

Agenda Item:

Insert Item No.

People & Communities Overview and Scrutiny

Dorset County Council



Date of Meeting	21 March 2018
Officer	Nick Jarman- Interim Director for Childrens services
Subject of Report	Dorset Education Performance - Where we are now and last level of results
Executive Summary	We must ensure our approach to school improvement continues to reflect national and local priorities and is focused on securing ongoing improvement. Whatever form of governance our schools choose to take, we regard them all as our partners, central to our work to improve outcomes for all children and young people. The Local Authority (LA) retains a legal responsibility for performance (Education Act 1996) and we take this responsibility very seriously. We are determined to hold all schools, including academies, to account for their performance, acting as a strong local champion for children and families. We want our children to have access to the best education system that is defined by diversity, collaboration and above all quality. We have high aspirations for all.
Impact Assessment: <i>Please refer to the protocol for writing reports.</i>	<p>Equalities Impact Assessment:</p> <p>(Note: If this report contains a new strategy/policy/function has an EQIA screening form been completed?)</p> <hr/> <p>Use of Evidence:</p> <p>(Note: Evidence within the body text to support the recommendations and, where relevant, include a description of</p>

	<p>how the outcomes of public consultations have influenced the recommendations.)</p>
	<p>Budget:</p> <p>(Note: Have any VAT implications been identified?)</p>
	<p>Risk Assessment:</p> <p>Having considered the risks associated with this decision using the County Council's approved risk management methodology, the level of risk has been identified as: Current Risk: HIGH/MEDIUM/LOW (Delete as appropriate) Residual Risk HIGH/MEDIUM/LOW (Delete as appropriate) <i>(i.e. reflecting the recommendations in this report and mitigating actions proposed)</i></p> <p>(Note: Where HIGH risks have been identified, these should be briefly summarised here, identifying the appropriate risk category, i.e. financial / strategic priorities / health and safety / reputation / criticality of service.)</p>
	<p>Other Implications:</p> <p>(Note: Please consider if any of the following issues apply: Sustainability; Property and Assets; Voluntary Organisations; Community Safety; Corporate Parenting; physical activity; or Safeguarding Children and Adults.)</p>
Recommendation	For the committee to consider whether further action is required
Reason for Recommendation	Pending review
Appendices	None
Background Papers	
Officer Contact	Name: Doug Gilbert Tel: 01305221633 Email: d.j.gilbert@dorsetcc.gov.uk

Nick Jarman
Interim Director for Childrens services
 March 2018

1.0 The Dorset Education Advisory Service's School Improvement Strategy will be a key means of:

- raising achievement for all pupils and closing the gap for disadvantaged pupils;
- targeting support and challenge to schools/settings which are underperforming and 'at risk';
- improving leadership and management of schools;
- supporting schools to be able to sustain their own continuous improvement;
- supporting school to support each other to improve.

1.1 Priorities:

Priority 1: Improve the effectiveness of corporate and strategic leadership of school improvement in Dorset

Priority 2: Improve strategies to support and challenge leadership and management in schools and settings

Priority 3: Improve strategies to support and challenge schools and settings to improve achievement of children and young people

Priority 4: Improve policy and strategy for supporting school improvement and improve systems to secure that schools and settings understand the Local Authority's monitoring, challenge, support and intervention roles

Priority 5: Improve systems for brokering and commissioning high quality support for maintained schools and other providers

1.2 Reason for priorities:

The role of LA Education Services is currently under development in relation to its key statutory function to champion children and young people:

- The commitment of senior officer and elected members to establish an effective, well-connected partnership between the LA and schools to eliminate fragmentation and secure a joined-up school improvement model.
- Strengthening the role of LA as partner within a mixed economy landscape (through work with ISOS and The Staff College) to secure a schools-led self-improving system in which roles and lines of accountability are clear.
- Improving the impact of Sub-regional and Dorset Improvement Boards by establishing clear terms of reference based on professional trust and the joint commitment to meet local and regional needs and improve standards.
- The proposal (currently under consultation) for the Schools Forum to become the Education and Skills Forum which will improve the LA's engagement with state-funded schools, colleges, high education institutes to create effective collaboration, promote wider engagement of all stakeholders.

Ofsted inspection outcomes are declining:

- Dorset is 4% below National for Good / Outstanding but 3% above for Outstanding.
- First Schools are 97% Good/Outstanding, Middle Schools (deemed Secondary) are 78%.

Outcomes for children and young people, in KS2 and KS4 particularly, are declining and the achievement gaps between disadvantaged children and young people and others are not diminishing rapidly enough:

- Attainment at early years has dipped in 2017, but at Key Stage 1 has improved from 2016. Outcomes for disadvantaged pupils have also improved, although the gap between these and other pupils is still a concern.
- Key Stage 2 achievement in Dorset remains a high priority, despite improvements in 2017. Dorset has a high percentage of pupils in First/Middle schools who nationally (as well as Dorset) tend towards low progress figures. However, this factor does not explain low achievement in Dorset alone. There are signs of an increased understanding of this issue with external partners such as Ofsted and RSC.
- Key Stage 4 and 5 achievement remains broadly in line with the South West, although there are concerns in some curriculum areas, and in Weymouth & Portland.
- Across most key stages the achievement of disadvantaged pupils, low prior attainers and in many cases, boys, is a concern.
- Results of Ofsted inspections in Dorset broadly reflect these themes, and have dipped, particularly at primary.

1.3 The government's national plan

Unlocking Talent, Fulfilling Potential sets out strategies to address geographical inequalities in achieving social mobility through education. Twelve areas ('Opportunity Areas') with the worst social mobility will receive additional funding (currently 22 million pounds) to fund work around key priorities (close the word gap in early years, close the attainment gap, provide high quality Post -16 choices, everyone achieving their full potential in rewarding careers). In the 2017 Social Mobility Index, three of Dorset's areas had substantial falls in the index and Weymouth and Portland is judged to be the third worst area for social mobility nationally. However, Weymouth and Portland have not been identified as an Opportunity Area.

1.4 The accuracy of risk assessment and effectiveness of the LA's leadership of intervention and support have improved (including the coordination of partnership arrangements and processes for securing funding eg Strategic School Improvement Fund). However, the service is continuing to develop the measures by which schools are identified and improve strategies for quality assuring the impact of support and the quality of subsequent action planning

1.5 Dorset Education Advisory Team retains a responsibility to offer support and training through traded services. There has been a decline in levels of income recovery, reflecting the challenge caused by the reduction of LA grant funding for school improvement, some services continue to retain high levels of engagement. There is increasing need to establish effective processes to ensure the resources available for school improvement (ie the Strategic School Improvement Fund) are directed to schools in need.

2.0 Introduction to methodology

- This document summarises educational performance in Dorset 2017.
- The information in this document uses quintiles to describe the performance of Dorset performance against other local authorities. All local authorities are split into 5 equal groups or quintiles: Q5 (shaded red) is the lowest and Q1 (green) the highest. The number shown in the quintile tables is the rank of Dorset against others.
- Disadvantaged pupils here are pupils eligible for free school meals any time in the last 6 years, together with looked after children. The disadvantaged gap is that between disadvantaged pupils and non-disadvantaged.

2.1 Overall Achievement rankings for Dorset 2017 against other local authorities

Dorset 2017 Ranking against other LAs		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
		Attainment										Progress									
		All pupils					Disadvantaged Gap					All pupils					Disadvantaged Gap				
EYFS	<u>Good level of development</u>		108					128													
Key Stage 1	Phonics			79				114													
	Reading			71				135													
	Writing		94					125													
	Mathematics		99					97													
Key Stage 2	Reading				59				71				126							52	
	Writing	139						96					146						70		
	Mathematics	122						92					147							47	
	GPS	137						99													
	RWM	124							81												
Key Stage 4	Basics 9-4			77					84												
	Basics 9-5		96					99													
	<u>Ebacc 9-4</u>			67				111													
	<u>Ebacc 9-5</u>			72				101													
	Attainment/Progress 8		94					108					113					129			
	English (9-5)		91										99								
Key Stage 5	Mathematics (9-5)		95											85							
	% achieving AAB+		99																		
	APS per entry		102																		
	<u>En Progress</u>														51						7
	Ma Progress														14					14	
Destinations		95																			

2.2 Overall Disadvantaged pupil’s achievement rankings for Dorset 2017 against other local authorities

Dorset 2017 Ranking against other LAs		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
		Attainment					Progress				
Disadvantaged Pupils											
EYFS	<u>Good level of development</u>	138									
Key Stage 1	Phonics	131									
	Reading			66							
	Writing		107								
Key Stage 2	Mathematics		105								
	Reading			81				113			
	Writing	135					145				
	Mathematics	124					134				
Key Stage 4	GPS	130									
	RWM	129									
	Basics 9-4	124									
	Basics 9-5	134									
	<u>Ebacc 9-4</u>		113								
	<u>Ebacc 9-5</u>		112								
Key Stage 5	Attainment/Progress 8	140					138				
	English (9-5)						128				
	Mathematics (9-5)							95			
	% achieving AAB+										
Key Stage 5	APS per entry										
	<u>En Progress</u>								31		
	Ma Progress										20
	Destinations					30					

2.3 Schools below the floor standard/minimum standards

- Primary 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).
- The Secondary school floor target is a progress 8 score below -0.5.
- At Key Stage 5, a provider is seen as underperforming if it has a value-added score below -0.75.

<table border="1"> <thead> <tr> <th colspan="6">Key Stage 2</th> </tr> <tr> <th>All</th> <th>Q5</th> <th>Q4</th> <th>Q3</th> <th>Q2</th> <th>Q1</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>124</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2016</td> <td>148</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2017</td> <td>127</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						Key Stage 2						All	Q5	Q4	Q3	Q2	Q1	2015	124					2016	148					2017	127					<table border="1"> <thead> <tr> <th>2017</th> <th>Primary</th> <th>Secondary</th> </tr> </thead> <tbody> <tr> <td>National</td> <td>4%</td> <td>12%</td> </tr> <tr> <td>Dorset</td> <td>6%</td> <td>18%</td> </tr> <tr> <td>SN</td> <td>5%</td> <td>10%</td> </tr> <tr> <td>South West</td> <td>5%</td> <td>16%</td> </tr> </tbody> </table>			2017	Primary	Secondary	National	4%	12%	Dorset	6%	18%	SN	5%	10%	South West	5%	16%
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Comments:

- First and Middle Schools in Dorset each teach 2 years of Key Stage 2. Middle schools are responsible for progress (the main indicator used for KS2 floor standards). In Dorset as well nationally, the First/Middle system tends towards low progress at Key Stage 2; this has an impact on the number of schools below the floor standard. Internal analysis suggests that there are concerns about some First schools and pupil progress.
- The drop at Key Stage 4 reflects in part the addition of Parkfield School to Dorset results and also the results in Weymouth (see discussion of Key Stage 4 below).

Risk Assessment: High-Medium

Actions/Impact:

The key priority is on improving those schools who are underperforming and we are determined to reduce the number of schools who are currently on the schools causing concern database. Our recent Dorset Update (shared with Ofsted HMI) illustrates that schools are making good progress towards raising standards and closing gaps.

Strategies have been revised and upgraded to support and challenge schools and settings to improve achievement of children and young people by:

- Undertaking rigorous performance data review and risk assessment of standards and provision (using school improvement evaluation criteria) to identify schools where performance in mathematics is poor or declining.
- Holding regular meetings with RSC/Diocese/Ofsted HMI to review impact of support on raising achievement to inform future action planning.
- The use of category letters to secondary schools identifying areas of concern and signposting possible support available resulting in well-matched support and challenge and raised standards.
- Principal Advisor/senior advisors leading/brokering targeted intervention and support for CAT 3 maintained schools.
- Supporting and challenging leadership and management in schools and settings to secure best practice and improve pupils' achievement.
- Facilitating pyramid meetings to review performance data collaboratively and influence school improvement plans.
- Leading/brokering high quality training and support for schools to ensure that schools are focussed on improving progress and targeting groups identified as low performing, for example, higher prior attaining disadvantaged and low prior attaining girls in mathematics (KS2).
- Quality assuring targeted school/setting support and training, including the Dorset Mathematics Self Improving System.
- Principal Advisor supporting SSIF bid for raising achievement in mathematics at KS3.
- Leading statutory moderation and assessment training for school leaders and teachers (all phases).
- Providing /brokering high quality support, training and moderation for schools/settings to ensure that statutory assessment is robust and consistent.
- Leading statutory training and support for STA moderators, leaders and teachers.
- Building capacity of LA and school/setting leaders to improve progress of disadvantaged children and young people, closing the gap between the group's achievement and others.
- Ensuring that robust systems are implemented to monitor and challenge schools/settings provision for disadvantaged children and young people.
- Commissioning, and reviewing impact of, training and evidence based interventions to secure good or better progress of disadvantaged children and young people across all phases.
- Securing robust quality assurance of schools/settings re inclusive provision for SEND in schools/settings to target areas for improvement and use best practice to close the gaps *across all key stages*.

- Strengthening links across services to ensure that support and challenge is timely and coordinated. The Education Advisory Service SEND Advisor works closely with officers from SEND service to deliver actions and monitor actions signposted in the SEND Statement of Action. <https://www.dorsetforyou.gov.uk/Dorset-SEND-written-statement-of-action>
- SEND advisor currently supporting SSIF bid for raising achievement of children and young people with SEND
- Ensuring that communication between services and providers specifically for transition is effective.

2.4 Ofsted Judgements:

Good / Outstanding Dorset Rank (December)					
All	Q5	Q4	Q3	Q2	Q1
2015				55	
2016				34	
2017	126				

Primary	Q5	Q4	Q3	Q2	Q1
2015			75		
2016			70		
2017	132				

Secondary	Q5	Q4	Q3	Q2	Q1
2015					15
2016					17
2017			75		

31/12/2017	Inadequate	Requires improvement	Good	Outstanding	Good / Outstanding
National	2%	9%	68%	21%	89%
Dorset	2%	13%	60%	24%	85%
SN	2%	10%	72%	17%	89%
South West	2%	9%	70%	18%	89%
Difference	1%	4%	-7%	3%	-4%

01/02/2018	Total	null	Inadequate	Requires Improvement	Good	Outstanding	Good / Outstanding %
Dorset	175	7	3	22	102	41	85%
Maintained	104		2	13	65	24	86%
Academy	71	7	1	9	37	17	84%
All through	2	1		1			0%
First	36			1	18	17	97%
Infant	4				2	2	100%
Junior	4			1	2	1	75%
Primary	87	4	2	15	54	12	80%
Middle	10	1		2	5	2	78%
Secondary / Upper	21	1	0	2	14	4	90%
Special	6				3	3	100%
PRU	5		1		4		80%

Comments:

- Dorset is 4% below National for Good / Outstanding but 3% above for Outstanding.
- First Schools are 97% Good/Outstanding, Middle Schools (deemed Secondary) are 78%.
- The drop in 2017 reflects to a large degree the drop in Key Stage 2 standards in 2016 – and the focus of Ofsted on the primary phase in Dorset. Of late there has been a noticeable greater understanding from Ofsted of the First/Middle Schools issue in Dorset

Risk Assessment: Medium

Actions/Impact:

We have improved LA's risk assessment by:

- Ensuring that systems for accurate risk assessment are clearly communicated and consistently applied.
- LA officers have undertaken swift intervention following risk assessments, data collection and intelligence/information gathering (including greater application of LA's formal powers)
- We have ensured that rigorous monitoring and evaluation of actions that have been taken to improve schools causing concern (eg Schools Causing Concern meetings; Dorset Performance Update) The current match between our risk assessment and school Ofsted judgments shows that we have been 93% accurate. Most of our schools are making good, or rapid, progress but it is recognised that capacity is a key challenge.

We have strengthened work with partners by:

Further refining and embedding a sustainable sector-led school improvement strategy to:

- Improve partnership working (Dorset School Improvement Board and SRIB) to ensure that support and challenge for underperforming schools is well-matched, resourced (eg SSIF bids) and effectively monitored.

- ii) Ensuring that all stakeholders are clear about roles and lines of accountability (eg meetings with diocese, RSC, Ofsted and key partners on the Dorset School Improvement Board
- iii) Working with key personnel for HT associations to make the most of opportunities at Headteachers' Briefings to signpost good/outstanding practice, present priorities and initiate robust professional dialogue about focusing on school improvement priorities. Most recently, LA officers have worked with the Dorset Primary Leaders' Association to ensure that agenda items link with the 'Maturity Model' – a stimulus for regional collaborative groups to discuss and assess progress towards a self-improving system. The focus for 2017-2018 has been on effective inward and outward facing CDP to raise standards and close gaps.
- iv) Dorset's School Evaluation Partners (many of them current Dorset HTs) act as a critical professional partner to schools who buy into this service, challenging and supporting the leadership to evaluate performance, identify priorities for improvement and plan and monitor the impact of change on outcomes for the pupils.

3.0 Achievement Trends

3.1 Early Years Foundation Stage

When: End of Reception year

Where: Primary, First and Infant Schools

Key Metric: % pupils achieving a 'Good Level of Development'

EYFS GLD	Q5	Q4	Q3	Q2	Q1
2015				58	
2016			61		
2017		108			

GLD	2015	2016	2017
National	66%	69%	71%
Dorset	68%	70%	69%
SN	68%	71%	71%
South West	67%	70%	71%
Difference	1%	1%	-2%

EYFS GLD FSM GAP	Q5	Q4	Q3	Q2	Q1
2015	128				
2016		97			
2017	128				

FSM Gap	2015	2016	2017
National	-18%	-18%	-17%
Dorset	-24%	-20%	-22%
SN	-23%	-21%	-20%
South West	-21%	-21%	-20%
Difference	-6%	-2%	-5%

Comments:

- Dorset is 2% below national figure for EYFS Good Level of Development (which increased by 2%)
- Boys and Girls achievement both dropped in Dorset – the gender gap (13%) stayed the same (14% nationally). The groups that dropped largest were SEN and FSM.

Risk Assessment: Low

Actions/Impact:

- Providing high quality to improve the quality of teaching and assessment in EYFS (agreement trialling sessions have demonstrated improved accuracy of assessment)
- Brokering and leading effective partnerships between pre-school settings and schools

- Rigorous analysis of data to identify patterns of performance and address gaps (eg Phase 1 phonics)
- Providing support and training for setting and schools to improve the quality of leadership and management
- Launch of PP Champion Forums to share effective evidence-based practice (EEF)
- Providing training for governors to improve their understanding of EYFS/Pupil Premium and their responsibilities in monitoring and driving improvement to raise standards
- Swift response to 'Unlocking Talent, Fulfilling Potential' (DFE plan for improving social mobility through education) – Project work and SSIF bid to addressing improving standards in EYFS (focus on oracy)

3.2 Year 1 Phonics

When: End of Year 1/repeat in year 2 if fail to pass

Where: Primary, First and Infant Schools

Key Metric: % pupils pass threshold

Year 1 Phonics					
All	Q5	Q4	Q3	Q2	Q1
2015			64		
2016			84		
2017			79		

Year 1 Phonics			
	2015	2016	2017
National	77%	81%	81%
Dorset	77%	80%	81%
SN	78%	81%	81%
South West	77%	80%	81%
Difference	0%	-1%	0%

Year 1 Phonics Gap					
All	Q5	Q4	Q3	Q2	Q1
2015	147				
2016			80		
2017		114			

Disadv Gap			
	2015	2016	2017
National	-18%	-18%	-17%
Dorset	-24%	-20%	-22%
SN	-23%	-21%	-20%
South West	-21%	-21%	-20%
Difference	-6%	-2%	-5%

Comments:

- Dorset is in-line with National, South West and Statistical Neighbours.

- Improvement in 2017 was driven by Boys; this has helped to reduce the gender gap to 7% - the same as national (Dorset gender gap in 2016 was 10%, national 7%).
- In 2016 62% of Dorset FSM pupils in Year 1 achieved the Phonics threshold, and Dorset ranked 131st for FSM.
- In 2017 FSM pupils improved, but the Dorset gap is 19% - higher than national (which increased from 14% to 16%), and broadly in line with the SN avg and South West.
- Although Boys improved overall, there are still clear gender issues for sub-groups:
 - Dorset FSM Boys are 5% below national peers, Girls 3% below.
 - EHC/Statement Boys are -4%, Girls +8%

Risk Assessment: Low

Actions/Impact:

- Leading high-quality phonics training for schools and settings (focus on strategies to engage boys to narrow the gender gap in performance)
- Providing funding for schools to undertake Read, Write Inc training to improve pedagogy and practice

3.3 Key Stage 1

When: End of Year 2

Where: Primary, First and Infant Schools

Key Metric: Teacher Assessments, % pupils at expected standard or above in Reading, Writing and Maths

KS1 Reading Expected Standard					
All	Q5	Q4	Q3	Q2	Q1
2015				51	
2016		104			
2017			71		

KS1 Writing Expected Standard					
All	Q5	Q4	Q3	Q2	Q1
2015			65		
2016	128				
2017		94			

KS1 Maths Expected Standard					
All	Q5	Q4	Q3	Q2	Q1
2015			72		
2016	135				
2017		99			

Key Stage 1 2017	All Pupils					
	Reading	Writing	Maths	Reading	Writing	Maths
	Percentage reaching the expected standard			Percentage working at greater depth		
Dorset	76%	67%	74%	24%	15%	19%
ENGLAND (all schools)	76%	68%	75%	25%	16%	21%
South West	76%	68%	75%	26%	15%	20%
SN Avg	76%	68%	75%	27%	16%	20%
Change from 2016:						
Dorset	4%	6%	6%	2%	3%	5%
ENGLAND	2%	3%	2%	1%	3%	3%
South West	3%	4%	4%	3%	3%	4%
SN Avg	3%	5%	4%	2%	3%	3%

Comments:

- Improvement in Dorset has outstripped that nationally and in most cases our Statistical Neighbours and South West. (In 2016 Dorset was significantly below).
- Dorset is now at or around 1% below national, except for Maths at the higher standard.
- There are still strong differences in Key Stage 1 results by phase with First Schools outperforming Primary Schools (and National)

3.3.1 Key Stage 1 Group Performance – Disadvantaged Gap

Key Stage 1 Expected	Reading			Writing			Maths		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Dorset	-17%	-19%	-14%	-22%	-25%	-16%	-20%	-22%	-18%
ENGLAND	-17%	-18%	-16%	-19%	-21%	-18%	-18%	-18%	-17%
SW	-19%	-20%	-19%	-21%	-23%	-21%	-19%	-20%	-19%
SN Avg	-21%	-21%	-20%	-23%	-22%	-23%	-21%	-19%	-22%

Comments:

- In Dorset the gap in reading has closed to the same as national (and better than Statistical Neighbours and South West), improved in writing and stayed the same in maths (but still bigger than national).
- In 2016 the Disadvantaged gap for Dorset was way above national at -25%, -24% and -20% for reading, writing and maths respectively.
- Dorset Pupils improved at a better rate than their national peers.
- Nationally the gap has stayed the same in reading, improved slightly in writing and increased in Maths.
- In most cases the gap in Dorset is larger than the national for Boys, and lower than the national for Girls.

3.3.2 Key Stage 1 Group Performance SEN

Key Stage 1 2017 Expected Standard	Reading				Writing				Mathematics		
	EHC plan	SEN support	No SEN		EHC plan	SEN support	No SEN		EHC plan	SEN support	No SEN
Dorset	19%	33%	85%		11%	23%	77%		16%	35%	83%
National	14%	34%	84%		9%	23%	77%		14%	35%	83%
SW	15%	34%	84%		9%	23%	77%		14%	35%	83%
SN Avg	13%	33%	84%		8%	22%	76%		13%	35%	82%

Comments:

- EHC pupils in Dorset outperform their national, statistical neighbours average and South West peers. SEN Support pupils have improved and are in line with national.
- The improvement of SEN Support pupils is more marked for Girls than Boys (Girls maths up 15%, Boys up 6%).

3.3.3 Key Stage 1 Priorities:

- Continue to raise attainment levels in all subjects, particularly Writing and Maths.
- Focus on disadvantaged pupils, particularly Boys.

Risk Assessment: Medium

Actions/impact:

- Providing schools and settings with detailed data to show performance and signpost priorities
- Notifying schools where performance is of concern (category letters based on application of School Improvement Evaluation Criteria)
- Rigorous review of schools causing concern to identify improvement and target underperformance swiftly
- Leading effective support and training for school leaders/middle leaders focused on improving teaching and assessment
- Implementing and action research project to develop effective strategies for teaching writing in KS1

3.4 Key Stage 2 Attainment

When: End of Year 6

Where: Primary, Middle and Junior Schools

Key Metric: Teacher Assessments/Tests, % pupils at expected standard or above in Reading, Writing, Grammar, Punctuation and Spelling, Maths, combined RWM

KS2 Reading Expected Standard					
All	Q5	Q4	Q3	Q2	Q1
2015		91			
2016			64		
2017				59	

KS2 Writing Expected Standard					
All	Q5	Q4	Q3	Q2	Q1
2015			72		
2016	149				
2017	139				

KS2 GPS Expected Standard					
All	Q5	Q4	Q3	Q2	Q1
2015		119			
2016	142				
2017	137				

KS2 Maths Expected Standard					
All	Q5	Q4	Q3	Q2	Q1
2015	135				
2016	145				
2017	122				

KS2 RWM Expected Standard					
All	Q5	Q4	Q3	Q2	Q1
2015	121				
2016	147				
2017	124				

2017	Expected			
	Reading	Writing	GPS	Maths
Dorset	73%	71%	73%	72%
ENGLAND	71%	76%	77%	75%
S West	73%	75%	75%	73%
SN Avg	71%	74%	74%	72%

Change 2016 - 2017		Expected				Higher			
		Reading	Writing	GPS	Maths	Reading	Writing	GPS	Maths
All	Dorset	6%	11%	6%	9%	7%	7%	7%	7%
	ENGLAND	5%	2%	4%	5%	6%	3%	8%	6%
	South West	5%	4%	4%	5%	5%	5%	7%	5%
	SN Avg	4%	3%	4%	5%	5%	5%	6%	5%

Comments:

- Dorset improved at a same or greater rate than the national in most areas; particularly in Writing and Maths.
- In most cases Dorset ranking has improved in comparison to 2016. However attainment in Dorset still remains significantly below National.
- Reading remains a strength in Dorset. Writing, Maths and GPS remain the priorities in terms of attainment.
- Boys improved at a slower rate than Girls at the higher standard but still better than national rate of improvement.

3.4.1 Key Stage 2 Disadvantaged Gap

Key Stage 2 Disadvantaged Gap: Provisional 2016/17														
		Reading		Writing		GPS		Maths		RWM		Progress		
		Expected	Higher	Expected	Higher	Expected	Higher	Expected	Higher	Expected	Higher	Reading	Writing	Maths
Dorset	Disadv	59%	15%	58%	8%	59%	16%	57%	9%	40%	2%	-1.33	-2.25	-2.23
2017	Other	77%	30%	76%	18%	77%	28%	76%	23%	63%	9%	-0.42	-1.53	-1.32
	Gap	-18%	-15%	-18%	-10%	-18%	-12%	-19%	-13%	-23%	-7%	-0.92	-0.72	-0.91
Nat	Disadv	60%	14%	66%	10%	66%	21%	63%	13%	48%	4%	-0.7	-0.4	-0.6
2017	Other	77%	29%	81%	21%	82%	36%	80%	27%	67%	11%	0.3	0.2	0.3
	Gap	-17%	-15%	-15%	-11%	-16%	-15%	-17%	-14%	-19%	-7%	-1	-0.6	-0.9

Comments:

- At the expected standard, the gap has reduced in reading and increased in writing and maths.
- At the higher standard, the gap has reduced in reading and increased for writing and maths.
- In most cases the gap in Dorset is still higher than the national 2016 gaps at the expected standard and in-line with national at the higher standard.
- For progress the gap has reduced but is still high, particularly for Writing.

3.5 Key Stage 1-2 Progress

Key Metric: Progress from year 2 to year 6 in Reading, Writing and Maths

KS2 Reading					
All	Q5	Q4	Q3	Q2	Q1
2016		118			
2017	126				

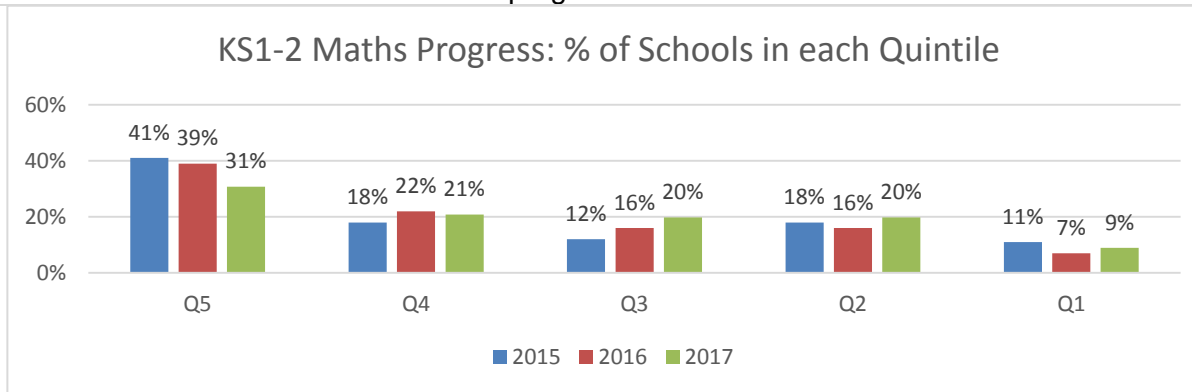
KS2 Writing					
All	Q5	Q4	Q3	Q2	Q1
2016	149				
2017	146				

KS2 Maths					
All	Q5	Q4	Q3	Q2	Q1
2016	149				
2017	147				

KS1 - 2 Progress			
	Reading	Writing	Mathematics
National	0	0	0
Dorset 2017	-0.6	-1.6	-1.5
South West 2017	0.2	-0.4	-0.7
Dorset 2016	-0.6	-3.4	-1.9

Comments:

- Progress in writing and Maths has improved from 2016. Progress in Reading has stayed the same.
- In 2016 Dorset was amongst the lowest local authorities for progress between Key Stage 1 and Key Stage 2 in the country.
- Dorset remains in the bottom 20% of local authorities for progress.



- Nationally schools can be divided into 5 equal quintiles for progress: there will be 20% in each quintile.

- Comparing the number of Dorset schools in each quintile allows a view on improvement in schools rather than pupils overall.
- Although there is some way to go, and caution is advised, the chart above for Maths does show that the trend is in the right direction.

3.5.2 Disadvantaged pupils progress

KS2 Reading					
All	Q5	Q4	Q3	Q2	Q1
2016		111			
2017		113			

KS2 Writing					
All	Q5	Q4	Q3	Q2	Q1
2016	149				
2017	145				

KS2 Maths					
All	Q5	Q4	Q3	Q2	Q1
2016	146				
2017	134				

Progress		Reading	Writing	Maths
Dorset	Disadv	-1.33	-2.25	-2.23
	Other	-0.42	-1.53	-1.32
	Gap	-0.92	-0.72	-0.91
National	Disadv	-0.7	-0.4	-0.6
	Other	0.3	0.2	0.3
	Gap	-1	-0.6	-0.9
South West	Disadv	-0.9	-1	-1.6
	Other	0.04	-0.2	-0.4
	Gap	-1.3	-0.8	-1.2

Comments:

- The 'in-house' gap between disadvantaged pupils and other pupils has improved from 2016.
- The gap in Dorset is larger than national but smaller than the South West.
- The gap is larger in first/middles than primary.

3.5.3 SEN pupils progress:

Key Stage 2 Progress	SEN Support			EHC Plan		
	Reading	Writing	Maths	Reading	Writing	Maths
Dorset	-1.7	-4.2	-1.8	-4.8	-5.9	-5.4
National	-1.2	-2.2	-1.1	-3.7	-4.3	-4.1
SW	-1.4	-3	-1.9	-4.1	-4.8	-4.9
SN Avg	-1.5	-3.4	-2.2	-3.7	-4.5	-4.6
Dorset Rank 2017	107	143	108	120	130	116

Comments:

- Progress of SEN pupils in Dorset ranks similarly to all pupils, or in some cases better – particularly SEN Support for Reading & Maths

3.5.4 Key Stage 2 Overall

Comments:

- Across all subjects the progress of Low Prior Attainers is a concern.
- There are significant gender differences in progress.
- There are significant differences in progress between school phases:

2017	Reading	Writing	Maths
Dorset all schools	-0.6	-1.6	-1.5
Dorset all schools Rank	126	146	147
Dorset Primary Schools	0.02	-1.16	-0.79
Dorset Primary Schools Rank	79	135	120
Stat N Average	-0.02	-0.65	-0.85
South West	0	-0.4	-0.7

- Around a third of Year 6 pupils in 2017 in Dorset were in Middle Schools, the 5th highest local authority.
- Progress from Key Stage 1 to Key Stage 2 is lower in Middle Schools than Primaries. More than half of Middle Schools nationally have progress scores in the bottom 20% in Maths (and in fact 24% in the bottom 10%).
- 70% of Dorset Middle Schools are in the bottom 20% of schools nationally for Maths progress – compared to 25% of Primaries.
- Removal of Middle Schools results from the Dorset dataset would improve progress figures in Dorset, although it is clear that the issue in Dorset is not a Middle School problem alone at Key Stage 2.

Priorities:

- Overall achievement at Key Stage 2 is the biggest challenge facing Dorset, in particular, progress from Key Stage 1.
- Writing, GPS and Maths are high priority subjects.
- Groups of concern include Low prior attainers, SEN with statement/EHC Plan, Disadvantaged pupils and Boys for writing. For Maths we can add Girls and Middle prior attainers.

Risk Assessment High

Actions/Impact

- Providing schools and settings with detailed data to show performance and signpost priorities
- Notifying schools where performance is of concern (category letters based on application of School Improvement Evaluation Criteria)
- Rigorous review of schools causing concern to identify improvement and target underperformance swiftly
- Using LA's statutory powers to issue formal warning notice to schools where standards in KS2 are unacceptably low
- Securing high quality universal and training and support and ensuring that the English action plans focus on improving progress for low attainers, boys and high attainers in GPS.
- Commissioning external support (Pie Corbett's Transforming Reading and Writing in KS2 project)
- Supporting and challenging leadership and management of assessment in schools and settings to secure best practice and improve pupils' achievement. (LA advisors and School Evaluation Partners)
- Securing robust quality assurance of schools/settings re inclusive provision for SEND at KS2 in schools/settings to target areas for improvement and use best practice to close the gap
- Providing /brokering high quality support, training and moderation for schools/settings to ensure that statutory assessment is robust and consistent.
- Leading KS2 statutory training and support for STA moderators, leaders and teachers.

3.6 Key Stage 4

When: Year 11

Where: Secondary and Upper Schools

Key Metric: Basics (English % Maths GCSE), Ebacc Attainment, Attainment 8 (point score), threshold measures in subjects. Progress 8 (and progress in constituent elements)

Attainment 8					
All	Q5	Q4	Q3	Q2	Q1
2015				40	
2016			71		
2017		94			

GCSE Maths					
All	Q5	Q4	Q3	Q2	Q1
2015				57	
2016				52	
2017		95			

Basics (En&Ma GCSE) C+/5+					
All	Q5	Q4	Q3	Q2	Q1
2015				59	
2016				57	
2017		96			

GCSE Sciences					
All	Q5	Q4	Q3	Q2	Q1
2015		94			
2016			88		
2017		109			

Ebacc (C+/5+)					
All	Q5	Q4	Q3	Q2	Q1
2015				44	
2016			75		
2017			72		

GCSE Humanities					
All	Q5	Q4	Q3	Q2	Q1
2015				55	
2016				56	
2017			77		

GCSE English(C+/5+)					
All	Q5	Q4	Q3	Q2	Q1
2015				42	
2016				44	
2017		91			

GCSE Languages					
All	Q5	Q4	Q3	Q2	Q1
2015		102			
2016	141				
2017	146				

2017	A8	Basics		English Baccalaureate	
		9-5	9-4	9-5	9-4
National	0.46	43%	64%	21%	24%
Dorset	0.45	40%	63%	21%	24%
SN	0.46	43%	65%	19%	22%
South West	0.46	42%	64%	20%	22%

2017	English		Maths		Sciences	Hums	Lang
	9-5 pass	9-4 pass	9-5 pass	9-4 pass	A*-C pass		
National	61%	76%	49%	70%	62%	63%	70%
Dorset	59%	75%	46%	70%	58%	62%	56%
SN	61%	76%	49%	71%	62%	65%	67%
South West	60%	75%	49%	70%	61%	63%	66%

Comments:

- Dorset is in-line with national for Attainment 8 and English Baccalaureate attainment.
- For the Basics measure (English & Maths GCSE attainment), Dorset is 3% below national at the higher standard (9-5).
- The drop in Attainment 8 is due in some part to the changes in grading/points system in 2017.
- Changes in 2018 to the testing and grade system are likely to increase volatility in school level results.
- At the 9-4 level, Dorset Girls outperform the national, Boys are below.
- Dorset is below national for the threshold measures across all many areas of the English Baccalaureate. Areas of particular concern are Maths at the 9-5 level, Sciences and Languages.
- There is some argument that high entry levels, particularly in Languages may lead to lower attainment – i.e that Dorset Schools enter more pupils from lower prior attaining groups – who may not achieve the thresholds, but nonetheless benefit from study.

3.6.1 Key Stage 4 Entry

Ebacc						GCSE Humanities						2017				
All	Q5	Q4	Q3	Q2	Q1	All	Q5	Q4	Q3	Q2	Q1	English Baccalaureate	Sciences	Hums	Lang	
2015				32		2015				32		National	38%	92%	77%	47%
2016				30		2016				59		Dorset	48%	95%	79%	57%
2017					24	2017			62			SN	36%	94%	77%	44%
GCSE Sciences						GCSE Languages						South West	36%	94%	76%	46%
All	Q5	Q4	Q3	Q2	Q1	All	Q5	Q4	Q3	Q2	Q1					
2015					6	2015				35						
2016					7	2016				45						
2017					9	2017					28					

Comments:

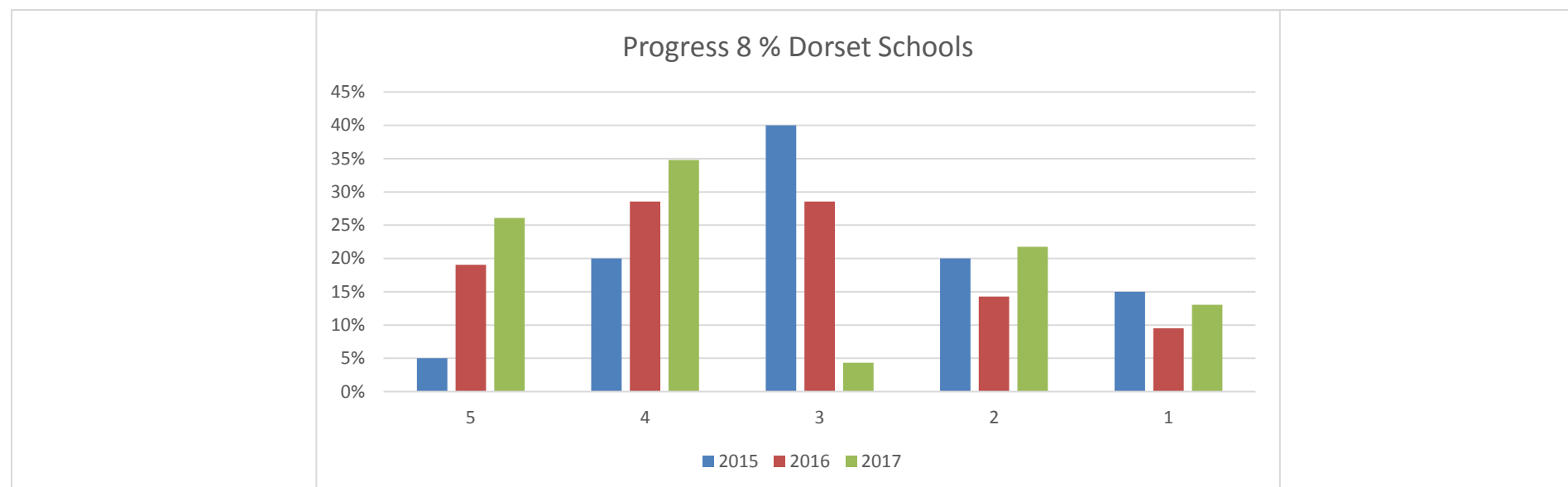
- Nearly half of Dorset pupils entered for the EBacc – significantly higher than Statistical Neighbour and South West LAs, and in the top 25% of local authorities.
- Dorset has high entry patterns for Sciences and Languages: 57% of pupils in Dorset study at least one language to GCSE standard, compared to 47% nationally and 45% in the South West.
- There is some argument that high entry levels, particularly in Languages may lead to lower attainment – i.e that Dorset Schools enter more pupils from lower prior attaining groups – who may not achieve the thresholds, but nonetheless benefit from study.

3.6.2 Key Stage 2-4 Progress

Progress 8						Ebacc						Progress	Progress 8 and Components					
All	Q5	Q4	Q3	Q2	Q1	All	Q5	Q4	Q3	Q2	Q1		P8	English	Maths	Ebacc	Open	
2016			80			2016				58		National	-0.03	-0.04	-0.02	-0.03	-0.04	
2017		113				2017			85			Dorset	-0.15	-0.13	-0.08	-0.08	-0.29	
English						Open						SN	-0.07	-0.08	-0.03	-0.02	-0.15	
All	Q5	Q4	Q3	Q2	Q1	All	Q5	Q4	Q3	Q2	Q1	South We	-0.13	-0.17	-0.09	-0.08	-0.16	
2016				58		2016	126											
2017		99				2017	135											
Maths																		
All	Q5	Q4	Q3	Q2	Q1													
2016			85															
2017			85															

Comments:

- Progress 8 has dropped from 2016. All SW LAs, except for Torbay and Poole, dropped and are now negative. All Statistical Neighbours (except Poole) also dropped.
- The new grading system in English & Maths GCSEs has caused some volatility in results, 2018 sees the new grading system extended to other GCSEs.
- For the English, Maths and Ebacc areas Dorset is below National but above South West.
- For the Open element Dorset is some way below South West, National and Statistical Neighbours averages, and in the bottom 25%
- Progress 8 in Dorset is declining most sharply for low prior attaining pupils. This is most marked in the Open element.



% of Dorset Schools in each national quintile:

- The chart above shows the percentage of Dorset Schools in each national quintile of Progress 8 scores across the last 3 years, Q5 is the lowest performing group. Nationally 20% of schools would be expected to be in each quintile.
- The chart shows that at the higher end (quintiles 1 and 2) Dorset has improved since 2016.
- However, the number of schools in the middle quintile (3) has decreased dramatically – and the corresponding number in the lower quintiles has increased.
- This is in part affected by Dorset receiving results from 2 new schools with low results in 2017: Parkfield School and The Dorset Studio School.
- It may be argued that this table reflects a situation where some schools are improving/maintaining good performance, whilst others are falling back.

3.6.3 Key Stage 4 Group Progress

Disadvantaged Pupils:

2017	Attainment 8			Basics 9-5			Progress 8		
	Disadv	Other	Gap	Disadv	Other	Gap	Disadv	Other	Gap
National	37.1	49.9	-12.8	25%	50%	-25%	-0.4	0.11	-0.51
Dorset	33.1	47.8	-14.7	18%	44%	-26%	-0.73	-0.02	-0.71
SW	34.8	49.3	-14.5	22%	48%	-26%	-0.61	0.01	-0.62
SN	34.7	49.1	-14.6	21%	48%	-27%	-0.57	0.05	-0.65
Dorset Rank	140	120	108	134	120	84	138	123	129

- The gap in attainment in Dorset is broadly in line with national. For progress the gap is larger.

SEN Pupils:

2017	Attainment 8			Basics 9-5			Progress 8		
	No SEN	SEN support	EHC	No SEN	SEN support	EHC	No SEN	SEN support	EHC
Dorset	48.4	30.7	12.3	45%	14%	3%	-0.07	-0.52	-1.01
National	49.7	31.9	13.9	48%	16%	5%	0.07	-0.43	-1.04
SW	49.5	31.6	14	47%	15%	6%	-0.03	-0.54	-1.1
SN	49.3	30.28	14.14	48%	13%	5%	0.01	-0.54	-0.98
Rank	94	89	102	95	60	97	115	96	67

- SEN pupils are broadly in line for Progress 8, for attainment SEN Support pupils are below national in most cases but in-line with SN, EHC pupils are below.

Key Stage 4 Priorities:

- Improve Progress8 including reversing the current increasing trend of schools in quintiles 5 and 6.
- Improve progress in open elements and languages.
- Improve progress in Weymouth and Portland (DFE category 6).
- Improve the progress for the following groups: Boys, Lower Prior Attaining pupils and Higher Prior Attaining Disadvantaged pupils.

- Further investigate curriculum offer and impact of curriculum changes, progress in Open element of P8.

Risk Assessment: Medium

Actions:

- Undertaking rigorous performance data review and risk assessment (using school improvement evaluation criteria) to identify underperformance
- Supporting and challenging leadership and management of underperforming schools through the brokerage of NLEs.
- Using LA's statutory powers to issue formal warning notice to schools where standards in KS4 at unacceptably low.
- Sending category letters to secondary schools identifying areas of concern and signposting possible support available.
- Facilitating pyramid meetings to review performance data and influence school improvement plans.
- Principal Advisor/senior advisors to lead/broker targeted intervention and support for CAT 3 maintained schools.
- Holding regular meetings with RSC/diocese/Ofsted HMI to review impact of support and agree next steps.

3.7 Key Stage 5

When: End of Key Stage 5: Year 13

Where: State funded schools

Key Metrics: as below:

APS per entry					
All	Q5	Q4	Q3	Q2	Q1
2015			86		
2016		97			
2017		102			

% achieving AAB grades					
All	Q5	Q4	Q3	Q2	Q1
2015			65		
2016		105			
2017		99			

Destinations					
All	Q5	Q4	Q3	Q2	Q1
2016			84		
2017		95			

English Progress					
All	Q5	Q4	Q3	Q2	Q1
2016					27
2017				51	

Maths Progress					
All	Q5	Q4	Q3	Q2	Q1
2016				34	
2017					14

2017	APS	% AAB+	Destinations
NAT	32.88	16%	89%
Dorset	31.51	12%	88%
SN	31.99	14%	90%
South Wes	32.57	16%	-

2017	En Progress	MA Progress
NAT	-0.02	-0.01
Dorset	-0.01	0.12
SN	0.01	-0.01

Comments:

- The 5 headline accountability measures for 16-18 performance are: progress, attainment, progress in English and maths, retention and destinations. Progress measures for academic subjects, applied general subjects and technical subjects which cannot be ranked for LA performance so are not included. Retention measures will be published in March 2018.
- Dorset is in-line with national for the headline attainment measures (A levels, Applied General and vocational qualifications), although 4% below national for attainment of higher grades (% AAB in at least 2 facilitating subjects).
- Dorset is 1% below national for the Destinations measure (% continuing from Level 3 programmes to sustained education, employment and training destinations), which is mainly due to having lower destinations to Higher Education (11% lower when deferred places are included).
- Dorset schools are performing well for pupils who did not attain a C or above in GCSE English and / or maths at KS4 and therefore need to continue studying Level 2 English and / or maths during their 16-18 studies as part of the school's condition of funding. Most young people who need to continue studying L2 English and maths are students at FE Colleges, and are not shown in this data.

The progress of Dorset schools with sixth-forms suggests that Dorset is in line with national: A levels 4 schools are above average, 8 average, 4 below average. Fewer young people enter Applied General qualifications; 1 school is well above national progress, 2 are above average and 1 is below average progress. Progress on technical level qualifications will be published in March 2018.

Priorities:

- Increase the APS per student (A levels, academic, technical), especially for the higher grades.
- Reduce the attainment gap for disadvantaged at Level 2 and 3
- Improve sustained destinations to Higher education, particularly for boys
- Further investigate progress of key groups, the impact of the removal of AS levels from most schools curriculum offer and impact of curriculum changes as schools respond to technical education reforms and the introduction of t-levels.

Actions/impact:

- The LA has promoted the effective participation of all 16 and 17-year-olds in education, training or an apprenticeship to young people and parents through the effective use of communication channels (including social media). Post 16 providers are consulted on, and agree, improvement priorities at termly Post 16 Improvement Forum meetings.
- School and college careers leads are supported via the Careers & Inspiration Forum chaired by the Careers & Enterprise Company.
- The LA commissions Ansbury Guidance to provide Information, Advice and Guidance to pupils at risk of NEET to make appropriate choices and this has had an impact on improving life chances for our vulnerable post-16 students.
- Dorset commissions ALPs data analysis of A level, AS level and BTEC provision which is provided annually to individual schools and college in September. The overall Dorset analysis including the key messages, themes and priorities for improvement across Dorset were shared and reviewed at Post 16 Improvement Forum. As a result, support has been brokered via teaching schools or appropriate institutions and this is currently being followed up.
- Post-16 accountability measures are published in January and March. The key messages were presented and discussed at the Spring term Post 16 Improvement Forum: all schools are clear about the issue presented in their performance data (in relation to Dorset's performance). Providers causing concern are contacted and actions for improvement agreed. This effective intervention has led to an improvement in progress and better school to school improvement work.