

HAMPSHIRE COUNTY COUNCIL

Report

Committee:	Cabinet
Date:	11 March 2019
Title:	Attainment of children and young people in Hampshire Schools 2018
Report From:	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 2018 at the key points in children's education: the end of the Foundation Stage (the end of early years), 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. Background information

- 3.1. Local authorities have a significant number of statutory duties for schools which are set out in detail within regulation.
- 3.2. These include a range of duties held for all schools, irrespective of status, including planning for the school system as a whole, the management of the overall schools budget; development of the local funding formula for schools; promoting good attendance through support and intervention with schools and families; providing support and guidance to schools and parents around exclusion including the duty to secure education for any child permanently excluded; landlord responsibilities for all buildings owned by the Local Authority and management of the Local Authority's capital programme. These duties are funded from the central schools services block of the Dedicated Schools Grant, with the agreement of Schools Forum.
- 3.3. Additional duties are held for Local Authority maintained schools only and include oversight of the financial and HR management in schools, data management, health and safety, pension administration, additional landlord responsibilities, certain music-related activities and monitoring of national

curriculum assessments. These duties are funded from maintained schools budgets with the agreement of the members of Schools Forum from maintained schools.

- 3.4. Local Authorities have further statutory duties with regard to school improvement support which is funded through a specific grant. This duty requires Local Authority to monitor performance of maintained schools, broker school improvement provision, and intervene as appropriate.

4. Contextual Information

- 4.1. This report has been produced using the latest provisional data for 2018 released by the Department for Education (DfE) at the time of writing. A final dataset will be published 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 previous years uses the DfE's final published figures.

5. Consultation and Equalities

- 5.1. 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.

6. Early Years Foundation Stage Profile

- 6.1. 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)	2018	2017	2016
National	71.5%	70.7%	69.3%
Hampshire	76.7%	75.7%	75.2%

- 6.2. 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.
- 6.3. 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.

6.4. This comparison indicates that performance of Hampshire schools against those in statistically neighbouring local authorities is strong and has been so over time, with the proportion of children reaching the GLD standard being well above the average for the group and the local authority ranked as second in the group.

Good Level of Development (GLD)	2018	2017	2016
Group average	71.9%	71.2%	69.6%
Hampshire	76.7%	75.7%	75.2%
Rank in group	2nd	2nd	2nd

7. Standards at Key Stage 2 (KS2)

7.1. New national testing arrangements were introduced in 2016 in line with the changes to the KS2 curriculum. There are now three years of data which can give an indication of trends over time against the more challenging standards introduced in 2016. This is the second year of the new national testing and assessment processes that were introduced for 2016.

7.2. 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	2018	2017	2016
Hampshire	68%	66%	59%
National	64%	61%	54%

7.3. Standards in Hampshire schools are well above those nationally and have been so now consistently over the past three years.

7.4. As with Early Years, standards at the end of KS2 in Hampshire schools are well above those in statistically neighbouring authorities and have been so over the past three years. Hampshire schools have consistently placed at the top of the group.

RWM	2018	2017	2016
Hampshire	68%	66%	59%
Group average	63%	59%	52%
Rank	1st	1st	1st

7.5. This strong overall performance is as a result of equally strong performance in the individual subject areas

Reading	2018	2017	2016
Hampshire	78%	76%	71%
National	75%	72%	66%

Writing	2018	2017	2016
Hampshire	82%	81%	80%
National	78%	77%	74%

Mathematics	2018	2017	2016
Hampshire	79%	78%	72%
National	77%	75%	70%

- 7.6. In all three subject areas, Hampshire performs well above that nationally and has done so consistently over the three year period. The same pattern is found when compared to our statistical neighbours, with standards being consistently well above the group average for the past three years. Hampshire schools have maintained their position of group top for each of reading, writing and mathematics.
- 7.7. The local authority has been working closely with about 100 schools through the 2017/18 financial year to help them secure improvements in standards. This group of schools has improved the proportion of pupils reaching ARE in 2018 compared to 2017 by 4.6% - over double the national rate.

8. Standards at Key Stage 4 (KS4)

- 8.1. 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). Schools are judged against attainment 8 (A8), progress 8 (P8), and the proportion of pupils achieving the basics (a grade 4 or better in both English and mathematics). A further change has been made in 2018, with the average English Baccalaureate (EBacc) grade replacing the proportion of pupils achieving the EBacc.
- 8.2. New, more challenging GCSE courses in English and mathematics were examined for the first time in 2017. These are graded on a 1 to 9 point scale. The majority of GCSE subjects have now also been revised with more challenging content and have been examined for the first time in 2018.
- 8.3. We have been through an unprecedented period in terms of the changes to examination courses and school performance measures over the past five years. These changes mean that it is difficult to form a clear understanding of trends over time.

9. 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 had taken 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. This definition has remained unchanged for 2018.

9.1. Schools in Hampshire have performed well against this measure compared to the national figures, over time.

	Hampshire	National
2016 (old measure)	66.7%	63.3%
2017 (new measure)	68.3%	64.2%
2018 (new measure)	66.4%	64.2%

9.2. The local authority performs above the statistical neighbour average for this measure, something it has consistently done over a number of years. Its ranking places it in the top half of the group.

	Hampshire	Statistical neighbour average	Hampshire rank
2016 (old measure)	66.7%	65.4%	3
2017 (new measure)	68.3%	66.9%	3
2018 (new measure)	66.4%	66.4%	5

10. The English Baccalaureate

10.1. In previous years this measure has shown the proportion of pupils that have “achieved” the English baccalaureate. To qualify, pupils achieved a grade 5 or better in English Language and literature, and mathematics; Grade C or better in two sciences; a language (either modern or ancient) and an A*-C in either history or geography. However, the measure has changed this year to show the average score that pupils achieve across this group of subjects

10.2. As a new measure there is no previous data against which to judge performance over time. In 2018, the average score for Hampshire schools is 4.11, which is above the National average score of 4.04. The local authority places at 5th position in the table of statistical neighbours, with the average score being in line with the average for the group.

11. Attainment 8

11.1. The calculation of A8 is complex, looking at pupils’ average performance across eight subjects from a tightly defined set that includes an English, mathematics, three EBacc subjects and 3 other subjects. A8 is not a threshold measure.

11.2. For reasons outlined above, A8 figures are not directly comparable with those from previous years

11.3. A8 has remained above the national average in Hampshire over the past three years

Attainment 8	Hampshire	National
2016	50.8	50.1
2017	46.9	46.4

2018	47.0	46.5
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11.4. A8 has remained in line with our statistical neighbour average over the past three years, with the local authority being placed consistently in the top half of the table:

Attainment 8	Hampshire	Statistical neighbour average	Hampshire rank
2016	50.8	50.8	5
2017	46.9	46.9	5
2018	47.0	47.2	5

11.5. The complexities associated with interpreting A8 are demonstrated by the three sets of GCSE results shown below:

GCSE subject	Pupil A (grade)	Pupil B (grade)	Pupil C (grade)
English Language	5	4	4
English Literature	4	4	4
Mathematics	4	4	4
Science 1	4	4	4
Science 2	4	4	4
Religious Studies	Not studied	Not studied	4
History	4	4	Not studied
Drama	4	5	5
Art	4	4	4
Food Technology	4	4	4
Attainment8	42	41	37

Each pupil has “passed” the same number of GCSEs and has the same average grade. However, pupil A has the highest A8 score. Pupil B is next. Pupil A’s A8 is higher because their grade 5 is in an English subject. The English and mathematics grades are doubled when they are counted in the calculation. So pupil A’s A8 is 1 point higher. Pupil C’s A8 is 5 points below pupil A and 4 points below pupil B. This is because they only have two grades to contribute to the three EBacc subject grades that are included in the calculation. The other two pupils have three (History, Science 1 and Science 2), whilst the fact that pupil C did not take History (an EBacc subject), reduces their number of counting subjects to two in this area.

11.6. A8 is therefore influenced by the combination of subjects that pupils study as well as the quality of the experience that pupils receive

11.7. Consequently, there has been significant discussion nationally about the way in which the eligibility of subjects for the A8 calculation might or might not be shaping the curriculum on offer in secondary schools. In particular, it has been reported nationally that there has been a reduction in the proportion of pupils studying arts based courses that are not part of the EBacc. The

proportion of pupils entering various subjects in Hampshire schools in 2018 can be compared to that back in 2013 before the conception of A8 and EBacc.

Subject	Hampshire entries 2018 (% of cohort)	Hampshire entries 2013 (% of cohort)
Dance	3%	2%
Drama	13%	11%
Music	8%	6%
French	18%	25%
German	7%	10%
Spanish	14%	13%
Geography	46%	30%
History	46%	38%
Religious Studies	27%	37%
Art and Design	10%	13%
Photography	10%	2%

There is little evidence in Hampshire that the proportion of pupils following GCSE arts courses has fallen in response to the A8 measure. Indeed it appears to have increased. Whilst there has been a slight decline in the proportion taking GCSE art and design, schools report that this is due to pupils following GCSE photography instead. It is clear, however, that more pupils are studying history and geography – both EBacc subjects – at a cost to religious studies – not an EBacc subject. There has been a reduction in pupils studying French, which is an EBacc subject.

12. Progress 8

- 12.1. P8 is a measure of the progress pupils have made from KS2 tests in reading and mathematics 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 differences 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.
- 12.2. 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.
- 12.3. Hampshire schools perform slightly below the national average on this measure, and below that of statistical neighbours

	Hampshire	National	Statistical neighbour	Hampshire rank

			average	
2016 (old measure)	-0.03	-0.03	-0.01	6
2017 (new measure)	-0.14	-0.03	-0.05	8
2018 (new measure)	-0.09	-0.02	0.02	8

- 12.4. All P8 figures have associated confidence limits. The Hampshire P8 figure lies within the confidence limits for the national figure. This means that it is not significantly below P8 nationally but statistically in line with it.
- 12.5. Even though A8 performance places Hampshire schools in the top half of the statistical neighbour group, the fact that KS2 results of this cohort was relatively even stronger means that P8 is slightly negative.
- 12.6. As discussed above A8, and therefore P8, are not solely a measure of school performance but also depend on the combination of subjects pupils have chosen. The example of three pupils above showed that the pupil who only had grades in two EBacc subjects had a lower A8 score than the other two, despite having the same average grade and grade distribution. They will have a lower P8 score if the three pupils had the same KS2 results.
- 12.7. The P8 values for Hampshire can be analysed by looking at the pupils who have studied three EBacc subjects, and then for those who have followed two – as per the above example, and then for just one

	No. pupils (2017)	P8 (2017)	Contribution (2017)	No. pupils (2018)	P8 (2018)	Contribution (2018)
3 EBacc subjects	10551	0.06	0.051	10605	0.09	0.079
2 EBacc subjects	982	-0.91	-0.073	972	-1.04	-0.084
1 EBacc subject	379	-1.73	-0.053	54	-1.61	-0.007

This shows that pupils who passed three EBacc subjects have a positive P8 score in Hampshire. Whilst the P8 for those who passed just 1 EBacc subject is negative, the numbers of these pupils are very small. This means that their performance makes little contribution to the overall P8 figure. The negative figure for Hampshire is largely driven by the 1000 pupils who have passed two rather than three EBacc subjects.

13. Conclusions

- 13.1. Pupils' attainment continues to compare favourably with that nationally and with our group of "statistical neighbour" local authorities across all key stages.
- 13.2. The performance in Early Years shows that pupils make a strong start to their education in Hampshire, and that this has been the case consistently over a number of years.

- 13.3. Children build on this strong foundation through the primary years to achieve highly at the end of KS2. Again this has been consistently so over a number of years and has been unaffected by changes to the national assessment arrangements.
- 13.4. Pupils' attainment is also strong at the end of KS4. Despite the significant changes to GCSE courses and their assessment and school performance measures generally over the past five years, Hampshire secondary schools have performed well during this period of unprecedented change.

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

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

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:

The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;

Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;

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.

This report is an information update for Cabinet and therefore no impact has been identified

1.2. Equalities Impact Assessment:

This report is an information update for the Children and Young People Select Committee and therefore no impact has been identified.

2. Impact on Crime and Disorder:

2.1. This report is an information update Cabinet and therefore no impact has been identified.

3. Climate Change:

How does what is being proposed impact on our carbon footprint / energy consumption?

How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?

This report is an information update for Cabinet and therefore no impact has been identified.