

# People and Communities Overview and Scrutiny Committee

**Dorset County Council**



Date of Meeting	26 June 2017
Officer	Corporate Director for Children, Adults and Communities
<b>Subject of Report</b>	<b>Dorset Education Performance 2016: Self Evaluation</b>
Executive Summary	<ul style="list-style-type: none"> <li>• A higher percentage of Dorset pupils achieve a good level of development at the end of reception than those nationally, the gap between Free School Meal (FSM) pupils and others is higher than national but lower than those in the South West.</li> <li>• 80% of year 1 pupils pass the Phonics assessment – 1% below the national. The FSM gap is larger than the national and South West.</li> <li>• Performance at Key Stage 1 has dipped below the national average for the first time; Maths is a particular concern, as is the gap between disadvantaged pupils and others.</li> <li>• Less than half of year 6 pupils in Dorset achieved the expected standard in the combined reading/writing/maths measure (43%), compared to 53% nationally.</li> <li>• In terms of progress between Key Stage 1 and Key Stage 2, Dorset ranks 118 for Reading, 149 for Writing and 149 for Maths out of 150 authorities.</li> <li>• Progress between Key Stage 1 and Key Stage 2 for disadvantaged pupils is amongst the lowest in the country.</li> <li>• 64% of pupils achieved the Basics indicator (C+ in English &amp; Maths) at Key Stage 4 in 2016 – 6% above the national.</li> <li>• Dorset has a lower disadvantaged gap than the national, south west and statistical neighbour average for the Key Stage 4 Basics measure.</li> <li>• Progress between Key Stage 2 and Key Stage 4 is broadly in line with the national average. The disadvantaged gap is higher than the national but lower than the statistical neighbours.</li> <li>• Consideration needed of the role of the Education Advisory Service</li> </ul>

## Dorset Education Performance 2016: Self Evaluation

<p>Impact Assessment:</p> <p><i>Please refer to the <a href="#">protocol</a> for writing reports.</i></p>	<p>Equalities Impact Assessment:</p> <p>This report does not require an EIA, but the report does reflect on results achieved, disadvantaged pupils and equalities.</p>																				
	<p>Use of Evidence:</p> <ul style="list-style-type: none"> <li>• DFE Local Authority Interactive Tool (LAIT)</li> <li>• DFE Statistical First Releases</li> <li>• DFE RaiseOnline</li> <li>• Dorset internal datasets on National Curriculum Assessments.</li> </ul>																				
	<p>Budget:</p> <p>N/A</p>																				
	<p>Risk Assessment:</p> <table border="1"> <thead> <tr> <th>Key Stage</th> <th>Level of Concern - All</th> <th>Level of concern - FSM</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>Amber</td> <td>Amber</td> </tr> <tr> <td>Phonics</td> <td>Amber</td> <td>Red</td> </tr> <tr> <td>Key Stage 1</td> <td>Red</td> <td>Red</td> </tr> <tr> <td>Key Stage 2</td> <td>Red</td> <td>Red</td> </tr> <tr> <td>Key Stage 4</td> <td>Amber</td> <td>Amber</td> </tr> <tr> <td>Key Stage 5</td> <td>Amber</td> <td></td> </tr> </tbody> </table>	Key Stage	Level of Concern - All	Level of concern - FSM	EYFS	Amber	Amber	Phonics	Amber	Red	Key Stage 1	Red	Red	Key Stage 2	Red	Red	Key Stage 4	Amber	Amber	Key Stage 5	Amber
Key Stage	Level of Concern - All	Level of concern - FSM																			
EYFS	Amber	Amber																			
Phonics	Amber	Red																			
Key Stage 1	Red	Red																			
Key Stage 2	Red	Red																			
Key Stage 4	Amber	Amber																			
Key Stage 5	Amber																				
	<p>Other Implications:</p> <p>Relatively poor attainment by Dorset's schoolchildren could lead to an inspection of Dorset County Council's school improvement services by OfSTED</p>																				
Recommendation	<p>The Committee should consider whether it wishes to look into the issue of pupil and school performance and school improvement work in Dorset in more detail and, if so, decide how it wishes to do that.</p>																				
Reason for Recommendation	<p>Pupil attainment is a key issue for Dorset parents and families and reflects on Dorset County Council's reputation. The provisional Key Stage 2 results for 2017 will be available in July.</p>																				
Appendices	<p>None</p>																				
Background Papers	<p>None</p>																				
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## **1 Background**

### **1.0 Context**

Dorset County Council has a statutory accountability for the overall quality of education and state-funded schools in its area. In relation to local authority maintained schools (county, voluntary aided and voluntary controlled), it has statutory powers to issue formal warnings to schools and to take specific actions to intervene (including the removal of delegation and governing bodies) in order to preserve or improve the quality of education. These powers are also now jointly held by the Regional Schools Commissioner for maintained schools as well as solely by her for academies, which are state-funded independent schools.

In 2016, the Government issued a White Paper, "Educational Excellence Everywhere", which announced that all schools would be expected to become academies by 2020 and that local authorities would no longer have responsibility for school improvement with effect from September 2017. However, following significant opposition from many local authorities, the then Secretary of State announced that there would not be any compulsion for maintained schools to become academies; later in 2016, the current Secretary of State announced that the planned primary legislation to implement the White Paper was no longer necessary. This means that local authorities retain their statutory responsibility for school improvement and accountability for the quality of education in their area, directly for maintained schools and generically for academies. Currently, about a third of state-funded schools in Dorset have become academies.

However, at the time of the White Paper publication and linked to it, the Treasury had announced that it intended to reduce the Education Support Grant (ESG), the resources originally top-sliced by Government and channelled back to local authorities and academies to fund improvement and support services, from £800m to £150m. This reduction has still gone ahead, the final allocation was £987k for April to August 2017. Some of the ESG funding was transferred to the Dedicated Schools Grant (DSG), with Local Authorities required to seek the permission of their local Schools' Forum to claw back to cover the central education costs. Dorset's allocation for 2017/18 was £807k to which the Forum agreed to pass back to the County Council. Therefore the available funding for this for 2017/18 is £1,794k. It is likely that the £807k will be available again in 2018/19 but will have to be requested from the schools' forum once more.

### **1.1 Achievement**

The performance of pupils is reported annually after national results are finalised in January; earlier datasets are unvalidated (i.e. pending results of appeals / remarking etc.). Performance is assessed using the 3 following methods:

#### **Attainment**

- The percentage of pupils achieving certain thresholds, e.g. grade C or above at GCSE.

#### **Progress**

- The progress made between Key Stages. This may be subject based or composite measures such as the new Progress 8 measure at Key Stage 4. In general a positive score means progress is above national average; a negative one means below the national.

## Dorset Education Performance 2016: Self Evaluation

**Note:** There is a move away from using attainment to judge overall effectiveness. Attainment may vary according to differing cohorts' strengths. Progress measures the impact a school (or other institution) has on pupils.

### Gaps

- Primarily relates to the gap between disadvantaged pupils (those eligible for free school meals during the last 6 years or looked after children) and other pupils. Gaps may also relate to gender and SEN pupils
- The gap may be 'in-house' – i.e. the gap in a school between disadvantaged pupils and other pupils, or it may be the gap between the disadvantaged pupils and all other pupils nationally. This reflects the drive to raise disadvantaged pupils' achievement to the level of all other pupils.

## 1.2 Data

Nationally data is collected at key points:

- EYFS (early years foundation stage), collected at the end of the reception year.
- Phonics, assessed at the end of year 1 or at the end of year 2 for those who failed at the end of year 1.
- Key Stage 1 assessments in Reading, Writing, Maths, Science and speaking and listening. Collected at the end of year 2.
- Key Stage 2 assessments in Reading, Writing, Maths, Spelling & Grammar, Science. Progress is measured between Key Stage 1 and Key Stage 2 in Reading, Writing and Maths.
- Key Stage 4 assessments in a wide range of subjects in year 11. The key attainment measure is the percentage of pupils achieving a C grade or above in English and Maths (the 'Basics'). Progress is measured overall for a combination of subjects ('Progress 8') and also individually for English, Maths, Science, Languages and Humanities.
- Key Stage 5 assessments across a range of subjects including A Levels and vocational qualifications. New accountability measures are being developed nationally; in the interim, Dorset uses ALPS (A Level Performance System) to judge effectiveness, including progress.

## Analyses

- Comparison at national, local authority and institution level allows in-depth analysis of performance.
- Dorset overall results may be compared to the national, South West or statistical neighbour local authorities (those with a similar geodemographic profile to Dorset). The datasets contain results for 152 local authorities, although some such as the Isles of Scilly or the City of London are suppressed due to low numbers. Dorset performance may be ranked against these other authorities.
- Internal analyses may include areas or clusters of schools, types of schools (e.g. primary and middle schools).

## 2. Early Years

- Pupils are assessed across a range of subjects that combine to judge whether a child has reached a 'good level of development' (GLD).
- Dorset (70%) is above the national figure (69%) for GLD.
- A marked improvement in boys' attainment (up 5% to 63.5%, 1.4% above national) means that the gender gap is now the lowest of our Statistical Neighbours (SN).

GLD	2013	2014	2015	2016
	National	52%	60%	66%
<b>Dorset</b>	<b>61%</b>	<b>68%</b>	<b>68%</b>	<b>70%</b>
SN	53%	62%	68%	71%
South West	56%	62%	67%	70%
Dorset Rank	13	9	58	61
Difference	9%	7%	1%	1%

## Dorset Education Performance 2016: Self Evaluation

- The gap between those eligible for free school meals and other pupils is 20% in Dorset, higher than the national but lower than the South West or Statistical Neighbours.

	2013	2014	2015	2016
National	-19%	-19%	-18%	-18%
<b>Dorset</b>	<b>-23%</b>	<b>-25%</b>	<b>-24%</b>	<b>-20%</b>
SN	-22%	-23%	-23%	-21%
South West	-22%	-21%	-21%	-21%
Dorset Rank	108	126	128	97
Difference	-4%	-6%	-6%	-2%

### Priorities:

- Continue to improve the performance of free school meals children.

## 3. Phonics (end of Year 1)

- 80% of Year 1 pupils in Dorset passed the Phonics assessment – 1% below national. Boys improved less than national and are now below, girls went up 4% to above national.
- This has meant that the gender gap has risen to 10% (national and Statistical Neighbours is 7%).

Phonics	2012	2013	2014	2015	2016
National	58%	69%	74%	77%	81%
<b>Dorset</b>	<b>59%</b>	<b>70%</b>	<b>76%</b>	<b>77%</b>	<b>80%</b>
SN	58%	70%	74%	77%	80%
South West	58%	70%	74%	77%	80%
Dorset Rank	57	59	39	64	84
Difference	1%	1%	2%	0%	-1%

- The gap between FSM pupils and other pupils is higher than the national, South West and Statistical Neighbours.

Year 1 Phonics	FSM	Other	Gap
National	69%	83%	-14%
<b>Dorset</b>	<b>62%</b>	<b>82%</b>	<b>-20%</b>
SN	65%	82%	-18%
South West	65%	82%	-17%
Dorset Rank	131	83	80
Difference	-7%	-1%	-6%

### Priorities:

- Improve boys' performance to improve the gender gap.
- Continue to improve the performance of FSM pupils to reduce the gap between FSM and non-FSM.

## Dorset Education Performance 2016: Self Evaluation

### 4. Key Stage 1

- 2016 saw a new assessment system at Key Stage 1. National Curriculum levels have been removed in favour of a system based on pupils achieving an expected or higher standard.
- The new expectations are agreed to be higher than in previous years. In 2015 the percentage of pupils achieving the expected standard (level 2B or higher) in Reading was 82% nationally. In 2016 under the new system the figure was 74%.
- 2016 is the first year that Dorset has been below the national level at Key Stage 1 across all subjects.
- The biggest concern is Maths. Dorset is the lowest authority in the South West and the second lowest of our statistical neighbours.
- Strengths include SEN with statement/EHC plan (Reading, Writing, Maths), children looked after (Reading, Writing).
- Groups of concern include disadvantaged pupils and low attainers.

Key Stage 1	Expected Standard			Higher Standard		
	Reading	Writing	Maths	Reading	Writing	Maths
National	74.0%	65.0%	73.0%	24.0%	13.0%	18.0%
<b>Dorset</b>	<b>72.0%</b>	<b>61.0%</b>	<b>68.1%</b>	<b>22.0%</b>	<b>11.7%</b>	<b>14.3%</b>
SN	73.4%	62.9%	70.9%	24.2%	12.5%	16.0%
South West	73.0%	64.0%	71.0%	23.0%	12.0%	16.0%
Dorset Rank	104	128	135	96	96	128
Difference	-2%	-4%	-5%	-2%	-1%	-4%

The Attainment gap between pupils known to be eligible for Free School Meals and other pupils

Key Stage 1	Expected Standard		
	Reading	Writing	Maths
National	-17%	-18%	-17%
<b>Dorset</b>	<b>-25%</b>	<b>-24%</b>	<b>-20%</b>
SN	-22%	-22%	-22%
South West	-21%	-23%	-21%
Dorset Rank	135	125	97
Difference	-8%	-6%	-3%

- The FSM gap is larger than national for all subjects, but below the South West or Statistical Neighbours.

Priorities:

- Work to raise attainment levels in all subjects, particularly Maths.
- Groups of concern include disadvantaged pupils and low attainers.

## 5. Key Stage 2

- 2016 saw a new assessment system at Key Stage 2. As with Key Stage 1, National Curriculum levels have been removed in favour of a system based on pupils achieving an expected or higher standard. The new standards are higher than in previous years.
- Maths and Reading are test based and Writing is based on Teacher Assessment.
- There were marked inconsistencies across different local authorities in the implementation of national guidance on moderation of teacher assessments in 2016; these have been well documented nationally. Results for Writing in Dorset have been affected badly by these inconsistencies. The DFE have said:

“in 2016 only, if a school's performance at KS2 has dropped below the floor standard based on performance in writing alone, and in the absence of any other factors, the local authority or RSC should not issue a warning notice, except where the extent of the change in performance can not be explained by the impact of the changes to primary assessment arrangements in this transitional year”

- In terms of attainment, Reading was a positive, but both Writing, GPS and Maths are serious concerns.

Key Stage 2	Attainment									
	Expected Standard					Higher Standard				
	RWM	Reading	Writing	GPS	Maths	RWM	Reading	Writing	Maths	GPS
National	53.0%	66.0%	74.0%	73.0%	70.0%	5.0%	19.0%	15.0%	17.0%	23.0%
Dorset	45.0%	67.0%	60.0%	67.0%	63.0%	2.0%	20.0%	8.0%	13.0%	18.0%
SN	51.6%	67.3%	70.8%	69.8%	67.0%	4.7%	20.6%	12.2%	14.5%	19.8%
South West	52.0%	68.0%	71.0%	71.0%	68.0%	5.0%	21.0%	13.0%	15.0%	21.0%
Dorset Rank	147	64	149	142	145	129	48	137	121	129
Difference	-8.0%	1.0%	-14.0%	-6.0%	-7.0%	-3.0%	1.0%	-7.0%	-4.0%	-5.0%

- Dorset is at the very bottom of the table of local authorities for most subjects; less than half of pupils achieved the overall expected level for Reading/Writing/Maths (RWM) combined.
- Groups of concern include Low Prior Attainers, SEN with Statement/EHC and Children in care.

The attainment gap between disadvantaged pupils and Other pupils:

Key Stage 2	Expected Standard			
	RWM	Reading	Writing	Maths
National	-22%	-20%	-15%	-18%
<b>Dorset</b>	<b>-22%</b>	<b>-20%</b>	<b>-23%</b>	<b>-21%</b>
SN	-24%	-21%	-20%	-22%
South West	-23%	-20%	-19%	-21%
Dorset Rank	67	72	133	97
Difference	0%	0%	-8%	-3%

## Dorset Education Performance 2016: Self Evaluation

- The gap for the combined RWM measure is the same as national, however this is due in large part to low figures for Dorset other pupils. Compared to the National results for other pupils, the gap is in the lowest 20% of all local authorities
- Progress between Key Stage 1 and Key Stage 2 is measured for Reading, Writing and Maths.

Key Stage 2	Reading	Writing	Maths
National	0	0	0
<b>Dorset</b>	<b>-0.6</b>	<b>-3.4</b>	<b>-1.9</b>
SN	0.02	-1.07	-0.81
South West	0.2	-1	-0.6
Dorset Rank	<b>118</b>	<b>149</b>	<b>149</b>
Difference	-0.6	-3.4	-1.9

- Against statistical neighbours, Dorset had the second lowest Reading progress score, the lowest (with West Sussex) Writing score and the lowest Maths progress score.
- Dorset is amongst the lowest local authorities for progress between Key Stage 1 and Key Stage 2 in the country.
- None of the statistical neighbours had a positive Maths progress score, only one authority in the South West had a Maths score above zero (Plymouth).
- Across all subjects the performance of Low attainers is a serious concern. In Maths Girls made less progress than disadvantaged pupils.
- The 'in-house' gap between Disadvantaged pupils and other pupils is a concern for writing in particular. When Dorset disadvantaged pupils are compared with the national other Dorset is well into the bottom 20% of all Local Authorities.

Key Stage 2	Disadvantaged pupils progress			Gap		
	Reading	Writing	Maths	Reading	Writing	Maths
National	-0.70	-0.30	-0.50	-1.00	-0.40	-0.70
<b>Dorset</b>	<b>-1.30</b>	<b>-4.40</b>	<b>-2.50</b>	<b>-0.90</b>	<b>-1.30</b>	<b>-0.80</b>
SN	-1.04	-1.85	-1.66	-1.40	-1.03	-1.16
Dorset Rank	<b>111</b>	<b>149</b>	<b>146</b>	60	<b>135</b>	46
Difference	-0.60	-4.10	-2.00	0.10	-0.90	-0.10

- It remains the case that Dorset Middle Schools as a group (with around 30% of the cohort) make significantly less progress than primary schools. However, maths (and writing) is still a concern in primaries.

Key Stage 2	Reading	Writing	Maths
Middle Schools	-1.39	-3.99	-3.18
Primary Schools	0.10	-2.97	-1.14

- Schools are classed as being below the floor level if the combined RWM expected figure is below 65% and any progress measure is below a certain threshold (-5 for Reading, -7 for Writing or -5 for Maths).



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- 17% of Dorset schools are below the floor (equal worst in the country with central Bedfordshire); the national figure is 4%. However 8% of the Dorset schools are below because of writing alone (see note on writing moderation above), the national figure for this is 1%. There is a select band of LAs with high percentages of schools below the floor ( $\geq 10\%$ ) and with corresponding high percentages just down to writing ( $\geq 5\%$ ): Dorset, Bedford, West Sussex, Calderdale, Poole, Swindon, and Cheshire East.
- Coasting Schools are defined as schools with average attainment and low progress scores over a period of 3 years. Dorset has the 5th highest proportion of coasting primary schools in the country at Key Stage 2; half of these are middle schools.

### Priorities

- Overall achievement at Key Stage 2 is the biggest challenge facing Dorset, in particular progress.
- Maths remains the biggest priority.
- Consistent and accurate application of the interim assessment framework is essential.
- Groups of concern include low attainers, SEN with statement/EHC Plan, Disadvantaged. For Maths we can add Girls and Middle attainers to these groups.
- Continuing investigation and prioritisation of the achievement of pupils in Middle Schools is a priority.

## 6. Key Stage 4

- In terms of attainment Dorset remains above the national figures for the new basics measure (pupils achieving at least a C grade in English & Maths).

Key Stage 4	Basics	English Baccalaureate	English	Maths
National	59%	23%	70%	65%
<b>Dorset</b>	<b>64%</b>	<b>24%</b>	<b>77%</b>	<b>70%</b>
SN	63%	23%	76%	69%
South West	64%	22%	76%	69%
Dorset Rank	56	74	41	46
Difference	6%	1%	8%	6%

- 45% of disadvantaged pupils achieved the basics measure in Dorset, compared to 43% nationally. Dorset has a better attainment gap at Key Stage 4 than the statistical neighbour average (and national for Basics):

Key Stage 4	Basics	English Baccalaureate
National	-28%	-18%
<b>Dorset</b>	<b>-24%</b>	<b>-18%</b>
SN	-31%	-19%
South West	-	-
Dorset Rank	44	78
Difference	3%	0%

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- 2016 saw the introduction of a new progress measure – Progress 8 – at Key Stage 4. This is the only accountability measure now used to measure the overall effectiveness of schools at Key Stage 4.

Progress between Key Stage 2 and Key Stage 4 2016	Progress 8	English	Maths	English Baccalaureate subjects	Open Subjects
	(Combined progress measure from the following):	(Progress in English)	(Progress in Maths)	(Students best 3 results from Sciences/Languages/History and Geography)	(Students Best 3 other results)
National	-0.03	-0.04	-0.02	-0.02	-0.04
<b>Dorset</b>	<b>-0.04</b>	<b>0.01</b>	<b>-0.06</b>	<b>0.05</b>	<b>-0.17</b>
SN	0.00	0.01	0.01	0.06	-0.07
South West	-0.05	-0.03	-0.04	-0.03	-0.09
Dorset Rank	80	54	79	57	<b>125</b>

- Progress at Key Stage 4 is broadly in line with the national. Groups of concern include Disadvantaged, CLA and SEN with statement or EHC plan and low prior attainers.
- Dorset performs well in the English Baccalaureate subjects' portion of the new progress measure; however the score for the Open subjects' portion is low. This portion includes pupils' best 3 subjects after the three best (more traditional) English Baccalaureate subjects have been removed. In Dorset these results tend to be GCSEs, whereas nationally there are a higher proportion of vocational subjects that fill this portion. The raw attainment scores for this element just considering GCSEs are on average more than a grade higher than the national, for non-GCSES they are a grade below. Dorset schools tend to offer less of these subjects and it is likely that the performance in this area suffers as a result.
- The Disadvantaged gap for overall Progress 8 is larger than the national but smaller than that for the statistical neighbours:

Key Stage 4	Progress 8	English	Maths	English Baccalaureate subjects	Open Subjects
National	-0.48	-0.41	-0.43	-0.59	-0.47
<b>Dorset</b>	<b>-0.55</b>	<b>-0.44</b>	<b>-0.40</b>	<b>-0.60</b>	<b>-0.67</b>
SN	-0.61	-0.52	-0.51	-0.71	-0.63
South West	-	-	-	-	-
Dorset Rank	92	82	57	68	<b>132</b>
Difference	-0.07	-0.03	0.03	-0.01	-0.20

- Dorset has 1 school below the floor standard (Progress 8 score below -0.5); Isle of Portland Academy

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Progress in Other Subjects:

Key Stage 4 Dorset Progress 2016	Science				Languages				Humanities			
	Count	Dorset	National		Count	Dorset	National		Count	Dorset	National	
all pupils	3752	-0.02	0	☐	2180	-0.28	0	●	3063	0.09	0	★
low overall	506	-0.04	0	☐	100	-0.48	0	●	330	0.29	0	★
middle overall	2049	-0.01	0	☐	1115	-0.32	0	●	1676	0.13	0	★
high overall	1197	-0.02	0	☐	965	-0.22	0	●	1057	-0.02	0	☐

Progress in Science is in-line with the national, Languages below and humanities above.

Priorities

- The progress of disadvantaged pupils remains a priority.
- Progress in languages is a concern.
- Whilst Dorset is in line with the national in terms of the Progress 8 measure, this position is likely to be challenged over the coming years with more schools nationally moving to more traditional curriculums and improving scores. Maintaining the current position will be a challenge.
- Large changes in the accountability system are impacting school curriculum offers and there are currently wide variations in performance between Schools. It is essential that these wholesale changes are managed effectively to ensure that vulnerable groups are engaged and not excluded from the curriculum going forward. Continued monitoring of the curriculum offer is recommended.

## 7. Key Stage 5

Progress measures

- 3 institutions are above the national a level and academic progress. 3 institutions (2 academies and 1 maintained school) are below the national a level and academic progress, 1 academy is well below the minimum progress standard for academic performance and applied general progress, the RSC is already working with this academy. 1 academy is well above and 3 (2 maintained, 1 academy) are above the applied general progress measure. 1 academy is well below the applied general progress measure, the RSC is already working with this academy.

Attainment

- Dorset is line with the national average for the APS per entry for A levels and academic attainment. Achievement of high A level grades remains a priority. Dorset is in line with the national average for the attainment of applied general qualifications. Attainment of tech levels is a concern.

## Dorset Education Performance 2016: Self Evaluation

- English and Maths (for those who did not attain A\*-C GCSE in these subjects at the end of Key Stage 4)
- Dorset is above the national average for progress in English and maths.

### Destinations:

- The latest DfE Destinations data showed a positive picture for those leaving Key Stage 4 in 2013/14.
- The proportion of Dorset young people who went to a sustained education or employment destination was higher than national for all pupils (96% vs 94%), for disadvantaged, and for SEN pupils (both statement and those who were school action or school action plus).
- The overall Key Stage 5 destinations for those who entered an A level or other Level 3 qualification to education or employment was just below national, this was driven by a lower proportion going to Higher Education.

### Priorities

- ALPs data for Dorset LA was used to identify subjects requiring improvement. These identified are: Geography (grade 6, 303 entries); Physics (grade 5, 230 entries); Psychology (grade 5, 435 entries); and Sociology (grade 6, 174 entries).
- Attainment of AAB.

## 8. OfSTED Inspections of Schools in Dorset

Another indicator reviewed closely by OfSTED is the percentage of schools in a local authority that are inspected and found to be Good or Outstanding. 84% of schools in Dorset are currently judged to be in that category. This compares to the national figure of 89%. 26% are outstanding, compared to 21% nationally.

Dorset Schools as at 31/04/2017	Inadequate	Requires Improvement	Good	Outstanding	Good / Outstanding
National (31 <sup>st</sup> March 2017)	2%	9%	68%	21%	89%
Dorset (30 <sup>th</sup> April 2017)	3%	13%	58%	26%	84%
Primary	2%	14%	57%	27%	84%
Secondary	7%	13%	60%	20%	80%
Special	0%	0%	50%	50%	100%
Learning Centre	0%	0%	100%	0%	100%

## 9. Considerations

At the end of May 2017, the Children's senior management team met with the South West Regional Director for OfSTED and his Senior HMI for Dorset's termly discussion. The Regional Director stressed the importance of Dorset using the tools at its disposal to intervene with schools to challenge them to improve. He particularly emphasised the vulnerability of previously good schools

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which had not been inspected for three years or more and which had consistently shown significant negative scores for progress and encouraged Dorset to use warning notices with them. This will be fully considered when the provisional KS 2 results come out in July.

Dorset Education Advisory Service closely monitors the data available on all state-funded schools in the county and identifies schools causing concern for additional support and challenge. The service has significantly reduced in numbers as funding has reduced and is currently part-funded through the revenue budget and by trading. Previous vacancies that have been held have and are being recruited to, in particular to include more KS2 expertise. Although the 2016 White Paper proposed removing the statutory responsibility for school improvement from local authorities, the new government has not suggested using legislation to do this. It is therefore important to review how best to carry out this function in the future in Dorset.

There are a number of possibilities for the future, which are not necessarily mutually exclusive:

- Re-launch the Education Advisory Service as a part-funded, part-traded service, but with greater clarity of role, better communication of its work and growth in its trading. It would continue to work closely with the local Teaching School Alliances and the Regional Schools Commissioner;
- Explore, through an external facilitator such as the Virtual Staff College working with local schools and Multi-Academy Trusts, if there is a more collaborative and integrated structure for school-to-school challenge and support that could be developed;
- Scope with other partners, such as other local authorities, whether there are opportunities and appetite for a shared service;
- Consider whether the function could be delivered through a delivery partnership or a contractual arrangement.

The discussion of the possible ways forward needs to be carried out involving schools, and the Committee may wish to consider carrying out an enquiry day itself, doing this.

## 10. Conclusions

- A higher percentage of Dorset pupils achieve a good level of development at the end of reception than those nationally, the gap between Free School Meal (FSM) pupils and others is higher than national but lower than those in the South West.
- 80% of year 1 pupils pass the Phonics assessment – 1% below the national. The FSM gap is larger than the national and South West.
- Performance at Key Stage 1 has dipped below the national average for the first time; Maths is a particular concern, as is the gap between disadvantaged pupils and others.
- Less than half of year 6 pupils in Dorset achieved the expected standard in the combined reading/writing/maths measure (43%), compared to 53% nationally.
- In terms of progress between Key Stage 1 and Key Stage 2, Dorset ranks 118 for Reading, 149 for Writing and 149 for Maths out of 150 authorities.
- Progress between Key Stage 1 and Key Stage 2 for disadvantaged pupils is amongst the lowest in the country.
- 64% of pupils achieved the Basics indicator (C+ in English & Maths) at Key Stage 4 in 2016 – 6% above the national.

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- Dorset has a lower disadvantaged gap than the national, south west and statistical neighbour average for the Key Stage 4 Basics measure.
- Progress between Key Stage 2 and Key Stage 4 is broadly in line with the national. The disadvantaged gap is higher than the national but lower than the statistical neighbours.
- Consideration must be given to the direction of travel of arrangements for school support and challenge and the Education Advisory Service.

**Sara Tough**

**Corporate Director for Children, Adults and Communities**

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