

# HAMPSHIRE COUNTY COUNCIL

## Decision Report

<b>Decision Maker:</b>	Cabinet
<b>Date:</b>	5 February 2018
<b>Title:</b>	Attainment of children and young people in Hampshire Schools
<b>Report From:</b>	Director of Children's Services

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### 1. Recommendations

- 1.1. Cabinet is asked to note the positive attainment outcomes being achieved by Hampshire's schools as outlined in this report.

### 2. Purpose of Report

- 2.1. This report provides a summary and analysis of the performance of Hampshire schools in 2017 at the key points in children's education: the end of the Foundation Stage, the end of Key Stage 2 (the end of primary education) and at the end of Key Stage 4 (the end of secondary education).

### 3. Contextual Information

- 3.1. This report has been produced using the latest data released by the Department for Education (DfE) at the time of writing. A final dataset will be published for Key Stage 4 later in the year. This will show some changes from the figures included in this report, although it is unlikely that the figures will vary significantly. Data from 2015 and 2016 uses the DfE's final published figures.

### 4. Consultation and Equalities

- 4.1. There is no consultation proposed in relation to the contents of this report. Similarly, there are no equalities issues raised in Appendix B of this report.

### 5. Early Years Foundation Stage Profile

- 5.1. Standards in the foundation stage, as measured by the proportion of pupils that have reached a good level of development (GLD), continue to be well above those nationally and have been consistently so now for a number of

years.

Good Level of Development (GLD)	2017	2016	2015
National	70.7%	69.3%	66.3%
Hampshire	75.5%	75.2%	72.6%

- 5.2. This strong performance over time has been underpinned by the work of the Hampshire Early Years team supporting schools in developing quality provision for children so that they get a strong start to their education in school.
- 5.3. Given that standards are well above those nationally, it is helpful to compare our performance with a group of demographically similar local authorities, our so-called “statistical neighbours” The group comprises the 10 authorities statistically most like Hampshire, with 5 being more advantageous and 5 less so. The group currently consists of Leicestershire, Gloucestershire, South Gloucestershire, North Somerset, West Berkshire, West Sussex, Warwickshire, Worcestershire, Cambridgeshire and Central Bedfordshire.
- 5.4. The group is set up so that Hampshire’s performance should be in line with the group average, with the county being ranked in the middle of the group (i.e. 6th place). Performance above this represents a strength and performance below an area for development.

When compared to our statistical neighbours, we rank third on this measure, with GLD being above the average for the group.

## 6. Standards at Key Stage 2 (KS2)

- 6.1. This is the second year of the new national testing and assessment processes that were introduced for 2016. The new, more challenging standards introduced in that year mean that it is difficult to make judgements about trends over time, other than for the two year period 2016 to 2017.
- 6.2. The Government’s preferred measure is the proportion of pupils that have reached Age Related Expectations (ARE) in each of reading, writing and mathematics (RWM). The table below sets out the Hampshire performance at this measure.

RWM	2017	2016
Hampshire	65%	59%
National	61%	54%

- 6.3. Standards in Hampshire schools are well above those nationally and have been so now for the two years of these more challenging standards.
- 6.4. Standards are well above those in the group of statistical neighbours, with Hampshire schools again being group top.
- 6.5. This strong performance is underpinned by high standards in the separate subject areas again in 2017.

Reading	2017	2016
Hampshire	76%	71%
National`	71%	66%

Writing	2017	2016
Hampshire	80%	80%
National	76%	74%

Mathematics	2017	2016
Hampshire	77%	72%
National	75%	70%

- 6.6. In all three subject areas, Hampshire performs well above those nationally. Standards are above the average of our statistical neighbours with Hampshire being placed at the top of the group in reading, in writing and in mathematics. This was the pattern seen last year.
- 6.7. Writing is teacher assessed rather than part of the national testing programme. Local authorities have the duty to moderate these standards and ensure that the criteria are being applied accurately by their schools. There is a national programme of inspecting the arrangements that local authorities make to do this work. Our processes have been checked in 2017 and found to be of good quality.
- 6.8. In 2016, whilst the Hampshire average was well above that nationally, there were wide variations in the performance of individual schools that resulted in a very broad distribution. There was strong evidence that schools that had understood the detailed requirements of the new standards had performed well. This was particularly evident in mathematics where there is now a greater expectation of pupils applying their mathematical understanding.
- 6.9. Through 2016 and 2017 the local authority has worked with schools through the annual visit, through assessment training and on teaching mathematical reasoning. As a result of this, 81 schools improved the percentage achieving ARE for combined Reading, Writing and Mathematics by 15% or more from 2016, significantly reducing the variation in performance across schools in Hampshire.
- 6.10. Whilst the average for the local authority is relatively high, there is still work to do to ensure all children across Hampshire have access to the same high quality education. Whilst the distribution in performance of individual schools is now much narrower, there are 32 schools in which less than half the pupils reach ARE. Working with these schools to raise attainment in them is an important priority for Children's Services over the next two to three years.

## 7. Standards at Key Stage 4 (KS4)

- 7.1. New measures were introduced for secondary schools in 2016 which signalled the end to the percentage of pupils attaining 5A\*-C (including English and Mathematics) being used as the key standard against which to judge the performance. Schools are now judged against attainment 8 (A8), progress 8 (P8), the proportion of pupils achieving the English Baccalaureate (EBacc) and the proportion of pupils achieving the Basics (a grade 4 or better in both English and mathematics).
- 7.2. In 2017, new, more challenging GCSE courses were examined in these two subjects for the first time. These are graded on a 1 to 9 point scale. The content of the other GCSE subjects examined in 2017 remained unchanged and the subjects were still graded using letters. When pupils received their results they received a mixture of letter grades and numbers.
- 7.3. There is no direct correlation between letter grades and numbers. This creates issues for the calculation of A8 and P8, and defining the threshold attainment level to achieve the EBacc. The DfE has developed an approach to enable these calculations to be made this year, and this approach has been the basis of much discussion within schools. This has centred on the equity of the point scores given to different grades. Whatever the merits or otherwise of these discussions, the approach taken to the calculations in 2017 means that the data cannot be compared directly to that from 2016. Furthermore, other GCSE courses are being modified and will be examined for the first time in 2018 and this will mean that next year's data cannot be compared directly to that from this year.

## 8. The “Basics”

Prior to 2017, this measure indicated the proportion of pupils who have achieved a C or better grade in both an English and mathematics qualifying qualification. The definition changed in 2017 to take into account the fact that pupils examined in these subjects this year have been following the new, harder revised GCSEs that are graded by numbers. So in 2017, to have qualified for the Basics, pupils must have achieved a grade 4 or better in both subjects.

- 8.1. In past years, Hampshire schools have performed above the national average, with the Hampshire figure improving at a faster rate than nationally. In spite of the changes this year, Hampshire schools have again performed well and indeed have improved against the national average compared to previous years.

	Hampshire	National
2015 (old measure)	62.1%	59.5%
2016 (old measure)	66.7%	63.3%
2017 (new measure)	67.6%	63.5%

8.2. The local authority also again performs above the statistical neighbour average, something it has consistently done over a number of years. Its ranking places it in the middle of the group, the “statistically expected” position.

	Hampshire	Statistical neighbour average National	Hampshire rank
2015 (old measure)	62.1%	61.4%	6
2016 (old measure)	66.7%	65.4%	3
2017 (new measure)	67.6%	66.3%	6

8.3. This is as a result of continuing strong performance at this threshold in the individual subject areas:

	Hampshire	Statistical neighbour average	Hampshire rank
English (9 to 4)	76.9%	76.6%	4=
Mathematics (9 to 4)	73.8%	72.4%	2

8.4. Hampshire schools have maintained their strong ranking against statistical neighbours in these areas. In 2016 they place 2nd in the group for mathematics and 4<sup>th</sup>= for English. Given the issues reported by schools with recruitment in these core subjects, this is a significant achievement.

## 9. The English Baccalaureate

9.1. The EBacc measures performance across a tightly defined group of academic subjects. To qualify, pupils must take both English Language and literature and obtain a grade 5 to 9 in one of them; obtain a grade 5 to 9 in mathematics; obtain 2 A\*-C grades in the sciences; an A\*-C in a language (either modern or ancient) and an A\*-C in either history or geography.

9.2. Unlike “the Basics” measure, pupils have to achieve a grade 5 rather than 4 in their English and mathematics qualification to qualify. In 2016, pupils had to achieve a C grade or better in these subjects. Consequently, the 2016 and 2017 figures are not comparable.

9.3. 22.5% of pupils achieved the EBacc this year against 21.2% nationally. Hampshire’s performance has improved slightly against the national average compared to last year. There is also a very slight improvement relative to the statistical neighbour average from 2016 to 2017, with Hampshire performing above the average for the group and placing 5th, in line with last year.

9.4. There is significant variation between schools against this measure, although this is less marked than last year. There is also significant variation in pupils’ performance in the various subject areas that constitute the EBacc, when compared to that of our statistical neighbours. In Hampshire, pupils’ performance in the mathematics and science elements in 2017 was strong against our statistical neighbours. There was a relative improvement in the

humanities element so that it is now better than the group average. Performance in the English and languages elements was in line with that of the group. Improving performance in these subjects to the level seen in mathematics and science will form the basis for an overall improvement in the proportion of pupils that achieve the EBacc. Alongside this, schools will need to ensure that there is effective oversight and co-ordination of pupils' performance across this range of subjects.

## **10. Attainment 8**

- 10.1. The calculation of A8 is complex, looking at pupils' average performance across eight subjects from a tightly defined set that includes an English qualification, mathematics, three EBacc subjects and 3 other subjects. A8 is not a threshold measure, but gives a sense of an average performance that pupils have achieved across the basket of subjects. Just focussing on improving pupils who are on the C/D borderline will only have a slight impact on A8. The performance of all pupils across a wide range of subjects really does count towards this measure.
- 10.2. For reasons outlined above, A8 figures in 2017 are not directly comparable with those from 2016.
- 10.3. In 2016, A8 in Hampshire schools was 51.1 against a national figure of 50.1. In 2017 A8 in Hampshire is 46.7 against 46.1 nationally. The national figure has closed on the Hampshire figure.
- 10.4. Hampshire ranks in 5th place in the group of statistical neighbours in 2017, as it did in 2016. In 2016 Hampshire performed above the group average at this measure (51.1 versus 50.8), albeit it slightly. A8 in 2017 is now in line with the group average (46.7 versus 46.7).
- 10.5. Given the change in calculating the measure, it is challenging to identify how individual schools have fared this year compared to 2016. The best approach is to compare the difference with the national figure this year and last year. When this is done, it shows more schools have declined in relative terms than have improved and this explains the slight difference in the relative performance of Hampshire against the national and statistical neighbour figures.
- 10.6. There is still a level of "volatility" in this measure. Last year, pupils' performance in humanities was comparatively lower than our statistical neighbours and was seen as a key area to improve. This year it is relatively stronger. This year, performance in the "three other subjects" category is lower.
- 10.7. The point was made last year about how pupils' choices of option subjects play a role in determining the school's A8 score. The nature of the calculation means that if pupils have not studied enough subjects from particular categories, this will have an adverse effect on A8. Research indicates that schools in Hampshire were no more or less disadvantaged by these factors than were schools in our group. There is evidence, however, that schools in other parts of the country have shaped this more effectively.

10.8. The research also shows that in many schools in Hampshire, pupils can follow a broad range of option subjects. These are generally the subjects that contribute to the “three other subjects” section of the A8 calculation. However, in a significant number of these schools, pupils’ performance is not as high in these subjects as might be expected from their KS2 results. There is a question, then, for schools about how they set high expectations across a large number of subjects and then maintain management grip over this breadth to ensure that pupils meet these expectations. Addressing this is at the heart of securing improved performance in this area.

## **11. Progress 8**

11.1. P8 is a measure of the progress pupils have made from KS2 across the A8 basket of subjects relative to their peers nationally. National performance information is used to estimate the A8 score of each pupil based on their KS2 performance. This is subtracted from their actual A8 score and the mean of the difference calculated across the school. P8 is therefore a relative measure, dependant on pupils’ performance nationally. Schools cannot predict with any accuracy what it might be ahead of the examinations.

11.2. In a school with a P8 of zero, pupils have on average performed in line with pupils with similar starting points nationally. If the score is positive, then pupils have made more progress from their starting points than nationally; if it is negative, then pupils have made correspondingly less progress.

11.3. As well as changes to the way in which A8 has been calculated this year, changes have also been made to the calculation of the KS2 baseline. Again, these changes make direct comparison to the 2016 figures difficult. However P8 is calculated relative to that nationally, so this and the statistical neighbour performance provides an indication of relative performance.

11.4. In 2016, P8 in Hampshire was in line with that nationally and with statistical neighbours (-0.03 Hampshire, -0.03 nationally, -0.01 statistical neighbours). Hampshire was placed in the middle of the statistical neighbour group.

11.5. In 2017, P8 is -0.14 relative to -0.03 nationally and -0.04 in the statistical neighbour group. This is a drop in relative terms and places us 8th equal in the group. This is below where we should be.

11.6. In short, given our well above national KS2 performance for this cohort, if our above average A8 performance was higher still, this would have led to a higher P8 figure.

11.7. As identified above, improving the A8 figure in Hampshire so that P8 will then improve has two elements. First of all there is the matter of pupils studying a sufficient number of “qualifying” subjects. Secondly, there is the issue of ensuring suitably high expectations are made of pupils based on their KS2 performance, across all the subjects that they follow at KS4 and that there is adequate oversight to ensure that these expectations are met.

11.8. In light of these findings, schools should give careful consideration to the curriculum that they offer, its quality and the rigour of their associated processes. Offering a range of curriculum choices, however engaging they

might be, that does not enable pupils to flourish runs counter to the principles of education.

- 11.9. Secondary schools need to understand better how to build on pupils' strong KS2 performance. The local authority is currently working with a number of schools to help understand the expectations now required based on those from KS2, and using these to better shape teaching and the curriculum through KS3.

## **12. Conclusions**

- 12.1. Overall, pupils' attainment compares favourably with that nationally and with our group of "statistical neighbour" local authorities.
- 12.2. The strong performance seen last year at Key Stage 2, despite the changes to more challenging standards in 2016, has been secured in 2017.
- 12.3. This year, there have been changes to GCSE English and mathematics that have led to the courses being rewritten to include more challenging content. Despite these changes, schools' attainment at KS4 compares favourably with that nationally across these three measures. There is work to do in improving schools' performance against the P8 measure.

**CORPORATE OR LEGAL INFORMATION:****Links to the Strategic Plan**

<b>Hampshire maintains strong and sustainable economic growth and prosperity:</b>	yes/no
<b>People in Hampshire live safe, healthy and independent lives:</b>	yes/no
<b>People in Hampshire enjoy a rich and diverse environment:</b>	yes/no
<b>People in Hampshire enjoy being part of strong, inclusive communities:</b>	yes/no

**Section 100 D - Local Government Act 1972 - background documents**

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

Document

Location

None

## **IMPACT ASSESSMENTS:**

### **1. Equality Duty**

1.1. The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

**Due regard in this context involves having due regard in particular to:**

- a) The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;
- b) Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;
- c) Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

### **1.2. Equalities Impact Assessment:**

This update on the educational attainment of children in Hampshire is for Cabinet to monitor achievement and performance in that area and does not in itself cause any impact on equalities.

### **2. Impact on Crime and Disorder:**

2.1. None

### **3. Climate Change:**

- a) How does what is being proposed impact on our carbon footprint / energy consumption?
- b) How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?

None