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| Title: | School Performance Report for 2018 |
| Report of: | Ian Heggs, Director of Education Melissa Caslake, Executive Director of Children's Services |
| Cabinet Member Portfolio | David Harvey, Deputy Leader and Cabinet Member for Economic Development, Education and Skills |
| Wards Involved: | All |
| Policy Context: | |
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1. Executive Summary

- 1.1 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 in 2018, and to review the Local Authority service priorities that have been identified for supporting school performance.

2. Key Matters for the Committee's Consideration

- 2.1 The committee are requested to note and comment on:
- The overall Westminster school performance outcomes across the primary and secondary school phases, including maintained and academy schools.
 - The performance of groups across Westminster schools (looked after children, children with 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 identified Local Authority priorities and key actions to support further improvement.

3. School Performance Report 2018

Summary of Strengths and Priorities

Strengths

3.1 Through the quality of school leadership across the borough, and appropriate intervention and support from the Education Service, the performance in Westminster schools continues to be amongst the highest in the country. This year:

- Primary school performance in the Key Stage 2 tests and in the percentage of primary children achieving as expected in reading, writing and mathematics improved further and was eight percentage points above national, ranking Westminster primary schools 10th in the country;
- Westminster secondary schools' performance against all the key indicators at GCSE was well above national scores, with a top ranking in Inner London for progress 8 and attainment 8 scores;
- The percentage of A level students achieving top grades is well above national;
- There were low numbers of young people post 16 not in education or employment (NEET) and high numbers of those undertaking post 16 education and training;
- In both primary and secondary schools, outcomes for vulnerable children and young people, including those in receipt of the pupil premium and those children with Special Educational Needs and Disabilities (SEND), are well above national averages and overall the gaps in their attainment when compared with their peers are smaller than the national averages;
- The proportion of schools in Westminster judged by Ofsted to be good or outstanding in their last inspection is currently 95%, well above the national average of 86%.

Priorities and Key Actions

3.2 Maintaining the high standards as set out above are key Education priorities. Alongside the performance data, the report highlights the following priorities for improvement and the key actions that are being taken:

- Further raising standards at Key Stage 2 in primary schools, through the support, advice and training being provided by the School Standards team to individual schools and all schools through the professional development programme and the sharing of best practice;
- Preventing high levels of fixed term exclusion rates in secondary schools, with the Early Help service, commissioned outreach from our local

alternative education provider (TBAP) and the School Standards service working with school leaders to support their strategies to address this;

- Continuing to support successful post 16 progression through the Westminster economy and education teams working with schools, employers, to ensure that all young people have access to a range of opportunities, including work based training and apprenticeship programmes.

Primary Schools

- 3.3 There are 4 nursery schools and 40 mainstream primary schools in Westminster for children aged 5-11, of which 7 are non-maintained academies or free schools. Westminster Education works in partnership with all the schools and their respective governance arrangements.

Early Years Profile

- 3.4 As an early years measure, the percentage of children in the reception cohort entering school in Westminster with a 'good level of development' was 72% in 2018; this was in line with the national average and represented a one percentage point increase compared with 2017. All maintained nursery schools, primary schools with a nursery and independent early years providers (PVIs) are supported by the LA through giving them access to a local programme of training and advice on the early years' curriculum.

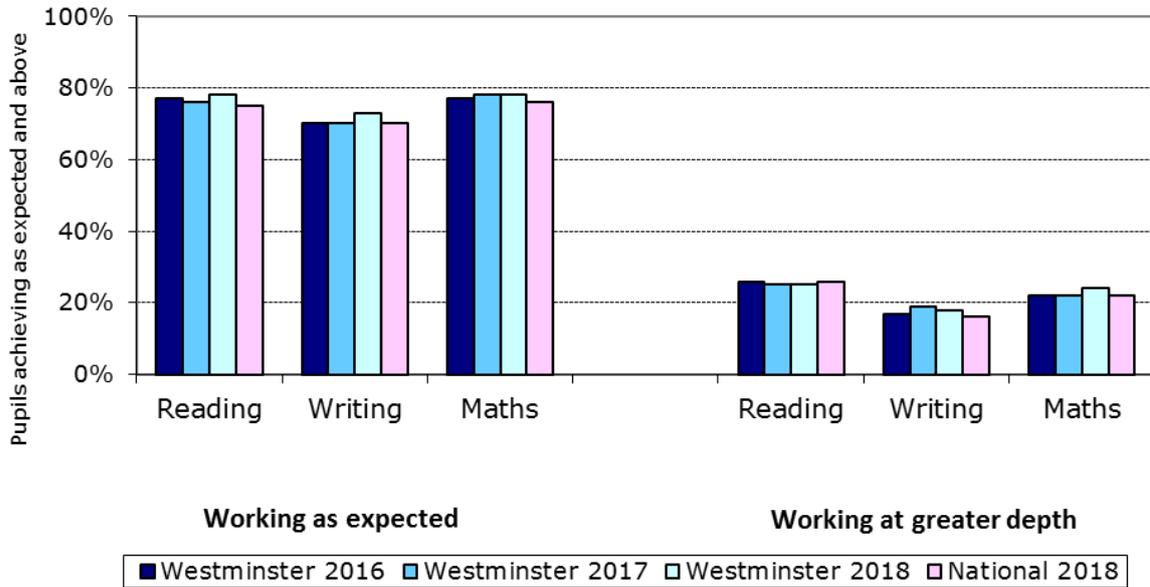
Key Stage 1 (7 year olds)

- 3.5 The percentages of pupils working as expected at Key Stage 1 were higher in 2018 than in 2017 in **reading** (78%, up from 76%) and in **writing** (73%, up from 70%) although **mathematics** remained at 78%. The percentages for reading, writing and mathematics were also above nationally (75%, 70% and 76% respectively in 2018).
- 3.6 The percentages of pupils working at greater depth at Key Stage 1 had improved in **mathematics** (24%, up from 22%), although **reading** remained at 25%, and **writing** went down slightly from 19% to 18%. However, writing and mathematics were above nationally (16% and 22% respectively).

Key Stage 1 Teacher assessments

| | Westminster | | | NATIONAL | | |
|--------------------------------------|-------------|---------|-------|----------|---------|-------|
| | reading | writing | maths | reading | writing | maths |
| Working as expected 2018 | 78% | 73% | 78% | 75% | 70% | 76% |
| Working as expected 2017 | 76% | 70% | 78% | 76% | 68% | 75% |
| Working at greater depth 2018 | 25% | 18% | 24% | 26% | 16% | 22% |
| Working at greater depth 2017 | 25% | 19% | 22% | 25% | 16% | 21% |

Key Stage 1 - 2018 Westminster and the national average



Key Stage 2 (11 year olds – year 6 – last year of primary school)

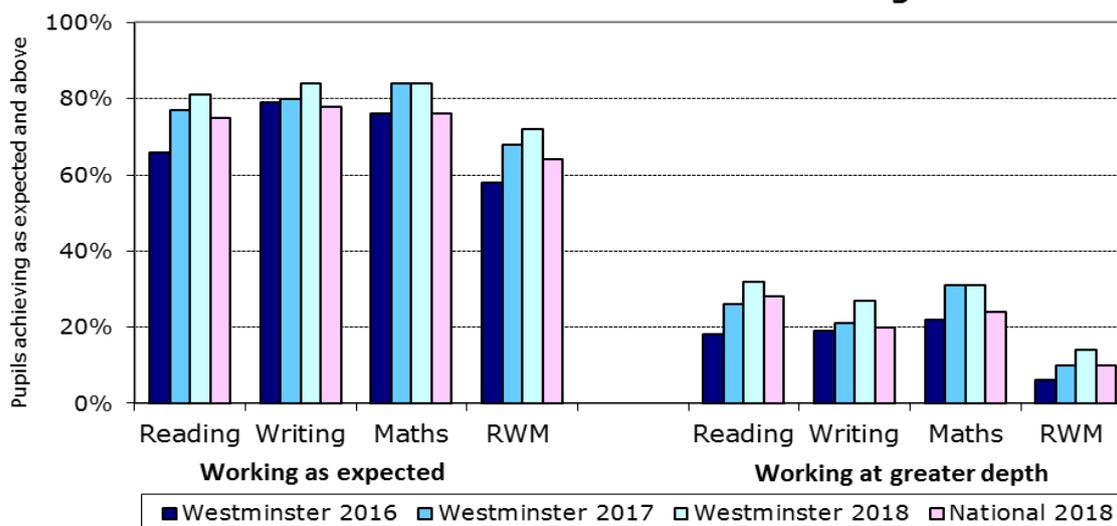
- 3.7 The percentage of pupils working as expected at Key Stage 2 had improved in **reading, writing and mathematics overall** (72% in 2018, up from 68% in 2017) and was also above the national average (64%, up from 61%). The percentages had also improved in **reading** (81%, up from 77%) and in **writing** (84%, up from 80%) although **mathematics** remained at 84%; all were also above the national average.
- 3.8 The percentage of pupils working at greater depth at Key Stage 2 had also improved in **reading, writing and mathematics overall** (14% in 2018, up from 10% in 2017) and was also above nationally (10%, up from 9%). The percentages had also improved in **reading** (32%, up from 26%) and in **writing** (27%, up from 21%), and **mathematics** remained at 31%; all were also above the national average.
- 3.9 The Westminster Key Stage 2 results ranked the authority 10th in the country for the percentage of pupils working at expected standards in all three subjects; and 13th for performance at greater depth.

Key Stage 2

Tests (reading and mathematics) and teacher assessments (writing)

| | Westminster | | | | NATIONAL | | | |
|--------------------------------------|-------------|-----------|---------|-----|-----------|-----------|---------|-----|
| | R Reading | W Writing | M Maths | RWM | R Reading | W Writing | M Maths | RWM |
| Working as expected 2018 | 81% | 84% | 84% | 72% | 75% | 78% | 76% | 64% |
| Working as expected 2017 | 77% | 80% | 84% | 68% | 72% | 76% | 75% | 61% |
| Working at greater depth 2018 | 32% | 27% | 31% | 14% | 28% | 20% | 24% | 10% |
| Working at greater depth 2017 | 26% | 21% | 31% | 10% | 25% | 18% | 23% | 9% |

Key Stage 2 - 2018 Westminster and the national average



3.10 In helping primary schools in Westminster maintain the high standards, the LA provides them with access to core Lead Adviser and additional bought back service level agreement support from the School Standards team. School leaders and teachers also have access to high quality local professional development and teacher assessment moderation. Where schools are identified for additional support to improve their outcomes the lead adviser works with the head and chair of governors to draw up a support plan. Progress with the impact of the plan is monitored through the setting up of a school improvement board and regular reviews of teaching and learning.

3.11 The Key Stage 2 results by individual primary school are set out in Appendix A.

Secondary Schools

3.12 There are 11 mainstream secondary schools in Westminster, of which 10 are non-maintained academies or free schools. Westminster Education works in partnership with all the schools and their respective governance arrangements. There are also secondary age children educated at the three special schools in the borough and the alternative education provider.

GCSE (16 year olds – end of compulsory school age)

3.13 Further reforms were introduced this year to the GCSE grading system with grades 9-1 replacing A*-G for most subjects, other than English and mathematics which converted in 2017. Points 9-5 are termed a 'strong' pass by the DfE, and 9-4 a 'standard' pass.

3.14 The percentage achieving grades **9-4 in English and mathematics** was 74%. While this was a slight dip on 75% in 2017, it remains well above the national score of 59%. The percentage achieving **9-5 in English and mathematics** was 53%, compared with 55% in 2017, which again was well above the national average (40%).

3.15 The **English Baccalaureate** indicator is a points performance score for pupils' achievement across English, mathematics, science, a language and a humanities subject. The Ebacc average point score in Westminster was 4.8 in 2018; well above the national score of 3.8.

3.16 The **Attainment 8** score (based on the points achieved by pupils in their eight main subjects) is a key performance indicator. Westminster's score in 2018 was well above the national average (52.7, compared with 44.3).

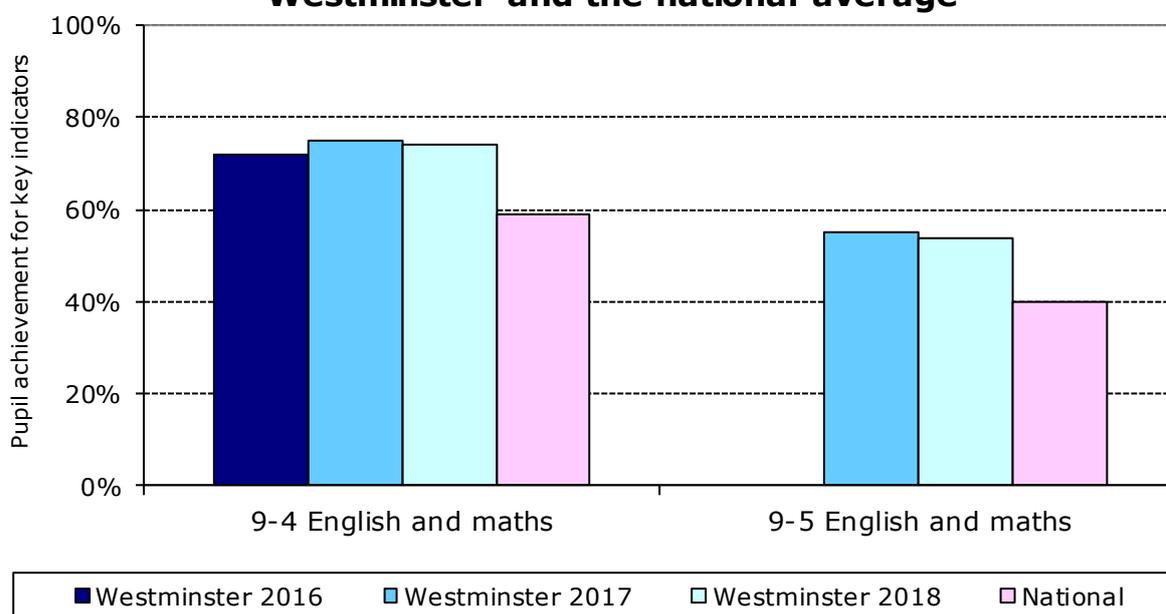
3.17 The **Progress 8** score which measures the progress that pupils have made in their secondary schools since primary school was very good for Westminster. The standardised national average is zero based on all pupils achieving what was expected from their Key Stage 2 scores. The Westminster score was +0.47. This means that overall achievement was above what was expected from Key Stage 2 prior results.

3.18 In the DfE provisional national release for GCSE results for 2018, Westminster was ranked highest in Inner London for Progress 8 and Attainment 8 scores and ranked in the top 20 boroughs nationally for all key indicators.

GCSE Indicators

| | Westminster | | | NATIONAL | | |
|--------------------------------------|-------------|------|-------------|----------|------|-------------|
| | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| 9-5 English & Mathematics | n/a | 55% | 53% | n/a | 40% | 40% |
| 9-4 English & Mathematics | 72% | 75% | 74% | 59% | 59% | 59% |
| Attainment 8 | 54.6 | 52.6 | 52.7 | 48.5 | 44.6 | 44.3 |
| Progress 8 | 0.33 | 0.47 | 0.47 | 0.0 | 0.0 | 0.0 |

Key Stage 4 - 2018 Westminster and the national average



3.19 In supporting high standards in Westminster secondary schools, the LA School Standards service provides support and advice through the core Lead Adviser service and the additional Service Level Agreement offer. Working with the local teaching schools, School Standards also runs best practice workshops for English and mathematics leads and helps to broker school to school support.

3.20 The GCSE results by individual secondary school are attached in appendix B.

A Level

3.21 For A Levels, the percentage of papers awarded a Grade A*-B was 62% in 2018 (which was above the 2018 national average of 53%), and those achieving the highest grades (Grade A*-A) was 30% (also above the national average of 26%).

A Levels

| | Westminster | NATIONAL |
|------|-------------|----------|
| | 2018 | 2018 |
| A* | 10% | 8% |
| A*-A | 30% | 26% |
| A*-B | 62% | 53% |
| A*-C | 86% | 77% |
| A*-D | 96% | 92% |
| A*-E | 99% | 98% |

4. Participation in Education, Training and Employment Post 16

- 4.1 In the most recent published scorecard (October 2018), the proportion of young people aged 16-17 who were either NEET (not in education or employment) or where their destination was not known (NK) was 2.8% which is well below the national (6.0%) and London (5.0%) averages. This places Westminster in the top 20% nationally for performance against this measure.
- 4.2 The scorecard also shows that overall participation rates for Westminster residents aged 16 and 17 was 97.1% which is well above the London (93.7%) and national (92.0%) averages. Additionally, 94.2% of this cohort were participating in full-time education or training within a school sixth form, sixth form college or further education. This is well above the national rate of 83.8%. The proportion participating through the apprenticeship pathway (2.1%) is however below the London (3.8%) and national (6.3%) averages.
- 4.3 In continuing to help all young people progress into post 16 education, training and employment, support is being provided to schools around helping young people make informed decisions and choices about what they do after their statutory schooling years. The Westminster Economy team offer a range of work related learning activities for schools and, with the Education service, support local initiatives such as the recent Enterprise week. A Best Practice Careers Network is also in place to support school leaders in Westminster to deliver their duty under the new statutory careers guidance including the adoption of the Gatsby Benchmarks through sharing best practice and the development of new resources. This includes ensuring that young people receive high quality information about technical and apprenticeship pathways in addition to guidance on selecting A levels for Higher Education. The agendas are covering 'developing a stable careers programme', 'encounters with employers', 'experiences of the workplace' and 'apprenticeships and technical pathways'.

5. School Attendance and Exclusions

- 5.1 Attendance in primary schools based on the most recent national comparative figures is just below the national average (95.7% in 2017/18 for the two terms

Autumn and Spring, and 95.9% in 2016/17 for the full academic year compared with national averages of 95.8% and 96%).

- 5.2 In secondary schools, attendance levels have risen to above national averages over the last three years. For the full year 2016/17 and two terms 2017/18, attendance rates were 95.0% and 95.3% respectively compared with the latest national average of 94.6%.
- 5.3 Based on the most recent national comparative data release for 2016/17, fixed term exclusions have remained relatively low in primary schools (57) and in the same year there was only 2 permanent exclusions. The number of fixed term incidents in secondary schools in 2016/17 was 1083 which was an increase on the local figure for 2015/16 (846). As a percentage of the pupils on roll, this equates to 5.4% which is above the national figure for secondary schools of 4.6%. Permanent secondary exclusions were 11 in 2016/17 and went up to 29 in 17/18.
- 5.4 All schools will promote good attendance strategies, and progress with attendance will be reviewed as part of the annual conversation and in preparation for inspection with the Education service's lead adviser. Where there are particular problems with persistent absence, schools can receive support from the Early Help service in working with the families. There is also now a statutory attendance officer based in the Early Help service responsible for penalty notices and attendance orders, and a new Vulnerable Children's Collaborative Panel has been established. This group has representatives from across Children's Services and reviews on a regular basis the progress of children that are out of school and not in receipt of a full time education, taking steps where necessary to address cases that are not moving forward at an appropriate speed. In reducing levels of exclusions in secondary schools a number of actions are being taken to address this issue in partnership with school leaders. This includes the provision of managed intervention programmes to support pupils at risk of exclusion, that is available through the Tri-borough Alternative Education Provider (TBAP).

6. Ofsted Inspection Outcomes

- 6.1 Westminster has continued to improve the proportion of schools rated outstanding or good by Ofsted inspectors. Currently at 95%, this is well above the most recent national average of 86%. The table below shows the current picture.

| 2018 OFSTED Outcomes | National 2017/18 | Westminster 2017/18 |
|-----------------------------|-------------------------|----------------------------|
| Outstanding/Good | 86% | 95 % (57 schools) |
| Outstanding | 21% | 34% (20) |
| Good | 65% | 61% (37) |
| Requiring Improvement | 10% | 3% (2) |
| Inadequate | 4% | 2% (1) |

- 6.2 Translated into numbers of pupils in the borough, 92% (20,375 out of a cohort of 22,043) of children and young people in Westminster now attend a good or outstanding school. This compares with a percentage of 85% of children and young people attending good or outstanding schools nationally.
- 6.3 In helping to maintain the high percentage of good and outstanding schools, School Standards officers work in partnership with school leaders to ensure that they have access to the professional advice and training needed both through a core offer and an additional bought back traded school improvement service. The well-established framework for school improvement also enables the Local Authority to provide further support where needed at the earliest possible stage.
- 6.4 The Education Inspection Framework is currently being reviewed by Ofsted and they are undertaking a consultation on a proposed new Framework for introduction in September. This will place a greater emphasis on inspecting the quality of curriculum and meeting the needs of learners.
- 6.5 The current Ofsted inspection outcomes for individual schools are set out in Appendix C.

7. Outcomes for Pupil Groups

Pupil Profile

- 7.1 In reviewing performance of schools in Westminster, an analysis is also made of the achievements of children and young people by schools in vulnerable groups. This includes children and young people with free school meal entitlement (FSM), Special Educational Needs (SEN) and with English as an additional language (EAL). It also includes children and young people from minority ethnic groups (MEP), and who are in the care of the Local Authority.
- 7.2 The percentage of children with Special Educational Needs and disabilities (SEND) in Westminster primary schools is the same as nationally, and well above in Westminster secondary schools. The percentage of pupils entitled to a free meal and the Pupil Premium funding (20%) was considerably above the national average (14%). At secondary schools, the percentage of pupils entitled to a free meal (23%) was again well above the national average (12%).
- 7.3 In primary schools in Westminster, the percentage of pupils speaking English as an additional language (66%) was over three times the national average of 21%, and 87% of pupils were from an ethnic minority (compared with 33% nationally). In secondary schools, the percentage of students speaking English as an additional language (59%) was nearly four times the national average of 17%. Additionally, 86% of pupils were from an ethnic minority (MEP) compared with 31% nationally.

Children with Special Educational Needs and Disabilities (SEND)

- 7.5 As in previous years, 2018 school outcomes for children with SEND show that at both primary and secondary levels the achievements of children with SEND are above nationally.
- 7.6 At Key Stage 2, 38% of SEN support children achieved the expected in reading, writing and mathematics compared with the national average of 24%. This was an improvement of seven percentage points on the 2017 results. 16% of SEN children with Education and Health Care Plans (EHCP) achieved the expected level; while a dip on 2017 results for this group, this was well above the national 9% for this group. The gap between the overall performance of SEND children and their peers at Key Stage 2 was also narrower than the national average; while the gap nationally between SEN and non-SEN was 47% in Westminster, it was 53% nationally.
- 7.7 At GCSE, 44% of young people on SEN support achieved Grades 9-4 in English and mathematics in Westminster. While this was a four percentage points dip on 2017 result, it is well above the national comparative performance for this group (30%). 23% of young people with SEN EHCPs achieved a Grade 9-4 in English and mathematics. This was an improvement of seven percentage points on the 2017 results for this group. The GCSE gap between all SEN young people and their peers for achievement of grades 9-4 was 44% compared to the 2017 national figure of 46%. The gap for performance at Grades 9-5 was however wider than the national average.
- 7.8 Attendance for pupils with EHCPs (2017/18, two terms) in primary schools was 93.3% which was above the national average (93.0%); for pupils with SEN support attendance was 94.6%, which was also above nationally (94.5%).
- 7.9 Attendance for pupils with EHCPs (2017/18, two terms) in secondary schools was 93.8% which was above the national average (91.9%); for pupils with SEN Support attendance was 92.9% which was also above nationally (92.2%).
- 7.10 In the last full published year (16/17), there were no permanent exclusions of children with EHCPs in primary and secondary.
- 7.11 The percentage of primary school children receiving SEN support and those with EHCPs with one or more fixed term exclusion was well below national averages at 1.6% and 0% compared with 16/17 national averages of 3% and 5% respectively. In Westminster secondary schools, the fixed term exclusions for pupils with EHCPs were below the 16/17 national averages at 9% compared with the national figure of 11%. For those receiving SEN support, fixed term exclusions were higher than national 16/17 averages at 12.5% compared with a national figure of 11.4%.

Pupil Premium

7.12 The gap in the performance of the pupil premium group of pupils and their peers is considerably less than the national percentage in Westminster for both primary (Key Stage 2) and secondary (GCSE). At Key Stage 2, 66% of pupil premium pupils achieved the expected standard in reading, writing and mathematics compared with the national average of 51%. While the gap between pupil premium and non-pupil premium pupils was 12% in Westminster, it was 20% nationally. At GCSE, 44% of pupil premium pupils achieved Grades 9-5 in English and mathematics in Westminster compared to 25% nationally. The GCSE gap for this indicator in Westminster was 18% compared with the 25% national gap.

English as an Additional Language / Ethnicity

7.13 There was no 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, compared to 1% nationally. Given that three-quarters of EAL speakers arrive in primary school with little or no fluency in English, this is an excellent achievement. Overall attainment for this group at primary level was above national (72%, compared with 63%). At GCSE, Westminster EAL pupils (53%) performed above EAL pupils nationally (44%).

7.14 At both Key Stages 2 and 4, all main ethnic groups 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 9-5 in English and mathematics (Key Stage 4).

Looked after Children

7.15 Our Looked After Children of school age benefit from the additional support and tracking they receive through the Tri-borough Virtual school. A full report on the progress and outcomes of our Looked After Children is provided by our Virtual School head teacher as part of the annual report. The headline 2018 results are set out in the paragraph below.

7.16 At Key Stage 2 this year, there were six eligible pupils in the cohort. Four pupils (67%) achieved the expected standard in reading and writing, and four (67%) achieved the expected standard in mathematics. At GCSE level, there were eleven eligible pupils in the cohort. Eight pupils (73%) achieved five or more GCSE grades 9-1, and nine (82%) achieved at least one graded result.

APPENDICES

- A. Primary School 2018 Key Stage 2 results**
- B. Secondary School 2018 GCSE results**
- C. Current Ofsted Inspection outcomes by school (Primary, Secondary and Special schools)**