

SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services Scrutiny Panel

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WARD(S): All Wards

PART I **FOR COMMENT & CONSIDERATION**

SCHOOL STANDARDS REPORT

1. Purpose of Report

To provide an overview of education outcomes in the LA at EYFS, KS2, KS4 and KS5 and look at patterns of achievement for schools and groups of pupils, in order to better inform strategic planning.

2. Recommendation(s)/Proposed Action

The Panel is requested to note the report and comment as appropriate.

3. The Slough Joint Wellbeing Strategy, the JSNA and the Five Year Plan

3.1. Slough Joint Wellbeing Strategy Priorities

The work of Slough schools supports the following priority:

2. Increasing life expectancy by focusing on inequalities

3.2. Five Year Plan Outcomes

This report refers to priority outcome 1 of the Five Year Plan

Slough children will grow up happy, healthy and successful

4. Other Implications

(a) Financial

School improvement functions have historically been funded by the Education Services Grant (ESG) from central government and the centrally retained Dedicated Schools

Grant (DSG). The ESG is no longer paid to the LA and changes to school funding regulations mean that it is no longer possible to centrally retain funding for school improvement from the DSG.

The Council receives a £50,000 grant from the government in order to carry out statutory duties for maintained schools only. In the 2018/19 financial year the council increased its internal funding for school improvement to maintain levels of support, but this is not sustainable and has subsequently been reduced.

Last year the LA introduced a partnership offer for additional services to schools with the aim of continuing to support the local school system. Approximately 65% of schools bought into the offer, contributing around £230,000 with the LA adding £250,000. All other schools still receive a core offer that includes annual conversations with an Autumn Term Visit (ATV). This year 100% of schools were involved in an Annual Conversation/ATV carried out by LA School Effectiveness Partners, which gives the LA strategic information on schools in order to facilitate school improvement.

The LA partnership Offer is being offered again for next academic year. It is hoped a similar number of schools will buy in, if not more.

(b) Risk Management

Each of the targets within the Outcome 1 plan are already included within the service planning framework of the relevant council directorates and overseen by the corporate Five Year Plan Board, Cabinet and Scrutiny Panels.

Risk	Mitigating action	Opportunities
Legal	None	
Property	None	
Human Rights	None	
Health and Safety	None	
Employment Issues	None	
Equalities Issues	Seeking to close gaps between peers and vulnerable groups	
Community Support	None	
Communications	None	Promoting the local authority's educational successes
Community Safety	None	
Financial	None	
Timetable for delivery	None	
Project Capacity	None	
Other	None	

(c) Human Rights Act and Other Legal Implications

There are no significant Human Rights Act or other Legal implications.

(d) Equalities Impact Assessment

There is no need for an equalities impact assessment.

(e) Workforce

There are no workforce implications

5. Supporting Information

5.1 Statutory Duties

The local authority (LA) has a statutory duty ‘to promote high standards and fulfilment of potential in schools so that all children and young people benefit from at least a good education.’ (Education Act and Inspections Act 1996). Any child learning within the borough is a local authority pupil regardless of the form of governance of the school or their place of residence. The local authority also has a statutory duty (Children Act 2004, 2006) to act as the champion for all children and young people in the borough and is responsible for maintaining an overview of the effectiveness of all schools including sponsored academies, converter academies, free schools, the local college and training providers. The LA has a statutory duty to intervene in maintained schools of concern, whilst academies and free schools are overseen by the Regional Schools Commissioner.

5.2 School Effectiveness Strategy

The Slough School Effectiveness Strategy was updated in 2018/19 and implemented from September 2018. It was further refreshed to include details of the LA partnership offer in September 2019. It sets out the council’s approach to school improvement and effectiveness. The emphasis has been on schools identifying their own strengths and areas for development in order to contribute to the school system. The new format of school visits based on schools self-evaluation has been well received by the school community.

The national context and policy direction is for schools to be increasingly autonomous, responsible for their own improvement and free to make the decisions that they believe will enable them to secure the best outcomes for children and young people. The LA welcomes this autonomy, challenging schools to achieve high standards and working with schools in partnership, facilitating and brokering activity that supports school improvement. The LA does not offer direct school improvement services, but offers support via visits from local school effectiveness consultants and the facilitation of collaborative projects and networks. The LA also has a partnership offer that all schools are able to buy into for additional services.

5.3 The School Effectiveness Team

The School Effectiveness team consists of a small core group which includes permanent staff and a team of consultants.

- Service Lead – Schools
- Senior School Effectiveness Officer
- Education Safeguarding Officer

- Standards and Effectiveness Officer (SEND)
- Governance Officer
- Health and Well-Being Officer
- External consultant team

5.4 Type of School

Governance arrangements in Slough LA schools are diverse. The table below shows the number of schools and nurseries along with their governance arrangements:

Table 5a: Type of School (January 2020)

Type of school	Nursery	Primary	Secondary	All through	Special	Pupil Referral Unit	Total
Maintained Community	5	3	1	0	0	0	9
Maintained Voluntary-Aided	0	4	1	0	0	0	5
Voluntary Controlled	0	1	0	0	0	0	1
Maintained Foundation	0	2	0	0	0	0	2
Academy	0	17	9	0	2	1	28
Free School	0	2	3	1	0	0	6
Total	5	29	14	1	2	1	52

6. Summary of education outcomes in Slough 2018/19

- 65% of state funded schools (including nurseries) are academies or free schools.
- 75% of primary, secondary, special schools and PRUs combined are academies or free schools
- The proportion of good and outstanding schools in the Slough is 92% which is above the national average of 86%
- Standards in key measures are above national average in EYFSP, Key Stage 2 and Key Stage 4.
- Standards at KS5 are below the national average at Post-16 for A-Level and for pupils attaining AAB in facilitating subjects.
- In the Early Years Foundation Stage the LA ranks 33rd against all other local authorities for pupils achieving a good level of development which has increased by 7 places from 40th in 2018, 30 places from 63rd in 2017 and 50 places from 83rd in 2016.
- At KS2 the LA is ranked 30th against all other local authorities for pupils achieving the expected standards in reading, writing and maths combined which

has increased by 2 places from 32nd in 2018, 25 places from 55th in 2017 and 33 places from 63rd in 2016.

- At KS4 the LA is ranked 15th for progress 8 against all other local authorities, increasing by 2 places from 17th in 2018, decreasing by one place from 14th in 2017.
- At KS5 the LA is ranked 110th out of 152 LAs for average point score entry per A-Level, a decline of 34 places from 76th in 2018.
- Girls are outperforming boys' at all key stages 2 and 4 and the gap is slightly greater at KS4 than KS2.
- Outcomes for disadvantaged pupils are above the national average at KS2 and the gaps between disadvantaged and all other pupils are smaller than the national average. At KS4 outcomes for disadvantaged pupils are above the national average, and the gap between disadvantaged and all other pupils is smaller than the national average.
- White British pupils are the lowest performing ethnic group and the Indian group are the highest performing. However, the biggest correlations for low attainment continue to be gender, disadvantage and SEND; consequently boys who are disadvantaged and/or SEND are amongst the lowest performing groups.

Outcomes are explored in greater detail in Appendix A 'Slough Local Authority School Outcomes Report 2019'

7. Comments of Other Committees

This information has not been to any other committees.

8. Conclusion

Outcomes in the LA continue to improve against national averages and the gap between most groups is generally smaller within the LA than compared against the national averages. There remain areas for improvement when looking at outcomes for specific cohorts of pupils and in particular the disadvantaged

The LA continues to play a key role as a facilitator and enabler of school to school support, bringing stakeholders together to lead and share effective practice. The LA holds an overview of standards and trends across schools and is therefore in a key position to be able to share this information to effective use. More information and the LA's role and partnerships can be seen in Appendix A section 2 and 3.

9. Appendices Attached

Appendix A – Slough Local Authority School Outcomes Report 2019

10. Background Papers

1. LA School Effectiveness Strategy 2019-20 (on request)
2. Slough Education Partnership Board terms of reference (on request)

3. Slough School Improvement Board terms of reference (on request)

11. Links

Results for all schools, multi-academy trusts and local authorities nationally can be found on the DfE Website <https://www.compare-school-performance.service.gov.uk>