

People Directorate Scrutiny Commission

25th March 2019



Report of: Education, Skills and Learning

Title: School Performance Report

Ward: All Wards

Officer Presenting Report: Alan Stubbersfield, Richard Hanks

Recommendation:

Members are recommended to note the report and question officers as appropriate.

The significant issues in the report are:

The role of the Local Authority in:

- Monitoring the performance of schools;
- Supporting and challenging all schools across the system;
- Building partnerships with other system leaders such as trusts and teaching schools for the benefit of all schools in the city.

The outcomes of statutory assessment at the end of the Early Years Foundation Stage (EYFS) and Key Stages 1, 2 and 4, and the performance of key groups of pupils.

The current overview of inspection outcomes across the city.



1. Summary

Bristol City Council's corporate strategy sets out its commitment to education. It sees that the most effective way to achieve the best outcomes for pupils is through partnership with and between schools, and aspires for all schools to be judged to be at least good, playing a key role in collectively improving the quality of provision across the city. This view provides the rationale for providing a targeted response to schools depending on their context, enabling the LA to focus resources to schools accordingly: those which are not yet secure or are in need of additional support because of current circumstance will benefit as do those that are already secure and may be in a position to support other schools on their improvement journey.

2. Context

The local authority works with schools to monitor performance and provide both challenge and support. This includes working collaboratively to find local solutions where schools are in difficulty, commissioning support and utilising system leaders to support the development of a self-improving educational system.

As part of its strategic role in promoting learning across the city, Bristol is committed to working with schools, whether they are a maintained school, free school or an academy, either stand alone or within a multi-academy trust. Partnership work includes working with representative groups such as the Excellence in Schools Group.

Excellence in Schools Group (Local School Standards Board)

The group contributes to the achievement of the Learning City vision and its ambition to create an inclusive, enterprising and sustainable world class learning city. Excellence in Schools Group members use their involvement in other forums to ensure greater coordination and coherence of the school-led system across the city. The Local Authority works with partners to identify key priorities and support to improve outcomes for pupils across the city. The responsibility for school improvement is a collective one and the EISG will act in accordance with the Regional Schools Commissioner's vision of a 'Local School Standards Board'. This means that school performance and progress will be regularly reviewed by the group. With the support of an independent Chair, members will hold partners to account, evaluate the impact of improvement work and make recommendations where appropriate.

The School Improvement Offer to schools and academies for 2018 – 2020

The offer provides a graduated approach to school improvement which will provide bespoke support and challenge to each school/academy depending on their current context and needs.

As well as the graduated programme of support to maintained schools and academies, schools will have access to an annual 'Bristol School Improvement Fund' for which schools can submit bids that are focused on Bristol priorities. Schools which are secure and currently judged Good/Outstanding will be invited to submit bids to support projects in clusters of schools to develop system led school improvement and improve outcomes for our most vulnerable pupils using evidence based interventions

Bristol Education Partners (BEPs) are commissioned associates who support groups of schools, geographically or organisationally linked where possible. Those that are deemed to be vulnerable based on factors such as inspection grade, pupil outcomes, self-evaluation or other performance indicators, receive additional visits and support.

Overall accountability for the delivery, evaluation and ongoing monitoring of the programme success of the project will be held by the Excellence in Schools Group, who in turn will report to the Learning City Partnership Board.

School Risk Assessment Process

Decisions are made about the support level for each school/academy based on the most recent performance data; information from the regional school's commissioner; latest Ofsted inspection report; a one page summary SEF submitted by each school; and a self-assessment of each school's strengths using the School Self Review template (Appendix X) In September, all maintained and academy schools are required to assess themselves against the support level criteria and establish where they believe they match the criteria. This self-assessment also informed discussions with LA officers and Excellence in Schools Group members about which level of support the school will receive.

Schools have been assigned a support level based on the following descriptors, with the focus being on the minority of schools in the 3rd and 4th categories:

- *System Leader*: good and outstanding schools, with secure results and likely to have an accredited leader for school improvement work. These schools also have capacity to support other schools and take an active role in improving the system as a whole across Bristol.
- *Self-Improving*: good and outstanding schools, with secure results. These schools are able to accurately evaluate their work, plan effectively for improvement and commission the support they require.
- *Building Capacity*: schools judged to require improvement or schools where this is the likely judgement at the next inspection. These schools need some support to build capacity.
- *Causing Concern*: schools judged to have serious weaknesses or require special measures will require more significant support.

Commissioned support from a BEP is allocated based on the above risk assessment. Schools and academies also have access to funding to support this work. In respect of building capacity and causing concern schools, the use of the improvement fund will be agreed with the headteacher or principal and the BEP.

Progress Review Meetings

Progress review meetings are designed to support schools in monitoring the impact of their work and the support they receive. It is essentially a performance management approach. Meetings will use a range of evidence to evaluate the progress schools are making in relation to the identified priorities and actions. The following information will be used to inform progress review meetings:

- Changes in the school's context;
- The school's current financial position;
- A report from the headteacher;

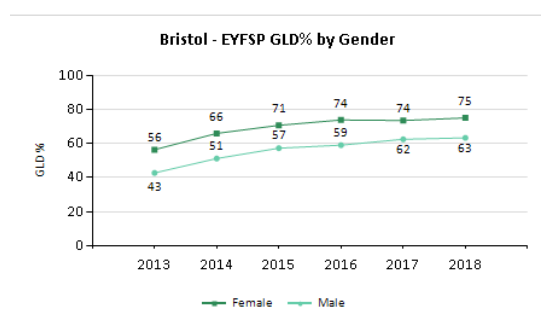
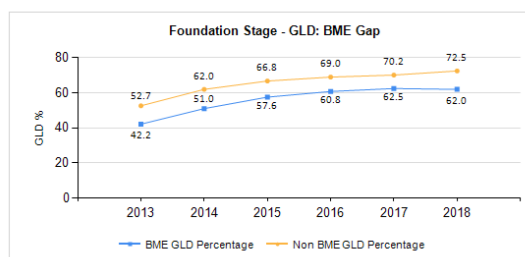
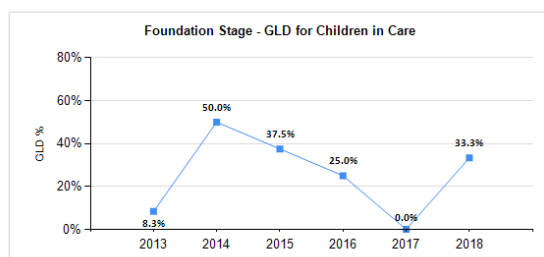
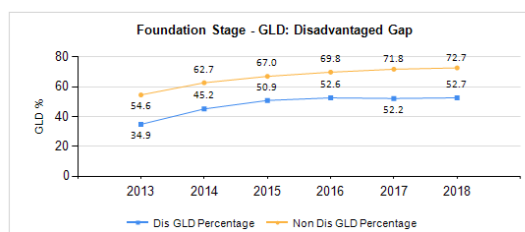
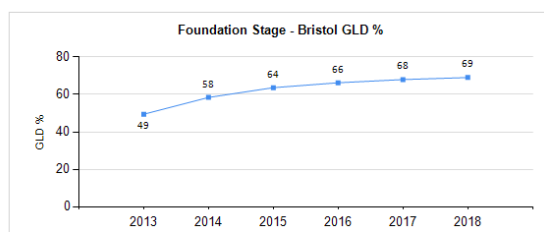
- A report from the governing body;
- Any reports of professionals who have carried out commissioned support.

The meeting will evaluate the actions taken and the evidence of impact to date. Further actions will be agreed and funding implications discussed. A judgement will be made against headings reflecting the Ofsted inspection framework.

Education Outcomes 2018

Overall, outcomes have improved in 2018. Within phases and individual subjects there is evidence of improvement in attainment and progress when compared to the previous year. However, outcomes remain below the national average at the end of the Early Years Foundation Stage, key stage 1 and key stage 2 at the expected standard. Attainment is in line with the national average at key stage 4. Progress is in line with the national average across key stage 2 and 4. There are significant achievement gaps for the key groups: disadvantaged, SEND, BME and boys. These gaps are evident at each phase and do not show any significant sign of narrowing over time.

Early Years Foundation Stage



The proportion of pupils achieving an overall good level of development has improved again this year to 69%. This continues a 5 year trend of improving outcomes although it is still below the national average at 71%. The lowest outcomes are for the Early Learning Goals for

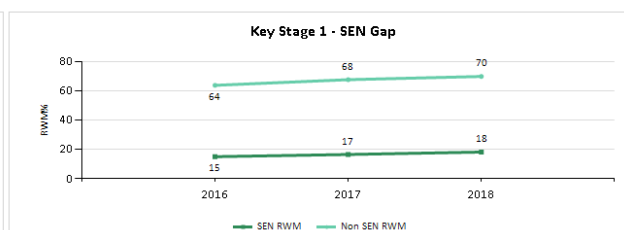
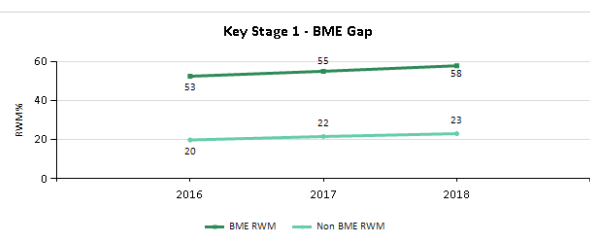
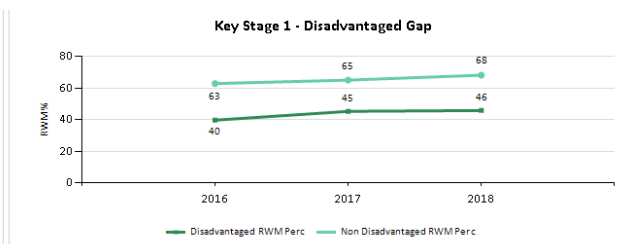
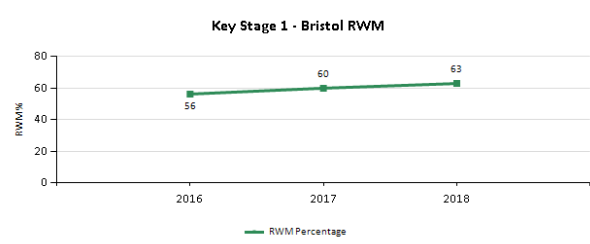
reading, writing and mathematics. The disadvantage gap has widened each year for the last three years and is now 20%. The BME gap has widened slightly this year to 10.5% but is broadly the same as three years ago. Although outcomes for boys and girls are improving each year, the gender gap remains and is currently 12%.

Key Stage 1

Reading, Writing and Mathematics

Expected Standard	Reading	Writing	Mathematics
Bristol	73%	68%	75%
England	75%	70%	76%

Greater Depth	Reading	Writing	Mathematics
Bristol	24%	14%	21%
England	26%	16%	22%



Outcomes in the individual subjects are just below the national average at the end of key stage 1 at both the expected standard and at greater depth. The proportion of pupils achieving the expected standard or better in reading, writing and mathematics combined has continued to increase. This year 63% of pupils met the standard in all three subjects which represents a 3% improvement on 2017 and a 7% increase since 2016.

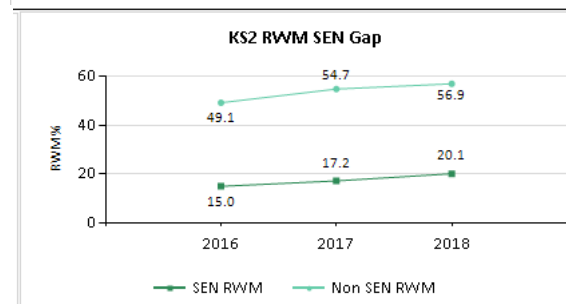
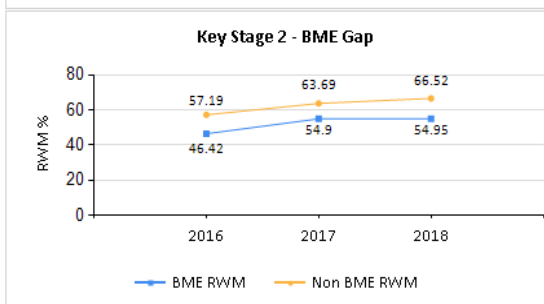
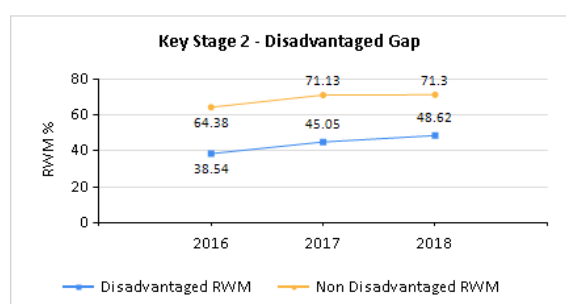
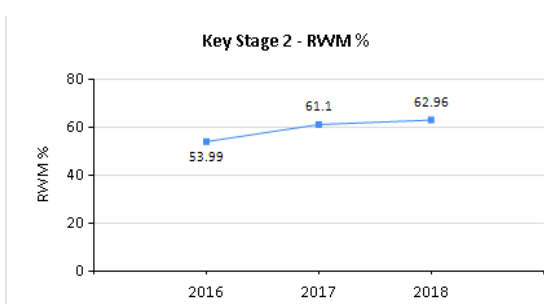
The outcomes of disadvantaged pupils increased slightly in 2018 but other pupils improved at a faster rate, widening the disadvantage gap by 2.6% to 22.4%. BME outcomes improved by 1% but the achievement gap remains and is currently 25%. The SEN achievement gap is not closing over time and is now 52%.

Key Stage 2

Expected Standard	Reading	Writing	Mathematics	Combined
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Bristol	72%	77%	74%	62%
England	75%	78%	76%	64%

Higher Standard	Reading	Writing	Mathematics	Combined
Bristol	28%	23%	23%	10%
England	28%	20%	24%	10%



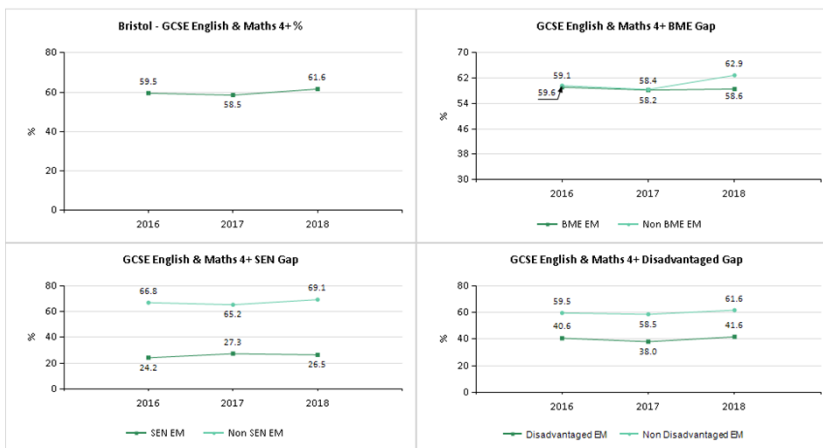
Attainment in reading, writing and mathematics is just below the national average at the expected standard. Progress in each subject is positive and in line with the national average. The proportion of pupils achieving the expected standard in reading, writing and mathematics combined has continued to increase. This year 63% (national 64%) of pupils met the standard in all three subjects which represents a 1.9% improvement on 2017 and a 9% increase since 2016. The proportion of pupils achieving the higher standard in reading, writing and mathematics was the same as the national average at 10%.

Disadvantaged pupil outcomes have increased for the third year in a row and 48.6% of pupils reach the expected standard in reading, writing and mathematics. The achievement gap has also narrowed this year by 3.3% and is now 22.7%. The proportion of BME pupils meeting the expected standard in reading, writing and mathematics has remained the same at 55% and the achievement gap widened. There is a variation in the performance of ethnic groups within the BME data. Pakistani, Black Caribbean, Black African, White and Black Caribbean and Traveller of Irish Heritage outcomes are well below other ethnic groups. The proportion of SEND pupils who met the expected standard in reading, writing and mathematics increased for the third year in a row to 20.1%. The gap with non-SEND pupils narrowed slightly.

Key Stage 4

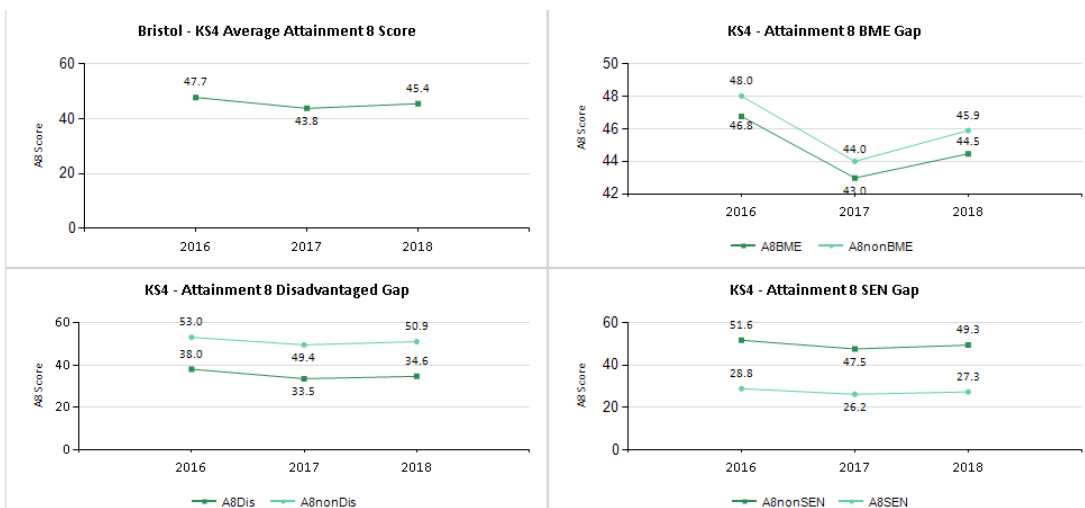
4+ and 5+ English and Mathematics

	English and Maths 5+	Progress 8	Attainment 8
Bristol	41%	-0.09	45.43
England	40%	0	44.26



The proportion of students achieving 4+ in English and mathematics improved by 3.1% to 61.6%. This reverses a slight decline in 2017. The proportion of students achieving 5+ in English and mathematics was 41% which is 1% above the national average.

Attainment 8



Attainment 8 improved in 2018 to 45.4 which is just over 1% above the national average. The attainment 8 scores for disadvantaged, BME and SEND students are below that of other students. The achievement gaps is not narrowing, remaining broadly the same year on year.

Progress 8



Progress 8 improved in 2018 to -0.09 bringing Bristol very close to the national average of 0. Progress 8 for disadvantaged students improved in 2018 but is still well below other pupils and the gap did not narrow this year. Progress 8 for BME pupils improved in 2018 and there was some narrowing of the gap with non-BME pupils. The progress 8 of SEND students improved slightly in 2018 but the achievement gap remained the same.

Schools Causing Concern

There are currently nine schools judged as inadequate in Bristol Local Authority. Two schools have serious weaknesses and the remaining seven require special measures. The majority of these schools are engaged in school improvement either through the LA school improvement offer or through the Leadership for Learning Project funded through the Strategic School Improvement Fund (SSIF).

Almost all schools have had positive HMI monitoring visits which acknowledge the work of leaders, trusts and external partners in driving school improvement.

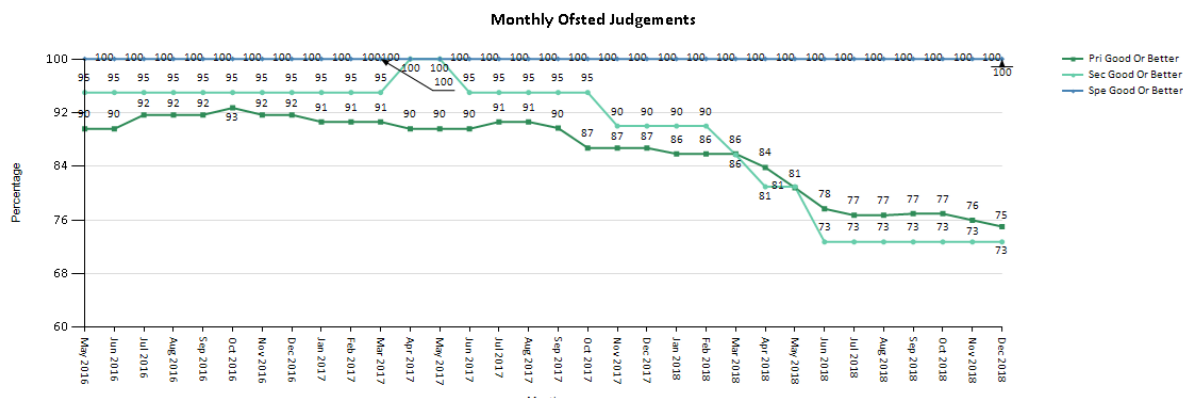
Previously Inadequate Schools

There are a further five schools previously judged inadequate which have now either academised or been re-brokered to another trust. These schools are no longer classed as inadequate as they are officially new schools.

Requires Improvement Schools

There are 21 schools judged to require improvement, 19 infant/primary phase schools and 2 secondary. The secondary schools are engaged in school improvement work with their respective trusts. Of the 19 infant/primary phase schools, the LA is working directly with six maintained schools, providing additional visits from a Bristol Education Partner and funded support from specialist leaders in education through the Bristol Primary Teaching School Alliance. The remaining schools are receiving support from their respective trusts. One standalone academy is being supported in the same way as the maintained schools by the LA. Nine of the schools are also receiving support through the Strategic School Improvement Fund programme: Leadership for Learning.

Inspections



The proportion of schools judged good or outstanding has been decreasing since the end of 2016, reflecting a southwest decline. There has been a steady downward trend at the primary and secondary phases. Bristol primary judgements are below the national average and secondary in line.

Ofsted report that by the end of August 2018, they had judged 86% of schools good or outstanding at their most recent inspection. There was little change from the position at the end of August 2017 (87%). Outcomes continue to be higher for primary schools (87% good or outstanding) than for secondary schools (75%).

3. Policy

The LA’s work with schools is outlined in the Monitoring, Support, Challenge and Intervention (MSCI) Policy. All support and challenge provided to maintained schools and academies is in line with this policy. The policy outlines the relationship the LA has with maintained and academy schools and the risk assessment process.

4. Consultation

a) Internal

Not applicable

b) External

Not applicable

5. Public Sector Equality Duties

5a) Before making a decision, section 149 Equality Act 2010 requires that each decision-maker considers the need to promote equality for persons with the following “protected characteristics”: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation. Each decision-maker must, therefore, have due regard to the need to:

- i) Eliminate discrimination, harassment, victimisation and any other conduct prohibited under the Equality Act 2010.
- ii) Advance equality of opportunity between persons who share a relevant protected characteristic and those who do not share it. This involves having due regard, in particular, to the need to --

- remove or minimise disadvantage suffered by persons who share a relevant protected characteristic;
 - take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of people who do not share it (in relation to disabled people, this includes, in particular, steps to take account of disabled persons' disabilities);
 - encourage persons who share a protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- iii) Foster good relations between persons who share a relevant protected characteristic and those who do not share it. This involves having due regard, in particular, to the need to –
- tackle prejudice; and
 - promote understanding.

5b) Performance data in the report identifies schools' impact on disadvantaged groups

Appendices:

NA

LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

Background Papers:

None