

SCRUTINY PANEL

23 April 2015

Education Performance Board: Progress Report

Report of the Director of People

STRATEGIC AIM:	Creating a Brighter Future for All
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1. PURPOSE OF THE REPORT

- 1.1 To present a progress report on the work of the Education Performance Board covering the period November 2014-April 2015.

2. RECOMMENDATIONS

- 2.1 That People (Children) Scrutiny Panel notes the purpose and impact of the Education Performance Board since its inaugural meeting in November 2014.
- 2.2 That People (Children) Scrutiny Panel identifies any follow up actions relating to the Education Performance Board to be reported to a subsequent meeting of its Panel.

3. BACKGROUND

- 3.1 The Education Performance Board was established by the Learning and Skills Service, People Directorate and approved by Cabinet in 2014 following the consultation and launch of the Learning and Skills Strategy 2014-16.
- 3.2 The role and membership of the Education Performance Board is set out in the Terms of Reference contained within the Learning and Skills Strategy 2014-16 previously presented to People (Children) Scrutiny Panel.
- 3.3 The overriding aim of the Education Performance Board is to provide robust monitoring and review of the performance and progress of improvement of education providers including Early Years settings, schools and Adult Learning provision.
- 3.4 The Education Performance Board will provide progress reports to the People Directorate Management Team, People (Children) Scrutiny Panel and the Council Senior Management Team, as required.
- 3.5 The specific objectives of the Education Performance Board are as follows:

- i. To receive and scrutinise regular monitoring reports on the performance of education providers in Rutland covering agreed performance priorities.
 - ii. To review the rate, quality and relevance of performance and improvement actions of education providers with a view to assessing overall progress of educational provision in Rutland.
 - iii. To monitor progress and receive a Learning and Skills Service Self-Assessment Report by an agreed March 2015 deadline.
 - iv. To receive and integrate in to the monitoring of performance any recommendations arising from Ofsted inspections and visits.
 - v. To monitor and assess the rate, quality, and relevance of preparations for the Ofsted Inspection of School Improvement Arrangements.
 - vi. To set, agree and communicate expectations and reports regarding progress and performance of education providers to other interested parties.
 - vii. To ensure robust and relevant data is readily available to be presented as an evidence base to underpin performance claims and self-assessment.
- 3.6** The Education Performance Board commenced at the start of Autumn Term 2014 and will remain operable for the duration of the Learning and Skills Strategy 2014-16. A decision regarding the requirement of an Education Performance Board after that stage will be made as part of a strategic review of the effectiveness of the Learning and Skills Strategy.
- 3.7** A meeting of the Education Performance Board will be held at least three times per academic year in autumn, spring and summer. Each meeting will focus on an agreed agenda and areas of education performance. Notes of meetings will be made and distributed to Board representatives to be disseminated as appropriate.
- 3.8** Membership of the Education Performance Board is subject to further development but currently includes:
- i. Portfolio Holder – Children and Education
 - ii. Director – People Directorate
 - iii. Head of Learning and Skills
 - iv. Officers - Learning and Skills Team
 - v. School Representatives – Head Teachers (Primary, Secondary, Post 16)
 - vi. School Representatives – Chairs of Governing Bodies
 - vii. Diocesan Representatives

4. EDUCATION PERFORMANCE BOARD MEETINGS: 2014-15

- 4.1** Two meetings of the Education Performance Board have been held in the 2014-15 academic year to date. The first was in November 2014 and the most recent in February 2015. A further meeting will be held on June 10th 2015
- 4.2** The agendas for the November and February meetings are shown at **Appendix A and Appendix B**. The focus of the meetings is on the following areas of education performance in Rutland:

Education Performance Board November 2014

- i. Early Years
- ii. Key Stage 1
- iii. Key Stage 2
- iv. Key Stage 5

Education Performance Board February 2015

- i. Performance of pupil groups e.g. SEN, FSM, LACs

Education Performance Board May/June 2015

- i. Key Stage 3 and Key Stage 4 (Validated data)
- ii. Predicted pupil outcomes for 2015
- iii. Attendance
- iv. Exclusions
- v. Adult Learning

- 4.3** Data dashboards were constructed for each meeting to support analysis of performance and identification of issues and areas for action and improvement. The November data dashboard is provided at **Appendix C** and the February data dashboard is shown at **Appendix D**. Further data will be constructed to support the analysis at the May/June Education Performance Board meeting.

4.4 Key Findings and Issues

The key findings and issues identified at the first two meetings of the Education Performance Board are available in the notes of the meetings however a summary is provided below:

November 2014

There is strong Early Years performance

There is strong KS1 performance:

- i. Rutland's performance at KS1 overall APS has been significantly above the national average for the past five years with a 3 year rising trend.
- ii. In 2014 there were pockets of underperformance, at the end of KS1, in a minority of schools and the APS in 3 primary schools was below the national average but above the national average in 11 schools.
- iii. Performance across the LA was strongest in **reading**; reflecting the national picture

Performance at end of KS2 is weak:

- iv. Key Stage 2 performance is generally weak and four schools are performing below the floor across all measures
- v. Rutland's performance at KS2 overall APS shows a **three year trend of falling** from what was significantly above in 2011 & 2012 to below the national average in 2014.
- vi. Poorest subject performance in KS2 across the LA is in **mathematics** and **Writing**.
- vii. Of significant concern was that 13 of our schools were below one or more floor measures.
- viii. **4** schools show a rising trend in APS
- ix. **9** schools are above or well above national APS and 8 schools have an APS below the national picture
- x. In contrast **6** schools show a falling trend in APS
- xi. LA performance at L5 in reading is well above the national picture; in writing broadly average and at L4 performance in **mathematics** is the weakest subject and is below the national average
- xii. LA performance for percentage of pupils who attained L4 in reading, writing and mathematics combined in 2014 was ranked bottom, but one authority, in the country

Note: The above findings and issues from the November 2014 Education Performance Board have previously been reported (as a presentation) to People (Children) Scrutiny Panel in detail.

February 2015

- i. Rutland Children with English as an Additional Language achieved 18% above national performance
- ii. Disadvantaged Children in Rutland are 30% below when compared to the same groups nationally.

- iii. Rutland had one 'Looked After' Child who did not pass the Phonics Check and seven Children with a Statement of SEN none of whom passed the Phonics Check
- iv. Some groups of pupils are doing very well (spring and summer birth pupils, SEN with a statement in reading & writing at KS1)
- v. Performance of SEN pupils without a statement is well below similar pupils nationally
- vi. At Key Stage 2 L4 performance of girls is well below that of boys in all subjects and particularly mathematics.
- vii. Attainment of disadvantaged pupils at L4 reading, writing and mathematics combined, is significantly below that of other pupils nationally (significantly below)
- viii. Attainment of SEN pupils without a statement is well below similar pupils nationally in all subjects
- ix. Attainment of lower and middle learners is also significantly below at L4 compared to pupils nationally.
- x. LAC: One child made 2 levels progress in all subjects but did not achieve Level 4. One made two levels progress or better in all subjects and achieved Level 4B in all but reading.

Further analysis at summer Education Performance Board

A discussion was held regarding the support required to raise attainment and progress of all pupil groups' and it was agreed at the next Education Performance Board that secondary school attainment would be reviewed and a presentation on how progression of all pupils' progress can be monitored within Rutland L.A.

The agenda for the summer meeting also includes a review of attendance, exclusions and adult learning education performance.

4.5 Notes of Meetings

Full notes of the November 2014 and February 2015 Education Performance Board meetings are provided at **Appendix E and Appendix F**. However, a detailed presentation was previously made by the Head of Service Learning and Skills to People (Children) Scrutiny Panel which covered the outcomes of the November 2014 Education Performance Board meeting including priorities for improvement.

The notes of meetings show attendees and agreed actions.

4.6 Actions

As a result of the November 2014 Education Performance Board the following actions have been undertaken:

- i. Notes of the meeting were disseminated to all schools drawing attention to the key issues and areas of improvement;
- ii. Analysis of the findings and issues was provided to Headteachers (January 2015) and priorities were established for improvement action;
- iii. Analysis of the findings and issues was provided to Chairs of Governing Bodies (January 2015) and priorities were established for improvement action;
- iv. Annual visits have commenced to every school to obtain self-evaluation data and to identify school specific priorities and areas for improvement action;
- v. Presentation was provided to People (Children) Scrutiny panel on the key issues, findings and priority areas for improvement;
- vi. The priority areas for improvement were presented to the Schools Forum to request funding to increase the level and scope of school improvement work to address the agreed priorities.

Actions following the February 2015 meeting will be presented to the Head Teacher and Chairs of Governing Body Briefing meetings in April/May 2015.

4.7 Impact

The impact of the Education Performance Board after 6 months of operation is as follows:

- i. Accurate performance data for each school has been assembled and constructed into an integrated data dashboard which addresses all the key performance indicators from Early Years to Key Stage 2;
- ii. The data dashboard has been shared in the public domain and the data for all schools is transparent and accessible;
- iii. The data dashboard has been shared with the DfE, Regional Commissioner for Schools and Regional Ofsted Director and key issues and actions identified;
- iv. The Education Performance Board has brought about a risk assessment of school performance previously not available and which has clarified the priorities for improvement at a general and school level;
- v. The Education Performance Board has brought about a debate about performance in schools not previously available involving the local authority, representatives of maintained schools and academies, governors, Diocese and members.
- vi. The Education Performance Board has analysed performance data, recorded issues and findings and arranged dissemination of this information.
- vii. The work of the Education Performance Board has fed directly into the Schools Forum and contributed to securing further funding for school improvement priorities in Rutland.

5. RISK MANAGEMENT

RISK	IMPACT	COMMENTS
Time	High	It is essential that the annual programme of Education Performance Board meetings remains timely, regular and in keeping with an agreed schedule of work which coordinates with other Council, school, Diocesan and external school performance review work.
Viability	High	Support for the Education Performance Board is critical including expansion of its membership.
Finance	Medium	There is a close link required between the use of resources by the local authority, schools, Schools Forum and external funding agencies (e.g. national college) to ensure that resources available for school improvement work in Rutland are maximised and at no point duplicated.
Profile	High	School performance is high profile.
Equality and Diversity		The Education Performance Board operates to all principles observed by the local authority which underpin Equality and Diversity.

Report Author

Dr Tim O'Neill

Director, People

Tel No: (01572) 722577

e-mail: enquiries@rutland.gov.uk

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