

Education Outcomes and the Role of the Local Education Board Overview and Scrutiny 19th February 2019

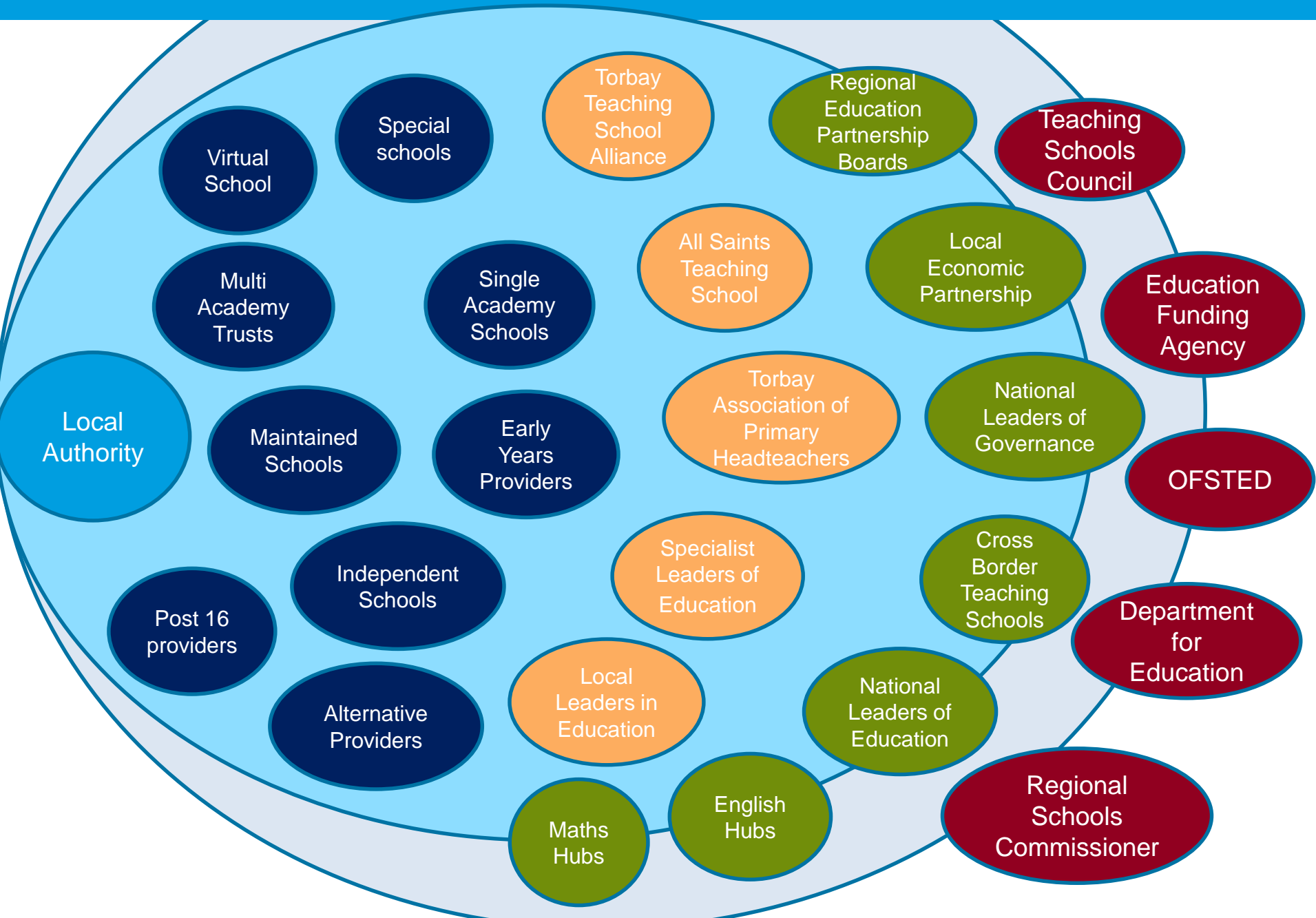


Scrutiny Questions

- What is the role of the Local Education Board in Torbay?
- What has been achieved to date?
- What are its milestones for the coming 18 months?
- How are we linking schools with businesses in Torbay?
- How are we ensuring that young people are achieving the best they can?



Current Education Landscape



Purpose and Function of the Local Education Board

The purpose of the **TORBAY Education Board** is to improve educational outcomes in all schools by bringing key parts of the school improvement system together to identify good practice and address issues. The board will provide a coordinated approach to improving education outcomes within a diverse education system and be the vehicle for the delivery of the Torbay Education Strategy 2016-2020.

- Open and professional engagement between local schools, academies and academy sponsors, and with local government and the agencies of national government
- Enabling cultures for partnerships and alliances as the building blocks of a self-improving system
- Early support, challenge and intervention for all schools and academies to address causes of underperformance – minimising the risk of formal failure
- Quick turnarounds for any school or academy that does become inadequate
- A coordinated approach to ensuring high quality outcomes for our most vulnerable children and young people
- Long term stability within the education sector – supporting strong, sustainable schools for the future

Purpose and Function of the Local Education Board

Specifically, the Board will:

- determine the overall strategy for school improvement and promote this to schools;
- identify good practice locally and nationally and use this to celebrate and drive forward priorities
- review the performance data and other outcomes based evidence relating to the progress of schools individually and collectively;
- set school improvement priorities for Torbay as a whole;
- commission, broker and signpost school improvement support;
- encourage and sustain robust professional challenge and support between schools/MATs;
- use intelligence to advise and guide on the future system planning
- ensure that no schools are left out; and
- evaluate the impact of support;
- provide up to date information to the Sub-Regional School Improvement Board.

What has been achieved to date?

- Ensuring that all partners recognise their own role within the system
- Ensuring that all partners recognise the interface across agencies and maximise the opportunities available.
- Agreeing the priority areas of action.
- Supporting the development and writing of the Disadvantage Strategy and associated action plan (to be reviewed at PDDG 4th March 2019).
- Ensured that Torbay's priorities are reflected in the regional and national priorities of groups.
- Reviewing the data for all schools and identifying strengths and areas for development.



What has been achieved to date?

- Brokered support for schools that have required challenge and support.
- Supported the development of the Continual Professional Development offer delivered by the Teaching Schools
- Identified schools to be part of the School Improvement Fund for Maths and Phonics
- Worked with All Saints Teaching School, Ilsham Academy to become an English Hub.
- Set up a sub- group to deal specifically with School Standards



Key Deliverables of the Local Education Board

100% of Children in Good or Outstanding Schools

PRIMARY

Ofsted

Outstanding

4 schools

16% of our primary population attend

Ofsted

Good

21 schools

69.3% of our primary population attend

Ofsted

Requires Improvement

5 schools

13.6% of our primary population attend

Ofsted

Special Measures

1 school

1% of our primary population attend

SECONDARY

Ofsted

Outstanding

3 schools

31% of our secondary population attend

Ofsted

Good schools

6 schools

69% of our secondary population attend



Early Years Good Level of Development (GLD) Data 2018

| LA overall GLD % 2018 | National overall GLD % 2018 |
|-----------------------|-----------------------------|
| 70.4% (↓ nat 1.1%) | 71.5% |

| Prime Learning Goals | % of children reaching the expected or exceeding level 2017 | % of children reaching the expected or exceeding level 2018 |
|--|---|---|
| Communication and Languages | 80.4% | 79.2% (↓ 1.2%) |
| Physical Development | 85.9% | 83.5% (↓ 2.4%) |
| Personal, Social and Emotional Development | 82.9% | 82.0% (↓ 0.9%) |
| Specific Learning Goals | % of children reaching the expected or exceeding level 2017 | % of children reaching the expected or exceeding level 2018 |
| Literacy | 74.7% | 71.6% (↓ 3.1%) |
| Mathematics | 76.9% | 76.5% (↓ 0.4%) |
| Understanding the World | 84.2% | 83.1% (↓ 1.1%) |
| Expressive Arts and Design | 87.5% | 86.8% (↓ 0.7%) |

1 Phonics 2018

| | % achieving expected level in phonics | |
|---------------|---------------------------------------|----------|
| | Torbay | National |
| All Pupils | 86%↑ | 82%↑ |
| Boys | 82% | 79% |
| Girls | 90% | 86% |
| FSM | 76% | 70% |
| Not-FSM | 88% | 84% |
| FSM boys | 73% | 65% |
| Not-FSM boys | 84% | 81% |
| FSM Girls | 80% | 75% |
| Not-FSM girls | 92% | 88% |
| SEN with EHCP | 16% | 19% |
| SEN Support | 52% | 48% |

- % achieving has continued to increase and is now 4% above national
- all groups have improved from 2017 except FSM Girls
- FSM boys has improved by 9% and the gap is less than national

KS1 attainment 2018

| | Reading | | Writing | | Mathematics | | Science | | RWM | |
|---------------------|-------------------------------|----------|-------------------------------|----------|-------------------------------|----------|-------------------------------|----------|-------------------------------|----------|
| | % achieving expected standard | | % achieving expected standard | | % achieving expected standard | | % achieving expected standard | | % achieving expected standard | |
| | Torbay | National | Torbay | National | Torbay | National | Torbay | National | Torbay | National |
| All Pupils | 73%↓ | 75%↓ | 68%= | 70%↑ | 74%↓ | 76%↑ | 82%↑ | 83%= | 63% | 65% |
| Male | 67%↓ | 71%= | 60%↓ | 63%↑ | 71%↓ | 75%↑ | 78%↓ | 80%↑ | 57% | 60% |
| Female | 80%↑ | 80%= | 77%↑ | 77%↑ | 77%↑ | 77%↑ | 85%↑ | 85%= | 71% | 71% |
| FSM | 57%↓ | 60%↓ | 52%↓ | 53%↑ | 55%↓ | 61%↑ | 67% | 69%↑ | 46% | 48% |
| Not FSM | 77%= | 78%= | 72%↑ | 73%↑ | 78%= | 79%↑ | 85%= | 85%= | 67% | 68% |
| SEN with EHCP | 6%↓ | 13%↓ | 5%↑ | 9%= | 10%↓ | 13%↓ | 16%↓ | 15%↓ | 5% | 8% |
| SEN support | 31%↓ | 33%↓ | 29%↑ | 25%↑ | 34%↓ | 36%↓ | 49%↓ | 46%↓ | 22% | 21% |
| EAL(other than eng) | 71%↑ | 73%↓ | 73%↑ | 69%↑ | 73%↓ | 75%↑ | 76%= | 79%↑ | 62% | 64% |

➤ all groups except Females and EAL are lower than national % for reading expected standard

↑ indicates direction of travel from 2017

Source: SFR 2018 Provisional.

RWM (NCER provisional)

KS2 attainment overall- 2018

| | % achieving expected standard | |
|------------|-------------------------------|----------|
| | Torbay | National |
| All pupils | 62% | 64% |

| | % achieving higher standard | |
|------------|-----------------------------|----------|
| | Torbay | National |
| All pupils | 8% | 10% |

∅ Torbay is 2% below the national benchmark for expected standard for all pupils

KS2 Reading, writing, mathematics separate attainment

| | READING % achieving expected standard | | WRITING % achieving expected standard | | MATHEMATICS % achieving expected standard | | GPS % achieving expected standard | |
|------------|---------------------------------------|----------|---------------------------------------|----------|---|----------|-----------------------------------|----------|
| | Torbay | National | Torbay | National | Torbay | National | Torbay | National |
| All Pupils | 74% | 75% | 75% ⁼ | 78% | 74% | 75% | 73% | 77% |

➤ Torbay is 3% below national benchmark for writing, 4% below in GPS and 1% below for mathematics at expected standard

Source: SFR 2018 provisional

NOTE: Attainment in all of reading, writing and maths (combined) is not directly comparable to previous years because of changes to writing TA frameworks

KS2 Attainment : 2018

| | READING | | Grammar Punctuation and Spelling | | MATHS | |
|---------------------------------|--|-----------|--|-----------|--|-----------|
| | %achieving expected standard/ Higher standard | | %achieving expected standard/ Higher standard | | %achieving expected standard/ Higher standard | |
| | Torbay | National | Torbay | National | Torbay | National |
| All Pupils(1388) | 74% / 26% | 75% / 28% | 73% / 28% | 77% / 34% | 74% / 22% | 75% / 24% |
| Male (743) | 70% / 22% | 71% / 24% | 67% / 23% | 73% / 30% | 73% / 22% | 75% / 25% |
| Female (645) | 79% / 30% | 79% / 32% | 80% / 35% | 82% / 39% | 76% / 21% | 76% / 21% |
| Disadvantaged (472) | 66% /18% | 64% / 18% | 64% / 15% | 67% / 24% | 64% / 15% | 64% / 14% |
| Non-Disadvantaged (916) | 79%/29% | 80%/32% | 78%/33% | 82%/39% | 80%/25% | 81%/28% |
| SEN with EHCP (62) | 25%/8% | 17%/4% | 24%/9% | 16%/4% | 19%/5% | 16%/3% |
| SEN Support (222) | 44%/8% | 43%/9% | 33%/6% | 39%/8% | 42%/5% | 42%/6% |
| First Language not English (53) | 77%/28% | 70%/24% | 83%/42% | 79%/40% | 83%/28% | 77%/28% |

- Female attainment matches national for Reading and Maths at expected standard
- Disadvantaged pupils matches national for Reading at Higher standard
- Source: National/NCER

KS4 Progress : 2018

| | Average Attainment 8 score per pupil | | % English + Maths who achieved a 9-5 pass | | Progress 8 - Average Score | |
|-----------------------------|--------------------------------------|----------|---|----------|----------------------------|----------|
| | Torbay | National | Torbay | National | Torbay | National |
| All Pupils(1339) | 48.5 | 46.6 | 47.9% | 43.4% | -0.05 | -0.02 |
| Male (701) | 46.4 | 43.9 | 45.8% | 40.1% | -0.22 | -0.25 |
| Female (638) | 51.0 | 49.4 | 50.3% | 46.8% | 0.14 | 0.22 |
| Disadvantaged (326) | 34.6 | 36.6 | 23.0% | 4.6% | -0.64 | -0.44 |
| Non-Disadvantaged (1013) | 53.0 | 50.3 | 56.0% | 50.2% | 0.15 | 0.14 |
| FSM (315) | 34.5 | 36.8 | 21.9% | 24.9% | -0.65 | -0.43 |
| Not-FSM (1024) | 52.9 | 50.1 | 56.0% | 49.9% | 0.14 | 0.13 |
| SEN with EHCP (77) | 7.9 | 13.5 | 1.3% | 5.3% | -1.58 | -1.08 |
| SEN Support (209) | 40.6 | 32.1 | 34.4% | 16.5% | -0.28 | -0.43 |
| First Language not Eng (59) | 56.4 | 48.0 | 57.6% | 44.5% | 0.88 | 0.49 |

41.4%

To Remove the Disadvantage Gap

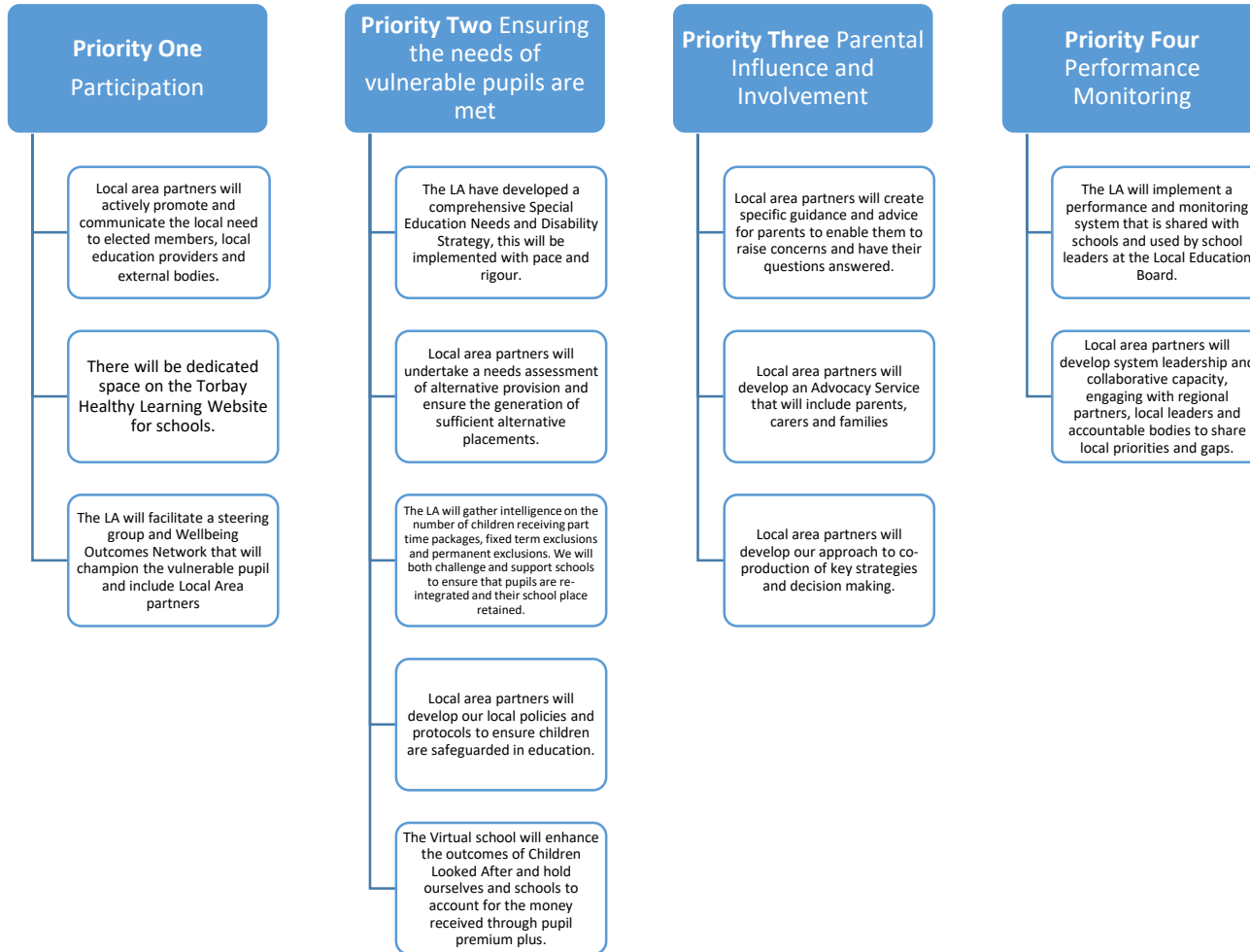
Disadvantaged Strategy

This strategy sets out the context for our approaches to meet the needs of vulnerable learners and significantly close achievement gaps. We aim to ensure there is a high quality range of support, and opportunities, to enable vulnerable learners to become confident individuals, effective communicators, successful and responsive citizens, to remain healthy and to achieve the educational and life outcomes which they deserve.

The strategy also aims to ensure that the full range of services and partners work together more coherently with Early Years and Childcare providers, schools, other educational settings, Public Health , CAMHS and the CCG to maximise the impact of available resources in further raising the attainment and improving the progress of the most vulnerable learners.

As there is much to do, our planned actions are ambitious and challenging. We are determined to pursue them relentlessly and we believe we have the ways to achieve them. As part of our on-going discussions and partnership with headteachers, governors and other stakeholders (Local Area Partners) there is a good level of shared ambition to achieve improvements in the period leading up to 2020.

To Remove the Disadvantage Gap



To Remove the Disadvantage Gap

- Focused Leadership Programme – Torbay Challenge
- Conference September/October 2019
- Identification of schools and MATS that have a proven track record
- Identification and brokering of support for schools with a wide disadvantage gap
- Continual Professional Development offer for English and Maths leads
- Transition documentation for children moving within years or between phases

How are we linking schools with businesses in Torbay?

- Secondary and Post 16 Providers have received a half day training that included an input from the Local Enterprise Partnership.

This included:-

- Employment needs of the future
 - Skill audit of workforce
 - Curriculum information and design
 - Opportunities across the LEP
 - New qualifications
-
- GATSBY standards for Careers Information and Guidance



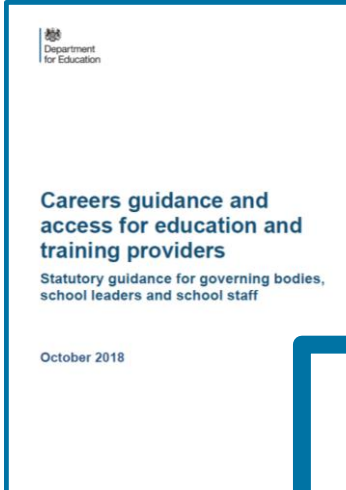
Our LEP HEART OF THE SOUTH WEST
Local Enterprise Partnership

The Heart of the South West

• PRINCIPAL URBAN AREAS
• LOCAL GOVERNMENT CONTOURS
• HEART OF THE SOUTH WEST - LEP BOUNDARY
• PORTS
• AIRPORTS
• UNIVERSITIES
• ECONOMIC DEVELOPMENT AREAS

TO DELIVER TRANSFORMATIONAL ECONOMIC CHANGE FOR THE AREA & REPOSITION OUR PROFILE & REPUTATION - NATIONALLY & GLOBALLY.

Better jobs, improved skills and increased prosperity.

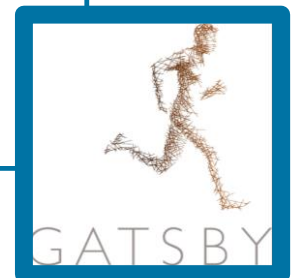


Department for Education

Careers guidance and access for education and training providers

Statutory guidance for governing bodies, school leaders and school staff

October 2018



How are we linking schools with businesses in Torbay?

- Jobs Fair and Access to Careers Information and Guidance for Vulnerable Groups
- MADE project for engineering
- STEM days
- Focus Five
- Torbay's Works Programme
- Careers Hub – Devon and Somerset
- Individual schools have relationships with businesses.



How are we ensuring children and young people can achieve the best that they can?

Principles of working for the benefit of all children

- Shared vision
- Shared ownership of issues
- Focus on all pupils
- Collective decision making
- Sector led support
- Offering quality statutory services

Challenge

Facilitating conversations regardless of governance

Holding the mirror to poor performance

Holding people to account

Asking the difficult questions

Support

Working across agencies

Acting as a champion for individual pupils

Ensuring leadership capacity is good for now and into the future

Ensuring a strong CPD offer that is focused on meeting the needs of pupils