

# Education & Children's Services Scrutiny Sub-Committee

Wednesday 3 September 2014

7.00 pm

Ground Floor Meeting Room G02A - 160 Tooley Street, London SE1  
2QH

## Supplemental Agenda No.1

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#### Contact

Julie Timbrell on 020 7525 0514 or email: [julie.timbrell@southwark.gov.uk](mailto:julie.timbrell@southwark.gov.uk)  
Webpage: [www.southwark.gov.uk](http://www.southwark.gov.uk)

Date: 29 August 2014

<b>Item No.</b> 6b.	<b>Classification:</b> Open	<b>Date:</b> 3 September 2014	<b>Meeting Name:</b> Education & Children's Services Scrutiny Sub- Committee
<b>Report title:</b>		Changes to the curriculum and the exam and testing regime – with specific reference to its impact on disadvantaged & less academically inclined young people	
<b>Ward(s) or groups affected:</b>		All	
<b>From:</b>		Director of Education	

## RECOMMENDATIONS

1. The Committee is requested to note the report on changes to the curriculum and the exam and testing regime and the impact on disadvantaged and less academically inclined young people.

### Introduction

2. The government has changed the secondary examination and testing regime.
3. These changes will be delivered through a three year implementation programme which began with the National Curriculum in 2014 and will be followed by progressive implementation of new GCSEs and A' levels in 2015/16/17.
4. The key changes are:
  - There will be less scope for young people to follow vocational pathways pre 16.
  - GCSE will remain as the level 2 standard but will be completely revised.
  - There will be more demanding knowledge requirements with more rigorous written examinations at the end of the course.
  - Vocational and work-based learning will be re-defined around applied and tech level routes for 16-19 year olds.
  - There will be a significant reduction in number of qualifications.
5. Traditional structures have been retained so young people will still follow a (revised) National Curriculum, progress through key stages and be assessed at age 16 and 18.
6. The government also intends to change the way in which it judges and ranks schools and colleges:
  - At 16 performance will be judged on the progress young people make across a bundle of 8 good GCSEs.
  - Only the first sitting of a GCSE will count in the league tables up until the

- new examinations are fully introduced.
- At A level more emphasis will be placed on the higher grades and the facilitating subjects. These subjects are English, maths, languages, biology, physics, chemistry, history and geography
  - A new performance measure for post 16 vocational studies, the Technical Baccalaureate will be introduced in 2014.
  - Learning institutions will also be judged on the progression routes of their students post 16 and post 18.

### **National Curriculum**

7. The National Curriculum has been slimmed down, with some content changes such as the introduction of computer science to replace ICT. The focus is very much on literacy skills with the introduction of testing of spelling, punctuation and grammar at the end of KS2.
8. The new curriculum only applies to maintained schools so academies are exempt. Ofsted however will look for a broad and balanced curriculum.

### **GCSEs**

9. GCSEs will from Sept 2015 very much resemble the old O level qualifications. Assessment will be at the end of the two year course (May or June of year 11) and will be assessed through written examinations that are externally marked by the exam boards. There will also be a greater emphasis on spelling, punctuation and grammar.
10. Grading will be numerical 1 to 10 with 1 being highest grade. No decision has yet been made as to where the "pass" (currently C or above) boundary will be set.
11. Maths, English Language and Literature will be introduced in September 2015 with the first examinations available in May/June 2017.

### **A/AS levels**

12. A levels will now be assessed at the end of the two year course. AS levels will remain but will be decoupled from the A level and become separate standalone qualifications.
13. The Russell Group will establish an A level Content Advisory Board (ALCAB) to consider subject content and to play a lead role in an annual post-A level review.
14. Most of the facilitating subjects plus six others will be introduced from Sept 2015. Extra time has been allowed to properly develop maths and the sciences and these subjects will be introduced in a second phase in 2016

### **14-19 Framework**

15. The Wolf Review defined a new approach to vocational learning. Key findings which are all being implemented:
  - Vocational qualifications need to lead to clear employment opportunities.
  - Work experience is very important but post rather than pre 16.

- Young people should follow a mainly academic curriculum pre 16. Maximum of 20% vocational studies.
  - Young people should continue to study maths and English post 16 where they have not achieved a good GCSE grade.
16. Post 16 funding has been reformed to allow more flexibility. Young people now follow a study programme that has to include one significant qualification, English and maths to at least level 2 and work experience.
17. Traineeships have been introduced as a pre apprenticeship route.
18. Vocational qualifications have been redefined as Tech levels and Applied General Qualifications. Tech levels will be career specific (e.g. electrician) whilst AGQs will be more general (e.g. business studies)

### **Performance Measures**

#### **End of Key Stage 4**

19. Four key measures will need to be published by schools on their website in a standard format:
- Students' progress across eight subjects between Key Stage 2 and Key Stage 4. This will show how they have performed and the average of all students' progress will create the school's result. This will be called the Progress 8 measure.
  - The school's average grade across the same suite of eight subjects. This will be called the Attainment 8 measure.
  - The percentage of students achieving a C grade or higher in English and Maths
  - The percentage of students gaining the EBacc, which will continue in its current form.

#### **End of Key Stage 5**

20. The reforms will see new performance measures for colleges and school 6th forms that show students' progress from GCSE to age 18 as compared to others with the same GCSE results. They will measure progress in both academic subjects and the new vocational Tech Levels.
21. The new-look post-16 performance measures, which will come into effect from 2016, will also include:
- Students' average grades.
  - The progress made by students who arrived without a C in English and/or maths.
  - The proportion of students who drop-out.
  - The proportion of students who go on to further study, a job or training at the end of their courses (although that DfE has said that destination information will only be published "when the data is robust enough")

### Technical Baccalaureate

22. There will be a new progression measure called the Technical Baccalaureate. This will include three elements:
- Level three vocational qualification
  - Level 3 core maths (AS equivalent)
  - Extended project

### Impact on disadvantaged young people

23. There is a range of measures used to quantify disadvantage but the most widely accepted measure educationally is the division between those who are entitled to free school meals and those that are not. Most attainment gap measures are based on a comparison of these two cohorts.
24. The government targets support in this area through the pupil premium. Locally we offer a range of support services to disadvantaged young people and our schools have an excellent record in negating the impact of deprivation on attainment outcomes.
25. The Department for Education recently (July 2014) published a report on the impact of the pupil premium. In the report it lists local authorities in rank order for the percentage of young people eligible for FSM who achieved five GCSEs including English and maths. Southwark was ranked third in the country with 60.1% of the cohort achieving this benchmark. The national average was 38%
26. In terms of the gap between the two cohorts nationally there was a 27% difference in 2013 which was unchanged from the previous year. The gap in Southwark was 5.1%.
27. Whilst there are significant changes planned over the next few years we have seen much change over the past four years that that has followed a similar path.
28. The range of vocational options has diminished and schools can no longer count BTECs and other qualifications as equivalent to multiple GCSEs.
29. Assessment only at the end of a two year GCSEs will mean that it is vital for schools to accurately monitor progress and provide structured support and feedback for all pupils but particularly those who are vulnerable and at risk of disengaging.
30. Schools have proved that they are excellent at adapting to change and have continued to ensure that young people improve their outcomes. Whilst we will not be able to measure any impact for at least two years it is safe to assume, based on past performance, our schools will be able to meet the challenges of these changes and ensure that our young people perform strongly.
31. As a local authority we have provided a range of support mechanisms for the most vulnerable that have contributed to this success. These services include:
- Re engaging the disengaged (aged14-19) through European Social Funding and the Youth Contract

- Educational support for looked after children through the Virtual school.
- Support and guidance for those young people who have been permanently excluded or are at risk of exclusion
- Support and guidance for those young people post 16 who are not in education employment or training

Background Papers	Held At	Contact
None		

## APPENDICES

No.	Title
None	

<b>Lead Officer</b>	Merril Haeusler, Director of Education	
<b>Report Author</b>	Darren Coghlan, Head of Secondary and Further Education Employment and Inclusion	
<b>Version</b>	Final	
<b>Dated</b>	20 August 2014	
<b>Key Decision?</b>	No	
<b>CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER</b>		
<b>Officer Title</b>	<b>Comments Sought</b>	<b>Comments Included</b>
Director of Legal Services	No	No
Strategic Director of Finance and Corporate Services	No	No
<b>Cabinet Member</b>	No	No
<b>Date final report sent to Scrutiny Team</b>	26 August 2014	

<b>Item No.</b> 6a.	<b>Classification:</b> Open	<b>Date:</b> 3 September 2014	<b>Meeting Name:</b> Education and Children's Services Scrutiny Sub- Committee
<b>Report title:</b>		Education Performance of Children in Care	
<b>Ward(s) or groups affected:</b>		All	
<b>From:</b>		Merril Haeusler, Director of Education	

## RECOMMENDATIONS

1. The sub-committee is requested to note the report on the educational performance of looked after children.

### Introduction

2. The Looked After Children (LAC) Education Team exists to support the highest possible education outcomes for Southwark looked after children.
3. The team provides guidance and support for care and educational professionals and related services, to ensure best practice.
4. The team's key priority remains pivotal: to champion the educational needs of children looked after through systemic approaches to pupil tracking, supporting a co-ordinated system of support for children looked after.
5. Southwark's LAC Education Team builds effective relationships with schools, social workers, carers and multi-agency professionals. Working collaboratively in multi-agency contexts, the team maintains a focus on the educational needs and aspirations of the looked after child. Education Advisors hold schools to account for pupils' education attainment and progress.

### Progress

6. Pupil performance data is published by the DfE each autumn. The DfE calculates performance on the basis of those pupils who have been in care for at least 12 months continuously as at 31st March. The most recent DfE published data relates to academic year 2012/13.
7. In 2012/13, Southwark LAC attainment remained at, or above, national averages for Looked After Children.
8. In summer 2013, 26.7% of the cohort achieved 5 A\* - C GCSEs including English and maths. This exceeded national (15.3%) and London (20.8%) LAC results.

9. Key Stage 2 attainment remained consistent over the last two years, at near to, or above, national LAC outcomes. 71% of the cohort achieved Level 4 in reading (63% nationally), 57% in writing (55%), 50% in Grammar, Punctuation and Spelling (45%) and 57% in maths (59%).
10. In all areas except maths Key Stage 2 outcomes were higher than looked after children nationally, however Southwark outcomes were lower than London's.
11. During this academic year, over one third of the looked after cohort had statements of SEN (compared with the national incidence of 2.8% of all pupils). Depending on the nature of their special educational need, some pupils with a statement may demonstrate significant attainment gaps with their peers. These pupils are not expected to achieve national age-related expectations at end of Key Stage 2 or Key Stage 4.

### **Narrowing the Gap**

12. A systemic approach to the collection of pupil attainment data has significantly improved pupil tracking, leading to uniform 'RAG-rated' education attainment information per individual pupil. This informs a clear account of individual pupil progress.
13. Education Advisors prioritise school-based Personal Education Plan (PEP) meetings of those pupils with the greatest drift from expectations. Advisors challenge schools to ensure that a range of strategies are deployed to close the attainment gap.
14. The LAC Education Team maintains the profile of education with Foster Carers via its inclusion in periodical newsletters, direct mailing and training provision, so that Carers are reminded of the pivotal contribution they make to attitudes to learning and the impact they can have on education outcomes.

### **Priorities for 2014-5**

15. The LAC Education Team will improve the systemic collection of attainment and progress data, to support the analysis of pupil underachievement, particularly in English and mathematics.
16. The Team will bring greater influence to care placement decisions, reducing disruption to education and increasing children's access to high quality, appropriate provision.
17. The Team will design a rolling programme of education updates for social care practitioners, contributing regularly to Social Care Practice Groups meetings, maintaining a clear focus on education issues.
18. Pupil destination data, collected at end of Yr 11, will be used to track learners moving to Key Stage 5, to raise engagement with employment, education and training.
19. The LAC Education Team will reinvigorate the impetus to narrow the attainment gap through close monitoring of Personal Education Plans and schools' judicious spending of Pupil Premium (LAC).



Background Papers	Held At	Contact
None		

## APPENDICES

No.	Title
Appendix 1	Key characteristics of the cohort
Appendix 2	2013/14 Key Stage 2 outcomes – unvalidated data

## AUDIT TRAIL

<b>Lead Officer</b>	Merril Haeusler, Director of Education	
<b>Report Author</b>	Liz Britton, Priority Learners Manager	
<b>Version</b>	Final	
<b>Dated</b>	20 August 2014	
<b>Key Decision?</b>	No	
<b>CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER</b>		
<b>Officer Title</b>	<b>Comments Sought</b>	<b>Comments Included</b>
Director of Legal Services	No	No
Strategic Director of Finance and Corporate Services	No	No
<b>Cabinet Member</b>	Yes/No	Yes/No
<b>Date final report sent to Constitutional Team/Community Council/Scrutiny Team</b>	26 August 2014	

## Scrutiny Review – attainment gap Autumn 2014

### 1. Context and key characteristics of the LAC cohort

Southwark is a diverse borough and has a relatively high number of looked after children compared with other boroughs.

	2011/12	2012/13	2013/14	Notes
Total number of pupils on LAC Education School List as at end of academic year 2013/14	350	375	339	2013/14 Yr 12 cohort – an additional 81 learners (total pupil no. Yr R to 12 = 420)
Number of pupils continuously in care for 12 months as at 31 <sup>st</sup> March (number)	238	242	263	More of our children staying in care longer
Children attending schs in/out of boro	41/59	39/61	40/60	The majority of CLA are placed out of borough.
Children Looked After for 12 months continuously by SEN Statements	29	22	32	The national average for ALL pupils is 2.8%.
Gender F/M	44/ 56	44/56	45/55	

The majority of young people are placed in education provision out of borough. The LAC Education Team attends PEPs across the large geographical spread of Southwark CLA. PEP meetings are used as the major tool to improve education outcomes and support long-term stability. Liaising with schools, social care, IROs, Admissions Services, SEN and health organisations, the team works across services, reducing disruption to education and promoting the early identification, and removal, of barriers to learning. The team is experienced in brokering positive relationships with new schools. The introduction of a letter to headteachers and designated teachers on a pupil's entry to care has improved early communications with schools.

## 2. Improving LAC educational outcomes

**Most pupils enter care at low starting points.** Depressed attainment levels on entry to care may be attributable to (i) pupils missing education (ii) care histories (iii) the impact of coming into care (iv) the weighting of this cohort towards special educational needs.

**Pupils with statements of special educational needs.** The national incidence of all statemented pupils is 2.8%. According to DfE published data, the Southwark LAC incidence is 34.6%, higher than London LAC (29.6%) and England LAC (28.5%).

NCY	No. of pupils with a statement of SEN (March 2014)	%
R	3	12.0%
1	1	7.1%
2	4	19.0%
3	4	19.0%
4	5	25.0%
5	7	29.2%
6	9	28.1%
7	7	25.0%
8	7	29.2%
9	12	44.4%
10	13	31.0%
11	19	28.8%

The statutory requirements of SEN statements are additional, but not necessarily complementary, to the requirements of looked after status. The team works closely with Southwark SEN department to secure best provision to meet the needs of these pupils. Annual statement reviews are prioritised by LAC Education Advisers.

**Key Stage 2 outcomes, DfE published data 2010/11 to 2012/13**

	2010/11	2011/12	2012/13				
	Southwark LAC	Southwark LAC	Southwark LAC	All England LAC	London LAC	ALL Southwark	Gap with ALL Southwark (%)
No of eligible pupils	10	15	15	2290	290	2736	
L4+ English/reading	x	71%	71%	63%	72%	87%	-16
L4+ writing	N/A	71%	57%	55%	69%	84%	-27
L4+ GPS*	N/A	N/A	50%	45%	55%	78%	-28
L4+ maths	x	57%	57%	59%	69%	87%	-30
	Exceeding LAC national average						

\*GPS – Grammar, punctuation and spelling

In 2012/13, fifteen Southwark pupils were included in the DfE measure of LAC KS2 attainment making meaningful interpretation problematic given each Southwark pupil is worth over 6%. Level 4 English attainment was, again, greater than all England LAC while year-on-year comparisons with all London LAC remain mixed. This year, Southwark LAC performed lower than London LAC (percentage gaps: reading 1, writing 12, GPS 5, maths 12). The attainment gap with all Southwark pupils remains relatively similar at 16% for reading and 30% for maths.

**Key Stage 4**

	2010/11	2011/12	2012/13				Gap with ALL Southwark (%)
	Southwark LAC	Southwark LAC	Southwark LAC	All England LAC	London LAC	ALL Southwark	
No of eligible pupils	40	30	45	4870	790	2346	
5+ GCSE A* - C	50%	31%	42.2%	36.6%	38.9%	85.1%	-42.9
5+ GCSE A* - C inc Eng & ma	26.2%	x	26.7%	15.3%	20.8%	65.2%	-38.5
A-C Eng & ma	26.2%	x	28.9%	16.1%	21.9%	66.7%	-37.8
	Exceeding England LAC and London LAC outcomes						

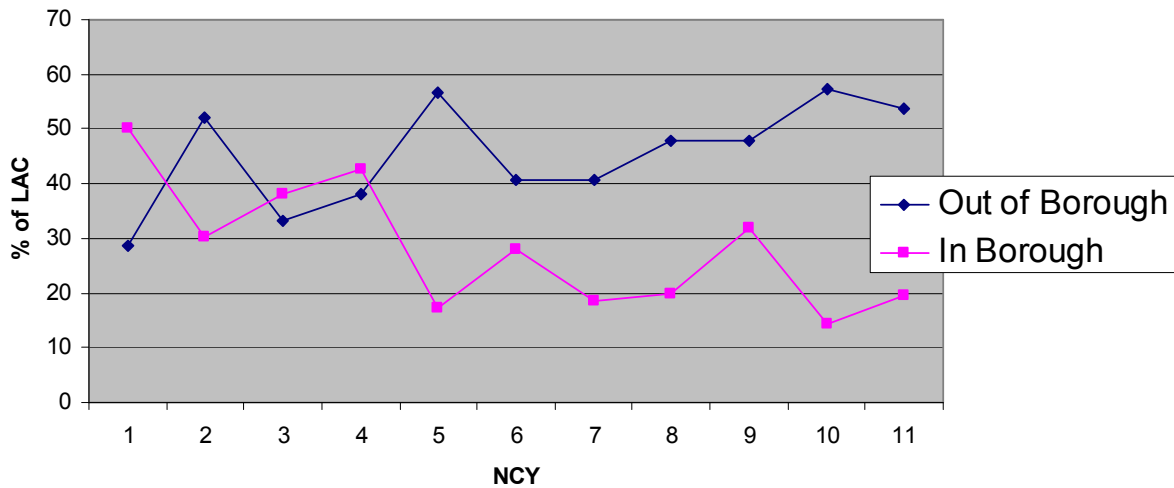
In 2012/13, GCSE outcomes for Southwark LAC in all key attainment measures are higher than outcomes for all England LAC and all London LAC. Since 2009, attainment in English and maths at GCSE grades A\* to C has risen year on year. The gap with Southwark schools has narrowed since 2009/10 when the difference in five A\* - C was 55%.

Southwark LAC attending secondary schools in Southwark achieved higher than those attending schools outside of the authority. Here the attainment gap is reduced to: 5 A\*-C - 32.5%, 5 A\*-C inc Eng & ma - 23.1%, A-C Eng & ma - 19.3%.

**Attainment – as at Autumn 2013**

Pupils below age-related expectation in/out of borough (expressed as a % of all Southwark looked after children in each year group as at end December 2013 ):

## LAC below ARE in and out of borough



### Improving pupil progress

Pupils that are placed out of borough are furthest adrift from age-related expectation. Years 10 and 11 represent the largest group of newly-looked after young people and here the gap with age-related expectation is greatest. Looked after children are placed out of borough as more specialist foster care placements are sought to manage most complex needs.

Pupils receive the same input and Education Advisor presence regardless of placement location.

Personal Education Plans are supported and a rigorous approach to PEP tracking ensures that schools' use of Pupil Premium (LAC) is monitored. Schools must demonstrate that Pupil Premium is being used to best address gaps in pupil achievement.

Appendix 2.  
2013/14 Key Stage 2 outcomes – unvalidated data

DfE data will be published in November 2014. The following comments are based on unvalidated results collected directly from schools.

1. Table of results over 4 year period 2010/11 - 2013/14.

	2010/11	2011/12	2012/13	2013/14
	Southwark LAC	Southwark LAC	Southwark LAC	Southwark LAC <u>Unvalidated data</u>
No of eligible pupils	10	15	15	27*
L4+ English/reading	x	71%	71%	70%
L4+ writing	N/A	71%	57%	44%
L4+ GPS*	N/A	N/A	50%	52%
L4+ maths	x	57%	57%	59%

\*of which 3 were disapplied/missing

During the period 2010/11 – 2013/14 the proportion of looked after children disapplied/missing from SATS has reduced, leading to more reliable and inclusive results for this cohort.

2013/14 Key Stage 2 outcomes

Maths, GPS and reading outcomes are improving on, or in line with, previous years. Level 4 writing attainment has dropped.

In 2013/14, five pupils exceeded age-related expectation achieving Level 5 in reading, 3 in GPS and one in maths.

85% of the Southwark LAC cohort achieved 2 levels of progress in reading, 75% in writing and 81% in maths.

A slightly greater proportion of children attending schools out of the authority achieved Level 4+ in maths, GPS and reading, while more children attending Southwark schools achieved Level 4+ in writing.

L4+ writing

Results are available for 24 children; three of cohort were disapplied or missing. Twelve children achieved Level 4 in writing. 22 children achieved expected levels of progress.

Appendix 2.  
2013/14 Key Stage 2 outcomes – unvalidated data

Twelve children did not achieve Level 4. Five children in this group have statements of SEN. Nine of those who did not gain Level 4 made 2 progress levels and three made 3 progress levels, since Key Stage 1, narrowing the gap with all children.



**Item 8****Developing a joint Autism Spectrum Disorder Strategy in Southwark - Timeline**

September	Autism JSNA completed – population and demand data for strategy*
	Briefing to inform CCG and lead member
October	Develop draft document in preparation of formal consultation (incorporating information from engagement activity)
December	Cabinet sign off consultation
January - March 2015	12 week consultation
April	Collate responses/ recommendations Finalise strategy and design action plan
May	Sign off (delegated Lead Member) and launch of strategy

**EDUCATION & CHILDREN'S SERVICES  
MUNICIPAL YEAR 2014-15**

**AGENDA DISTRIBUTION LIST (OPEN)**

**NOTE:** Original held by Scrutiny Team; all amendments/queries to Julie Timbrell Tel: 020 7525 0514

Name	No of copies	Name	No of copies
<b>Sub-Committee Members</b>		<b>Council Officers</b>	
Councillor Jasmine Ali (Chair)	1	Jim Crook, Interim Strategic Director of Children's & Adults Services	1
Councillor Lisa Rajan (Vice-Chair)	1	Shelley Burke, Head of Overview & Scrutiny	1
Councillor Evelyn Akoto	1	Sarah Feasey, Legal Services	1
Councillor Anne Kirby	1	Eleanor Parkin, Policy Officer, Children's & Adults' Services	1
Councillor James Okosun	1	Rory Patterson, Director, Children's Social Care, Children's & Adults' Services	1
Councillor Kath Whittam	1	Kerry Crichlow, Director Strategy & Commissioning, Children's & Adults' Services	1
Councillor Kieron Williams	1	Jane Shuttleworth, Head of Strategy, Planning and Performance, Children's & Adults' Services	1
<b>Reserves</b>		Merrill Haeusler, Director of Education, Children's & Adults' Services	1
Councillor Catherine Dale	1	Yolanda Houston, Headteachers Executive Business Manager	1
Councillor Lucas Green	1	Chris Page, Cabinet Office	1
Councillor Sunny Lambe	1	Aine Gallagher, Labour Political Assistant	1
Councillor Rosie Shimell	1	William Summers, Liberal Democrat Political Assistant	1
Councillor Charlie Smith (Two vacancies)	1	Julie Timbrell, Scrutiny Team SPARES	10
<b>Education Representatives</b>			
Revd Nicholas Elder	1		
Lynette Murphy O'Dwyer	1		
Abdul Raheem Musa	1		
George Ogbonna	1		
<b>Other Members</b>			
Councillor Victoria Mills	1	<b>Total:</b>	39
		<b>Dated:</b> August 2014	