 'best practice' networks.
- 1.2 In line with national education policy, the council is clear that schools are responsible for school improvement and achievement and that local authority services work with maintained schools, academies and free schools to provide

appropriate levels of support, challenge and intervention. In steering this work, the school improvement priorities for maintaining high standards in Westminster are:

- To continue to target local adviser interventions and support in schools requiring improvement or in an Ofsted category;
- To maintain sufficient local intelligence on all schools so that the service is able to support the continued progress of our current good and outstanding schools;
- To continue the drive to improve outcomes for looked after children through supporting the work of the Virtual School;
- To work with schools to strengthen school to school networks, and all schools' access to learning from the best practice in Westminster and across the Tri-borough;
- To prioritise training and adviser support in areas where results are below national; including the Foundation Stage and Key Stage 1 Level 3 outcomes;
- To continue to build capacity for the achievement of the highest GCSE results in our secondary schools, through initiatives such as the Educational Excellence (80% club funding).

## **Looked after children**

- 2.1 As part of the corporate parenting role, the school outcomes and progress of looked after children are carefully monitored. Given the particular significant challenges faced by looked after children, the Virtual School and carers work closely with schools to support their progress and achievements. In reviewing performance, numbers in each cohort are very small and this tends to cause wide variations in results from year to year.
- 2.2 Historically Westminster looked after children have achieved much better outcomes than looked after children nationally. Outcomes this year at Key Stages 2 and 4 have fallen on the previous year but at Key Stage 4 remain above national averages. This reflects the effective strategies put in place by professionals, including the Virtual School; these include consistent and robust identification of needs through effective Personal Education Planning, and targeted support using Pupil Premium funding.
- 2.3 At Key Stage 2 there were six eligible pupils in this cohort. 50% of pupils achieved Level 4 in reading, writing and mathematics. This is a fall from the excellent results of 2013; however, is a reflection of the more complex nature of the cohort. Despite the fall in results, five of the six pupils reached or exceeded their expected level of progress from Key Stage 1
- 2.4 At GCSE level, there were 21 eligible pupils in the cohort. 19% of pupils achieved five GCSE grades A\*-C including English and mathematics. This is a fall from the results of 2013, however, is a reflection of the fact that two pupils were educated abroad, one pupil was put back a year and a number of pupils have significant special education needs.

## **Children with Special Educational Needs and Disabilities (SEN)**

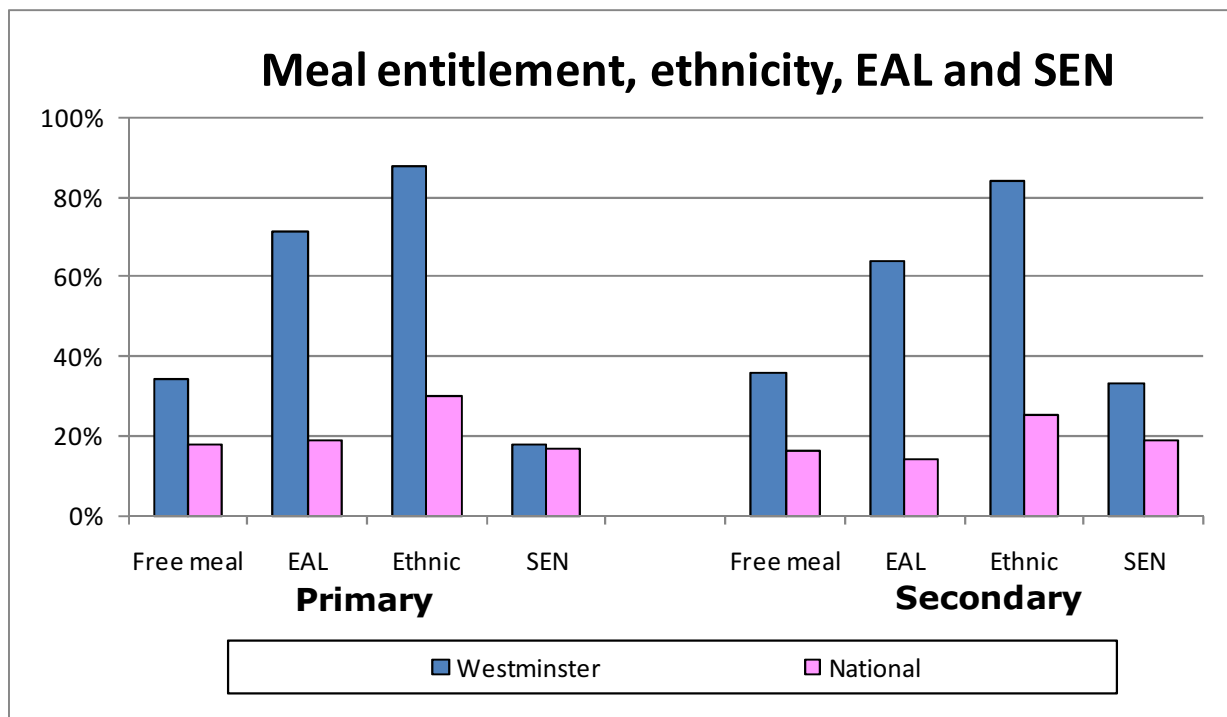
- 3.1 The percentage of children with special educational needs and disabilities (SEN) in Westminster primary schools is above national averages, and well above in Westminster secondaries. Through school actions and statutory assessments, additional support is focused on this group to help progress and to narrow the gap in achievement with their peers.

- 3.2 Gap data on school outcomes for children with SEN show that at both primary and secondary level the difference between the achievements of children with SEN and their peers is less than the national average. At Key Stage 2 55% of children with SEN achieved the expected level 4+ in reading, writing and mathematics compared with the national average of 34%. While the gap nationally between SEN and non-SEN was 39% in Westminster, it was 54% nationally. At GCSE 47% of children and young people with SEN achieved 5+ A\*-C grades including English and mathematics in Westminster compared to 23% nationally. The GCSE gap for this indicator in Westminster was 35% compared with the 47% national gap.

### **Pupils in receipt of Free School meals, with English as an additional Language (EAL) and from an Ethnic Minority**

- 4.1 Along with children looked after; entitlement to free school meals is used as the main measure of social disadvantage by the Department for Education. In Westminster primary schools in 2014 the percentage of pupils entitled to a free meal (34%) was considerably above the national average (18%). At secondary school the percentage of pupils entitled to a free meal (36%) was again well above the national average (16%). All schools receive additional pupil premium funding to support the progress of pupils in entitled to free school meals, and are expected to target this funding towards supporting the progress of this group and to publish their pupil premium spending on their websites.
- 4.2 A key performance indicator is the gap between pupils entitled to Free School meals and their peers. For Westminster this gap is considerably less than the national at both primary (Key Stage 2) and secondary (GCSE). At Key Stage 2 83% of pupil premium pupils achieved the expected level 4+ in reading, writing and mathematics compared with the national average of 63%. While the gap nationally between pupil premium and non-pupil premium pupils was 6% in Westminster, it was 18% nationally. At GCSE 61% of pupil premium pupils achieved 5+ A\*-C grades including English and mathematics in Westminster compared to 41% nationally. The GCSE gap for this indicator in Westminster was 13% compared with the 27% national gap.
- 4.3 In primary schools in Westminster, the percentage of pupils speaking English as an additional language (72%) was over three times the national average of 19% and 88% of pupils were from an ethnic minority (compared with 30% nationally). In **secondary** schools and students speaking English as an additional language (64%) was over four times the national average of 14%. Additionally, 84% of pupils were from an ethnic minority (compared with 25% nationally).
- 4.4 The gap in achievement between pupils who speak English as an additional language (EAL) and those who speak English as a first or only language (non EAL) in primary schools was the same locally as nationally. Given that over a half of EAL speakers arrive in primary school with little or no fluency in English this is a very good achievement. Overall attainment for this group at primary level was above national. At GCSE the EAL gap is again the same as the national although in Westminster EAL pupils performed above non-EAL pupils and nationally the reverse was true.
- 4.5 At both Key Stages 2 and 4 all of the sixteen main ethnic groups which had at least twenty pupils performed above, or broadly in line with, the national percentage for that group in terms of Level 4 and above in reading, writing and mathematics (Key Stage 2) and 5+ Grades A\*-C including English and mathematics (Key Stage 4) with the exception of Black-Caribbean pupils at Key Stage 4.

4.6 Percentage of FSM, ethnicity, EAL and SEN pupils in Westminster compared with nationals:



4.7 Gap analysis – Performance of groups compared with peers and national

Key Stage 2 - Percentage L4+ in reading, writing and mathematics	Pupil Premium	Non Pupil Premium	premium gap	Special need	No need	Special need gap	EAL	non EAL	EAL gap
Westminster 2014	83%	89%	-6%	55%	94%	-39%	84%	88%	-4%
National 2013	63%	81%	-18%	34%	88%	-54%	72%	76%	-4%
Key Stage 4 - 5+ A*-C with English and mathematics	Pupil Premium	Non Pupil Premium	premium gap	Special need	No need	Special need gap	EAL	non EAL	EAL gap
Westminster 2014	61%	74%	-13%	47%	82%	-35%	68%	65%	3%
National 2013	41%	68%	-27%	23%	70%	-47%	58%	61%	-3%

**Overall School Performance**

**Foundation Stage**

5.1 The percentage of the Reception cohort with a 'good level of development' was 58% in Westminster. This is below the national figure of 60% for 2014. There was an eight percentage point increase both locally and nationally compared with 2013.

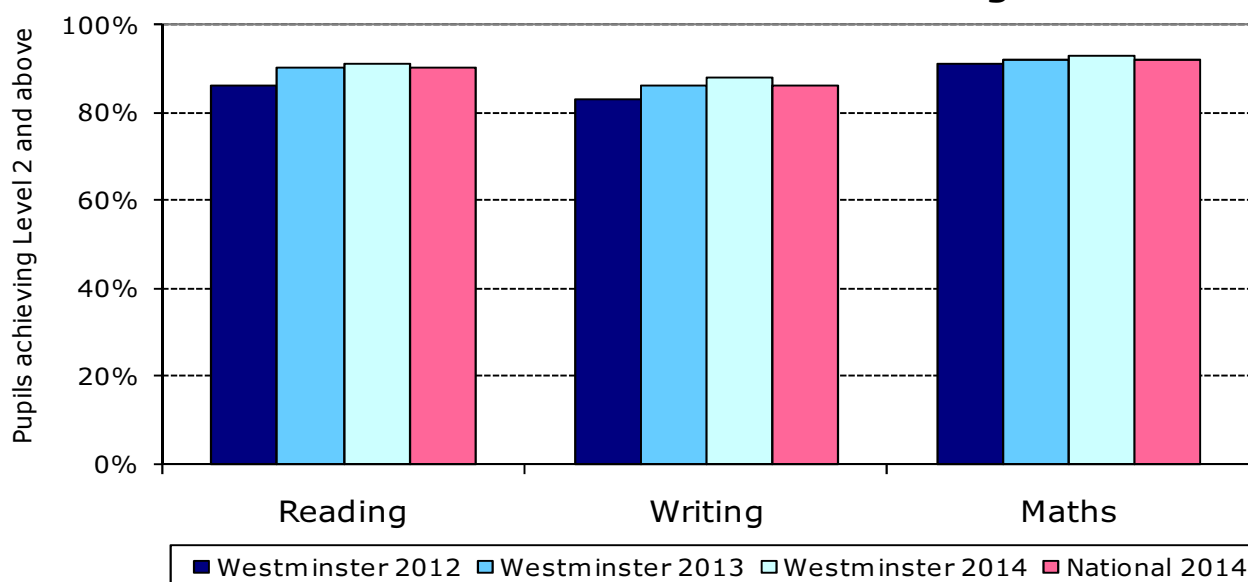
**Key Stage 1**

5.2 Compared with 2013, there has been an increase in the percentage of pupils achieving at Level 2 and above (the expected level for the age) in reading (from 90% to 91%), writing (86% to 88%) and mathematics (92% to 93%). Performance was above the 2014 provisional national average at Level 2, by two percentage points in writing and one percentage point in reading and mathematics.

**Key Stage 1  
Level 2 and above (teacher assessments)**

	WESTMINSTER			NATIONAL		
	2012	2013	<b>2014</b>	2012	2013	<b>2014</b>
<b>READING</b>	86%	90%	<b>91%</b>	87%	89%	<b>90%</b>
<b>WRITING</b>	83%	86%	<b>88%</b>	83%	85%	<b>86%</b>
<b>MATHS</b>	91%	92%	<b>93%</b>	91%	91%	<b>92%</b>

**Key Stage 1 - 2014  
Westminster and the national average**



5.3 Compared with 2013, the percentage of pupils who achieved Level 3, which represents achievement beyond expected, had also increased in reading (from 25% to 29%), writing (from 13% to 16%) and in mathematics (from 23% to 25%). This improvement was better than national, and in mathematics, Westminster is now above the national outcomes. In reading however Westminster is 2 percentage points below the national.

**Key Stage 1  
Level 3 (teacher assessments)**

	WESTMINSTER			NATIONAL		
	2012	2013	<b>2014</b>	2012	2013	<b>2014</b>
<b>READING</b>	22%	25%	<b>29%</b>	27%	29%	<b>31%</b>
<b>WRITING</b>	12%	13%	<b>16%</b>	14%	15%	<b>16%</b>
<b>MATHS</b>	21%	23%	<b>25%</b>	22%	23%	<b>24%</b>

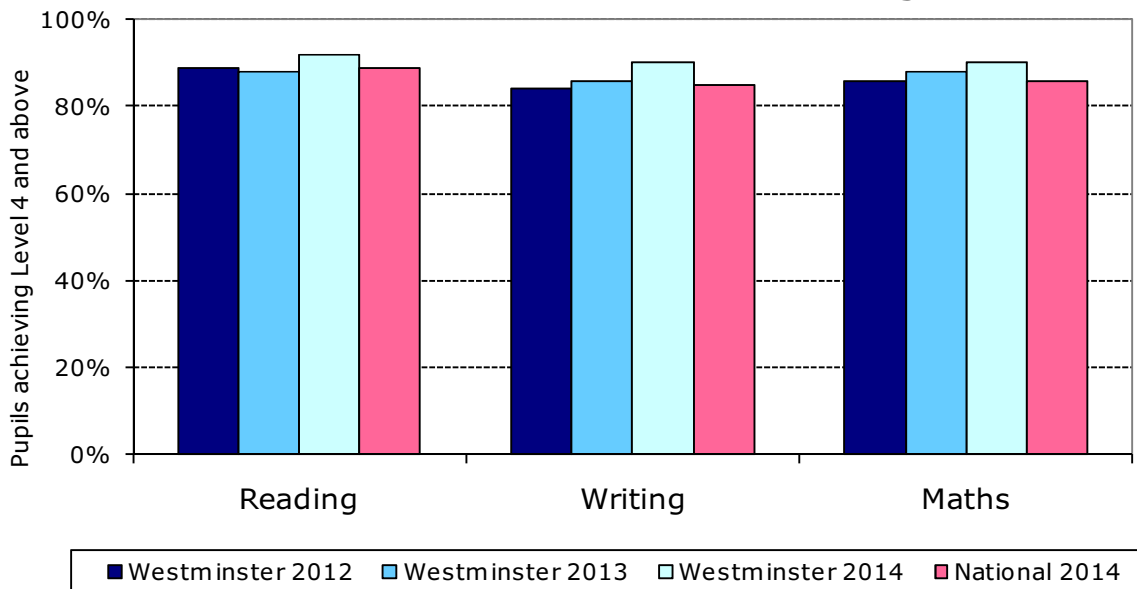
## Key Stage 2

5.4 Compared with 2013, the provisional percentage of pupils who achieved Level 4 and above (the expected level for the age) in reading, writing and mathematics rose from 79% in 2013 to 86% in 2014, compared with 79% nationally. This provisionally places the borough in 5<sup>th</sup> place nationally of 150 local authorities, and top in London. There were also increases in reading (from 86% to 92%), in writing (from 86% to 90%) and in mathematics (from 87% to 90%); all percentages were considerably above the 2014 provisional national averages.

### Key Stage 2 Level 4 and above

	WESTMINSTER			NATIONAL		
	2012	2013	2014	2012	2013	2014
<b>READING</b>	89%	86%	<b>92%</b>	87%	86%	<b>89%</b>
<b>WRITING</b>	84%	86%	<b>90%</b>	81%	83%	<b>85%</b>
<b>MATHS</b>	86%	87%	<b>90%</b>	84%	85%	<b>86%</b>
<b>READING, WRITING AND MATHS</b>	77%	79%	<b>86%</b>	75%	76%	<b>79%</b>

### Key Stage 2 - 2014 Westminster and the national average



5.5 Compared with 2013, the percentage of pupils who achieved Level 5 and above, which represents achievement beyond expected levels, was exceptionally high having increased in reading (from 42% to 51%), in writing (from 33% to 39%) and in mathematics (from 47% to 49%); all percentages were also above the national averages.

**Key Stage 2  
Level 5 and above**

	WESTMINSTER			NATIONAL		
	2012	2013	2014	2012	2013	2014
<b>READING</b>	52%	42%	<b>51%</b>	48%	45%	<b>49%</b>
<b>WRITING</b>	30%	33%	<b>39%</b>	28%	30%	<b>33%</b>
<b>MATHS</b>	45%	47%	<b>49%</b>	39%	41%	<b>42%</b>

5.6 For progress between Key Stage 1 (2010) and Key Stage 2 (2014), 95% progressed by two or more levels in reading, with 97% in writing and 95% in mathematics. These percentages were also not only considerably above the national average (91%, 93% and 89% respectively), but top nationally of 160 authorities for mathematics, and second for reading and writing.

**Key Stage 1 to Key Stage 2 progress  
Two levels of progress**

	WESTMINSTER			NATIONAL		
	2012	2013	2014	2012	2013	2014
<b>READING</b>	91%	94%	<b>95%</b>	90%	88%	<b>91%</b>
<b>WRITING</b>	92%	97%	<b>97%</b>	90%	91%	<b>93%</b>
<b>MATHS</b>	92%	95%	<b>95%</b>	87%	88%	<b>89%</b>

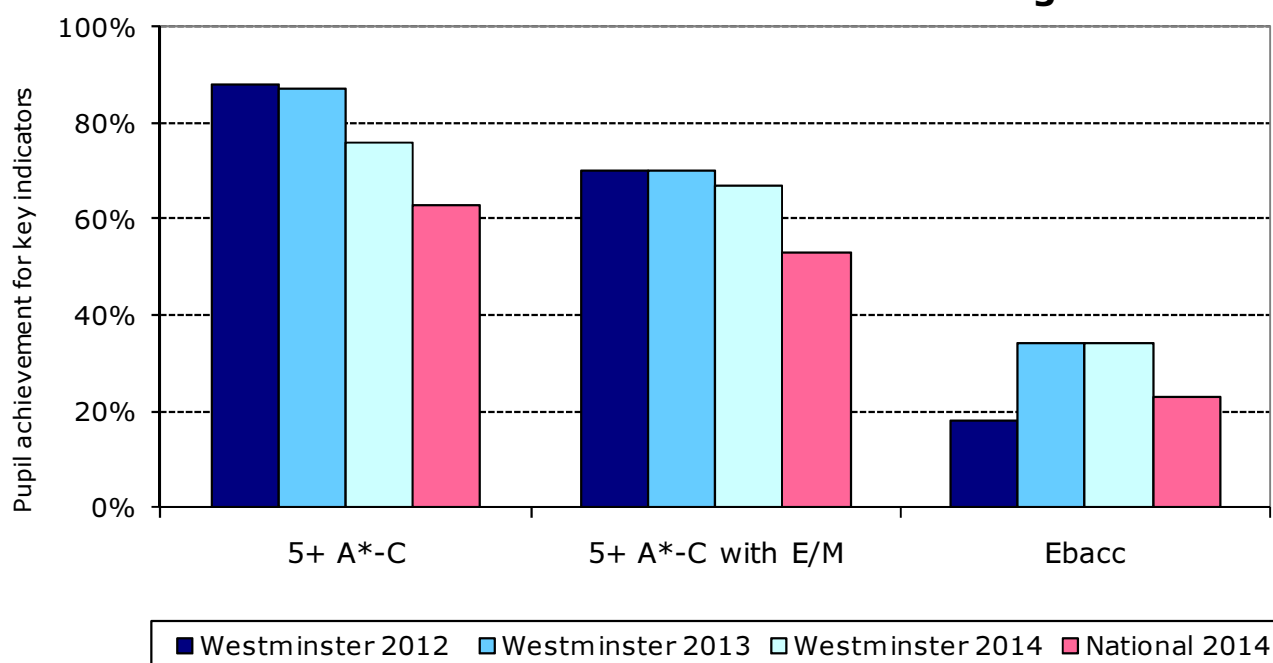
**GCSE (provisional results)**

- 6.1 This year there were national contextual factors in reviewing GCSE performance. Nationally, this was the first cohort of students to be affected by the changes made to the GCSE examination framework, including a reduction in the coursework element, particularly the speaking and listening part of the English syllabus, along with the requirement that examination re-takes would no longer be counted in the overall results. Nationally the percentage of students achieving 5 or more GCSEs at Grades A\*-C including English and mathematics fell from 59% to 53%.
- 6.2 For GCSE, the percentage of students in Westminster who provisionally achieved 5 or more GCSEs at Grades A\*-C including English and mathematics in 2014, is 67%, which is well above the national average for maintained schools. While this represents a dip on the 2013 figure of 70%, because of the 6% fall nationally, the relative position of the authority against national outcomes has improved. Out of the national 150 Local Authorities this ranks Westminster as 9<sup>th</sup>, and for inner London Westminster is ranked 2<sup>nd</sup> for GCSE performance. The percentage achieving the English Baccalaureate (a combination of English, mathematics, science, a language and a humanities subject) was 34% in 2014, compared with 23% nationally.

### GCSE indicators

	WESTMINSTER			NATIONAL	
	2012	2013	2014	2013	2014
<b>5+ A*-C</b>	88%	87%	<b>76%</b>	82%	<b>63%</b>
<b>5+ A*-C with EM</b>	70%	70%	<b>67%</b>	59%	<b>53%</b>
<b>Ebacc</b>	18%	34%	<b>34%</b>	23%	<b>23%</b>

### Key Stage 4 - 2014 Westminster and the national average



- 6.3 For progress between Key Stage 2 (2009) and GCSE (2014), 82% progressed as expected (expected progress is built on the principle that students at Level 4 at the end of Key Stage 2 should achieve at least a Grade C at GCSE) in English, with 79% in mathematics. These percentages were considerably above nationally (71% and 65%).

### Key Stage 2 to Key Stage 4 progress Expected progress

	RBKC			NATIONAL		
	2012	2013	2014	2012	2013	2014
<b>ENGLISH</b>	81%	85%	<b>82%</b>	68%	70%	<b>71%</b>
<b>MATHS</b>	84%	81%	<b>79%</b>	69%	71%	<b>65%</b>



## A Level (provisional results)

- 6.4 For A Levels, the percentage of papers awarded a Grade A\*-B was provisionally 57% in 2014 (which was above the 2014 national average of 52%), and those achieving the highest grades (Grade A\*-A) was 27% (also above the national average of 26%).

### A Levels

	<b>WESTMINSTER</b>	<b>NATIONAL</b>
	<b>2014</b>	<b>2014</b>
<b>A*</b>	<b>8%</b>	<b>8%</b>
<b>A*-A</b>	<b>27%</b>	<b>26%</b>
<b>A*-B</b>	<b>57%</b>	<b>52%</b>
<b>A*-C</b>	<b>80%</b>	<b>77%</b>
<b>A*-D</b>	<b>93%</b>	<b>92%</b>
<b>A*-E</b>	<b>100%</b>	<b>98%</b>

- 6.5 Additionally, impressive AS Level results were achieved by Westminster students in 2014; 38% of papers were passes at Grades A-B (up from 17% in 2013) and compared with a national average of 40%.
- 6.6 In reviewing the A level results against the high outcomes at GCSE, it is clear that the levels of attainment do not align. Recent research by the Institute of Education with schools across London has shown that there are a range of factors that may inhibit the progress, including the 'step change' in the demands of A level study and students not being fully prepared for these demands.

## Ofsted Inspection Outcomes

- 7.1 Westminster has maintained a high proportion of schools rated outstanding or good by Ofsted inspectors. At 89% this is well above the most recently published national average of 80%. Westminster also now has no inadequate schools. The table below shows the current picture.

<b>2014 OFSTED Outcomes</b>	<b>National (August 2014)</b>	<b>Westminster (December 2014)</b>
<b>Outstanding/Good</b>	<b>80%</b>	<b>89 % (51 schools)</b>
Outstanding	20%	37% (21)
Good	60%	53% (30)
Requiring Improvement	18%	11% (6)
Inadequate	3%	0% (0)

- 7.2 Translated into numbers of pupils in the borough, 88% (19,224 out of a cohort of 21,806) of children and young people in Westminster now attend a good/outstanding school.

