

SCRUTINY REPORT

OVERVIEW & SCRUTINY BOARD

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Key Stage 4 Unvalidated Data

**MARGARET COLLEY, HEAD OF SERVICE,
LEARNING AND SKILLS**

Summary

1. This report explains the unvalidated data for Key Stage 4 for all Middlesbrough secondary schools with mainstream pupils and indicates the support received in the academic year 2014 – 2015 and 2015 – 2016. Validated data will be available in December 2016. In 2016 new progress and reporting measures were implemented which makes looking at trends difficult. National comparative data is not yet available.

Introduction

2. The data set which is the subject of discussion is currently unvalidated and may be subject to some changes. Some schools may have sent papers back for remarking. Following the Ofsted inspection in January 2014, arrangements were put in place, which were funded by money agreed with the School Management Forum and managed by MAP. The project was part of the LA response to the inspection findings that said;
 - The Local Authority has no established effective partnerships with schools, particularly secondaries.
 - Attainment at each key stage remains well below national averages.
 - None of the secondary schools succeed in ensuring that pupils achieve well enough given their prior performance.
 - Over half of secondary-aged pupils, attend a school that is less than good. This is unacceptable.
 - The authority does not know the schools well enough to bring about the rapid improvement that is urgently needed.
 - Support and challenge are not focussed sharply on the schools most in need.
3. These findings formed the 'brief' for the project to address when it began full operation in October 2014 and Ian McAllister was appointed as lead consultant to manage the project.

Evidence/Discussion

- Support was delivered on a consultancy basis at the request of schools. Consultants were appointed via agencies and matched to schools based on their needs. Each school received a termly visit from IM to ensure that the local authority knows the performance of its schools well and that improvements are rapid.
- Core subject consultants established regular network meetings for staff which were attended by the LA. Head Teachers attended Secondary Education improvement Partnership meetings which included the LA and invited professionals, to open up networking arrangements and share good practice.
- The 2015 re-inspection visit noted that the LA had strengthened its arrangements for school improvement particularly in KS4. Issues remaining were weaker outcomes at KS4 particularly in maths.

Middlesbrough LA Outcomes

	2015	2016	Improvement
5+A* to C inc E & M %	46.1%	54.6%	+8.4%
A*- C E&M %	48.1%	56%	+7.9%
A* -C English%	60.2%	71.8%	+11.6%
A*-C Maths%	60.2%	60%	-0.2%
EBACCS	10.7%	14.3%	+3%

Conclusions

- 73% of secondary pupils now attend a school which is at least good and this is predicted to increase as inspections occur this represents a 30% increase since 2014.
- Some schools have made significant gains in individual subjects.
- There is still a significant amount of work to do in most schools to ensure that pupils achieve consistently well particularly English and maths.
- Maths is generally weaker than English at KS4 yet at KS2, maths attainment is equal to national average. The project has delivered some successes which now must be consolidated by the schools.
- The LA continue to monitor progress, predictions and outcomes termly via a secondary consultant.

**Contact Officer: Margaret Colley, Head of Service, Learning and Skills
Tel. 728301**

