



City of Westminster

Children, Sports and Leisure Policy Scrutiny Committee

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Title:	School Performance Report for 2016
Report of:	Ian Heggs Director of Education
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, GCSE, A level and Ofsted outcomes this year, and to review the Local Authority service priorities that have been identified for supporting school performance.

All Key Stage 2 and GCSE data is provisional and although Key Stage 2 represents local data which is expected to be close to the final published DfE data in December, GCSEs are as currently published by the DfE although are expected to be one or two percentage points higher when Performance Tables are published in January 2017. Final 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:

- How well Westminster primary and secondary schools, and specific groups of children, have performed against the new outcome measures;
- The Local Authority Service priorities that have been identified for supporting school performance;

and to make recommendations for service actions.

SCHOOL PERFORMANCE REPORT 2016

Summary

- 1.1 This year new tests and measures were introduced in primary and secondary schools. At Key Stage 2 in particular this has brought about significant changes in the outcomes and schools reported the new tests as being more challenging than previous.
- 1.2 The headlines on the performance of Westminster schools are:
- 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
 - Looked after children continue to make good progress
 - 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 as expected in reading, writing and mathematics and remains above national
 - In the new primary Key Stage 2 tests, Westminster's performance is above the first reported national average for the number of children reaching the expected standard in reading, writing and mathematics
 - At Key Stage 4, Westminster has maintained the previous high position for GCSE performance against the new performance measures;
 - The proportion of schools judged to be good or outstanding has over the year continued to improve and is well above national averages.

Performance of groups

Looked after children

- 2.1 As part of the corporate parenting role, the outcomes and progress of looked after children are carefully monitored and the council's Virtual School works closely with schools to support their progress and achievements. In reviewing performance, numbers in each cohort are very small and the profiles vary significantly. This tends to cause wide variations in the outcomes against the standard test and exam outcomes from year to year.
- 2.2 Historically Westminster looked after children have achieved much better outcomes than looked after children nationally. 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. A full report on the outcomes of looked after children were presented in the annual report to the Policy and Scrutiny Committee on 17th October. The headline Key Stage 2 and 4 results are set out below.
- 2.3 At Key Stage 2 there were twelve eligible pupils in the cohort that took this year's new tests. Four pupils (33%) achieved at the new expected standard in

reading, and three (25%) achieved at the expected standard in mathematics. As reported in the annual report, a higher proportion of this cohort were also close to the achieving the scaled score of 100 in reading and mathematics.

- 2.4 At GCSE level, there were sixteen eligible pupils in the cohort. This cohort included a range of pupils, including five unaccompanied asylum seeking children who entered care in Key Stage 4 and whose English meant that they were unable to achieve the higher GCSE grades. Overall three pupils this year achieved five GCSE grades A*-C including English and mathematics (19%) and eight achieved 5+ Grades A*-G (50%). All pupils achieved at least one graded result. Progression to post 16 education and training continues to be above national averages.

Children with Special Educational Needs and Disabilities (SEND)

- 3.1 The percentage of children with special educational needs and disabilities (SEND) 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.
- 3.3 At Key Stage 2, 22% of children with SEN achieved the expected in reading, writing and mathematics compared with the national average of 14%. While the gap nationally between SEN and non-SEN was 45% in Westminster, it was 48% nationally.
- 3.4 At GCSE, 45% of children and young people with SEN achieved A*-C grades in English and mathematics in Westminster compared to 22% nationally. The GCSE gap for this indicator in Westminster was 36% compared with the 42% national gap.

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

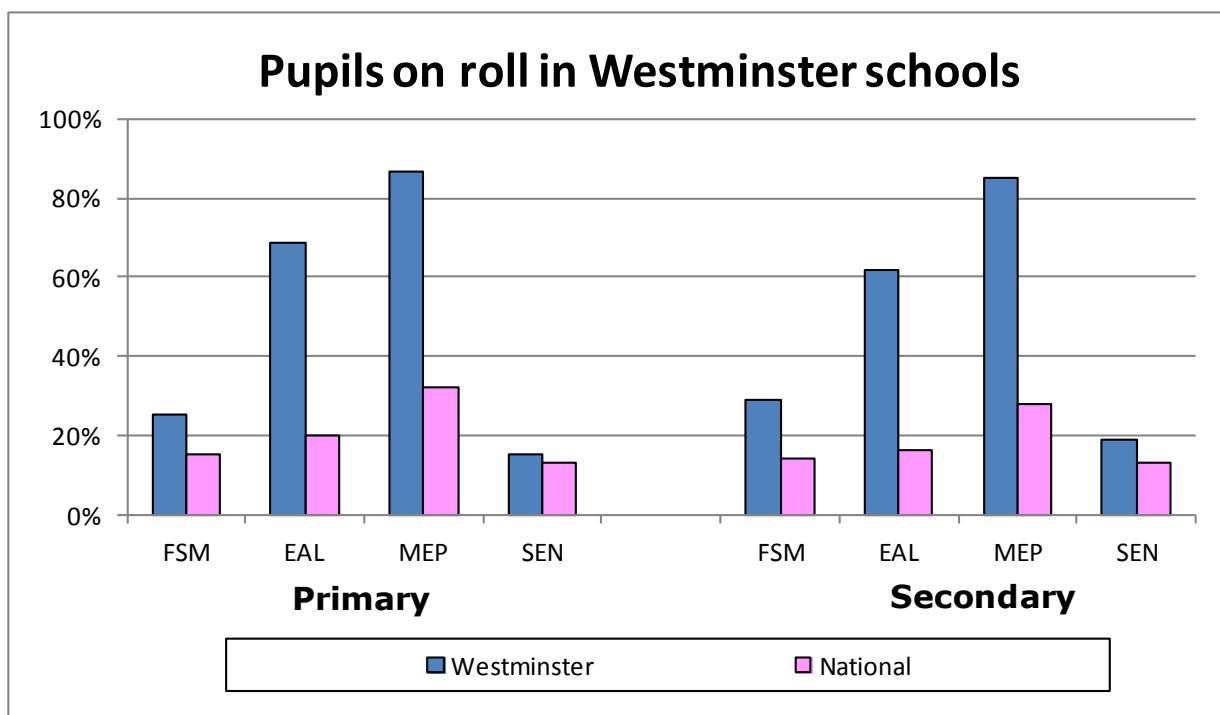
- 4.1 Along with children looked after; entitlement to free school meals is used as the main measure of social disadvantage by the Department for Education. In Westminster primary schools in 2016 the percentage of pupils entitled to a free meal (25%) was considerably above the national average (15%). At secondary schools the percentage of pupils entitled to a free meal (29%) 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 2015 national percentage for both primary (Key Stage 2) and secondary (GCSE). At Key Stage 2 50% of pupil premium pupils achieved the expected standard in reading, writing and mathematics compared with the national

average of 38%. While the gap nationally between pupil premium and non-pupil premium pupils was 16% in Westminster, it was 22% nationally. At GCSE, 77% of pupil premium pupils achieved Grades A*-C grades in English and mathematics in Westminster compared to 41% nationally. The GCSE gap for this indicator in Westminster was 11% compared with the 23% national gap.

- 4.3 In primary schools in Westminster, the percentage of pupils speaking English as an additional language (69%) was over three times the national average of 20% and 87% of pupils were from an ethnic minority (compared with 32% nationally). In secondary schools the percentage of students speaking English as an additional language (62%) was nearly four times the national average of 16%. Additionally, 85% of pupils were from an ethnic minority (compared with 28% nationally).
- 4.4 The performance of pupils who speak English as an additional language (EAL) and those who speak English as a first or only language (non EAL) in primary and secondary schools was high in comparison with national results for this group. Overall attainment for this group at primary level was above national (56%, compared with 52%). At GCSE, again, Westminster EAL pupils (72%) performed above EAL pupils nationally (60%). Given that over a half of EAL speakers can arrive in primary school with little or no fluency in English this is a very good achievement. There is however a larger gap locally (6%) between this group and other pupils in primary schools when compared with the national gap (2%). Primary schools have also reported that the challenging new reading tests have had a particular impact on EAL pupils' outcomes.
- 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 achieving as expected in reading, writing and mathematics (Key Stage 2) and in achieving Grades A*-C in English and mathematics (Key Stage 4).

4.6 Pupil groups on roll in Westminster schools

Percentage of pupils by group in Westminster schools



Key:

- FSM Free School Meals
- EAL English as an Additional Language
- MEP Minority Ethnic Pupils
- SEN Special Education Needs

4.7 The performance of pupil groups compared with peers and nationally: Gap analysis

Key Stage 2 - Percentage expected or above 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 2016	51%	67%	-16%	22%	67%	-45%	56%	61%	-6%
National 2016	38%	60%	-22%	14%	62%	-48%	52%	54%	-2%

Key Stage 4 - A*-C in English and mathematics	Pupil Premium	Non Pupil Premium	premium gap	Special need	No need	Special need gap	EAL	non EAL	EAL gap
Westminster 2016	66%	77%	-11%	45%	81%	-36%	72%	69%	3%
National 2016	41%	64%	-23%	22%	64%	-42%	60%	62%	-2%

Overall School Performance

Primary Schools

Foundation Stage

- 5.1 The percentage of the Reception cohort with a 'good level of development' was 69% in Westminster; this was the same as the national figure and represented a four percentage point increase compared with 2015.

Key Stage 1 and Key Stage 2 changes

- 5.2 In 2014, the primary curriculum was fundamentally reformed and has been taught for less than two years prior to this year's assessments which have been the first against the new, more challenging, curriculum standards. These assessments no longer use 'levels'. There are teacher assessments against 'expected standards' in reading, writing and mathematics at Key Stage 1 and Key Stage 2. These assessments have been supported by the interim national curriculum assessment frameworks which allow teachers to analyse pupils work against the standards. There are also externally marked tests in reading and mathematics at Key Stage 2 which are measured by scaled scores (where a scaled score of 100 or above indicates the national standards have been met or exceeded).
- 5.3 As these assessments and standards are new this year; comparison with previous years is therefore not possible and the Department of Education has advised against trying to make these comparisons. The main comparator therefore is with this year's national averages.

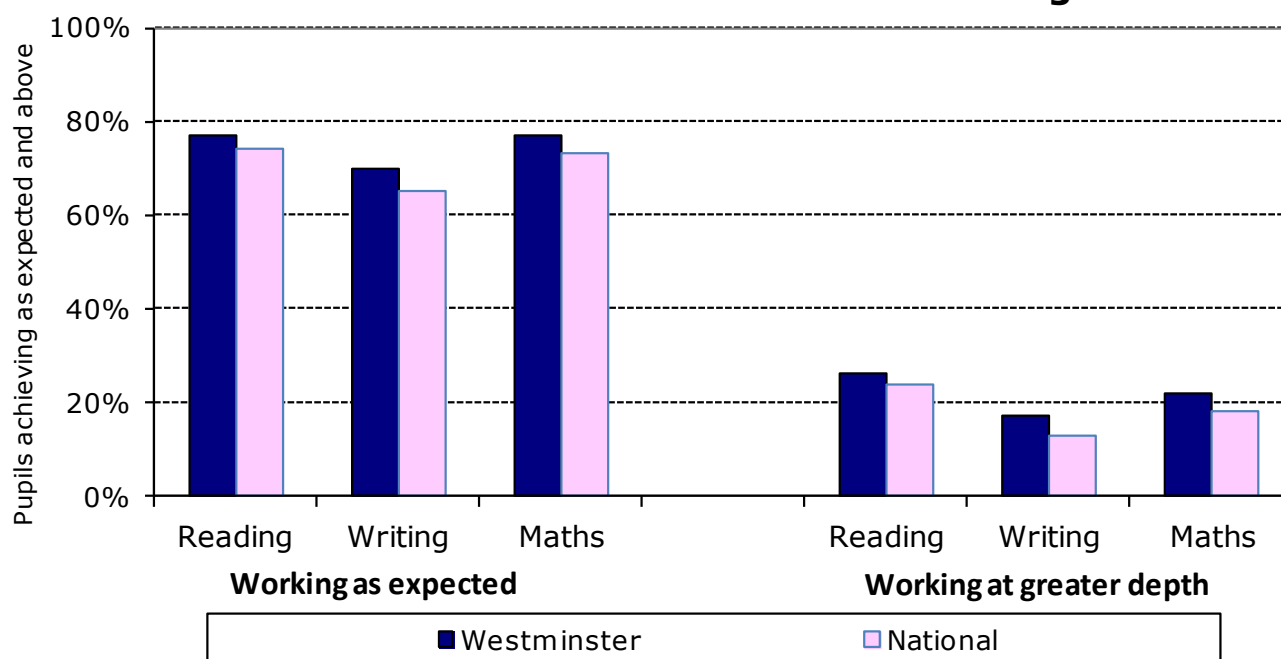
Key Stage 1

- 5.4 The percentages of pupils assessed at working at the expected standard at Key Stage 1 was above the national averages in reading (77%, compared with 74%), in writing (70%, compared with 65%) and in mathematics (77%, compared with 73%).
- 5.5 The percentages of pupils assessed at working at greater depth at Key Stage 1 was also above the national averages in **reading** (26%, compared with 24%), in **writing** (17%, compared with 13%) and in **mathematics** (22%, compared with 18%).

5.6 Key Stage 1: teacher assessments comparison with national averages

	WESTMINSTER			NATIONAL		
	reading	writing	maths	reading	writing	maths
Working as expected	77%	70%	77%	74%	65%	73%
Working at greater depth	26%	17%	22%	24%	13%	18%

Key Stage 1 - 2016 Westminster and the national average



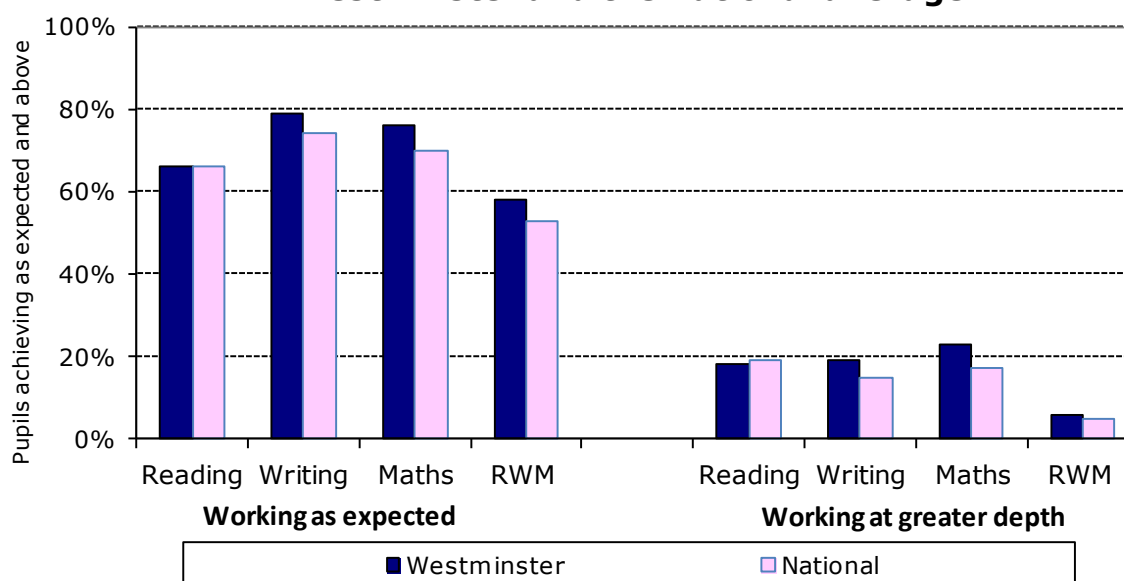
Key Stage 2

- 5.7 The overall percentages of pupils assessed at working at the expected standard at Key Stage 2 was above the national averages in reading, writing and mathematics overall (58%, compared with 53%), in writing (79%, compared with 74%) and in mathematics (76%, compared with 70%) and the same in reading (66%).
- 5.8 The percentage of pupils assessed at working at greater depth at Key Stage 2 was also above the national averages in writing (19%, compared with 15%) and in mathematics (23%, compared with 17%) but below in reading (18%, compared with 19%).
- 5.9 In tests, scaled scores were above the national averages in mathematics (104.3, compared with 103.0) but below in reading (102.6, compared with 103.0).
- 5.10 Progress scores were also considerably above the national average, standardised to zero, in reading (0.5), in writing (1.5) and in mathematics (1.5). (The range being -10 to +10 with a national mean average of '0')
- 5.11 Across individual schools there were a range of outcomes across the three subject areas. Some schools saw a dip in their results in reading, an area where the new tests were reported to be particularly challenging, most noticeably for EAL pupils. This has been identified as an area for development and further professional support.

5.12 Key Stage 2: Tests (reading and mathematics) and teacher assessments (writing) comparison with national averages

	WESTMINSTER				NATIONAL			
	reading	writing	maths	RWM	reading	writing	maths	RWM
Working as expected (Tests and TAs)	66%	79%	76%	58%	66%	74%	70%	53%
Working at greater depth (TAs only)	18%	19%	23%	6%	19%	15%	17%	5%
Scaled Score (Test only)	102.6	-	104.3	-	103.0	-	103.0	-
Progress	0.5	1.5	1.5	-	0.0	0.0	0.0	-

**Key Stage 2 - 2016
Westminster and the national average**



Secondary Schools

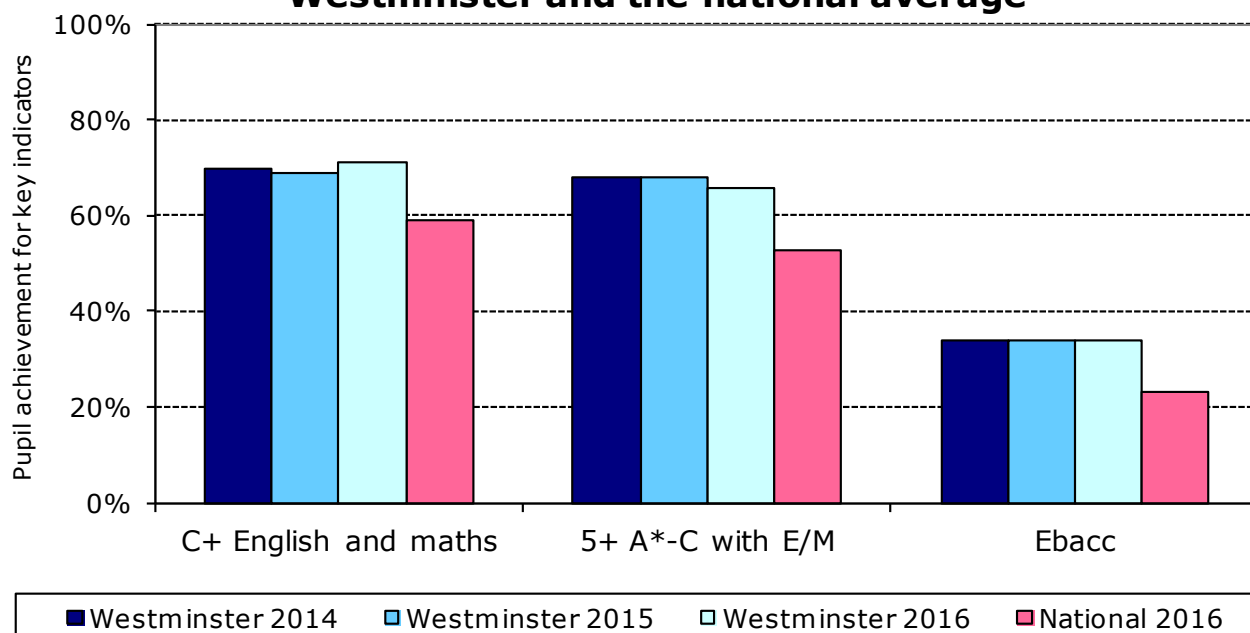
GCSE

- 6.1 In 2016 the reporting requirements for GCSE have also changed. The 5 or more GCSEs at Grades A*-C with English and mathematics measure is no longer a headline performance indicator.
- 6.2 The four key performance indicators are now:
- **Attainment 8** (a score based on points for eight main subjects where A*=8 - G=1)
 - **Progress 8** (standardised score to a national average of zero, based on the GCSE points that would be expected, given prior attainment at KS2)
 - **A*-C in English and mathematics**: the percentage of students achieving a pass grade in English and mathematics
 - **English Baccalaureate – Ebacc** (a measure based on a combination of English, mathematics, science, a language and a humanities subject).
- For each of these measures (and the previous performance indicator) the performance of Westminster schools in 2016 is set out below.
- 6.3 On the Attainment 8 measures Westminster schools scored 54.2 (an average Grade C+). This compares well with 48.2 national figure (an average Grade C-). The Westminster Progress 8 score was also positive (0.3) which was above the standardised national score of zero. This means that Westminster students were making better progress than the average student nationally that had similar starting points.
- 6.4 71% of students achieved an A*-C grade in English and mathematics. This is an improvement of two percentage points on the previous year and twelve percentage points above the national average of 59% for this measure.
- 6.5 Relative to this national average for Ebacc, Westminster schools achieved very well in 2016 with 34% of students achieving this standard. Nationally only about a fifth of students (23%) achieve this standard; this is largely due to the challenge of students attaining the expected grade in all the specified subjects either because of the GCSE options taken by students or the particular difficulties with regard to attainment in certain subjects such as languages.
- 6.6 In the DfE national release for GCSE results for 2016, Westminster was provisionally ranked 4th highest nationally for progress 8, and in the top 20 boroughs nationally for all the other key performance indicators.

6.7 GCSE Performance indicators: Westminster compared with national and inner London averages

	WESTMINSTER			NATIONAL			INNER LONDON
	2014	2015	2016	2014	2015	2016	2016
Attainment 8	-	-	54.2	-	-	48.2	51.0
Progress 8	-	-	0.32	-	-	0.00	0.17
Grade C+ English and maths	70%	69%	71%	56%	56%	59%	65%
Ebacc	35%	34%	34%	23%	23%	23%	30%
5+ A*-C with EM	68%	68%	66%	53%	54%	53%	58%

Key Stage 4 - 2016 Westminster and the national average



A Level

6.7 For A Levels, the percentage of papers awarded a Grade A*-B was provisionally 59% in 2016 (which was above the 2016 national average of 53%), and those achieving the highest grades (Grade A*-A) was 32% (also above the national average of 26%).

6.8 A level performance relative to GCSE performance has previously been raised as an issue. Where appropriate these outcomes are reviewed as part of Local Authority Lead Adviser performance discussions with individual schools and

would also feature in OFSTED inspections. Overall the Westminster results have increased this year against each grade measures with the percentage of qualifications graded A*-A making a particular improvement from 28% to 32%. Roughly a third of all A Level qualifications were therefore awarded one of the two top grades in 2016.

6.9 A level results compared with national averages

	WESTMINSTER		NATIONAL
	2015	2016	2016
A*	10%	11%	8%
A*-A	28%	32%	26%
A*-B	57%	59%	53%
A*-C	80%	81%	77%
A*-D	93%	95%	92%
A*-E	99%	99%	98%

Participation in post 16 education and training

7.1 Most young people at 16 transfer successfully into post 16 education, training or employment. In July 2016 participation rates for Westminster school leavers (97.8%) were above the London (92.3%) and national (87.8%) averages. The majority of school leavers also (95.6%) fulfilled their duty to participate through full-time education or training within a school sixth form, sixth form college or further education. The proportion of young people who started an apprenticeship (2.2%) however is below the London average (2.6%) and national average (5.1%). Increasing the number of young people on apprenticeships is receiving particular attention in Westminster in both creating local apprenticeship opportunities and making young people in schools and colleges aware of this education and training pathway. This has been the priority for the joint working that is taking place between the Westminster employment service and education services.

Ofsted Inspection Outcomes

8.1 Westminster has continued to improve the proportion of schools rated outstanding or good by Ofsted inspectors. Currently at 97% this is well above the most recent national average of 86%. The table below shows the current picture.

OFSTED Outcomes	Westminster (2015/16)	National (2015/16)
Outstanding/Good	97 % (59 schools)	86%
Outstanding	36% (21)	21%
Good	61% (36)	65%
Requiring Improvement	2% (1)	13%
Inadequate	2% (1)	1%

- 8.2 Translated into numbers of pupils in the borough, 92% (20,610 out of a cohort of 22,339) of children and young people in Westminster now attend a good or outstanding school. This compares with a percentage of 86% of children and young people attending good or outstanding schools nationally.

School Performance: Local Authority Service Priorities 16-17

- 9.1 The Tri-borough School Standards Service in the Education Department leads on providing the council support for school improvement in Westminster. In line with the local framework for school improvement this service allocates a lead adviser to each school to provide support and advice. The lead advisers undertake core visits to all Westminster state schools, both maintained schools and academies, and help with schools accessing the additional 'buy back' services that the Education Department offers.
- 9.2 Having reviewed the school performance this year, the following service priorities have been identified for maintaining high school standards in Westminster:
- To improve Key Stage 2 primary outcomes by targeting additional support for schools who performed relatively less well in 2016, providing training in curriculum areas where the new assessments have been challenging (particularly reading comprehension), ensuring support for EAL learners and promoting cross school assessment moderation against the reading and writing standards;
 - To ensure partnership arrangements with academies and the Regional Schools Commissioner enable the service to challenge and support school performance in academies;
 - To support and advise secondary schools on their raising achievement plans, including the provision of a best practice workshop and the continuation of the education excellence grant (with each school being allocated 5K to support their plans in 2016-17);
 - To support secondary schools with offering effective independent advice and guidance on the range of post 16 pathways, including apprenticeships;
 - To continue to target local adviser interventions and support to schools requiring improvement or at risk of requiring improvement in order to maintain high levels of good and outstanding education provision;
 - To continue the drive to improve outcomes for looked after children through supporting the work of the Virtual School;
 - To enhance the quality and consistency of support for SEN support children;
 - To establish robust plans for the financial sustainability of the additional discretionary 'buy back' traded services to schools;
 - To work with schools to strengthen school to school best practice networks and partnerships, 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;
 - To continue 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.

If you have any queries about this Report or wish to inspect any of the Background Papers please contact Report Author

