

Children, Sports and Leisure Policy Scrutiny Committee

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Title:	School Performance Report for 2015
Report of:	Ian Heggs Director of Schools
Cabinet Member Portfolio	Children's Services
Wards Involved:	All
Policy Context:	
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Executive Summary

The purpose of the report is to provide members of the committee with an opportunity to examine the overall Westminster school Key Stage test, GCSE, A level and Ofsted outcomes this year, and to review the Local Authority service priorities that have been identified for supporting school performance.

Some of the data presented is still provisional however final changes that will be made on final validation by the Department of Education will be marginal. Individual school level data is published by the Department for Education for primary schools in December and secondary schools in January. Members of the committee will be sent this information separately when it is published.

Key Matters for the Committee's Consideration

The committee are requested to note and comment on:

- The performance of groups across Westminster schools (Looked After Children, Special Educational needs, Children and young people in receipt of the pupil premium, Children with English as an additional language and Ethnic minority groups)
- The overall Westminster school performance outcomes across the primary and secondary school phases

- The Local Authority Service priorities that have been identified for supporting school performance

Background

SCHOOL PERFORMANCE REPORT 2015

Summary

- 1.1 The summary headlines on school performance are:
- The outcomes for our looked after children this year were very good overall
 - Gaps in outcomes for children and young people with English as an Additional Language, Special Educational Needs and in receipt of the pupil premium remain smaller than the national gaps
 - There has been a very good improvement in the percentage of children in the reception year assessed as being at a 'good level of development'
 - 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 improved in reading, writing and mathematics and remains above national, and there was some improvement in the percentage of primary children achieving above expected levels (Level 3) in mathematics and writing
 - In the primary Key Stage 2 tests, there was a dip in the percentage of primary children achieving expected National Curriculum levels in reading, writing and mathematics, although Westminster's performance relative to other Local Authorities remains high and is provisionally 4th in Inner London and 12th nationally
 - At GCSE, Westminster has maintained the high position for GCSE performance, ranking 8th out of all Local Authorities in England and 1st in Inner London;
 - The proportion of schools judged to be good or outstanding is well above the published national average.

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 were higher than the previous year and 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. 100% of pupils achieved Level 4 in reading, writing and mathematics. This is an improvement compared with 2014, and is particularly impressive considering the complex nature of the cohort. This percentage was also considerably above the 2014 national average for looked after children (48%). Additionally, all six pupils (100%) reached or exceeded their expected level of progress from Key Stage 1.
- 2.4 At GCSE level, there were seven eligible pupils in the cohort. 29% of pupils achieved five GCSE grades A*-C including English and mathematics which represented an increase compared with 2014 (19%) and was also considerably above the 2014 national average for looked after children (12%).

Children with Special Educational Needs and Disabilities (SEN)

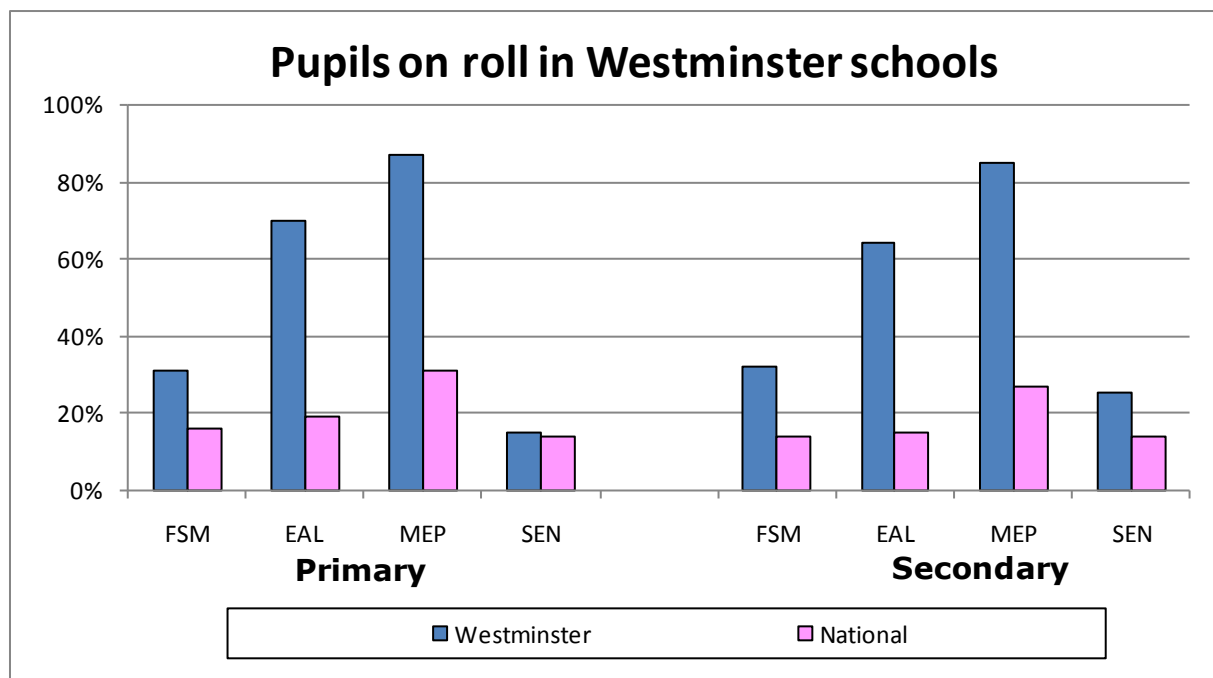
- 3.1 The percentage of children with special educational needs and disabilities (SEN) in Westminster primary schools is above national averages, and well above in Westminster secondaries. Through school actions and statutory assessments, additional support is focused on this group to help progress and 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 2014 national average. At Key Stage 2, 45% of children with SEN achieved the expected level 4+ in reading, writing and mathematics compared with the national average of 38%. While the gap nationally between SEN and non-SEN was 49% in Westminster, it was 52% nationally. At GCSE, 43% of children and young people with SEN achieved 5+ A*-C grades including English and mathematics in Westminster compared to 21% nationally. The GCSE gap for this indicator in Westminster was 35% compared with the 44% 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 2015 the percentage of pupils entitled to a free meal (31%) was considerably above the national average (16%). At secondary school the percentage of pupils entitled to a free meal (32%) was again well above the national average (14%). All schools receive additional pupil premium funding to support the progress of pupils 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 2014 national percentage for both primary (Key Stage 2) and secondary (GCSE). At Key Stage 2 79% of pupil premium pupils achieved the expected level 4+ in reading, writing and mathematics compared with the national average of 67%. While the gap nationally between pupil premium and non-pupil premium pupils was 11% in Westminster, it was 17% nationally. At GCSE, 61% of pupil premium pupils achieved 5+ A*-C grades including English and mathematics in Westminster compared to 37% nationally. The GCSE gap for this indicator in Westminster was 14% compared with the 28% national gap.
- 4.3 In primary schools in Westminster, the percentage of pupils speaking English as an additional language (70%) was over three times the national average of 19% and 87% of pupils were from an ethnic minority (compared with 31% nationally). In secondary schools the percentage of students speaking English as an additional language (64%) was over four times the national average of 15%. Additionally, 85% of pupils were from an ethnic minority (compared with 27% 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 smaller locally (2%) than nationally (4%). 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 (83%, compared with 75%). At GCSE, the EAL gap (1%) was again below the national gap (2%) and in Westminster EAL pupils (67%) performed above EAL pupils nationally (55%).
- 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 only of Mixed White and Black-Caribbean pupils at Key Stage 4.

4.6 Percentage of pupils entitled to a free school meal (FSM), pupils for whom English is an additional language (EAL), minority ethnic pupils (MEP) and pupils with a special educational need (SEN) in Westminster, compared with nationally:



4.7 Gap analysis – Performance of groups compared with peers and nationally:

Key Stage 2 - Percentage L4+ in reading, writing and mathematics	Pupil Premium	Non Pupil Premium	<i>premium gap</i>	Special need	No need	<i>Special need gap</i>	EAL	non EAL	<i>EAL gap</i>
Westminster 2015	79%	90%	-11%	45%	94%	-49%	83%	85%	-2%
National 2014	67%	84%	-17%	38%	90%	-52%	75%	79%	-4%

Key Stage 4 - 5+ A*-C with English and mathematics	Pupil Premium	Non Pupil Premium	<i>premium gap</i>	Special need	No need	<i>Special need gap</i>	EAL	non EAL	<i>EAL gap</i>
Westminster 2015	61%	75%	-14%	43%	78%	-35%	67%	66%	1%
National 2014	37%	64%	-28%	21%	65%	-44%	55%	57%	-2%

Overall School Performance

Foundation Stage

5.1 The percentage of the Reception cohort with a 'good level of development' was 65% in Westminster. This is slightly below the national figure of 66% for 2015. There was a seven percentage point increase locally compared with 2014.

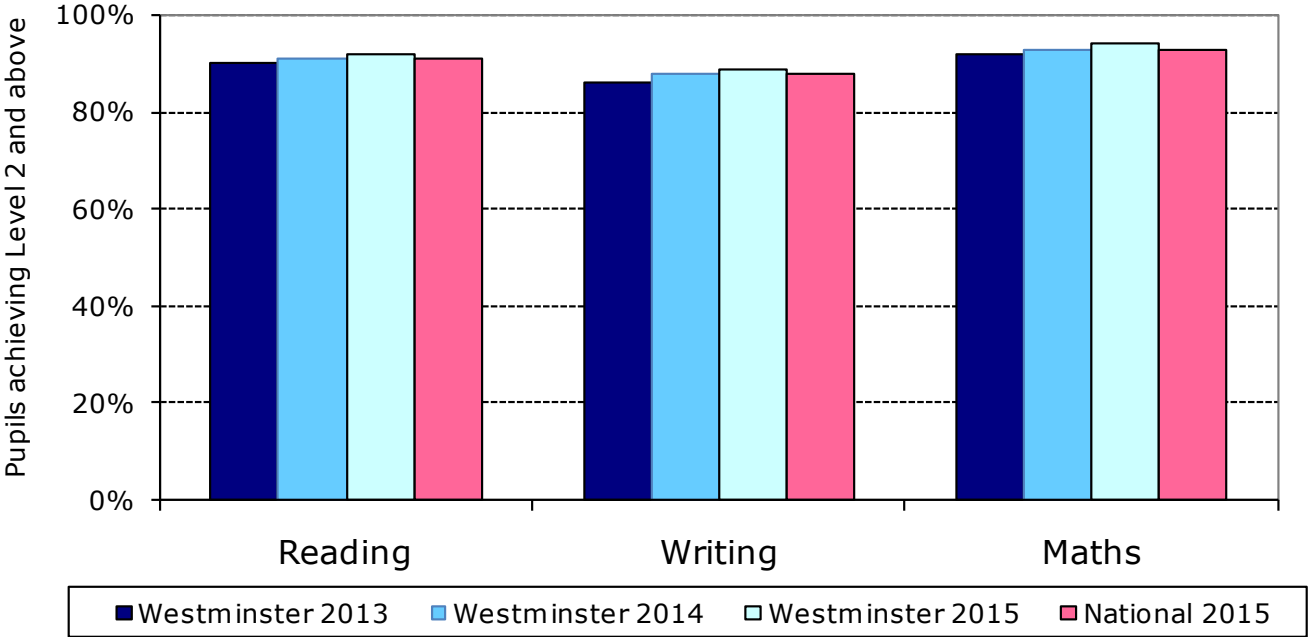
Key Stage 1

5.2 Compared with 2014, 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 91% to 92%), in writing (88% to 89%) and in mathematics (93% to 94%). Performance was above the 2015 provisional national average at Level 2, by two percentage points in reading and one percentage point in writing and mathematics.

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

	WESTMINSTER			NATIONAL		
	2013	2014	2015	2013	2014	2015
READING	90%	91%	92%	89%	90%	90%
WRITING	86%	88%	89%	85%	86%	88%
MATHS	92%	93%	94%	91%	92%	93%

**Key Stage 1 - 2015
Westminster and the national average**



5.3 Compared with 2014, the percentage of pupils who achieved Level 3, which represents achievement beyond expected, had also increased in writing (from 16% to 18%) and in mathematics (from 25% to 27%); reading remained at 29%. The improvement was similar to nationally in writing; in mathematics, Westminster is now above the national outcome. In reading, however, Westminster was three percentage points below the national percent.

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

	WESTMINSTER			NATIONAL		
	2013	2014	2015	2013	2014	2015
READING	25%	29%	29%	29%	31%	32%
WRITING	13%	16%	18%	15%	16%	18%
MATHS	23%	25%	27%	23%	24%	26%

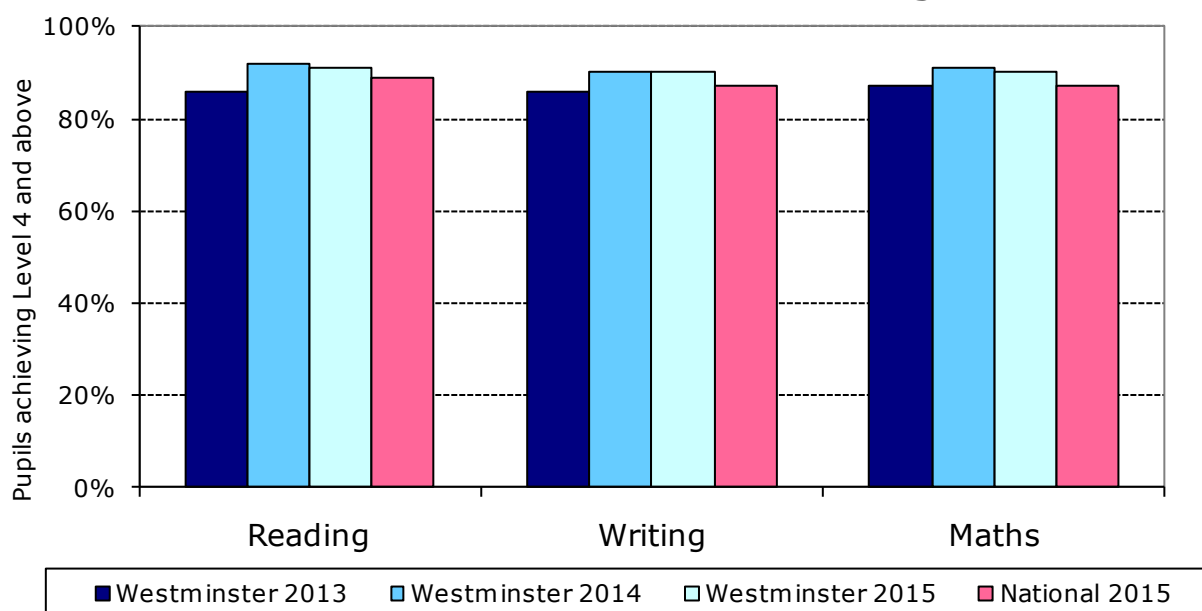
Key Stage 2

5.4 Compared with 2014, the provisional percentage of pupils who achieved Level 4 and above (the expected level for the age) in reading, writing and mathematics fell from 86% in 2014 to (provisionally) 84% in 2015, compared with 80% nationally. *Note, the DfE published a provisional figure of 82% in August for Westminster, but local data shows that the final reported figure will be two percentage points higher.* This higher figure provisionally places the borough in 12th place nationally of 150 local authorities, and 4th in Inner London. There were also decreases in reading (from 92% to 91%) and in mathematics (from 91% to 90%) although all percentages were above the 2015 provisional national averages.

**Key Stage 2
Level 4 and above**

	WESTMINSTER			NATIONAL		
	2013	2014	2015	2013	2014	2015
READING	86%	92%	91%	86%	89%	89%
WRITING	86%	90%	90%	83%	86%	87%
MATHS	87%	91%	90%	85%	86%	87%
READING, WRITING AND MATHS	79%	86%	84%	76%	79%	80%

Key Stage 2 - 2015 Westminster and the national average



5.4 Compared with 2014, the percentage of pupils who achieved Level 5 and above, which represents achievement beyond expected levels, had decreased in reading (from 52% to 48%), in writing (from 39% to 38%) and in mathematics (from 49% to 45%); however, the percentages for writing and mathematics remained above the national averages.

Key Stage 2 Level 5 and above

	WESTMINSTER			NATIONAL		
	2013	2014	2015	2013	2014	2015
READING	42%	52%	48%	45%	50%	48%
WRITING	33%	39%	38%	30%	33%	36%
MATHS	47%	49%	45%	41%	42%	41%

5.6 For progress between Key Stage 1 (2011) and Key Stage 2 (2015), 94% progressed by two or more levels in reading, with 96% in writing and 94% in mathematics. These percentages were also not only considerably above the national average (91%, 94% and 90% respectively), but within the top 10 nationally of 150 authorities for all three subjects.

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

	WESTMINSTER			NATIONAL		
	2013	2014	2015	2013	2014	2015
READING	94%	95%	94%	88%	91%	91%
WRITING	97%	97%	96%	91%	93%	94%
MATHS	95%	95%	94%	88%	89%	90%

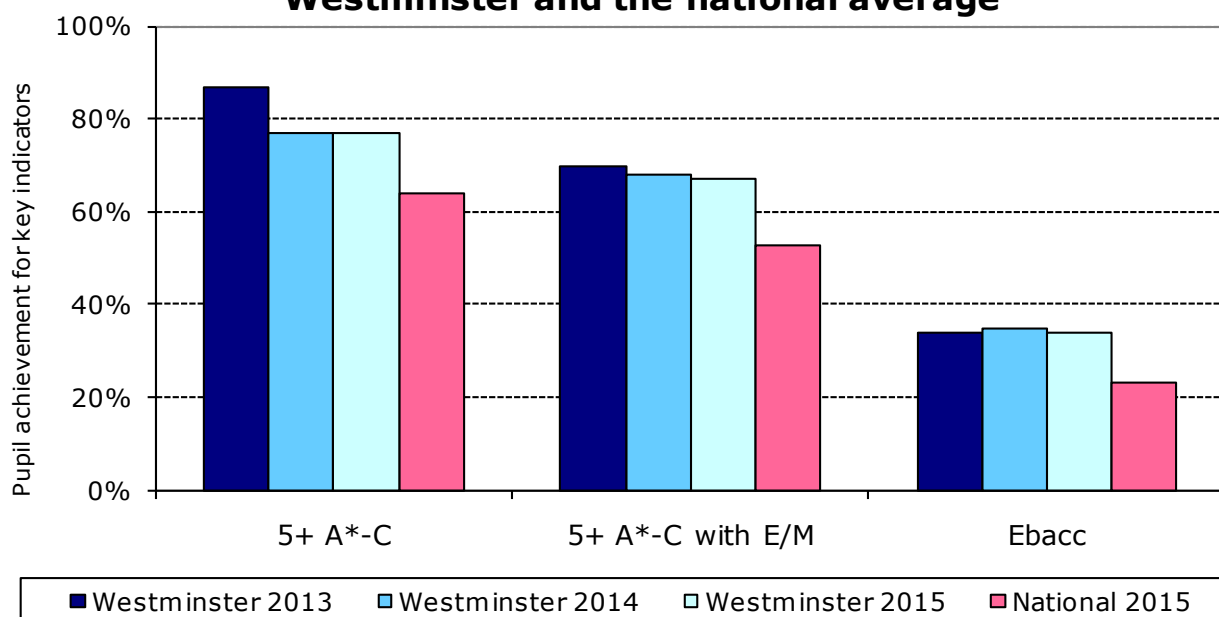
GCSE (provisional results)

- 6.1 In 2014, there were national contextual factors in reviewing GCSE performance. The 2014 cohort was the first 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%, compared with a much smaller decline in Westminster schools, from 70% to 68%.
- 6.2 In 2015, the percentage of students in Westminster who achieved 5 or more GCSEs at Grades A*-C including English and mathematics is provisionally 67%, which remains well above the provisional national average of 53% for 2015; the final figure will potentially be higher although this remains to be finalised. Of the national 150 Local Authorities this ranks Westminster as 8th, and for Inner London Westminster is ranked 1st for GCSE performance. The percentage achieving the English Baccalaureate (a combination of English, mathematics, science, a language and a humanities subject) was 34% in 2015, compared with 23% nationally.

GCSE indicators

	WESTMINSTER			NATIONAL		
	2013	2014	2015	2013	2014	2015
5+ A*-C	87%	77%	77%	82%	64%	64%
5+ A*-C with EM	70%	68%	67%	59%	53%	53%
Ebacc	34%	35%	34%	23%	23%	23%

Key Stage 4 - 2015 Westminster and the national average



6.3 For progress between Key Stage 2 (2010) and GCSE (2015), 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 (70% and 67%).

Key Stage 2 to Key Stage 4 progress Expected progress

	WESTMINSTER			NATIONAL		
	2013	2014	2015	2013	2014	2015
ENGLISH	85%	83%	82%	70%	72%	70%
MATHS	81%	79%	79%	71%	66%	67%

A Level

- 6.4 For A Levels, the percentage of papers awarded a Grade A*-B was provisionally 56% in 2015 (which was above the 2015 national average of 53%), and those achieving the highest grades (Grade A*-A) was 29% (also above the national average of 26%).

A Levels

	WESTMINSTER	NATIONAL
	2015	2015
A*	10%	8%
A*-A	29%	26%
A*-B	56%	53%
A*-C	79%	77%
A*-D	92%	92%
A*-E	98%	98%

- 6.5 Additionally, impressive AS Level results were achieved by Westminster students in 2015; 37% of papers were passes at Grades A-B (up from 36% in 2014) and compared with a national average of 41%.
- 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 90% this is well above the most recently published national average of 82%. Westminster also now has no inadequate schools. The table below shows the current picture.

2015 OFSTED Outcomes	National 2014/15	Westminster 2014/15
Outstanding/Good	82%	90 % (59 schools)
Outstanding	20%	34% (20)
Good	62%	56% (33)
Requiring Improvement	16%	10% (6)
Inadequate	2%	0% (0)

- 7.2 Translated into numbers of pupils in the borough, 88% (19,648 out of a cohort of 22,202) of children and young people in Westminster now attend a good or outstanding school.

School Performance: Local Authority Service Priorities

8.1 The service priorities for maintaining high school standards in Westminster are:

- To maintain and improve high percentage of good/outstanding schools by targeting local adviser interventions and support to schools requiring improvement or at risk of requiring improvement
- To make sure high Key Stage 2 primary performance is maintained by prioritising for local authority support and training schools that have seen a fall in their results in 2015
- To continue to have strong links with good/outstanding schools to draw upon best practice and intervene early where there are concerns through support for the headteacher partnerships and individual school visits
- 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 best practice networks, and to make sure all schools can access learning from the best practice in high performing local schools and the offer from the teaching school alliances (including the St Marylebone Teaching School Alliance)
- To prioritise and target training, advice and professional development on the new curriculum and assessment arrangements, leadership development and on curriculum areas where results are below the national
- To support schools with their teacher recruitment and retention strategies to make sure that they are able to recruit the best teachers and leaders for our schools