

CHILDREN AND YOUNG PEOPLE'S SCRUTINY AND PERFORMANCE PANEL

10th SEPTEMBER 2013

PROVISIONAL RESULTS SUMMARY 2013

Ward(s) All

Portfolios: Cllr R Andrew – Portfolio Holder for Children's Services

Executive Summary:

It is important to note that results are provisional at this stage and may change subject to school appeals. Validated results are published in performance tables in early 2014.

For Early Years, 46% of children reached a 'Good Level of Development' (6% less than national). The gap between Walsall and national figures remains the same as in 2012.

At Key Stage 1, results for Level 2+ in Reading, Writing and Maths have risen by 1% since 2012, but there has been a marked improvement of 11% in Key Stage 1 Phonics, which is now 3% above the national figure.

At Key Stage 2, 71% of pupils have gained the new combined score for Reading, Writing and Maths. This is a modest 1% improvement on 2012.

At Key Stage 4, there has been a 3% rise in students gaining 5+ GCSEs at A*-C.

At Key Stage 5, it appears that there has been a rise of 63 in Average Point Scores from 2012 to 705.

Additional detail will be provided in the form of a presentation at Scrutiny Panel on 10th Sept.

Reason for scrutiny:

This report was requested by the Scrutiny Panel

Recommendation:

1. To note the provisional results
2. To consider possible implications of the provisional results for children and young people in Walsall.

Background papers:

Appendix 1: provisional results by Key Stage - attached

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Signed:

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Date: September 2013

Date: September 2013

Appendix 1. Provisional results by Key Stage

Early Years Foundation Stage (EYFS) Profile

The Early Years Foundation Stage (EYFS) Profile and arrangements for completing the Profile have changed for 2013 in response to recommendations resulting from Dame Clare Tickell's independent review of the EYFS and the results of a national public consultation.

From 2013, children will be defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they achieve at least the expected level in:

- The early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language).
- The early learning goals in the specific areas of mathematics and literacy.

Due to these changes direct comparison to the previous year's outcomes for EYFSP are not valid.

- Provisional results for the EYFSP show that 46% of pupils attained a Good Level of Development (GLD) in 2013.
- Provisional national results indicate that 52% of pupils attained a Good Level of Development.
- The current LA gap of 6% to national remains the same as in 2012 under the previous EYFSP framework.
- Writing, particularly the boys, remains an issue and a limiting factor in pupils achieving a GLD.

| FSP | Pupils working at a 'Good Level of Development' (GLD) | | New GLD for 2013 |
|----------|---|------|------------------|
| | 2011 | 2012 | 2013 |
| Walsall | 44% | 51% | 46%* |
| National | 54% | 59% | 52%* |

Year 1 Phonic Screening Test

The Phonics Screening Test was introduced in 2012 for all pupils in Year 1 (five year olds). Pupils have to score 32 or more out of 40 to reach the expected level of attainment for their age.

- Provisional results for Walsall indicate that 72% of pupils were working at the expected level.
- 2013 results have improved by 11% on the 2012 outcomes with the LA remaining 3% above the national figure.

| Y1 Phonics | Pupils working At or Above the expected Level | |
|------------|---|------|
| | 2012 | 2013 |
| Walsall | 61% | 72%* |
| National | 58% | 69%* |

Key Stage 1 (Year 2)

Provisional results for Level 2+ at the end of Key Stage 1 (7 year olds) indicate that:

- Results for Reading, Writing and Maths have improved by 1% for all subjects on 2012 outcomes.
- Reading results are now at the national average for 2013 where as in 2012 they were 1% above the national.
- Maths results are now at the national average for 2013 where as in 2012 they were 1% below the national.
- Writing is now 1% below the national average from a position of parity in 2012.

| KS1 Teacher Assessments | | Pupils achieving Level 2+ | | |
|-------------------------|----------|---------------------------|------|------|
| | | 2011 | 2012 | 2013 |
| Reading | Walsall | 86% | 88% | 89%* |
| | National | 85% | 87% | 89%* |
| Writing | Walsall | 79% | 83% | 84%* |
| | National | 81% | 83% | 85%* |
| Maths | Walsall | 89% | 90% | 91%* |
| | National | 90% | 91% | 91%* |

Key Stage 2

For 2013 the DfE has introduced a new national measure for the end of Key Stage 2 (11 year olds) for the percentage of pupils achieving Level 4+ in reading, writing and mathematics combined. In 2012 the main national measure was Level 4+ in English and mathematics combined.

KS2 Provisional results for Level 4+ indicate:

- Reading results have remained at 83%, but are 2% below the national average.
- Writing results have improved by 2% from 79% to 81% but are 2% below the national average.
- Maths results have improved by 1% from 80% to 81% but are 3% below the national average.
- The gap for reading and maths to national has closed in 2013, although writing remains the same as in 2012.
- Results for Level 4+ for reading, writing and maths combined are 71%, a 1% improvement upon 2012 outcomes. National results have yet to be published.
- At present one school's KS2 results have yet to be released by the DfE and this has the potential to improve the current LA outcomes by around 2%.

| KS2 | | Pupils achieving Level 4+ | | |
|---------|----------|---------------------------|------|------|
| | | 2011 | 2012 | 2013 |
| Reading | Walsall | 84% | 83% | 83%* |
| | National | 84% | 87% | 85%* |
| Writing | Walsall | 78% | 79% | 81%* |
| | National | 75% | 81% | 83%* |
| Maths | Walsall | 80% | 80% | 81%* |
| | National | 80% | 84% | 84%* |

Key Stage 4 (GCSE)

It is important to note that results are provisional at this stage and may change subject to school appeals. Validated results are published in performance tables in early 2014.

- Provisional results for 5+ GCSEs at A*-C including English and Maths have improved upon 2012 outcomes rising by 3% from 56% in 2012 to 59% in 2013.
- Results for 5+ GCSEs at A*-C with or without English and maths have improved by 2% rising from 87% in 2012 to 89% in 2013.
- The percentage of pupils achieving 3 or more of the highest grades (A*- A) has improved by 1% rising from 32% in 2012 to 33% in 2013.
- The percentage of pupils making 3 Levels of Progress (the expected measure) in English has declined in 2013 by 4%, falling to 57%.
- The percentage of pupils making 3 Levels Progress (the expected measure) in mathematics has declined in 2013 by 8% falling to 58%

The headline figures mask large variations in performance between schools. Through the School Improvement Strategy schools will be receiving support appropriate to need.

| KS4 | Pupils achieving 5+ A*-C inc English and Maths | | |
|----------|--|------|------|
| | 2011 | 2012 | 2013 |
| Walsall | 56% | 56% | 59%* |
| National | 58% | 59% | TBC |

TBC - At this time no national comparative figures are available for these measures.

Key Stage 5

N.B. *In 2012 the variation in what schools reported provisionally on exam day and what they actually achieved varied by as much as 147 points per candidate and 53 points per entry. This is partly due to the difficulties schools face in calculating these outcomes from a variety of data sources. The overall LA 2012 provisional results provided by schools improved from 716 points per candidate on exam day to a final outcome released by the DfE of 767 points.*

Provisional results for KS5:

- The overall Average Points per Candidate (APS) for 2013 is 705 points. (As an example, a student achieving 3 A-Levels at grades B, B and a C would have accumulated 690 points.)

| KS5 | Average Points per Candidate | | |
|----------|------------------------------|------|-------|
| | 2011 | 2012 | 2013 |
| Walsall | 623 | 642 | 705** |
| National | 728 | 714 | TBC |
| | Average Points per Entry | | |
| Walsall | 203 | 202 | 205** |
| National | 216 | 213 | TBC |

** Does not include Walsall Colleges KS5 Results

TBC - At this time no national comparative figures are available for these measures.

BRIEFING NOTE

TO: Members of Children and Young People's Scrutiny & Performance Panel

DATE: 10 September 2013

RE: Information for Children and Young People's Scrutiny Panel regarding processes and procedures for managing elective home education in Walsall

Report Context

1. Purpose
2. What is Elective Home Education (EHE)
3. The Local Position
4. Policy and Procedures
5. Engagement
6. Challenges
7. Supporting documents available

1. Purpose

This briefing has been requested by the Children and Young People's Scrutiny Panel to provide information regarding Walsall's policy, processes and procedures for managing and supporting families who elect to educate their children at home. (Elective Home Education [EHE]).

It is also intended that the Children and Young People's Scrutiny Panel will explore policy and procedure further to ensure there is rigour to Walsall's practice in this area of education.

2. What is Elective Home Education (EHE)?

In law, parents must make arrangements for their children to be educated. Education is compulsory, school is not. Some parents make their own education arrangements for their children and this means they take on full responsibility, including funding and provision of resources to ensure children receive 'suitable' education.

Parents do not need to follow the national curriculum or maintain a school day, neither do they need to carry out formal assessment or enter their children for external examinations.

Local authorities should not make an assumption that a home educated child is at greater safeguarding risk than a child educated in school.

3. The Local Position

In June 2013 there were 173 children recorded as being educated at home. 47 of primary school age and 116 secondary aged children. (Now 87 as 29 have been taken off due to end of statutory education). In addition, there are 10 pre statutory school aged children. (In total, 0.4% of Walsall's school population). There are three main reasons why children and young people are home educated in Walsall.

- Family philosophy & ethics
- Waiting for school place of parent choice
- Child failing in mainstream school

EHE is managed by 1 x full time equivalent Specialist Officer for EHE, within the Access Service. There are 2 part-time Specialist Officers, both are qualified teachers and have extensive experience as senior staff within mainstream schools.

4. Policy & Procedures

There is an Elective Home Education Policy for Walsall and this is based on the DfE Statutory Guidance. The policy sets out Walsall's procedure for EHE from the time a child becomes home educated to returning to mainstream education or leaving statutory school age. In brief:

- Initial visit by Specialist Officer to establish positive relationship with family and provide information
- Three month visit by Specialist Officer to ascertain the family's plan for the child's education
- 12 month visit to establish suitability of education provided for the child to make progress
- Where there are no concerns 12 monthly visits are made / more regular contact if suitability of education is questioned
- When there is no education taking place, advice and informal steps are taken to find a mainstream school place
- If informal advice is ignored then a Children Missing Education (CME) referral is made and formal steps are taken to secure a school place through a School Attendance Order (SAO)

5. Engagement

It is important that the Local Authority forges positive relationships with families so that they are confident to work with the Specialist Officers. The law is designed to protect the rights of home educating families and there are organisations that help families to secure these. The law makes no provision to formally allow local authorities to see a child or their work. Families are not required to meet with local authority officers and they can decide on the method of demonstrating a suitable education is taking place. For example some families choose to send in a report. (2 Families in Walsall opt for this).

What we do to positively engage families in Walsall:

- Initial supportive visits
- Newsletter
- Annual Celebration Event
- Development of a resources exchange between families
- Development of parent specialism group to support other families in specific subjects
- Gypsy Roma Traveller (GRT) Group learning sessions held at Willenhall Lane site
- Information Leaflet
- Information Booklet
- Connexions Event for EHE students for future EET pathways
- Ongoing advice available
- Sourcing college courses for EHE students
- EHE group meeting at Walsall's new Studio School to demonstrate an alternative style of education available
- Sourcing examination centres for external exams
- Nomination of EHE students for Walsall Young People Awards (one winner)

6. Challenges

- No formal and legal mechanism for meeting the EHE child or seeing examples of their work
- National EHE forums defend families rights and the interpretation of the legislation which is lacking in clarity and does not provide for the more vulnerable child
- Organisations discouraging families from positive engagement with local authorities
- Some parents see EHE as an alternative to accepting a school place offered and educate at home for a short term option rather than as a lifestyle choice (in cases where first choice of school is not available)
- Some parents and some schools view EHE as an alternative to difficult or emerging situations arising in mainstream schools and children and young people are withdrawn from school to home educate
- There is no formal local authority influence or independent scrutiny for academies deleting names from registers although we seek to use our relationship when the need arises
- Reluctance of exam centres to enter EHE students as external candidates
- Process for ascertaining whether a suitable education is taking place and securing school places as a result can be a lengthy process
- Difficulty contacting resident GRT families who are travelling with their children for long periods
- Parents awareness of admissions process may be limited

7. Supporting Documents Available

- Walsall's EHE Policy
- DfE Statutory Guidance for EHE

- Walsall's Information Booklet for Parents
- Walsall's Information Leaflets for Parents

Summary

The Specialist Officers attend network meetings with colleagues in other local authorities so we are able to ascertain how EHE is managed in other areas and compare our own support. Some local authorities simply register children as home educated and ongoing involvement with families is initiated only by families. We believe our approach in Walsall is a supportive approach with the needs of the child considered as priority. This is reaffirmed by our EHE families who have provided positive feedback.

Our positive engagement approach means we know most of our EHE families well and are able to consider the needs of the children. We are able to recognise any concerns at an early stage and take steps to address them.

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