

HAMPSHIRE COUNTY COUNCIL

Report

Committee:	Children and Young People Select Committee
Date:	10 January 2020
Title:	Attainment of Children and Young People in Hampshire Schools 2019
Report From:	Director of Children's Services

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Purpose of this Report

1. This report provides a summary and analysis of the performance of Hampshire schools in 2019 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). It also provides members with an insight into the performance of students living in disadvantaged circumstances as requested at last year's Children and Young People Select Committee.

Recommendation(s)

2. The Children and Young People Select Committee are asked to note the contents of this report.

Executive Summary

3. This report gives an account of the most recent statutory assessment datasets for Early Years, Primary and Secondary education in 2019. It also provides some contextual information about the structure and purposes of each performance indicator and the trends over the last three years.
4. Standards in Hampshire continue to be above those seen nationally and have been consistently so now for several years. This is the case at the end of all key stages that mark important curriculum transitions and sometimes a change

of schools. This indicates that, overall, children are well served by each stage of education in the preparation for the next.

5. At the end of Early Years education, data indicates that the combined performance of pre-school settings and schools in Hampshire has been consistently strong over the past three years.
6. Provision in key stage one (KS1) continues the strong performance from Early Years with reading, writing and mathematics well above national indicators for children by age seven. This uses the Government's preferred measure; the proportion of pupils that have reached Age Related Expectations (ARE) in each of reading, writing and mathematics (RWM).
7. As with Early Years and KS1, standards at the end of Key Stage 2 (KS2) in Hampshire schools are well above the average of our ten statistically neighbouring authorities and have been so over the past three years. In all three subject areas Hampshire also performs well above national indicators and, again, consistently in the last three-year period.
8. Secondary school performance measures and their associated GCSE courses have undergone unprecedented change since 2016. This year marks the end of that process and so 2019 performance sets the baseline for future evaluations of relative achievement. Attainment in Hampshire secondary schools has improved in the face of on-going changes to GCSE courses and their assessment, securing strong performance against that achieved nationally.
9. Outcomes for disadvantaged pupils (those eligible for free school meals or in local authority care) continue to be above or broadly in line with those nationally in the Early Years and primary phase. In the secondary phase outcomes for those disadvantaged are slightly below those nationally but with improvement evident in the important measure of English and mathematics combined at GCSE Grade 4 and above.
10. Outcomes for disadvantaged pupils is a priority area for Hampshire. There is recognition that this group is under-achieving both nationally and locally, with an imperative to tackle the issue.

Contextual Information

11. The data used in this report has been drawn from the DfE's provisional release. The final data is not published until later in the academic year. Experience has shown that there is little variation between the provisional dataset and the DfE's final published results.

Performance

Early Years Foundation Stage (EYFS) Profile

12. Standards in the foundation stage are assessed during the final year of this key stage, in the first year of statutory education in schools. This is measured by the proportion of pupils that have reached a good level of development (GLD). Standards in Hampshire continue to be well above those nationally and have been consistently so now for several years.

Good Level of Development (GLD)	2019	2018	2017
National	71.8%	71.5%	70.7%
Hampshire	77.0%	76.7%	75.7%

13. Given that standards are well above those nationally, it is helpful to compare our performance with a group of demographically similar local authorities, our "statistical neighbours". The group comprises the 10 authorities statistically most like Hampshire, with five being more advantageous and five less so. The group currently consists of Leicestershire, Gloucestershire, South Gloucestershire, North Somerset, West Berkshire, West Sussex, Warwickshire, Worcestershire, Cambridgeshire and Central Bedfordshire.
14. 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, indicates an area for development.

Good Level of Development (GLD)	2019	2018	2017
Group average	73.4%	71.9%	71.2%
Hampshire	77.0%	76.7%	75.7%
Rank in group	1st	2nd	2nd

15. This comparison indicates that the combined performance of pre-school settings and schools in Hampshire has been consistently strong over the past three years. Whilst performance with three other statistical neighbours is within 2%, Hampshire is at least 5% above the remainder of the group. Overall,

Hampshire's children are well served by high quality early years' provision that enables many to make a strong start to their education.

16. Achievement at GLD for disadvantaged pupils has been in line with the national comparator for this pupil group for several years and this continues in 2019 (57% nationally and 58% in Hampshire).

Standards at the end of Primary education (Key Stage 2)

17. The Government's preferred performance measure is the proportion of pupils that have reached Age Related Expectations (ARE) in each of reading, writing and mathematics (RWM).
18. The two years following EYFS are deemed to be Key Stage 1 (KS1). Hampshire schools' standards in this key stage continue the strong performance from Early Years with reading, writing and mathematics well above national indicators. This provides a secure basis for children to continue their education in Key Stage 2, prior to commencing secondary education.
19. The table below sets out the Hampshire performance in KS2 at this measure

RWM	2019	2018	2017
Hampshire	68%	68%	66%
National	65%	64%	61%

20. Hampshire schools have maintained their strong performance against those nationally. Standards have been well above those nationally for the past three years, and beyond. It can be noted that performance nationally has improved by a greater amount over the same three-year period. Arguably, this is reflecting the overall improvement in primary education nationally also identified by the growing proportion of schools rated good or better by Ofsted. Hampshire schools are not complacent but continue to seek improvements that enable even more children to reach the challenging standards required to meet the revised ARE set from 2015 onwards.
21. As with Early Years and KS1, standards at the end of KS2 in Hampshire schools are well above the average of our ten statistically neighbouring authorities and has been so over the past three years. Hampshire schools have been placed at the top of this group for combined reading, writing and mathematics again in 2019.

RWM	2019	2018	2017
Hampshire	68%	68%	66%
Group average	64%	63%	59%
Rank	1 st	1 st	1 st

22. In all three subject areas, separately, Hampshire performs well above that nationally and has done so consistently over the last 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 and frequently ranked group top. In 2019, Hampshire is group top in reading and ranked second in both writing and mathematics.

Reading	2019	2018	2017
Hampshire	76%	78%	76%
National`	73%	75%	72%

Writing	2019	2018	2017
Hampshire	81%	82%	81%
National	79%	78%	77%

Mathematics	2019	2018	2017
Hampshire	80%	79%	78%
National	79%	77%	75%

23. For disadvantaged pupils Hampshire continues to perform in line with the national performance at the end of KS2 (both provisionally at 49%). A statistical neighbour comparison is not yet available for this group in 2019. Historically Hampshire has topped the statistical neighbour group for disadvantaged pupils over the last 3 years and this strong performance is anticipated to have continued in 2019.

24. Overall, children in Hampshire are well served by the high quality of Early Years and Primary education in our schools.

Standards at the end of Secondary education (Key Stage 4)

25. Secondary school performance measures and their associated GCSE courses have undergone unprecedented change since 2016, with new, harder GCSE courses being introduced year on year. This year marks the end of that process and means it will be possible to carry out valid year on year comparisons. In that sense, 2019 performance sets the baseline for future evaluations of relative achievement.

26. As part of these revisions, the DfE now has four preferred measures of secondary school performance: “The Basics”, “Attainment 8” (A8), “Progress 8” (P8) and the average grade in the subjects that make up the English Baccalaureate (EBacc).

The Basics

27. This measure indicates the proportion of pupils who have achieved a 9 to 4 GCSE grade in both mathematics and an English subject.

The Basics	2019	2018	2017
Hampshire	68.1%	66.4%	68.3%
National	64.4%	64.2%	64.2%

28. Standards have bounced back from the dip in 2018. This was particularly due to improvements in English. Schools in Hampshire strongly outperform schools nationally at this measure – a key one for pupils' future progression

29. The Local Authority compares well against our statistical neighbours for this measure. Performance is well above the group average.

The Basics	2019	2018	2017
Hampshire	68.1%	66.4%	68.3%
Group average	67%	66.4%	66.9%
Rank	3rd	5th	3rd

English Baccalaureate (EBacc) average grade

30. This isn't a qualification. Put simply, it's a way for the government, and parents looking at school league tables, to measure and compare how well pupils in a school are achieving in specified academically focused GCSEs. This measure was changed in 2018 to show the average grade that pupils achieved in the EBacc groups of subjects. This group comprises English language, English literature, mathematics, two sciences, a foreign language (either modern or ancient) and either of history or geography.

31. In 2018, the average grade for Hampshire schools was 4.11, against the national average of 4.04, with performance being in line with the rest of the statistical group. In 2019, the average grade improved in Hampshire schools to 4.17 against a national improvement to 4.06. This greater than national improvement has, in 2019, put Hampshire schools' performance in the top half of the group of statistical neighbours. We are currently awaiting the breakdown of GCSE subject results from the Department for Education (DfE), so it is difficult at this stage to pinpoint the reasons for this improvement. However, as mentioned earlier, English GCSE performance improved this year and undoubtedly that will have played a significant role in the improvement against this measure.

Attainment 8 (A8)

32. A8 is a measure of the average grade pupils achieve across a group of 8 subjects. Again, this is not a qualification but is designed to enable the government, and parents looking at school league tables, to measure and compare school performance. There is a complexity to it as only certain combinations of subjects are eligible. Pupils must study an English qualification, mathematics, three EBacc subjects and have three other qualifying subjects.
33. The changes that have been made to GCSE courses and their assessment over the past four years means that in strict terms, A8 is not comparable year on year. However, it is possible to get a sense of the underlying trend in Hampshire schools' performance by comparing the figure to the national average and looking at the difference over time.

Attainment 8	2019	2018	2017
Hampshire	47.5	47.0	46.9
National	46.5	46.5	46.4

34. Over the past three years, Hampshire schools have been improving at this measure when compared to the national figures. In 2017 the difference was 0.5, whereas in 2019 the difference is 1.0. This means, in broad terms, that across the 8 counting GCSEs a typical pupil in Hampshire will achieve a grade better in one of these subjects, compared to an average pupil nationally.
35. Again, to understand the basis for this improvement, we need to analyse the subject level performance which we are still awaiting from the DfE.
36. We have also improved against our statistical neighbours, with our performance just above that of the group average, retaining our rank in the top half of the group.

Attainment 8	2019	2018	2017
Hampshire	47.5	47.0	46.9
Group average	47.4	47.2	46.9
Rank	5 th	5 th	6 th

Progress 8 (P8)

37. P8 is a measure of the progress pupils have made from KS2 across the A8 basket of subjects relative to their peers nationally. 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 all pupils' performance nationally. Schools cannot predict with any accuracy what it

might be, ahead of the examinations. As with EBacc and A8, this is not a qualification but a comparative measure of relative school performance.

38. 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.
39. Hampshire schools perform slightly below the national average on this measure, and below that of statistical neighbours

Progress 8	2019	2018	2017
Hampshire	-0.12	-0.09	-0.14
National	-0.03	-0.02	-0.03
Group average	-0.02	0.02	-0.05
Rank	8 th	8 th	8 th

40. There are two parts to understanding the reasons behind this. Pupils attain well in Hampshire schools when compared, not just to the national averages but also to our similar Local Authorities. This strength is robust, being consistent across the three attainment measures (The Basics, average EBacc grade and A8). Pupils also attain highly in Hampshire Primary education; the relative difference between primary school attainment and secondary school attainment is one contributing factor to the P8 figures.
41. The other element contribution to P8 is the combination of subjects that pupils might study at KS4. Not all subjects that pupils might want to study count towards the A8 and P8 measure. In the paper that we wrote last year summarising school attainment, we looked at how quite reasonable and sensible choices of GCSE subjects could affect A8 and P8 scores negatively. A pupil who has only two counting EBacc GCSE subject grades will have a lower A8 score than one who has three, even if the grades are the same in all the subjects that they have studied.
42. This can place schools in a difficult position. Should they direct pupils' KS4 choices into combinations of subjects that will lead to better A8 and P8 scores for the school, or should they let pupils choose the combination of subjects at KS4 that interest them the most? Arguably, the impact of the latter choice may well result in a lower A8 and P8 scores for the school, with the resultant impact in school performance tables.
43. We can calculate the P8 figures for pupils who have studied for qualifications in the required three counting EBacc subjects and compare it with the figures for pupils who have fewer.

Progress 8	2019		2018		2017	
	<i>No. of pupils</i>	P8	<i>No. of pupils</i>	P8	<i>No. of pupils</i>	P8
3 EBacc subjects	11016	0.07	10605	0.09	10551	0.06
2 Ebacc subjects	872	-1.28	972	-1.04	982	-0.91
1 Ebacc subjects	55	-1.68	54	-1.61	379	-1.73

44. This shows that the group of pupils who have taken three EBacc counting subjects has a positive P8 score, indicating that they have made more progress from their starting points than have their peers nationally. However, the group of pupils who has studied less than 3 EBacc subjects contributes a negative P8 score to the overall figure. It is also worth pointing out that the numbers and proportion of pupils studying 3 EBacc subjects has increased over the past three years.
45. There is a mixed picture of performance at KS4 for disadvantaged pupils. In 2019 there was a 2% increase from 39% to 41% in achievement of both GCSE English and mathematics at grade 4 and above. This has closed the negative gap on the national performance for this group to 3%. The A8 outcome is broadly static in Hampshire, whilst declining since 2017 nationally. Nevertheless, Hampshire's figure of 33.7 in 2019 remains slightly below that nationally at 36.6. A key factor in this is the choice of subjects that disadvantaged students enter with only 69% being entered to the 6 counting slots compared to 90% of those students from non disadvantaged backgrounds.
46. The secondary school improvement team are working with schools to raise expectations of disadvantaged students, alongside strengthening the breadth of the curriculum offer and pupils' engagement with that offer.

Conclusions

47. Pupils' attainment in Hampshire schools is strong across all key stages whether compared to that nationally or against our group of statistical neighbours and is a testament to the work of Hampshire's schools throughout a time of significant educational change and challenge.
48. Performance in Early Years remains consistently high showing the strong start that children make to their education in Hampshire.

49. Pupils continue to build upon this strong foundation through their primary school education leading to impressive results at the end of KS2.

50. Attainment in Hampshire secondary schools has improved through 2019 in the face of on-going changes to GCSE courses and their assessment, securing strong attainment against that achieved nationally.

51. Outcomes for those who are disadvantaged continues to be a priority for Children's Services, as it is nationally.

REQUIRED CORPORATE AND 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:	Yes
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

EQUALITIES IMPACT ASSESSMENT:

1. Equality Duty

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 by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) 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 protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are 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 in which participation by such persons is disproportionately low.

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'