

TO: THE EXECUTIVE  
DATE: 11 APRIL 2017

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**SUMMARY REPORT ON EXAMINATION AND TEST PERFORMANCE IN  
BRACKNELL FOREST SCHOOLS:  
ACADEMIC YEAR 2015 – 2016  
Director of Children, Young People and Learning**

**1 PURPOSE OF REPORT**

- 1.1 To inform the Executive of schools' end of year results for the academic year 2015-16, key policy developments which have taken place over the year and the priorities for the work of the School Improvement Service for the academic year 2016-17.

**2. RECOMMENDATIONS**

- 2.1 **That the school results for the academic year 2015-16 be noted and that the policy developments and the priorities for the School Improvement Service for the academic year 2016-17 be endorsed.**

**3 REASONS FOR RECOMMENDATIONS**

- 3.1 To ensure the Executive are briefed on the results and political context for the academic year 2016-17 and the rationale for priorities in the academic year 2016-17.

**4 ALTERNATIVE OPTIONS CONSIDERED**

- 4.1 None

**5 SUPPORTING INFORMATION**

- 5.1 **Please note that assessments at Key Stage 1 and Key Stage 2 changed significantly in 2016 and no comparison can be made to previous years. Ways of reporting have also changed at the end of Key Stage 4 with new measures such as Attainment 8 and Progress 8 scores.**

*The 2016 key stage 1 and 2 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. The expected standard has also been raised to be higher than the old level 4. As a result, figures for 2016 are not comparable to those for earlier years. ....When a new curriculum and tests are introduced, evidence suggests that results will initially be lower but that they are likely to rise more quickly than normal for a few years after their introduction while pupils and teachers become familiar with the new material.*

*Our advice remains that 2015 and 2016 are not directly comparable. We have investigated whether there have been particular impacts by type of school or area by using differences from national totals in each year and relative positions without directly comparing test results over two years.*

*DfE - SFR 39/2016, 1 September 2016*

- 5.2 Outcomes this year show:

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- **Early Years Foundation Stage** 74% of pupils achieved a Good Level of Development (GLD) (national average 69%)  
PPG pupils -22.3% gap (increase from last year of 1.9%)
- **Year 1 Phonics test**, 84% of pupils achieved the required standard (national average of 81%)  
PPG pupils -17.6% gap, a decrease from last year of 5.9%

**Year 2 Phonics test retakes**, 71% of pupils achieved the required standard (national average of 67%)  
PPG pupils – 7.8% gap decrease from last year of 7.5%

- **Key Stage 1** - 63% of pupils achieved the required standard in a combined score for reading, writing and mathematics (national average of 60%)  
PPG pupils - 23.9% gap. When pupils with SEND are excluded the gap reduces to -13.8%
- **Key Stage 2** - 52% of pupils achieved the required standard in a combined score for reading, writing and mathematics (national average of 53%)  
PPG pupils - 29.3% gap. When pupils with SEND are excluded the gap reduces to -18.5%

The average scale score for Reading is 102.6 (national 103), GPS 102.8 (national 104) and mathematics 102.2 (103).

Progress measures for pupils from the end of KS1 to the end of KS2 are -0.5 in Reading, -0.1 in Writing and -1.3 in mathematics. Sufficient progress is identified as 0.0. Progress measures are just below the sufficient measure and particularly low in mathematics.

One school is below floor standard of 65% of pupils achieving the expected standard in Reading, writing and maths combined or below progress measures of -5.0 in Reading, -0.7 in writing or -5.0 in mathematics.

Two schools are also coasting based upon the criteria for 2016. They are Jennett's Park CE Primary and Harmans Water Primary.

- **At GCSE**
  - 56.5% of pupils achieved five A\*-C including English and mathematics (national average for this year is 57.7%)
  - 61.1% achieved the new national benchmark of a grade or above in English and mathematics combined (national average is 63.3%)
  - The Attainment 8 score is 51.4 which is equivalent to a C+ grade (national average 50.1 )
  - +0.09 in the new national benchmark of Progress 8 score (above the national average which is -0.03)

PPG pupils:

- Basics – C+ in English and Mathematics – 26% gap
- Attainment 8 – a gap of one whole grade
- Progress 8 -0.36 gap

None of the secondary schools are below floor measures or coasting in 2016.

- **At A-level**
  - Average points score achieved by all Level 3 qualifications and national ranking for this measure: 31.07
  - A level students attaining three or more grade A\* or A and national ranking for this measure: 7.4%
  - National ranking in academic subjects: 29.15
  - National ranking in technical subjects: 32.78

**Summary results with analysis (see Annex A and Annex C for overall Local Authority summary compared to national figures)**

**5.3 General comments**

Outcomes are broadly in line or above national benchmarks across all key stages however the gap for disadvantaged pupils across all key stages remains a key focus area for schools in Bracknell Forest. Disadvantaged pupils do not do as well as their peers nationally.

- 5.4 KS2 performance shows more variability, with Reading, Grammar, Punctuation and Spelling and mathematics as the key areas for development over the next year.
- Although overall outcomes in Reading are just 1% below the NA, eight schools are 10% or more below the NA of which one is 26% below; the borough average has been positively skewed by higher performing schools.
  - Outcomes in Grammar, Punctuation and Spelling were disappointing with overall borough outcomes 9% below the NA. Of the eight schools with poor outcomes in Reading, five also have outcomes of 10% or more below the NA in GPS, as do two other schools. One school has zero following an investigation by the Standards and Testing Agency which found evidence of malpractice
  - Outcomes in mathematics overall were 4% below the NA, with nine schools having outcomes of 10% or more below the NA.
- 5.5 All primary schools purchase an SLA from the LA which contributes to the provision of support however secondary schools do not and this curtails the support available to them which has been in the main delivered through curriculum network meetings.
- 5.6 At GCSE the four maintained schools had robust outcomes in English, but two still have a significantly lower outcome for maths, so any available LA support will be focused on maths. Two schools achieved a C- grade for Attainment 8, below the national average, one of these schools also had outcomes below the national average for Progress 8, with the other just above so these two schools will be prioritised. The two schools with the highest outcomes include a maintained school and an academy and discussions will take place with the leadership teams on the feasibility of them providing school improvement support for other schools in the borough.
- 5.7 At A-level, overall outcomes of A\*-E grades is above the national average, however one maintained school has significantly lower outcomes than the borough average for A\*-B and A\*-C.
- 5.8 Diminishing the gap for disadvantaged pupils across all key stages remains a key focus within Bracknell Forest and has been highlighted by Ofsted within the South East region as an area for focus during Ofsted inspections particularly most able disadvantaged pupils. The Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of Disadvantaged Pupils and close

the gap between them and their peers. This includes most able disadvantage pupils and whether more pupils achieve the higher levels. A whole council strategy and approach is required in order to address the areas of weaknesses. The School Improvement team have identified 10 primary schools and 3 secondary schools all of whom have been brokered by the LA to have an external Pupil Premium review during the spring term 2017.

- 5.9 Reinforcement of the permanency of education and addressing needs through early help remains a key focus across schools and settings.
- 5.10 **National policy developments 2015-16**  
The Education and Adoption Act came into force in April 2016. As a consequence, Jennetts Park Primary school which is currently judged as Inadequate was issued with an Academy Order and officers are working closely with the school to identify viable academy options. Great Hollands was also inspected in October 2016 and was judged to require special measures by Ofsted therefore has also received an academy order. Harman's Water School was sent a Warning Letter from the Regional Schools Commissioner with regard to the risk of being identified as a 'Coasting' school on the basis of three years of end of key stage results. If the school does meet the Coasting criteria, an Academy order will be issued. The Brakenhale has also been identified by the DfE as potentially a Coasting school but has already joined a Multi-Academy Trust.
- 5.11 The White Paper, Education Excellence Everywhere was published, but has not progressed into a Bill. This communicated the government's ambition that all schools become academies and an intention to reduce in the statutory duties of local authorities with regard to school improvement. As the paper has not progressed to a Bill and has been withdrawn any school judged to be good or better does not have to become an academy and the statutory duties of the LA remain re School Improvement.
- 5.12 The national consultation on education and school funding (five consultation papers) has delayed by a year. In the meantime, officers are working with headteachers and chairs of governing bodies to scope possible options moving forward, within the context of the Council's Transformation programme.
- 5.13 **National developments, explaining the key changes**  
The academic year 2015-16 has been turbulent with the demands on schools never greater. The changes have required a very high level of investment in staff training and development. The 2014-15 report to Executive on Examination and Test performance outlined the wide-ranging government education reform programme to raise standards of achievement which included changes to the curriculum, assessment, reporting and inspection requirements.
- 5.14 2015-16 saw changes in the end of Key Stages 1 and 2 tests and in GCSE examinations. These changes in tests and examinations make comparison with previous years difficult as many of the benchmarks have changed so significantly.
- 5.15 In **Early Years Foundation Stage**, there have been no changes with practitioner (or teacher) assessment of pupil's attainment in relation to the 17 early learning goals (ELG) descriptors. The national benchmark of percentage of children achieving a Good Level of Development (GLD) remains unchanged. The phonics check at the end of Year 1 remains, with a follow up Phonics check for pupils not achieving the benchmark in Year 2.

- 5.16 A new **National Curriculum** was introduced to all maintained primary and secondary schools from September 2014. Parallel revisions to the assessment and accountability systems resulted in the removal of curriculum levels and level descriptors. Following the removal of teacher assessment levels, interim teacher assessment frameworks were provided by the DfE to support teachers in making robust and accurate judgments for pupils at the end of KS2 in 2016. The DfE announced the extension of the use of these interim frameworks for at least another academic year (2016-17).
- 5.17 The end of key stage assessment thresholds are now defined as 'working towards' the expected standard, 'working at expected' standard and 'working at greater depth', rather than an assessment against level descriptors and at GCSE Attainment 8 and Progress 8 are the new national benchmarks.
- 5.18 The use of **scaled scores** has been introduced, which are based on the total number of marks a pupil scores in a test. These raw scores are then converted into a scaled score, in order to enable accurate comparisons of pupil performance over time. A scaled score of 100 represents the expected standard, with 85 the lowest scaled score that can be awarded. Pupils scoring 100 or more have met the expected standard on the test, but those scoring 99 have not.
- 5.19 At the end of **Key Stage 1** the national curriculum tests include English reading and mathematics. Grammar, Punctuation and Spelling is an optional test for schools. The tests are externally-set but internally-marked and subject to rigorous moderation.
- 5.20 National tests at the end of **Key Stage 2** include mathematics, reading, grammar, punctuation and spelling, and a teacher assessment of maths, reading, writing and science. The new SATs assess to a higher level than previously and cannot be compared to a previous Level 4.
- 5.21 At GCSE from this year, pupils achieving 5 A\*-C including English and maths will no longer be the key benchmark. All secondary schools in England will have their examinations results reported using new **Attainment 8** and **Progress 8** measures, with a key new benchmark being best entry C+ in combined English and maths.
- 5.22 Each school's Attainment 8 and Progress 8 scores are based on all of their pupils' results across eight subjects. The eight subjects comprise mathematics and English, the best of up to three further qualifications that count in the English Baccalaureate (EBacc - science, history, geography, languages and computer science) and, finally, the three best results of any other GCSE qualification (including EBacc subjects) or non-GCSE qualifications on a DfE approved list of subjects. The grade achieved is converted into a point score.
- 5.23 Attainment 8 represents the average achievement of the school's pupils across the 8 subjects and this is also shown as a grade. For example, 'C' means that a school's pupils achieved the equivalent to a grade C on average.
- 5.24 Progress 8 measures the progress of pupils from the end of primary school to the end of secondary school. A school's Progress 8 score is calculated by comparing the achievement (ie. Attainment 8 score) of all of its pupils against the Attainment 8 score of all pupils nationally with similar prior attainment. Prior attainment is based on assessment results from the end of primary school. The greater the score, the greater the progress made over the course of secondary school.

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- 5.25 Progress 8 will be published as a numerical figure where each GCSE grade is equal to 1. For example, a Progress 8 scores of 0.5 means that pupils made half a grade more progress across their subjects than expected. A score of 0 would mean that pupils made expected progress. A negative score means progress was below the expected level. At this stage, Progress 8 scores are provisional and subject to change.
- 5.26 The percentage of pupils achieving grade C or above in both English and mathematics is also provided. This measure is called 'The Basics' and the best of English Language or English Literature are used in this calculation.
- 5.27 The government had intended to introduce a new **Reception** baseline test this year. Following a pilot which evaluated three disparate assessment models, concerns that the tests could not provide a measure of progress which could be compared between schools and also about the validity of formal assessment of four and five year olds, resulted in the government halted this development.

### **The Pupil Premium Gap**

- 5.28 The gap between the attainment of pupils eligible for additional funding through the Pupil Premium Grant and other pupils is the biggest in England within the South East Region and this continues to be a priority for the borough.
- 5.29 Reflecting the national focus on raising standards for this group of pupils, the LA received correspondence from the Ofsted Regional Director for the SE of England about the gap at Early Years Foundation Stage, the Phonic screening test and at GCSE because the gap in these benchmarks is significantly greater than the national average in 2015. Concerns remain around the EYFS and early reading based upon 2016 data.

### **Local developments**

- 5.30 In the year 2015-16 there were eight new headteachers and two schools with interim leadership arrangements (which were subsequently recruited to), so a quarter of schools with new leadership. An intensive induction programme was provided which was evaluated as very effective.

### **Ofsted outcomes**

- 5.31 These have continued to improve overall. Of ten schools inspected over the year, 50% improved their Ofsted judgement. At the end of July, 80.6% of maintained primary schools and 100% of maintained secondary schools were judged Good or Outstanding.
- One school moved from Inadequate to a Good judgement (Kennel Lane)
  - Four schools moved from Requires Improvement to a Good judgement (College Town Junior, Birch Hill, Wooden Hill, Easthampstead Park)
  - Four schools retained their existing judgement (Harmans Water and Fox Hill retained a Requires Improvement judgement, Meadowvale and College Town Infants retained a Good judgement)
  - One school which had been judged as Good was now judged as Requiring Improvement (Holly Spring Juniors).
- 5.32 Despite the above improvements during the autumn term Great Hollands was judged to require special measures. Warfield remained good and Winkfield St Marys stayed requiring improvement. The percentage of primary pupils in a good or better school

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places Bracknell Forest in the lowest ranking within the country according to the Ofsted Analysis Tables.

- 5.33 A total of seven Reviews of Governance were completed at schools that LA school improvement staff identified as being at risk of not fully fulfilling their role with regard to school improvement.
- 5.34 Standards were monitored through formal Standards Monitoring Boards at six schools and two schools were challenged and supported through a Management Intervention Board. Two SMBs and one MIB have ceased during the year as a consequence of improved Ofsted outcomes.
- 5.35 Equipping governors with the knowledge, skills and confidence to undertake the critical role of holding the school leadership team to account over the standards and progress achieved by pupils will continue into 2016-17.
- 5.36 Following the publication of KS1 and KS2 results, meetings have already taken place with the headteacher and chair of governors of three primary schools to formally raise concerns and a follow up letter confirming agreed action has been sent.
- 5.37 **Priorities for 2016-17**  
See Annex D and service plans 2016-17.

### Background Papers

Annex A: Summary of Examination and Test Performance in Bracknell Forest Schools: Academic Year 2015 – 2016

Annex B – Timeline of Data Publication

Annex C: LA Summary DataPix January 2017.

Annex D: Priorities for 2016-17

### Contact for further information

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