

HERTFORDSHIRE COUNTY COUNCIL

**ENTERPRISE, EDUCATION AND SKILLS CABINET PANEL
TUESDAY 4 FEBRUARY 2014 AT 10.00 a.m.**

Agenda Item No.

?

STANDARDS AND QUALITY IN HERTFORDSHIRE SCHOOLS

Report of the Director of Education and Early Intervention

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Executive Member: Christopher Hayward - Enterprise, Education & Skills

1. Purpose of report

To provide Members with an overview of standards and quality in Hertfordshire schools and other settings for the academic year September 2012 to July 2013.

2. Summary

2.1 This report informs members about standards and quality in schools and other settings. It presents evidence from inspections, test and examination results and other assessments.

2.2 In the academic year 2012/13, the summer's test and examination results indicate sustained high standards in tests and examinations; results were maintained or improved at most key stages where trend data is available.

2.3 For many vulnerable groups, the gap between their achievement and that of all children is closing but for some it remains wide, particularly those on free school meals (FSM) and children looked after (CLA).

2.4 At the end of the academic year 2012/13, a higher percentage of Hertfordshire schools were judged outstanding in their Ofsted inspections than national. The percentage of Hertfordshire schools in an Ofsted inadequate category was much lower than national. The percentage of schools judged good or outstanding was, however, lower than national.

3. Recommendation

3.1 The Panel is invited to note and comment upon the report.

4. Background

- 4.1 In setting up Herts for Learning (HfL) in 2013, HCC has put in place robust arrangements to ensure that the local authority's (LA's) statutory duties for school improvement are effectively fulfilled whilst retaining provision for non-statutory support to schools and settings through a traded offer. From September 1st 2013, HCC has commissioned Herts for Learning to deliver the local authority's statutory school improvement functions alongside enhanced additional traded services as the best way of ensuring sustainable provision to meet the changing needs of schools and the local authority.
- 4.2 Herts for Learning is the UK's largest schools' company. Hertfordshire schools own almost 80% of shares in the company and six non-executive directors, nominated and elected by school shareholders, sit on the Herts for Learning Board. The council owns 20% of the company's shares and has two non-executive directors on the Board.
- 4.3 In 2013, Ofsted introduced an inspection framework for local authorities to evaluate their arrangements for fulfilling their statutory duties to promote high standards in schools and other providers so that children and young people achieve well and fulfil their potential (as defined by section 13A of the Education Act 1996). This includes support for schools causing concern as set out in Part 4 of the Education and Inspections Act 2006.
- 4.4 Not all local authorities will be inspected to a regular cycle or interval. Where inspections of schools or other providers raise concerns about the effectiveness of a local authority's education functions or where Ofsted become aware of other concerns, an inspection may be carried out.
- 4.5 A local authority may be inspected where one or more of the following apply:
- where there is a higher than average proportion of schools that have not been judged to be good by Ofsted
 - where the proportion of children who attend a good or better school is lower than that found nationally
 - where there is a higher than average number of schools in an Ofsted formal category of concern and/or there are indicators that progress of such schools is not securing rapid improvement
 - where attainment levels across the local authority are lower than that found nationally and/or where the trend of improvement is weak
 - where rates of progress, relative to starting points, are lower than that found nationally and/or where the trend of improvement is weak
 - where the volume of qualifying complaints to Ofsted about schools in a local authority area is a matter of concern
 - where the Secretary of State requires an inspection of local authority school improvement functions.
- 4.6 This year's report includes quintile positions which compare Hertfordshire outcome data to all other local authorities (from 148 to 151 in total, depending

on key stage). Schools are now measured in this way on Ofsted's school data dashboard giving schools, governors and the public a clear indication of benchmarked performance.

- 4.7 Hertfordshire's performance for most indicators places the authority in the 1st and 2nd quintiles (the top 20% or 40% of all LAs). The 3rd quintile shows performance at approximately the same as the national average. Those few areas where performance is currently in the 4th and 5th quintiles are being addressed in Hertfordshire as improvement priorities for Herts for Learning.
- 4.8 Graphs have been provided for the key indicators where trend data is available. They show Hertfordshire performance alongside national (Nat) and statistical neighbours (SN).

5. Introduction

- 5.1 In the academic year 2012/13 the summer's test and examination results indicate sustained high standards in tests and examinations; results were maintained or improved at most key stages where trend data is available. Performance for the key attainment indicators remains in the top quintile for all local authorities in England, except in writing and mathematics at key stage 1 (2nd quintile). Performance in the progress indicators from key stage 2 to key stage 4 is in the 1st quintile for mathematics and the 2nd for English, but is less strong from key stage 1 to key stage 2 where all three aspects are in line with national in the 3rd quintile.
- 5.2 For many vulnerable groups, the gap between their achievement and that of all children is closing but for some it remains very wide, particularly those on free school meals (FSM) and children looked after (CLA). In 2013, good progress was made in closing the FSM gap at key stage 2 but the gaps at the other key stages remain similar or slightly smaller than 2012 and all gaps, except mathematics at key stage 1, are larger than national. The performance of children looked after improved in 2013 and their performance is now above national at all key stages.
- 5.3 At the end of the academic year 2012/13, a higher percentage of Hertfordshire schools were judged outstanding in their Ofsted inspections than national. The percentage of Hertfordshire schools in an Ofsted inadequate category was much lower than national. The percentage of schools judged good or outstanding, however, was lower than national, placing Hertfordshire in the 4th quintile.

6. Early Years Foundation Stage

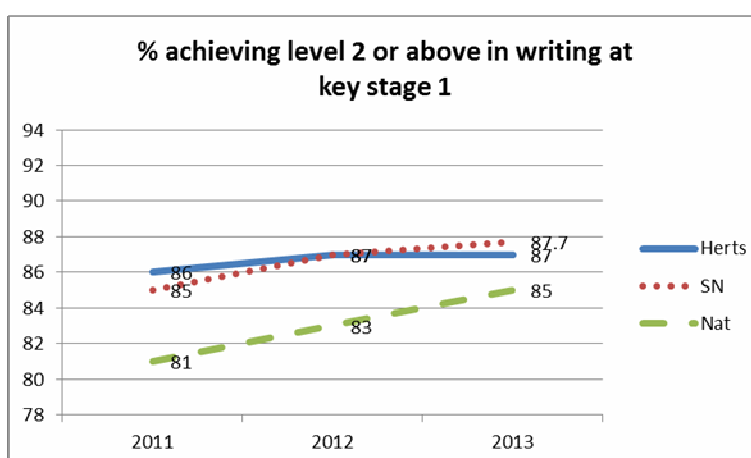
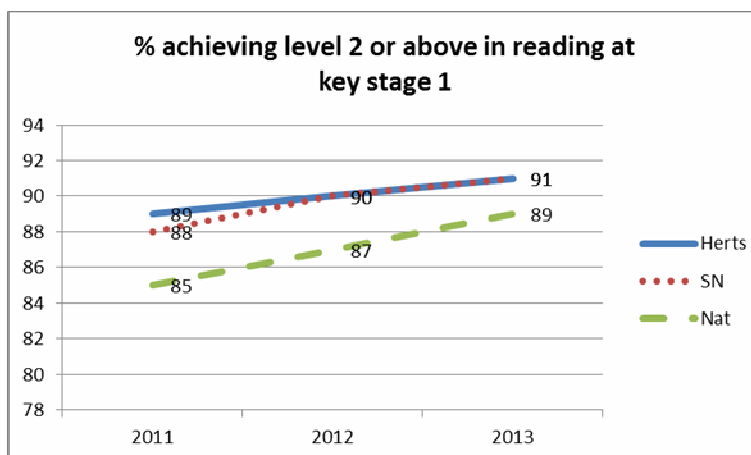
- 6.1 A new EYFS Profile was introduced in 2013 along with a new indicator measuring a 'Good Level of Development' (GLD). The new profile and revised EYFS simplify the learning and development requirements by reducing the number of early learning goals from 69 to 17 and have a stronger emphasis on the three prime areas which are most essential for children's healthy

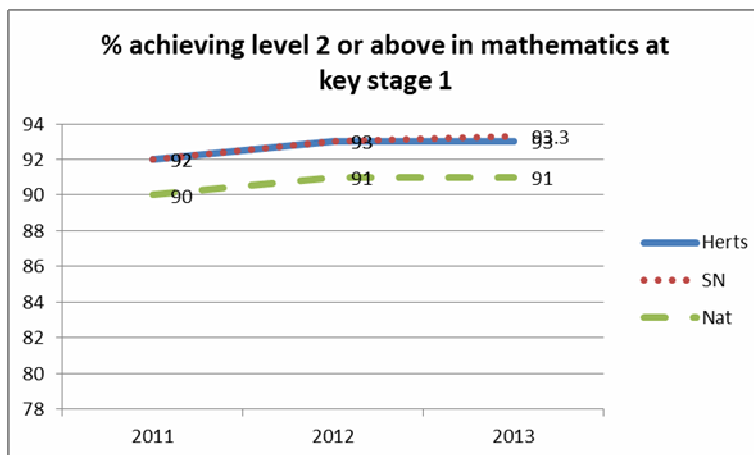
development: communication and language; physical; and personal, social and emotional development. From 2013, children will be defined as having reached a Good Level of Development at the end of the EYFS if they achieve at least the expected level in the early learning goals relating to personal, social and emotional development; physical development; communication and language and mathematics and literacy.

- 6.2 61.2% of children achieved a good level of development placing Hertfordshire 10th when ranked against all other local authorities. The attainment gap between the lowest attaining 20% of young children and the mean was 28.8%, also placing Hertfordshire in the 1st quintile of all local authorities.

7. Key Stage 1

- 7.1 At key stage 1, performance has remained similar to 2012 in writing and mathematics following a 1 ppt increase the previous year. In reading, performance increased by 1 ppt for those achieving level 2 or above, following a similar increase in the previous year. Hertfordshire remains 2 pts above national for all three aspects and in the top quintile for reading but has dropped from the 1st to the 2nd quintile for writing and mathematics.



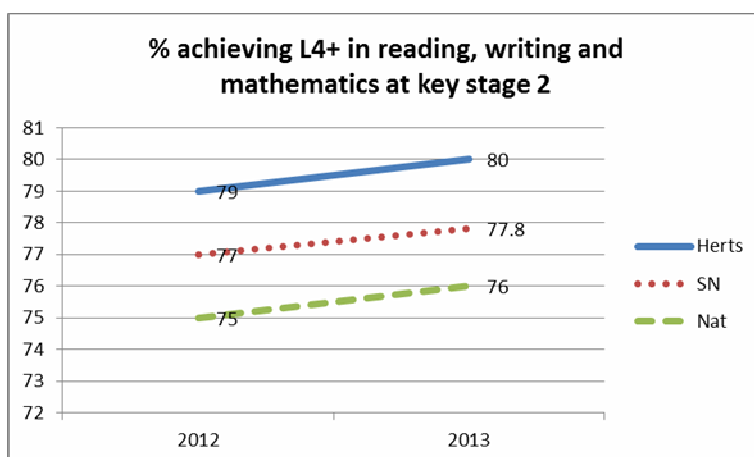


	2013
Herts	93
SN	93.3
Nat	91

8. Key Stage 2

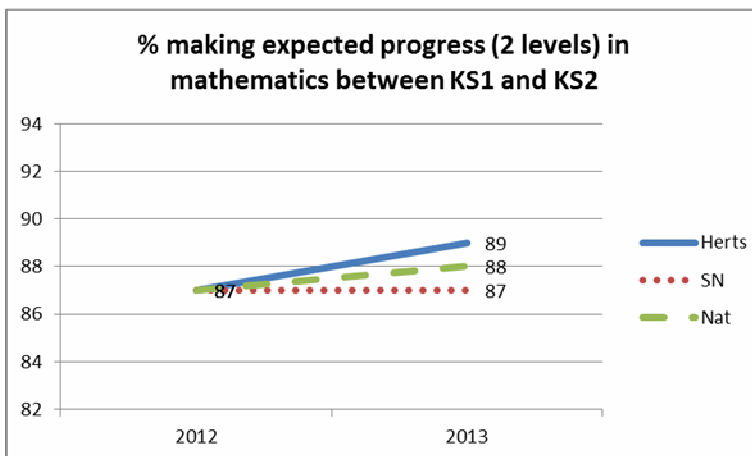
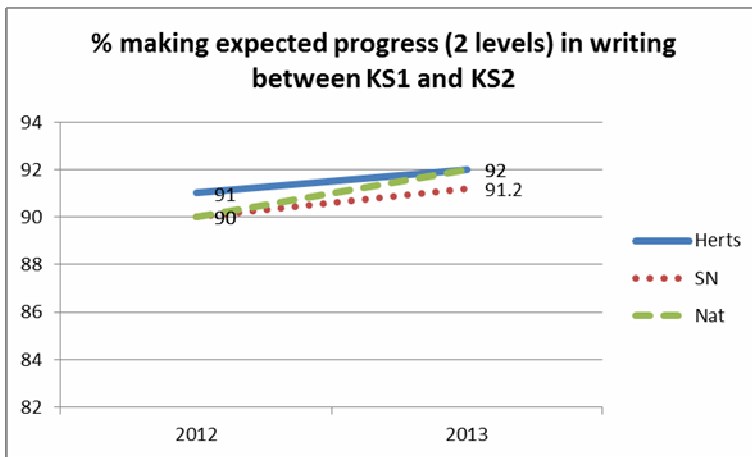
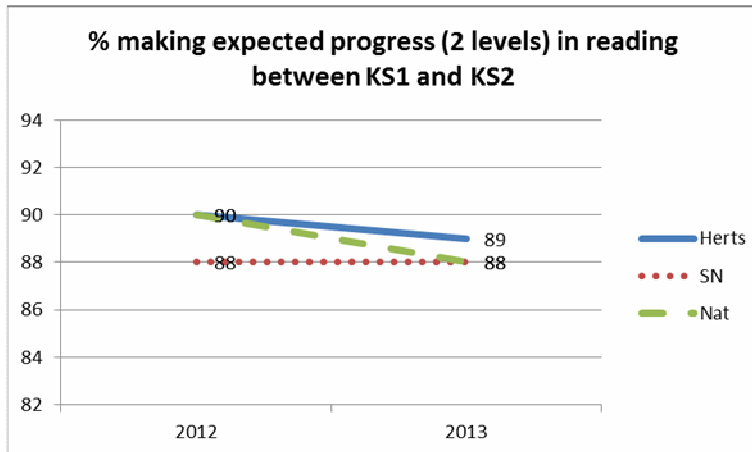
8.1 There were changes in 2013 to the assessment measures reported at the end of key stage 2 and to the floor standards for primary schools. Schools no longer receive figures for the proportions of pupils attaining thresholds in English and now have the figures for proportions attaining thresholds in reading (from the national curriculum test) and writing (from teacher assessment) reported separately. Data has been published for 2012 using the same methodology, however data for previous years is not directly comparable.

8.2 A slight increase (1 ppt) has been achieved in the percentage of children achieving level 4 or above in reading, writing and mathematics (80%) in 2013, in line with the national increase. At 4 ppts above national, Hertfordshire is placed in the top quintile of all local authorities where it is ranked equal 16th.



8.3 In 2013, progress from key stage 1 to key stage 2 in reading reduced by 1 ppt to 89% (alongside a reduction nationally of 2ppts to 88%). Progress in writing increased by 1 ppt to 92%, in line with national figures. Progress in mathematics increased in 2013 to 89% of pupils from 87% in 2012, whereas the national percentage increased by 1 ppt (to 88%). This data places

Hertfordshire in the 3rd quintile for the reading and mathematics progress measures and the 4th for writing.

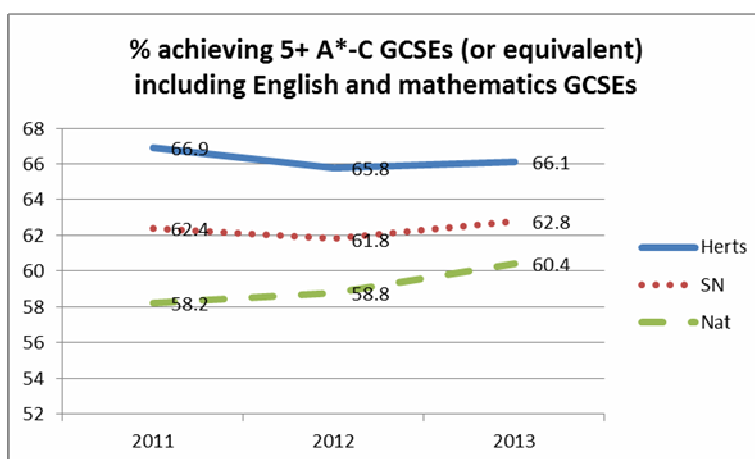


8.4 In 2013, floor standards for primary schools require at least 60% of pupils to attain level 4 or above in all subjects (i.e. reading, writing and mathematics) and to meet national medians in expected progress from key stage 1 in reading, writing and mathematics. Twelve Hertfordshire primary schools are below this revised floor standard in 2013 in comparison to 15 schools below in 2012 against the same measure. This figure represents 3% of Hertfordshire

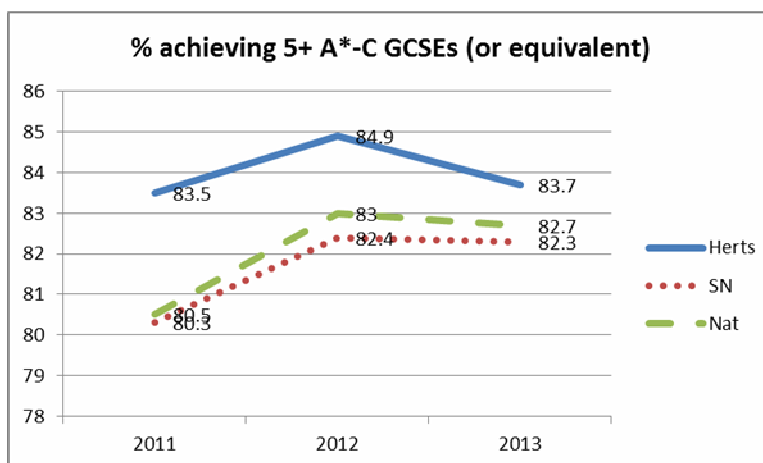
schools, a reduction from 5% in 2012 and is lower than the 6% of all schools nationally.

9. Key Stage 4

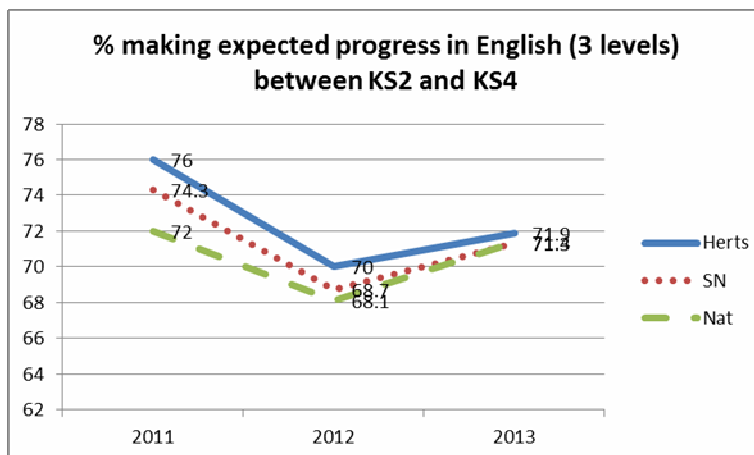
9.1 Provisional results for key stage 4 in secondary schools show that performance has improved slightly compared to 2012 in the percentage achieving 5+A*-C GCSEs including English and mathematics (66.1%) following the 1.1 ppt reduction in the previous year. Nationally the figure for state funded schools improved by 1.4 ppts. Hertfordshire remains in the 1st quintile and ranked 18th of all LAs on this measure.



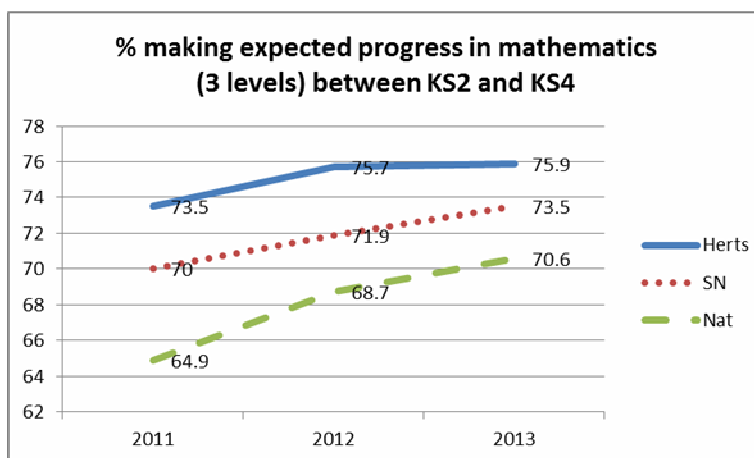
9.2 In the 5+A*-C in any subject measure, performance reduced by 1.2 ppts to 83.7%, similar to that of 2011. This ranks Hertfordshire 75th out of 150 LAs and therefore in the 3rd quintile overall.



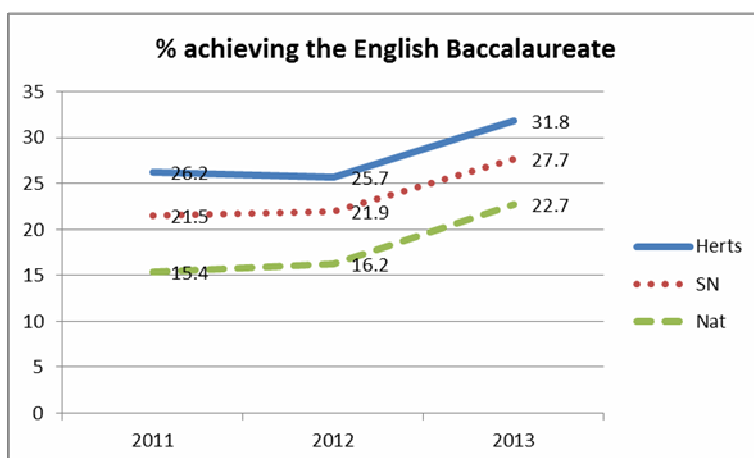
9.3 The percentage of students making expected progress in English from key stage 2 to key stage 4 has increased by 1.9 ppts from 2012 to 71.9%. Progress in mathematics at 75.9% remains similar to 2012. Both figures are above the national average placing Hertfordshire in the top quintile for mathematics and the 2nd quintile for English.



	2013
Herts	71.9
SN	71.3
Nat	71.4



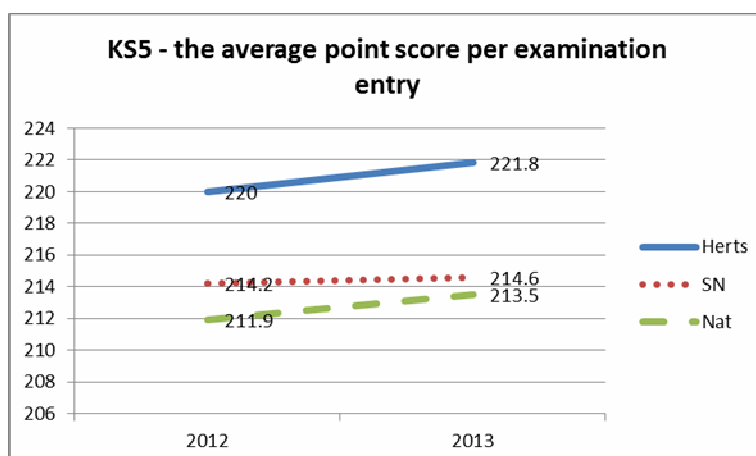
9.4 The English Baccalaureate was introduced as a performance measure in 2010. It is not a qualification in itself; the measure recognises where pupils have secured a GCSE C grade or better across a core group of academic subjects – English, mathematics, history or geography, the sciences and a language. In Hertfordshire 31.8% of pupils achieved this measure in 2013, an increase of 6 pts from 2012. This performance is 9 pts above national and Hertfordshire is ranked 15th of all local authorities in the 1st quintile.



- 9.5 To be above the floor standard in 2013 secondary schools must have at least 40% of pupils achieving five or more GCSEs at grade A*-C or equivalent, including GCSEs (or iGCSEs) in both English and mathematics, and not be below the median school score for the percentage of pupils making expected progress between key stage 2 and key stage 4 in English and in mathematics. One Hertfordshire secondary school is expected to be below floor standard this year, a reduction from three below floor in 2012. The 3 secondary schools below the floor standard in 2012 have all improved in 2013 and are above this year.

10. Key stage 5

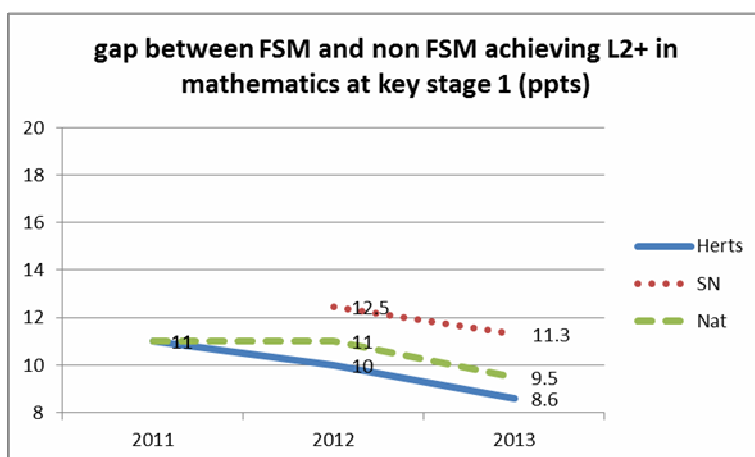
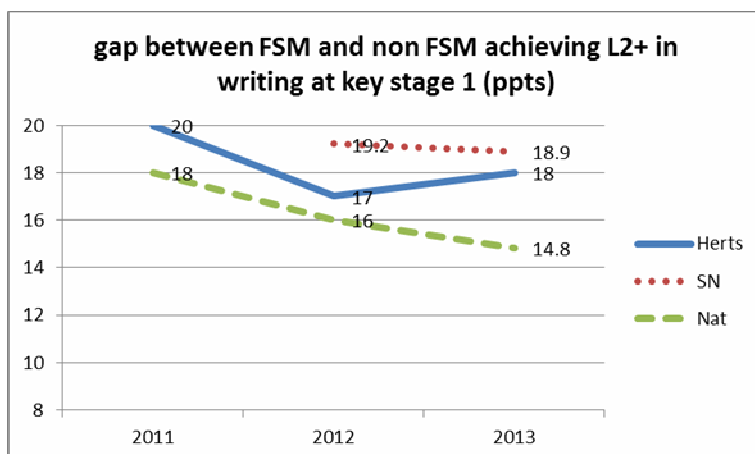
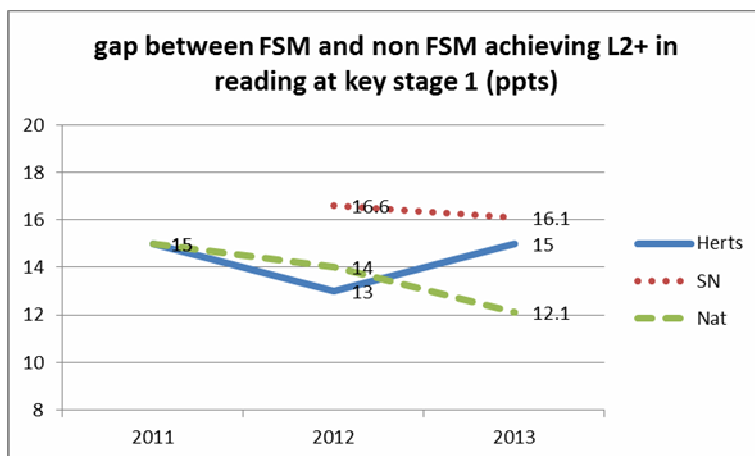
- 10.1 In key stage 5, grades for A level and equivalent qualifications are converted into point scores. The average point score per examination entry (the key indicator for quality at key stage 5), shows sustained improvement over a three year period. In 2013, the provisional figure of 221.8 places Hertfordshire in the 1st quintile, 8 points above national and ranked 15th of all local authorities.



11. Performance of pupils in receipt of free school meals (FSM)

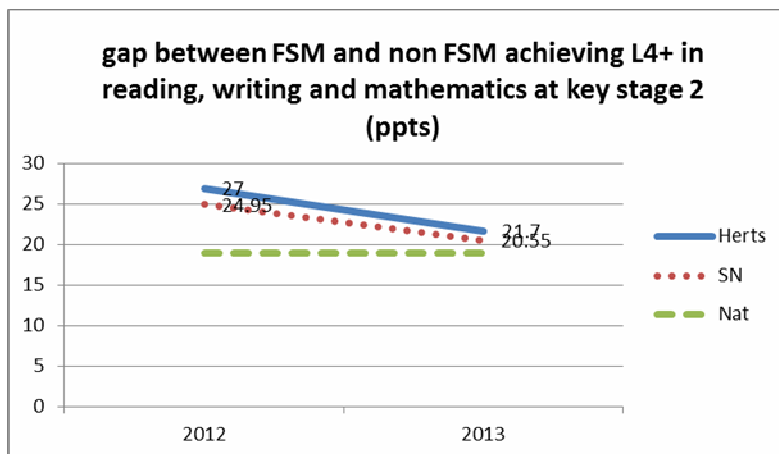
- 11.1 The measure used to compare the achievement of children from lower socio-economic groups changed in 2013. Previously FSM pupils were included in the data if they were eligible for and receiving free school meals in the year of the test/assessment. In 2013, in key stages 2 and 4 they are included if they have been eligible for and received a free school meal at any time over the previous six years. In 2012, using the previous FSM indicator, Hertfordshire was placed in the lower quintiles for most of the FSM indicators.
- 11.2 At the early years foundation stage the gap between FSM and non FSM children in Hertfordshire is 22.8 ppts, 3.8 ppts larger than national, placing Hertfordshire in the 5th quintile.
- 11.3 At key stage 1, in 2013 the gap between FSM and non FSM children in Hertfordshire is larger than national for reading and writing (placing

Hertfordshire in the 4th quintile), but smaller for mathematics (3rd quintile). The gap has reduced this year for mathematics, but has increased from 2012 for reading and writing. The national gap has reduced for all three aspects in 2013.

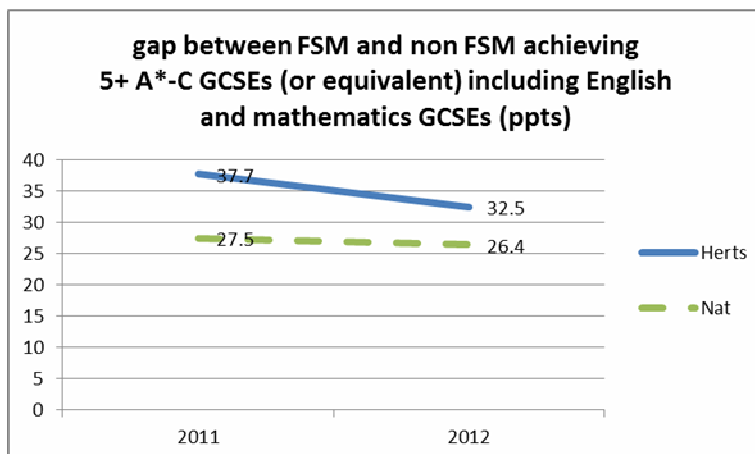


11.4 In 2013, Hertfordshire was one of the most improved local authorities in narrowing the FSM gap for pupils at key stage 2. The gap has reduced by 5 ppts to 22 ppts and Hertfordshire is now ranked 91st in comparison to other LAs and in the 4th quintile. This gap is still larger than national and the focus

on improving performance for this group of pupils will continue to be a priority in 2013/14.



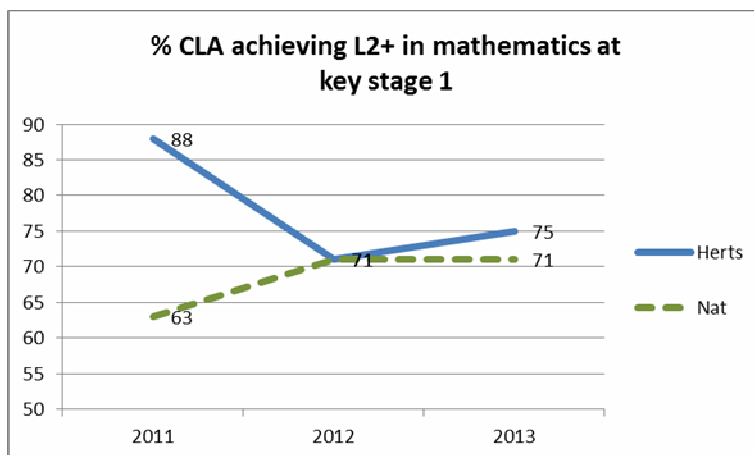
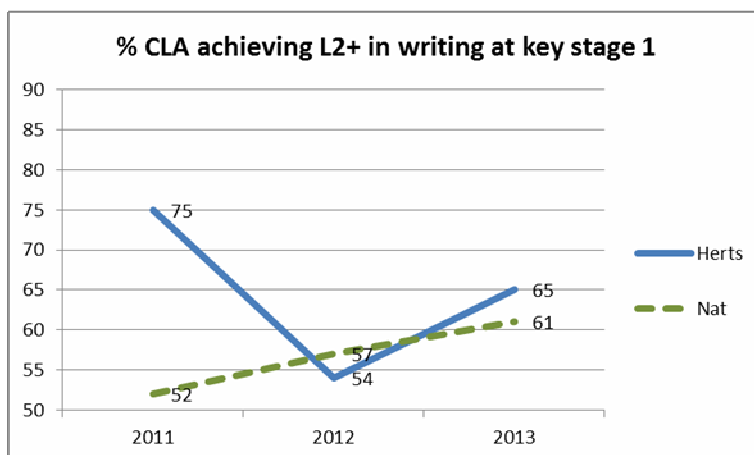
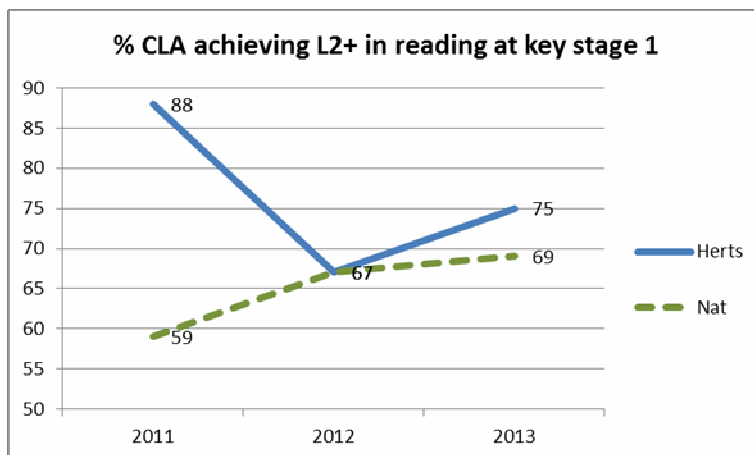
11.5 In 2012, at key stage 4, the gap between the attainment of FSM pupils attaining 5+A* - C at GCSE compared to non FSM pupils was 32.5ppt which was 6.1 ppt greater than the gap nationally. This placed Hertfordshire in the 4th quintile compared to other LAs.



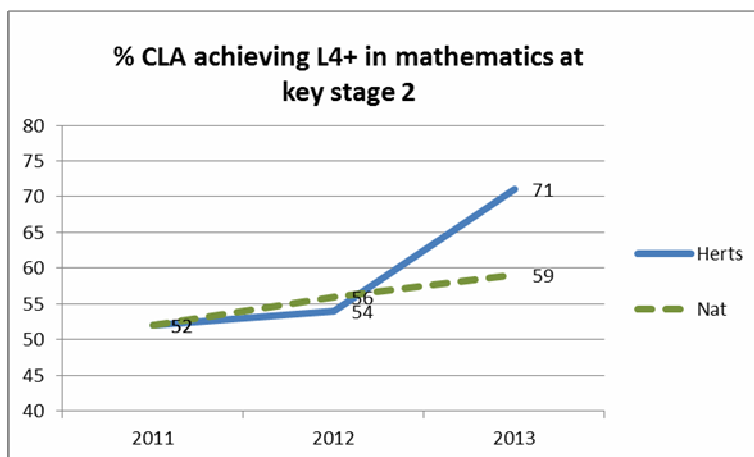
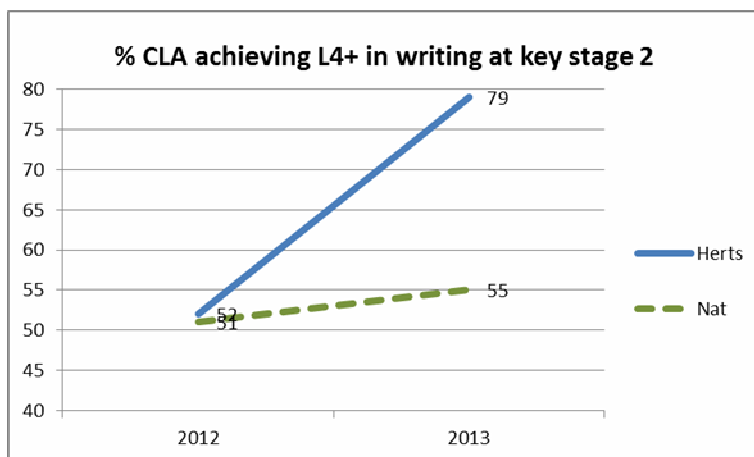
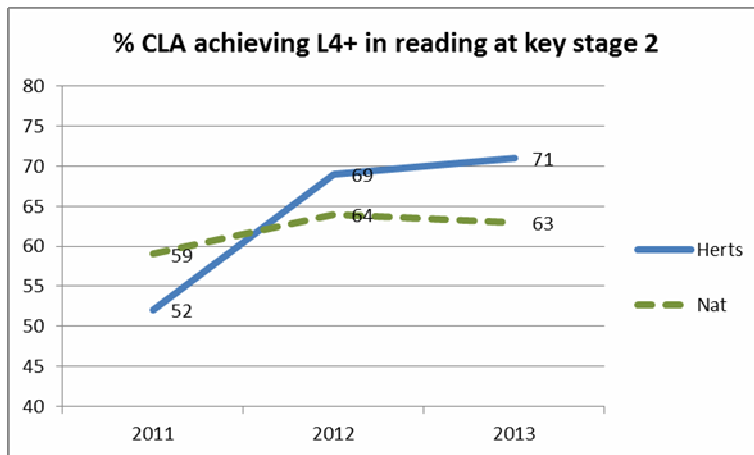
12. Performance of children looked after

12.1 Although the attainment gap between Children Looked After (CLA) and all children is still large, performance improved in 2013 and is now above national measures in all key stages.

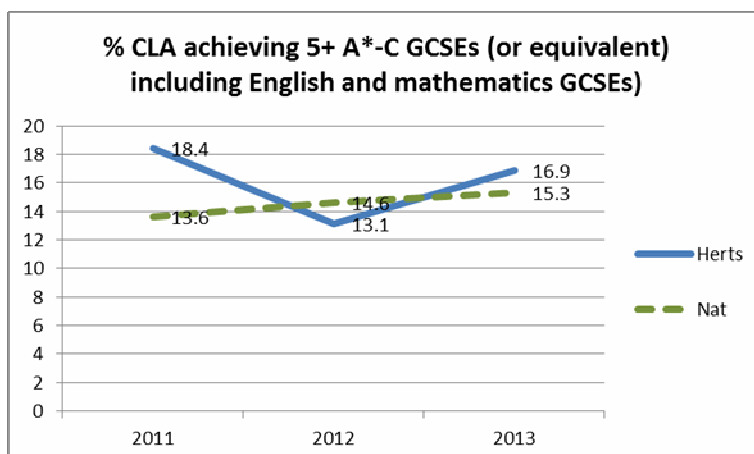
12.2 At key stage 1, 2013 data for CLA shows an increase of 8 ppts to 75% of CLA achieving L2 or above in reading from 2012, following a drop in the previous year. Writing follows a similar pattern with 65% achieving level 2 or above, an increase of 11 ppts, and the percentage achieving level 2 or above in mathematics increased by 4 ppts to 75%.



12.3 At key stage 2, 64% of Children Looked After achieved level 4 or above in the new measure of level 4+ in reading, writing and mathematics. Data for 2012, using the same methodology, is not available for comparison. In the separated subjects the 2013 data shows an improvement of 2 ppts in reading to 71% and large increases in the percentage of CLA achieving level 4 in writing and mathematics of 27 and 17 ppts. These three measures are 8-24 ppts above national percentages.



12.4 At key stage 4, 16.9% of CLA achieved 5 A*- C GCSE including English and mathematics GCSE, an increase of 4 pts from 2012, following a decrease in the previous year. This is slightly above the national figure of 15.3%.



13. District variation

- 13.1 The variation in results amongst districts persists at all key stages. In the early years foundation stage, the gap between the highest and lowest performing districts for the percentage of children reaching a Good Level of Development is 18 pts. Watford is the lowest performing district and East Herts is the highest.
- 13.2 At key stage 1 the gap has increased to 2011 levels in reading and mathematics (6.2 pts and 5.9 pts) following a reduction in 2012; in writing it has narrowed from 2012 although it is still higher than in 2011 (8.7 pts). The two lowest performing districts at this key stage are Welwyn Hatfield and Watford and the two highest are Hertsmere and St Albans. The most improved districts in 2013 were Stevenage (reading), Three Rivers (writing), and Hertsmere (mathematics).
- 13.3 At key stage 2, the gap widened slightly to 14.7 pts for the percentage of pupils achieving level 4+ in reading, writing and mathematics but this is still narrower than in 2011¹. The lowest performing district at key stage 2 is Stevenage and the highest is St Albans (there are no comparisons to 2012 due to the change in attainment measure this year).
- 13.4 At key stage 4, the gap of 28.9 pts is similar to the 2012 figure with Stevenage again as the lowest performing district and Three Rivers as the highest performing district. The most improved district in 2013 was Watford.

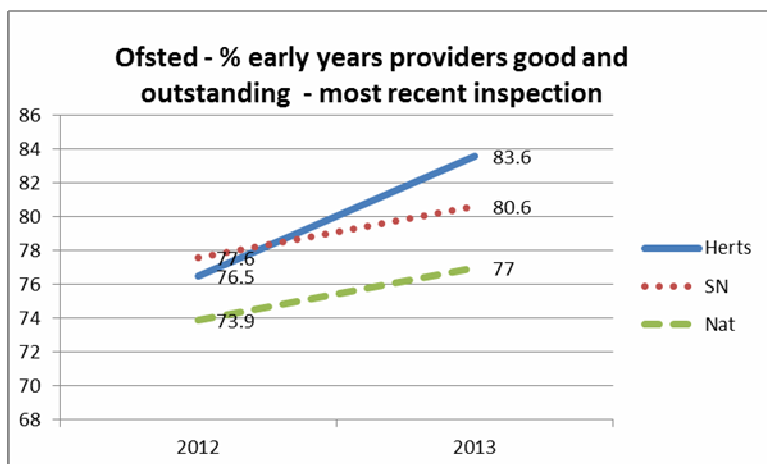
14. School quality – based on Hertfordshire schools' most recent Ofsted inspections

- 14.1 A new Ofsted framework was introduced in January 2012; this raised expectations of schools and required inspectors to focus more intensively on the quality of teaching and learning. It was further revised in September 2012 and the previous judgement of 'satisfactory' was replaced with 'Requires Improvement'. Ofsted no longer routinely inspects outstanding schools and

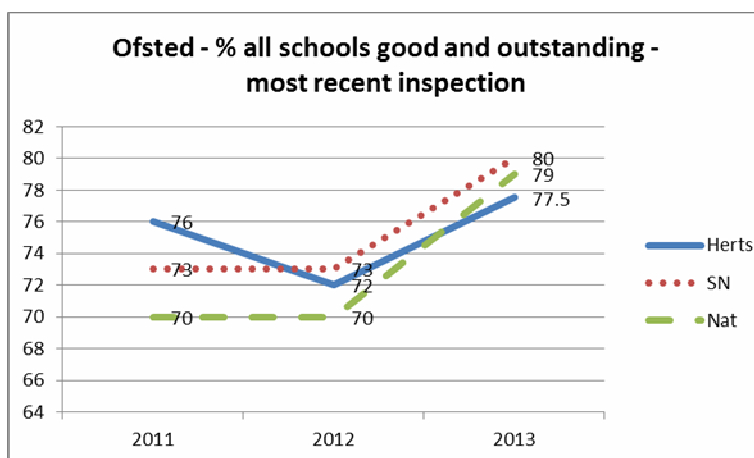
¹ the data for 2011 and 2012 is based on the previous indicator of L4+ English and mathematics

identifies schools for inspection through regular risk assessments based on performance. As a result the sample inspected each year is not representative of all schools.

- 14.2 At the end of the academic year, 83.6% of all early years providers were judged good or outstanding. This was an increase of 7 ppts from the end of 2012 and 7 ppts above the national figure of 77%.

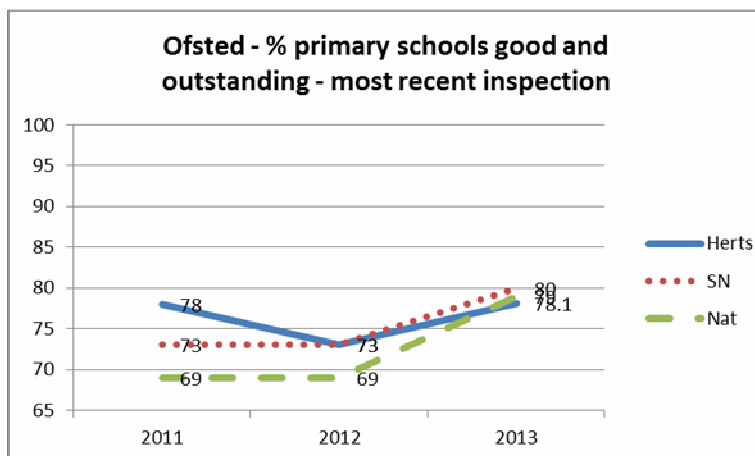
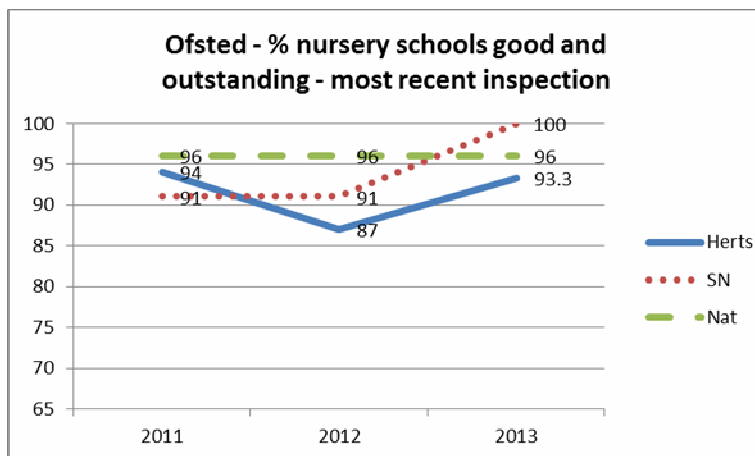


- 14.3 At the end of the academic year 2012/13, 0.96% of all Hertfordshire schools were in an Ofsted inadequate category which is well below the national figure of 2.35%. A higher percentage of all Hertfordshire schools were judged outstanding by Ofsted than national (25%, national 20%) at their most recent inspection. However the percentage of all schools judged good or outstanding, the recognised benchmark, was 77.5%, slightly lower than the national figure of 79%. This figure places Hertfordshire in the 4th quintile of all LAs. Performance improved from 2012 when the percentage was 72%, but improvement has been at a slower rate than national. The percentage of satisfactory/Requires Improvement schools was slightly higher than national at all phases (22%, national 19%).

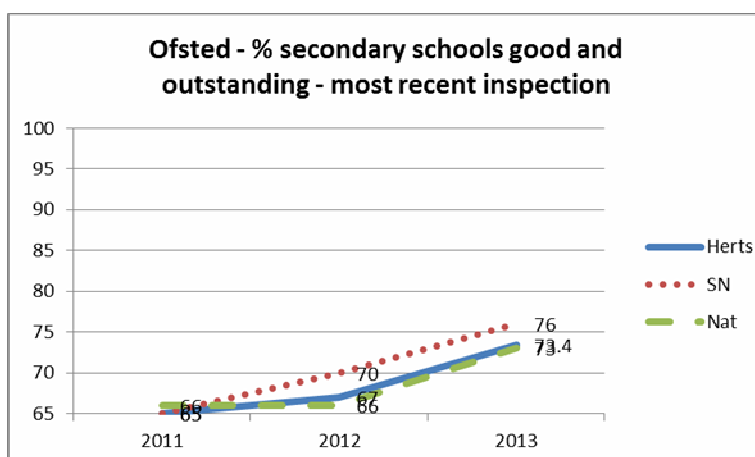


- 14.4 The picture varies by phase with a higher percentage of nursery schools achieving a good or outstanding grading which reflects the national picture. At the end of the academic year 2012/13, Hertfordshire was in line with national

for nursery, primary and secondary schools and slightly below our statistical neighbours.

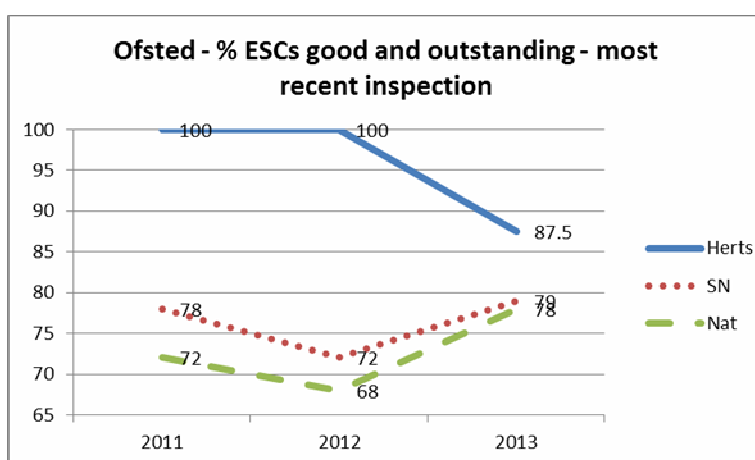
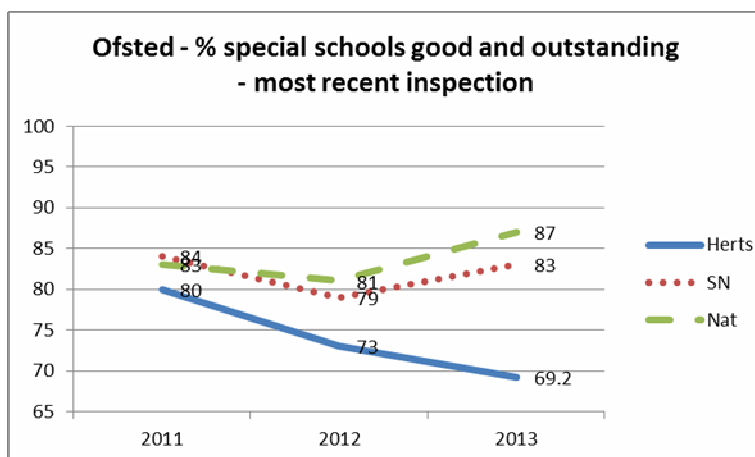


	2013
Herts	78.1
SN	80
Nat	79



	2013
Herts	73.4
SN	76
Nat	73

14.5 The percentage of Hertfordshire special schools judged good or outstanding was 17.8 ppts lower than national. The percentage of Education Support Centres which were graded good or outstanding was 9.5 ppts higher than national. However the small numbers in each of these school groups means that the outcome of just one inspection makes a significant difference to the overall percentage.



14.6 There is a variation in quality amongst districts in Ofsted outcomes as there is in attainment. The gap between the highest and lowest performing district for the percentage of all schools judged good and outstanding at their latest inspection at 31 July 2013 was 36 percentage points, an improvement from 2012 when the gap was 44 pts. The lowest performing district at that point was Stevenage (where 53% of all schools were good and outstanding, an improvement from 44% in 2012). The highest performing district was Watford which improved from 63% of schools good and outstanding in 2012 to 88% in 2013.

15. School quality – Ofsted inspections during the academic year 2012/13

15.1 During the academic year 2012/13, of the 180 Hertfordshire schools selected by Ofsted to receive section 5 inspections, the proportion of schools judged outstanding was 10% (18 schools), good 52.8% (95 schools), requiring improvement 33.9% (61 schools) and 3% (six schools) was judged inadequate. A larger proportion of all schools inspected were judged as good or outstanding than in the previous year, 62.8% up from 52.5% in 2011/12 (113 schools), however the national figure for this measure increased to 78%.

15.2 The proportion of good or outstanding secondary schools in Hertfordshire (55%) increased by 3 pts in 2012/13 from 2011/2012 (52%) and the

proportion of good or outstanding primary/nursery schools increased by 6 ppts from 52% to 63% over the same period.

- 15.3 Nine of the 12 special schools and two of the three Education Support Centres (ESCs) inspected in 2012/13 were judged to be good or outstanding.
- 15.4 Four primary/nursery schools, one special school and one ESC were judged inadequate in 2012/13. No secondary school was judged inadequate during the year.
- 15.5 Of the 180 schools inspected during the academic year 2012/2013, 79% remained at the same grade or improved (primary/nursery 79%, secondary 90%, special 50% and ESCs 67%). This is an increase from the previous year when 67% of schools remained at the same grade or improved.
- 15.6 The percentage of schools improving to good or outstanding from satisfactory has improved over the last three years in primary. In secondary, following the change in the Ofsted framework introduced at the beginning of 2012 more secondary schools remained at the same grade or improved. The small number of secondary schools inspected each year with a previous judgement of satisfactory means each school can make a significant difference to the overall percentage.

16. Progress in priorities identified for 2012/13

Progress was achieved in all four of the areas identified for improvement in 2012/13.

- 16.1 The gap between children receiving free school meals and other Hertfordshire children is closing at key stage 2 and provisional data indicates performance has improved at key stage 4. The gaps are still larger than national and the focus on improving performance for this group of pupils will continue in 2013/14.
- 16.2 The performance of children looked after has improved at all key stages and is now above national percentages. However the gap between CLA and other Hertfordshire children is still large and the focus on improving performance for this group of pupils will also continue in 2013/14.
- 16.3 The percentage of schools judged by Ofsted to be good or outstanding has increased, however this rate of improvement has been slower than national. Work will continue with those schools currently judged satisfactory/Requires Improvement to support them to become good and support will be offered to good and outstanding schools to retain/improve their judgement at their next inspection.
- 16.4 The percentage of schools below floor standards at both key stages reduced in 2013 and performance is strong compared with national. The percentage of schools judged as having serious weaknesses (previously 'notice to improve')

reduced even further by the end of the 2012/13 academic year. The percentage of schools in special measures increased slightly, but the percentage was still half of that found nationally.

17. Priorities for 2013/14

17.1 Following the review of 2012/13 performance the priorities identified for 2013/14 are:

- (i) Increase the number of good or better schools or settings as judged by Ofsted
- (ii) Close the gap for vulnerable groups whilst maintaining at least expected progress for all
- (iii) Achieve greater geographical consistency in outcomes across the county

18. Financial implications

18.1 There are no financial implications arising from this report.

19. Conclusion

This report provides an overview of the quality of work in our schools and early years settings. The overall picture is one of continued improvement with clear priorities to continue the drive for all schools to be good or outstanding and to close the achievement gap.