

# North Somerset Council

## REPORT TO THE CHILDREN AND YOUNG PEOPLE'S SERVICES POLICY AND SCRUTINY PANEL

<b>DATE OF MEETING:</b>	<b>09 JANUARY 2015</b>
<b>SUBJECT OF REPORT:</b>	<b>PERFORMANCE &amp; FINANCIAL MONITORING</b>
<b>TOWN OR PARISH:</b>	<b>ALL</b>
<b>OFFICERS PRESENTING:</b>	<b>ASSISTANT DIRECTOR, STRATEGY, COMMISSIONING AND PERFORMANCE</b>
<b>KEY DECISION:</b>	<b>NO</b>

### RECOMMENDATION

The Panel is asked to:

Note the financial and performance information presented in the report and to comment on both areas for improvement and areas of good performance.

### 1. SUMMARY OF REPORT

The Children and Young People's Services Policy and Scrutiny Panel requested regular performance and financial management monitoring reports to help members evaluate the extent to which the Council and its partners are achieving key plans and objectives for children and young people's services and to provide appropriate challenge, praise and suggestions to improve performance.

The Council's Performance Management Framework includes a requirement for regular (at least quarterly) formal monitoring of our financial and performance position so that appropriate remedial action can be taken if needed.

The Panel's June 2014 meeting agreed the content of subsequent 2014/15 monitoring reports and this report presents information on how well children are achieving at North Somerset schools and how this varies between areas.

### 2. INSPECTION AND IMPROVEMENT

Priory Community School was inspected in November 2014 and was judged to be outstanding. Each of the five sub-areas of 'leadership and management', 'behaviour and safety of pupils', 'quality of teaching', 'achievement of pupils' and 'early years' was also judged to be outstanding. Key findings included:

- 'Students of all abilities make outstanding progress. They enjoy their learning and are confident they can reach the challenging targets set for them.'
- Teaching is of a consistently high standard. Teachers are passionate about their subjects and inspire their students to want to learn more.

- Students' behaviour is outstanding. Students show exemplary attitudes in lessons and around the school. They are polite, mature and articulate, showing respect for adults and each other. They value the harmonious community spirit developed in the school.
- All leaders, including governors, are focused on ensuring that the school provides an atmosphere in which students can thrive and develop the personal skills they need to prepare them for life in modern Britain.
- The broad curriculum matches students' interests well. An exceptionally wide variety of enrichment activities are available, enabling students to pursue their talents and interests to the highest level.'

St. Peter's Church of England Primary School in Portishead was inspected in October 2014 and was judged to be good. Each of the five sub-areas was also judged to be good. Key findings stated in the report included:

- 'Leaders and managers, including governors, have an accurate understanding of the school's effectiveness. They use their knowledge effectively to make changes which have resulted in improvements to the quality of teaching and to pupils' achievement.
- Pupils behave well. They are proud of their school and they look after both the school and each other
- Most pupils feel safe. They are confident that if they were worried about anything, they could talk to an adult who would help them.
- There is more good and outstanding teaching than at the time of the previous inspection. This is because teachers are reflective about their teaching and are committed to making sure that they are continually developing their skills. As a result, standards are rising.'

Reasons the inspection did not find the school to be outstanding yet included:

- 'Teachers do not always use the information they have about pupils' attainment to set work which is not too easy and not too difficult, particularly for the least able.
- Teachers who lead subjects or aspects of the school's work are not all driving forward improvements in their areas and holding others accountable for raising standards.
- Leaders have not yet established successful relationships with parents for the benefit of all pupils.'

### **3. KEY CORPORATE PERFORMANCE INDICATORS**

For 2014/15 the Council revised its basket of Key Performance Indicators which are monitored quarterly by the Corporate Management Team and reported to members. There are now five key indicators for children's services and the quarter 2 performance against these key indicators was shown in the previous report to this panel. The quarter 3 performance will be reported to the March 2015 panel.

### **4. NUMBERS OF CHILDREN LOOKED AFTER**

When a child becomes 'Looked After' the Council takes on a parenting role, either with the agreement of the parents or through a court order which gives the local authority a share of parental responsibility for that child. Children Looked After

cease to be Looked After on reaching their 18th birthday, if they have not ceased previously. The trend in the number Children Looked After is shown in Appendix 1.

Members are aware from previous reports that numbers of Children Looked After increased sharply in 2012, rising from 231 on 31 March 2012 to 279 on 31 December 2012, an increase of 21%. This was partly due to a number of large sibling groups starting to be Looked After and also due to increases in the numbers of 0-4 year olds and 16 or 17 year olds starting to be Looked After. During the 3 years from June 2009 to June 2012 the number of Children Looked After had generally ranged from 220 to 240.

During 2013 there was a steady decrease in the number of Children Looked After to 204 on 31 December 2013, with relatively few children having started to be Looked After. The first half of 2014 showed an increase again in the number of Children Looked After and numbers have been steady since then, with there being a slight decrease in the Autumn. The end of November 2014 total was 226. The target for March 2015 is for there to be 210 Children Looked After. The reasons for increases and decreases in numbers of Children Looked After are complex. The Assistant Director and Service Leaders are tightly monitoring all requests for a child to be Looked After. Every Child Looked After is being reviewed to ensure that care plans are being progressed and plans to return children home wherever possible are being actioned.

## **5. FINANCIAL MONITORING**

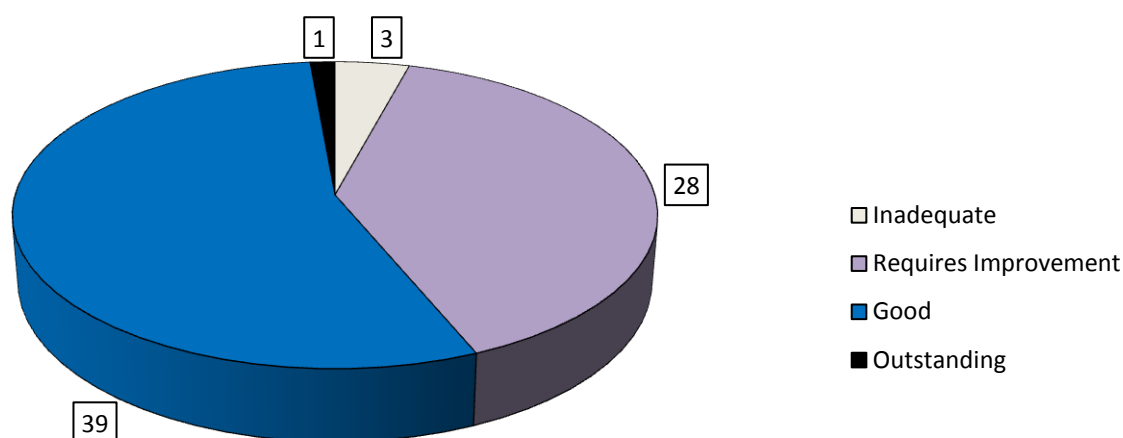
The CYPS Financial Monitoring Commentary up to 31 October 2014 is attached at Appendix 2. The Directorate is projecting to overspend its budget in 2014/15 by £1,682K (6.3%), due to the increase in Children Looked After costs and some Medium Term Financial Plan savings not being delivered at the pace previously anticipated. It should be noted that the Children Looked After 'placements budget' includes some costs for supporting children after they have left care, such as adoption allowances, special guardianship allowances and Care Leavers' support.

## **6. CASE AUDITS**

Case audit is an important tool to ensure quality and consistency and promote a culture of learning and improvement. There is a programme of regular case audit undertaken by managers in the Support and Safeguarding Branch, which was attached to a previous report and members of the Directorate Leadership Team (DLT) audit a case, chosen at random, monthly as a routine part of the Leadership Team meeting. In addition, the North Somerset Safeguarding Children Board undertakes a programme of multi-agency audits.

The audit process within the Support and Safeguarding Branch involves grading the cases sampled and a summary of the gradings for 71 cases is shown in the chart below. Overall, 56% of these case audits resulted in a good or outstanding grading. The findings from these case audits are fed back to teams and individual workers as appropriate.

## Support and Safeguarding Branch Case Audits - April to November 2014



### 7. HOW WELL ARE CHILDREN ACHIEVING IN NORTH SOMERSET SCHOOLS AND HOW DOES THIS VARY BETWEEN AREAS?

#### A. Primary – North Somerset

The majority of North Somerset's children do well at primary school. Table 1 compares attainment at primary school with the England average and with the average of North Somerset's group of similar councils, known as 'statistical neighbours'.

Performance at Early Years Foundation Stage has been consistently very good over the last few years. North Somerset ranked as the 6<sup>th</sup> highest council on the 'good level of development' measure in both 2013 and 2014. The England average percentage attaining a 'good level of development' increased by 8% between 2013 and 2014, whereas the North Somerset percentage increased by 6%, which accounts for the low progress ranking.

The percentages of children achieving level 2 or better in Key Stage 1 (KS1) teacher assessments in 2014 were slightly better than the England averages and were the same as the statistical neighbour averages, apart from for the 'speaking and listening' measure, where the North Somerset percentage was above the England average, but below the statistical neighbour average.

Performance in Key Stage 2 (KS2) tests and teacher assessments in 2014 was similar to or slightly better than that of comparators. The percentages of children making the expected progress between KS1 and KS2 were again similar to or better than the statistical neighbour averages and were similar to the England averages.

Table 1

Educational Attainment						Comparators		Progress Rankings	
	2013	Rank	2014	Rank	Latest Quartile Band A-D	2014 Statistical Neighbours' Average Performance (excluding this LA)	2014 England Average	2013-14 YoY Improvement Rank	Quartile Band A-D
<b>Early Years Foundation Stage</b>									
Good Level of Development	64	6	70	6	A	62.6	60	106	D
Average Point Score	34.2	20	35	27	A	34.5	33.8	87	C
<b>Key Stage 1 Level 2+</b>									
Reading	89	54	91	26	B	90.9	90	-	-
Writing	85	67	87	45	B	87.3	86	-	-
Speaking & Listening	89	68	90	50	C	91.2	89	-	-
Maths	92	44	94	16	A	93.1	92	-	-
Science	92	24	92	31	B	92.2	91	-	-
<b>Key Stage 1 Phonics</b>									
Phonic Decoding	77	5	81	6	A	74.0	74	92	D
<b>Key Stage 2 Level 4+</b>									
Reading	89	15	92	12	A	89.5	89	53	C
Writing (Teach Assess from 2012)	84	59	86	55	C	85.7	85	44	C
Maths	86	55	88	32	B	86.2	86	29	B
Reading, Writing and Maths	77	55	81	34	B	79.1	79	31	B
Science (Teach Assess from 2010)	90	22	91	15	A	89.4	88	36	C
Grammar, Punctuation and Spelling	74	74	77	65	C	76.1	76	44	C
Expected progress KS1-2 Reading	89	62	92	40	C	90.4	91	46	C
Expected progress KS1-2 Writing	92	65	94	48	C	92.5	93	28	B
Expected progress KS1-2 Maths	88	84	91	45	B	88.3	90	9	A

 Better than Statistical Neighbours  
 Worse than Statistical Neighbours

Source: DfE Data Matrix 18/12/2014

## B. Primary – by Cluster Area

To compare attainment between areas of North Somerset, primary schools have been grouped together in Table 2 using the same clusters as were used in the 2014 pupil number projections.

Areas within North Somerset varied in the proportion of pupils achieving a 'good level of development' at Early Years Foundation Stage in 2014, from 57% in Weston South to 79% in Portishead. No area significantly worsened in 2014, when compared to 2013 assessments and most areas improved, with four areas improving by 10% or more.

In 2012 the three lowest achieving areas at Early Years Foundation Stage were those covering Weston-super-Mare, but in 2013 Weston Central improved its ranking. In 2014 Weston North also improved, leaving only Weston South as an outlier.

In 2014 Portishead and Nailsea had the highest percentages of pupils passing the phonics decoding test at 87%, with Pill having the lowest at 64%.

At KS2 in 2014, only three areas achieved less than 80% of pupils attaining Level 4 in reading writing and maths, an overall improvement compared to 2013. Churchill South had the highest percentage of pupils achieving level 4 or above in all three subjects, at 90%. Weston Central and Weston North had the lowest percentages for

this measure, of 73% and 74% respectively. Churchill North had 97% of pupils making 2 levels of progress between KS1 and KS2 in reading and 99% in maths. Backwell, Churchill East and Weston North had the lowest percentages of pupils making expected progress.

**Table 2 – 2014**

Cluster	Number of primary phase pupils	EYFSP	Phonics	KS2	KS1-KS2	Progress
		'Good Level of Development'	2014 Year 1 passed test	Level 4+ Reading, Writing & Maths	Reading: 2 levels of progress	Maths: 2 levels of progress
Backwell	1,606	74%	81%	85%	89%	87%
Churchill East	202	67%	78%	76%	88%	88%
Churchill North	454	69%	80%	81%	97%	99%
Churchill South	918	71%	69%	90%	95%	98%
Clevedon	1,455	73%	84%	85%	96%	93%
Nailsea	1,413	73%	87%	83%	94%	92%
Pill	399	68%	64%	84%	93%	91%
Portishead	2,154	79%	87%	85%	93%	90%
Weston Central	1,287	67%	76%	73%	93%	89%
Weston North	3,771	69%	84%	74%	89%	87%
Weston South	2,093	57%	76%	81%	94%	93%

Source: NSC primary benchmarking

### **C. Secondary – North Somerset**

Table 3 shows that performance at Key Stage 4 (KS4) in 2014 was generally slightly better than the England averages and very similar to the statistical neighbours averages. The ranking of North Somerset improved across most of the KS4 measures. The actual values cannot be compared between 2013 and 2014 for most of the performance measures due to changes in the definitions (see note under Table 3).

North Somerset was in the top quartile for progress between 2013 and 2014 for 3 out of the 4 'A' level performance measures.

### **D. Secondary – by school**



On the headline indicator of 5+ GCSEs at A\*-C including English and Maths GCSEs, Table 4 shows the percentage of pupils achieving this ranged from 35% in Broadoak Mathematics and Computing College, to 80% in Backwell School. In 2013 the range was from 40% to 75% (between Hans Price Academy and 'Priory Community School – An Academy Trust'), but the measures are not directly comparable between years. The percentage of pupils achieving 3 or more A\*-A high grades in 2014 ranged from 7% in Hans Price Academy to 39% in Backwell School.

Only Backwell School and Churchill Academy and Sixth Form had more than three quarters of pupils achieving 5 or more GCSEs at A\*-C.

Table 3

Educational Attainment						Comparators		Progress Rankings	
	2013	Rank	2014	Rank	Latest Quartile Band A-D	2014 Statistical Neighbours' Average Performance (excluding this LA)	2014 England Average	2013-14 YoY Improvement Rank	Quartile Band A-D
<b>GCSE or equivalent</b>									
5+ A*-C	77.1	141	68.1	43	B	66.6	63.2		
5+ A*-C inc Eng & Maths	58.5	107	57.3	60	B	56.8	52.6		
English Baccalaureate	19.5	101	20.5	101	C	23.1	22.5		
5+ A*-G	95.9	83	93.6	68	B	93.9	89.4		
5+ A*-G inc Eng & Maths	94.4	77	92.6	36	A	91.4	84.8		
A*-C in English & Maths	59.3	105	58.8	70	B	59.1	54.8		
No Passes	0.8	96	2	100	C	1.6	2.4		
Av Point Score	465.7	78	379.8	43	B	369.7	353.1		
Expected progress KS2-4 Eng	71.0	72	70.5	85	C	70.9	70.9	96	C
Expected progress KS2-4 Maths	68.2	102	66.0	68	B	66.5	65.3	23	A
<b>GCE/A Level/Level 3 Quals</b>									
3+ A grades at GCE/Applied GCE A Level and Double Awards	7.4	92	8.8	56	B	8.7	11.6	13	A
% AAB or better at GCE A level, Applied GCE A level and Double A level	14.6	74	14.9	63	B	15.3	19	32	A
Av point score	685.5	84	669.8	77	C	675.9	698.5	58	B
Av pt score per entry	208.9	82	210.6	63	B	209.3	213.4	37	A

Two major reforms have been implemented which effect the calculation of KS4 performance measures data: Professor Alison Wolf's review of Vocational Education recommendations and an Early Entry policy, to only count a pupil's first attempt at a qualification.

 Better than Statistical Neighbours  
 Worse than Statistical Neighbours

**Table 4 - 2014**

Centre	Number on Roll	Percentage of students achieving:					Average Point Score (capped) #
		5+ A*-C inc A*-C GCSE E&M	3+ A*-A	5+ A*-C	Any Qual	English Bacc*	
Backwell School	258	80	39	86	100	50	364
Broadoak Mathematics & Computing College	174	35	14	51	97	7	277
Churchill Academy	250	71	35	84	100	27	349
Clevedon School	200	55	22	70	100	18	327
Gordano School, Portishead	295	61	31	72	100	25	333
Hans Price Academy	154	45	7	46	97	6	239
Nailsea School	149	51	28	62	99	21	316
Priory Community School, Weston Super Mare	239	67	22	74	99	15	327
St. Katherines School, Ham Green	133	53	20	69	99	19	321
Worle Community School, Weston-Super-Mare	295	51	17	63	99	12	301
Voyage Learning Campus	51	0	0	0	67	0	64
Baytree School	8	0	0	0	0	0	0
Ravenswood School	17	0	0	0	24	0	11
Westhaven School	18	6	0	11	89	0	102

\* - The English Baccalaureate consists of GCSEs at A\*-C in English, maths, two sciences, a foreign language and a humanity (geography or history).

# - Capped Average Points is based on a pupil's best eight GCSE/GNVQs.

Source: EPAS



In terms of the English Baccalaureate, Backwell School stands out with 50% of its students achieving results in the necessary subjects (English, mathematics, history or geography, two sciences and a foreign language).

On the average points score achieved by pupils (capped based on the best 8 GCSEs/GNVQs), the highest scoring school (Backwell School) had an average score 52% higher than the lowest scoring school (Hans Price Academy).

**Table 5 : Key Stage 5 - GCE A Level for 2014**

Centre	Number of Candidates	Percentage of Pupils Achieving 'A' levels:				Average points per pupil
		2 or more		3 or more		
		A*-B	A*-E	A*-B	A*-E	
Backwell School	170	41	99	28	89	750
Churchill Academy	115	52	99	29	92	746
Clevedon School	77	43	100	26	90	709
Gordano School	163	39	99	25	92	765
Nailsea School	87	40	93	23	79	694
St. Katherines School	50	32	98	6	78	680
Weston College	734	24	82	21	75	584

Source: EPAS

For the third year running, Churchill Academy and Sixth Form had the best GCE A/AS level results in North Somerset, with over half its students again achieving two or more A\*-B grades. All schools and Weston College had between 21% and 29% of students achieving 3 or more A levels at grades A\*-B, apart from St. Katherine's School, which had 6% of pupils achieving at this level. The highest average points score per pupil was achieved in Gordano School, with Backwell School and Churchill Academy and Sixth Form close behind.

## Authors

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# Appendix 1

## Numbers of Children Looked After at the end of each quarter or month

