

Name of meeting: Cabinet

Date: 19th February 2019

Title of report: Kirklees Annual Educational Quality and Standards Report 2017-18

Purpose of report

To report formally the Key Stage educational achievement outcomes for Kirklees Schools in the 2017/18 academic year.

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	Yes, as this is about the whole district.
Key Decision - Is it in the Council's Forward Plan (key decisions and private reports?)	Yes 8th October 2018
The Decision - Is it eligible for call in by Scrutiny?	N/A
Date signed off by <u>Strategic Director</u> & name	Mel Meggs - Director for Children's Services 08/02/19
Is it also signed off by the Service Director for Finance?	Eamonn Croston (James Anderson) – 08/02/19
Is it also signed off by the Service Director for Legal Governance and Commissioning Support?	Julie Muscroft (John Chapman)– 08/02/19
Cabinet member portfolio	Cllr Masood Ahmed Cllr Viv Kendrick

Electoral wards affected: ALL

Ward councillors consulted: N/A

Public or private: PUBLIC

Have you considered GDPR? Yes – the Data contained in the report is derived from publicly available data produced by the Department for Education with some additional internal analyses. Other data sources include: NFER Nexus software, Local Authority Interactive Tool (LAIT) and Statistical First Releases.

1. **Summary**

The Kirklees Annual Educational Quality and Standards Report draws upon nationally validated data to provide a detailed scrutiny of performance across the borough. The detailed report appended provides detailed analysis across the Early Years Foundation Stages and Key Stages 1 to 4. The Annual Quality and Standards Report for Kirklees schools is a key report which highlights the educational outcomes for pupils in the district.

We are highly ambitious for our children and young people and believe that they have the potential to be amongst the best in the country. Our analysis shows that over the last decade, trends in performance across all key stages in comparison to national performance has not been at the levels we aspire to. Performance is stronger at Key Stage 4 and better at Key Stage 5.

The report is underpinned by results in attainment and identifies the ongoing improvement in the standard of education offered in Kirklees schools and early years settings. It also notes areas of improvement that require further action that as a district we need to prioritise. We have begun to work with our schools, early learning settings and post 16 partners to develop a shared understanding about our performance in order to plan a 5 year Learning Strategy in order that we can collectively focus on the priorities to improve.

2. **Educational Outcomes for the Academic Year 2017/18**

The appended report identifies in detail where the challenges reside, the priorities arising from these and the opportunities for improvements across the learning system. An executive summary of the content in the Annual Educational Quality and Standards Report is set out below. The report highlights, for each key stage, which quartile Kirklees performance features when looking at all 152 Local Authorities. Quartiles are values that divide the performance data into quarters, where quartile A is the highest 25%, and quartile D is the lowest 25% in the country.

Executive Summary

2.1 **Early Years Foundation Stage**

In the Early Years Foundation Stage (EYFS), the proportion of 0 – 5 year olds achieving a good level of development in their reception year, has increased each year. However, there is still 2.1 percentage points between outcomes in Kirklees (69.4%) and national (71.5%). The gap between Free School Meal (FSM) pupils in Kirklees and non-FSM pupils nationally is 19 percentage points.

Kirklees is currently in quartile D for the Early Years Foundation Stage (Good Level of Development). For the second consecutive year Kirklees has seen the gap between boys and girls narrow, but we need to take into consideration that girl's outcomes were not as positive as in previous years; the gap between Kirklees girls and girls nationally is currently 2.2%. Kirklees boys have slowly been closing the gap with boys nationally, the gap is the smallest it has been since 2015. It is now 2.1% behind national.

Focus Areas

- Reducing the gender gap to be at least in line with the national gender gap.

- Continue to increase outcomes in Communication, Language and Literacy Development (CLLD) which in turn will support Literacy outcomes.
- Supporting improvements in the teaching of Mathematics.
- Diminishing the difference in outcomes between boys and girls for the Good Level of Development (GLD) score.
- Reduce the attainment gaps for 'at least expected standard' in all areas to be at least in line with the national gap.

2.2 Key Stage 1

At Key Stage 1 (7 years old) expected standard, there has been an improvement in Maths and Science which is faster than national rate of improvement in these areas. Therefore the gap with national has been reduced in these subjects.

Reading attainment remained at 72%, which is below statistical neighbours and the national average (75%). However, as the national percentage decreased by 1%, the gap between the LA and national has reduced. The LA is ranked 124.

In writing, 67% of pupils reached the expected standard in 2018 compared with 70% nationally. Changes made within the 2017/18 writing frameworks mean judgements in 2018 are not directly comparable to those made using the previous interim frameworks. Kirklees has moved up the LA ranking (rank 116) as a result of a greater proportion of pupils achieving the standard. Attainment remained lowest in writing Teacher Assessment, at 67%, and highest in science Teacher Assessment, at 81%.

More girls reached the expected standard than boys in all KS1 subjects. The subject with the largest difference in attainment by gender continued to be writing, with a gap of 16 percentage points between girls (76%) and boys (60%). The gender attainment gap was 9 percentage points in reading, with 77% of girls and 68% of boys reaching the standard. The gap was narrowest for maths at 4 percentage points, where 76% of girls reached the standard compared to 72% of boys. The gap has increased in writing and maths by 2%. The reading gap remains the same in 2018 compared to 2017.

The phonics screening check is a statutory assessment for all pupils in year 1 (typically aged 6) to assess whether they have met the expected standard in phonic decoding. 80% of pupils met the expected standard in the phonics screening check at the end of year 1, an increase of 21 percentage points since the introduction of the check in 2012. The gap between Kirklees learners and all learners nationally is 2%. A greater proportion of girls continue to meet the phonics standard, with 84% of girls and 76% of boys meeting the standard in 2018. Kirklees Boys attainment is significantly lower than boy's attainment nationally. Kirklees is currently in quartile D for phonics, reading, writing and maths for Key Stage 1.

Focus Areas

- To improve the pass rate in phonics;
- To diminish the attainment gap between Kirklees children compared to children nationally in reading, writing and maths (at the expected and higher standard) internal data suggests this is particular the case for;
 - disadvantaged and SEND (especially SEN support) children; and
 - Asian and mixed ethnicity children (particularly boys)

2.3 Key Stage 2

In 2018, at the end of Key Stage 2 (11 year old), 5,311 children in Kirklees schools were assessed in reading; grammar, punctuation and spelling (GPS); writing; and mathematics. 62% of children in Kirklees reached the expected standard in combined reading, writing and mathematics around 2% below that seen nationally placing the LA 110 out of 152 in the national rank, quartile D.

Whilst still in quartile D a huge improvement has been seen in reading, writing and the combined Reading, Writing and Maths (RWM) measures. Writing is now the lowest ranked subject area at the expected level. The greatest gender gap was seen in writing, where approximately 13% more girls attained the expected standard compared to boys. The smallest difference was within maths, where attainment of boys and girls was the same. Whilst the gaps between Kirklees girls and girls nationally has reduced in reading and RWM it has grown by 1 percent in writing and maths. Kirklees boys have reduced the gap further in reading to 3 percent below national, but have been unable to reduce the gap in writing, maths and the combined measure which have increased by 1% on 2017.

8% of children in Kirklees reached the higher standard in combined reading, writing and mathematics around 2% below that seen nationally placing the LA 109 out of 152 in the national rank; an increase of 18 places. At the higher level, year on year improvements have been seen in all measures except maths. The gap with national has reduced slightly in all measures except maths. As a result Kirklees has moved up the national rankings in reading (2 positions), GPS (8 positions) but has moved down 4 position in maths and 2 positions in writing. Writing continues to be the lowest ranked subject area for pupils achieving the higher level. A larger proportion of girls attained the higher standard in Reading and writing, but a larger proportion of boys still meet the higher standards in maths. Girls reading and writing is improving at a faster rate than national therefore reducing the gap, however Kirklees girls are losing pace in maths at the higher standard with their national comparisons. Boys have significantly reduced the gap with national at the higher standard in writing over the past 2 years, gaps with boys nationally in reading and maths have been variable over three years with no clear pattern emerging.

Focus Areas

- To improve outcomes in mathematics particularly lower ability and disadvantaged pupils
- Continue to improve outcomes in reading and further diminish the gap between the LA's outcomes and national at the expected level.
- To improve outcomes in writing for high attaining pupils
- Continuing to improve the attainment and progress of all pupils in reading, writing and maths. With particular reference to the lowest and highest attainment bands and for disadvantage and children with special educational needs and / or disabilities (SEND) across all measures.

2.4 Key Stage 4

At Key Stage 4 (16 years old), Attainment 8 and Progress 8 became the key performance indicators for this Key Stage. The average Attainment 8 score for Kirklees was 45.4 which is higher than the national average (44.5). Kirklees girls attain 6.9 points higher than Kirklees boy.

The average Progress 8 score for Kirklees was -0.04 which means less progress was made than the national average. A wider than national (0.48) gender gap exist in the progress measure. Girls progress was 0.27 in 2018, with boys progress 0.63 points below that (-0.36). The progress score was lowest in the open pillar (-0.11) compared to -0.04 nationally.

The proportion of pupils achieving grade five or more in English and mathematics increased by 1.1 percentage points to 42.5% above national (40.2%). A higher proportion of Kirklees girls (47.7%) attain this combined measure compared to Kirklees boys (37.5%). Kirklees is currently in quartile C for Key Stage 4.

The percentage of children entered for all components of the English Baccalaureate (Ebacc) measure (41.5%) has increased by 7.4 percentage points and is now higher than national. The EBacc average point score (APS) is a new headline measure introduced in 2018. The EBacc APS for all schools was 3.85. The maximum possible EBacc APS is 10.75, which is possible by achieving an A* in an AS level qualification in each EBacc pillar. Kirklees EBacc APS score was 3.96. The languages pillar (2.12) was the weakest of the EBacc areas and the only pillar below national (2.28). English was the strongest pillar (4.87) compared to 4.60 nationally.

Areas of focus

- Continue to raise the percentage of pupils entered on EBacc routes, particularly languages (only 48% entered in 2018).
- To raise the percentage of pupils attaining a grade 5+ in the open pillar, thereby improving progress in this pillar.
- To continue to increase the rate of attainment in all subject areas for disadvantaged and SEND pupils.
- To continue to diminish the difference between Kirklees pupils and pupils nationally at grade 5+ in English and Maths.

3. Implications for the Council

3.1 Working with People

Working together with our families, we encourage every child to be ambitious, hold high aspirations and to strive to reach their potential as well as helping them to be kind, brave, compassionate, tolerant and reflective.

3.2 Working with Partners

It is imperative that the council and wider partners work together to ensure they are able to provide world class educational opportunities that support children, young people and their families to realise their potential and succeed in adult life.

3.3 Place Based Working

Our schools, and settings work collaboratively as part of our learning family and understand the children and their families whom they serve well. The diversity and scale of the district requires a commitment to place based working and to meeting the differing needs of local communities. Our Schools and learning settings play a vital role in delivering this place based approach and supporting children and their

families and the wider community. Strong partnerships are well established and together we have a shared commitment to meet the aspirations of all children, young people and families within our communities.

3.4 Improving outcomes for children

All our educational settings are part of the Kirklees learning family. Collectively, these settings serve a large, diverse and growing population with around 5,000 children and young people in every year group. No two children are the same, but some things remain constant for each and every one of them, namely, their right to:

- be safe and receive respect, love and kindness;
- be treated as an individual;
- have their voice heard and to shape their environment;
- be given every opportunity and encouragement to reach their potential; and

3.5 Other (e.g. Legal/Financial or Human Resources)

Being clear about our current performance and using this to determine our priorities for improvement will enable us to target our resources and expertise across the learning system.

4 Consultees and their opinions

Cabinet Portfolio Holders have been engaged in the analysis of the data. Engagement has taken place with school leaders and meetings of the Education and Learning Partnership Board and associated committees and the Kirklees Learning Progression Board.

5. Next steps and timelines

By sharing the educational outcomes and performance data means that we can establish a shared understanding about priorities for improvement.

This is an opportunity to set and commit to high aspirations and ambitions for our Children and Young People, not simply in terms of educational achievement, but also in terms of personal success by removing barriers to learning and opportunity. Personal success must be individualised.

It is proposed to use the information to undertake further analysis in order to work together to prioritise improvement activity, monitor and evaluate impact from an intelligence led baseline to improve outcomes for children and finalise the work we have already begun by developing a 5 year Learning Strategy. This will set out the ambition we have together with our learning settings, for children and young people within our borough and to set out the aspirations we have for their attainment and achievement.

6. Officer recommendations and reasons

- That the Kirklees Annual Educational Quality and Standards Report 2017-18 is accepted to establish a shared understanding about the performance of our children and young people in terms of Educational Outcomes across the district so that the partnership can identify where to prioritise our collective efforts for improvement.

- That the Director for Children's Services in conjunction with the Portfolio Holder for Learning and Aspiration and the Portfolio Holder for Children's Services be delegated to finalise the development of a 5 year Learning Strategy with the Education and Learning Partnership Board by the Summer term.
- That impact is monitored and progress evaluated through quarterly monitoring to Cabinet.

7. **Cabinet portfolio holder's recommendations**

We are very proud of and highly ambitious for our children and young people in Kirklees. We welcome the detailed analysis that shows the current performance of our district and recognise that this highlights that there are opportunities to improve. Our aspiration is to be amongst the best in the country and we believe that collectively because of the commitment of our school leaders, school staff, governors coupled with our wider partners that together we can enable brilliant outcomes for our children and young people.

We are keen that the Learning Strategy is developed and that this will support us all to work together to achieve this ambition over the next 5 years.

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8. **Contact officer**

Harkireet Sohel – Head of Educational Outcomes

Emma Brayford – Kirklees Learning Partner: Data and Assessment

9. **Background Papers and History of Decisions**

Appendix A – Kirklees Annual Educational Quality and Standards Report 2017-18

10. **Service Director responsible**

Jo-Anne Sanders – Service Director Learning and Early Support