


<p style="text-align: center;">London Borough of Hammersmith & Fulham</p> <p style="text-align: center;">CHILDREN AND EDUCATION POLICY & ACCOUNTABILITY COMMITTEE</p> <p style="text-align: center;">29 February 2016</p>	
<p>SCHOOL PERFORMANCE REPORT 2015</p>	
<p>Report of the Cabinet Member for Children and Education – Councillor Sue Macmillan</p>	
<p>Open Report</p>	
<p>Classification: For review and comment Key Decision: No</p>	
<p>Wards Affected: None.</p>	
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1. EXECUTIVE SUMMARY

- 1.1 This is the annual school performance report to inform Members of the Children and Education Policy and Accountability Committee of the outcomes of the Summer 2015 assessments and examinations in the London Borough of Hammersmith and Fulham primary and secondary schools, and the current position with regard to Ofsted school inspections. The report provides an overview of the outcomes and how they compare with the national picture and is based on the final published data for primary schools and for secondary schools. The priorities for school improvement in the London Borough of Hammersmith and Fulham that inform the work of officers in the education service are highlighted. Individual school performance results were published by the Department for Education in December and January and can be made available to members separately.

2. RECOMMENDATIONS

- 2.1 That members of the Policy and Accountability Committee review and comment on the school performance details in the report and the school improvement priorities identified.

2.2 That members make particular note of the main performance headlines:

- Overall performance at all Key Stages in schools in Hammersmith and Fulham continues to be above national averages;
- Early years reception outcomes improved significantly and are now above the national averages;
- At Key Stage 1, the percentage of primary school pupils reaching the expected Level 2 and above in teacher assessments increased in writing and in mathematics; furthermore, percentages achieving beyond expected (Level 3) increased in all three subjects;
- The percentage of primary children achieving the expected Level 4 or above in reading, writing and mathematics at Key Stage remains above the national average, and compared with all local authorities continues to be ranked in the top quartile;
- The percentage of secondary school students achieving 5 or more GCSES at Grades A*-C including English and mathematics declined slightly, however Hammersmith and Fulham remains above the national average, and is ranked 26th in the country, which is also in the top quartile;
- Gaps in outcomes for children in receipt of the pupil premium remain smaller than the national gaps;
- The proportion of schools judged to be good or outstanding continues to improve and is above the latest published national average.

3. KEY STAGE OUTCOMES

Foundation Stage (reception)

3.1 The percentage of the Reception cohort with a good level of development was 69% in Hammersmith and Fulham, compared with 66% nationally in 2015. There was an eight percentage point increase in Hammersmith and Fulham compared with 2014, and a national increase of six percentage points.

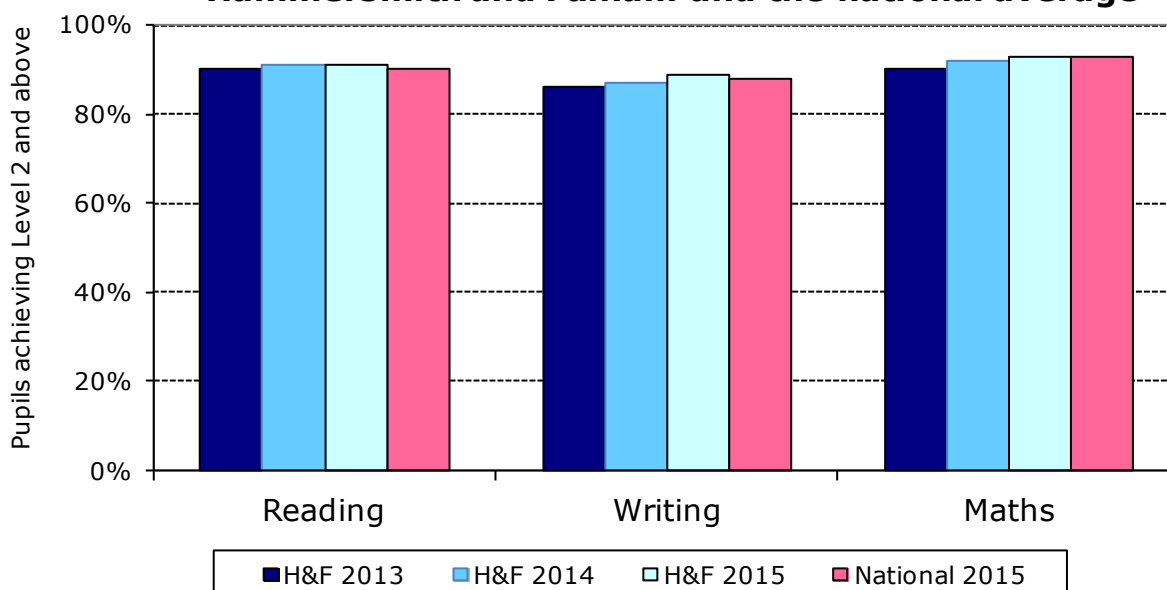
Key Stage 1 (end of year two – 7 year olds)

3.2 Compared with 2014, there was an increase in the percentage of pupils achieving at Level 2 and above (the expected level for the age) in writing (87% to 89%) and in mathematics (92% to 93%). The percentage remained at 91% in reading. Performance was above the 2015 national average at Level 2 by one percentage point in reading and in writing, and the same as nationally in mathematics.

**Key Stage 1
Level 2 and above (teacher assessments)**

	LBHF			NATIONAL		
	2013	2014	2015	2013	2014	2015
READING	90%	91%	91%	89%	90%	90%
WRITING	86%	87%	89%	85%	86%	88%
MATHS	90%	92%	93%	91%	92%	93%

**Key Stage 1 - 2015
Hammersmith and Fulham and the national average**



- 3.3 Compared to 2014, the percentage of pupils who achieved Level 3, which represents achievement beyond expected, had also increased in writing (from 19% to 22%) and in mathematics (from 27% to 30%). Furthermore, there was also an increase in reading (from 29% to 33%). The percentages for all three subjects were above the national averages.

**Key Stage 1
Level 3 (teacher assessments)**

	LBHF			NATIONAL		
	2013	2014	2015	2013	2014	2015
READING	29%	29%	33%	29%	31%	32%
WRITING	18%	19%	22%	15%	16%	18%
MATHS	26%	27%	30%	23%	24%	26%

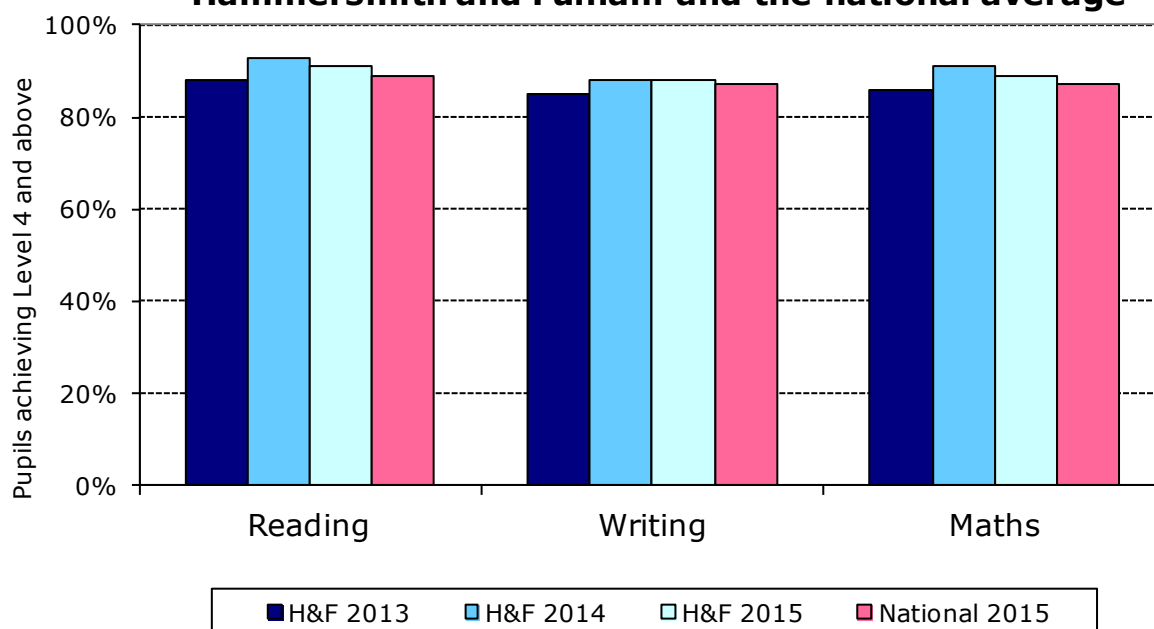
Key Stage 2 (end of primary school – 11 year olds)

3.4 Compared to 2014, the percentage of pupils who achieved Level 4 and above (the expected level for the age) in reading, writing and mathematics fell slightly from 84% in 2014 to 83% in 2015, compared with 80% nationally. There were decreases individually in reading (from 93% to 91%) and in mathematics (from 91% to 89%), although writing remained at 88%; however, all percentages were above the 2015 national averages. The percentage achieving Level 4 and above in reading, writing and mathematics ranked Hammersmith and Fulham as 11th in Inner London and 28th nationally.

Key Stage 2 Level 4 and above

	LBHF			NATIONAL		
	2013	2014	2015	2013	2014	2015
READING	88%	93%	91%	86%	89%	89%
WRITING	85%	88%	88%	83%	86%	87%
MATHS	86%	91%	89%	85%	86%	87%
READING, WRITING AND MATHS	79%	84%	83%	76%	79%	80%

Key Stage 2 - 2015 Hammersmith and Fulham and the national average



3.5 The percentages of pupils who achieved Level 5 and above, which represents achievement beyond expected levels, were also high in reading (54%, down from 56%), in writing (40%, up from 38%) and in

mathematics (47%, down from 50%); all percentages were above the national averages.

**Key Stage 2
Level 5 and above**

	LBHF			NATIONAL		
	2013	2014	2015	2013	2014	2015
READING	49%	56%	54%	45%	50%	49%
WRITING	34%	38%	40%	30%	33%	36%
MATHS	46%	50%	47%	41%	42%	42%

- 3.6 For progress between Key Stage 1 (2011) and Key Stage 2 (2015), 93% progressed by two or more levels in reading, with 95% in writing and 91% in mathematics. These percentages were all above nationally (91%, 94% and 90% respectively).

**Key Stage 1 to Key Stage 2 progress
Two levels of progress**

	LBHF			NATIONAL		
	2013	2014	2015	2013	2014	2015
READING	92%	95%	93%	88%	91%	91%
WRITING	93%	95%	95%	92%	93%	94%
MATHS	90%	93%	91%	88%	90%	90%

GCSE (provisional results)

- 3.7 In 2014, there were national contextual factors in reviewing GCSE performance. The 2015 cohort is therefore the second cohort of students to be affected by the changes made to the GCSE examination framework, including a reduction in the coursework as part of the overall assessment, the removal of the speaking and listening element of the English examination and the end to the practice of counting examination re-takes passes.
- 3.8 In 2015, the borough percentage of students achieving 5 or more GCSEs at Grades A*-C including English and mathematics was 63%. This percentage was down from 66% in 2014, but is nine percentage points above the national average of 54%. While outcomes have been volatile over the last three years as a result of changes to GCSE examinations, Hammersmith and Fulham results have improved relative to the national average. Current results place Hammersmith and Fulham 5th overall when ranked for performance against other Inner London authorities, and 26th nationally.

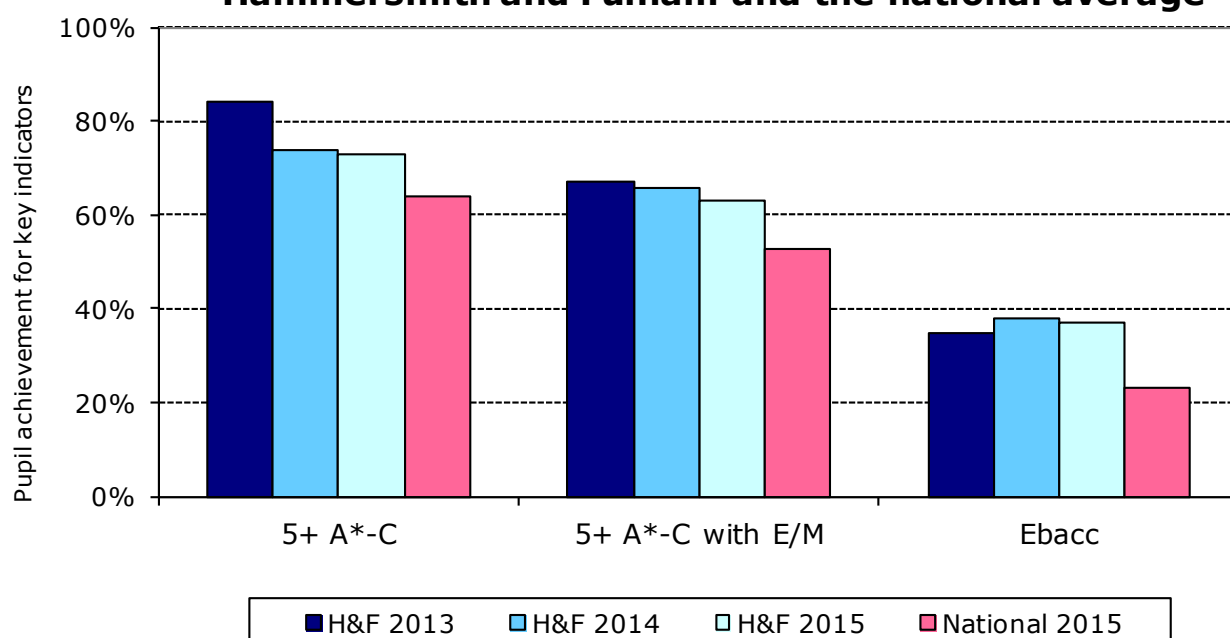
3.9 The percentage achieving the English Baccalaureate (a combination of English, mathematics, science, a language and a humanities subject) was 37% in 2015, broadly in line with 2014 (38%) and well above the national average (23%).

GCSE Indicators

	LBHF			NATIONAL		
	2013	2014	2015	2013	2014	2015
5+ A*-C	84%	74%	74%	82%	64%	65%
5+ A*-C with EM	67%	66%	63%	59%	53%	54%
EBacc	35%	38%	37%	23%	23%	23%

Key Stage 4 - 2015

Hammersmith and Fulham and the national average



3.10 For progress between Key Stage 2 (2010) and GCSE (2015), 76% progressed as expected (expected progress is built on the principle that students at Level 4 at the end of Key Stage 2 should achieve at least a Grade C at GCSE) in English, with 70% in mathematics. These percentages were considerably above nationally (71% and 67%).

Key Stage 2 to Key Stage 4 progress Expected progress

	LBHF			NATIONAL		
	2013	2014	2015	2013	2014	2015
ENGLISH	72%	78%	76%	70%	72%	71%
MATHS	81%	75%	70%	71%	66%	67%

- 3.11 There are changes forthcoming in 2016; future Performance Tables will be based on progress across eight subjects: English, mathematics and three slots reserved for English Baccalaureate subjects (sciences, computer science, geography, history and languages) and three slots that can be taken up by further qualifications from the range of English Baccalaureate subjects, or any other high value arts, academic, or vocational qualification approved for inclusion in the performance tables, although schools could opt in for 2015.

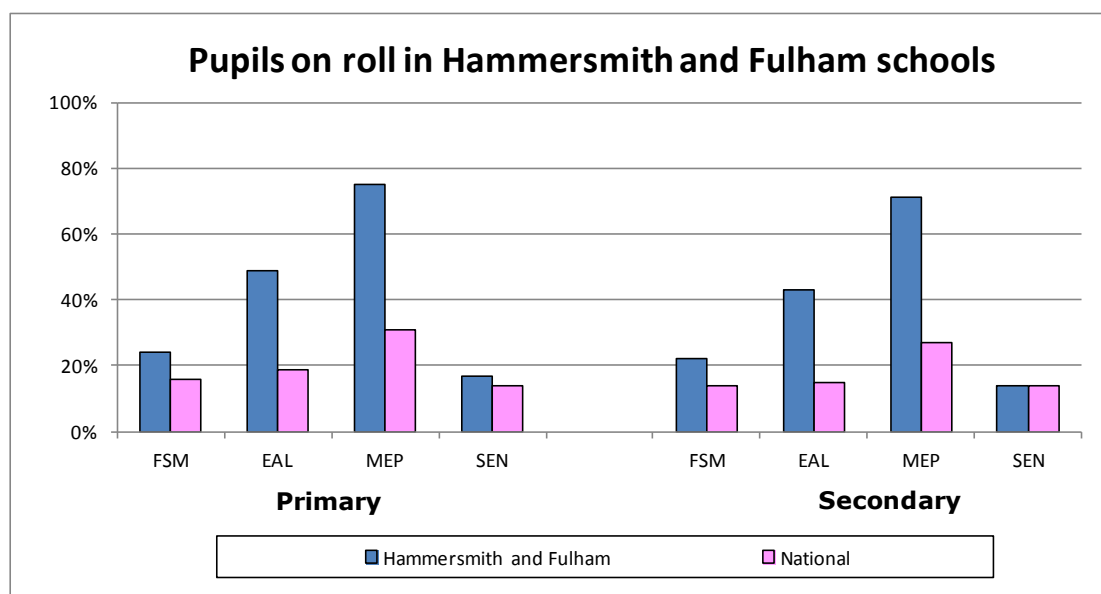
A Level (provisional results)

- 3.11 For A Levels, the percentage of papers awarded the highest grade (Grade A*) was provisionally 9% in 2015, which was above the 2015 national average (8%). Those achieving Grade A*-A was 25%, compared with 26% nationally.

A Levels		
	LBHF	NATIONAL
	2015	2015
A*	9%	8%
A*-A	25%	26%
A*-B	48%	53%
A*-C	73%	77%
A*-D	89%	92%
A*-E	98%	98%

4. PERFORMANCE OF PUPIL GROUPS

- 4.1 In reviewing performance of schools in Hammersmith and Fulham an analysis is also made of the achievements of pupils in vulnerable groups. This includes those entitled to a free school meal (FSM), special educational needs (SEN) and those with English as an additional language (EAL). It also includes minority ethnic pupils, and those who are in the care of the local authority.
- 4.2. In 2015 in **primary** schools the percentage of pupils entitled to a free meal (FSM, 24%) was considerably above the national average (16%) and pupils speaking English as an additional language (EAL, 49%) was over twice the national average of 19%. 75% of pupils were from an ethnic minority (MEP, compared with 31% nationally), and 17% were SEN (compared to 14% nationally).
- 4.3 In **secondary** schools the percentage of pupils entitled to a free meal (22%) was considerably more than the national average (14%), and pupils speaking English as an additional language (43%) was almost three times the national average of 15%. 71% of pupils were from an ethnic minority (compared with 27% nationally), and 14% were SEN (the same as nationally).



4.4 The differences (gaps) between key groups of pupils were smaller locally than nationally when deprivation (pupil premium, as measured by free school meal entitlement over six years and looked after status), special educational need and English as an additional language are considered, an exceptional achievement when considering that approximately a half of EAL pupils arrive in primary school with little or no fluency in English. Additionally, achievement was considerably above nationally individually for each group as shown below.

Key Stage 2 - Percentage L4+ in reading, writing and mathematics	Pupil Premium	Non Pupil Premium	<i>premium gap</i>	Special need	No need	<i>Special need gap</i>	EAL	non EAL	<i>EAL gap</i>
	Hammersmith and Fulham 2015	78%	90%	-12%	49%	95%	-46%	83%	84%
National 2015	70%	85%	-15%	39%	90%	-51%	79%	81%	-2%

4.5 The deprivation gap was smaller locally than nationally at Key Stage 4 for pupil premium, although larger than nationally for special need and EAL. However, as at Key Stage 2, achievement was higher than nationally for each group individually.

Key Stage 4 - 5+ A*-C with English and mathematics	Pupil Premium	Non Pupil Premium	<i>premium gap</i>	Special need	No need	<i>Special need gap</i>	EAL	non EAL	<i>EAL gap</i>
	Hammersmith and Fulham 2015	48%	75%	-27%	24%	72%	-48%	61%	64%
National 2015	37%	65%	-28%	20%	65%	-45%	57%	58%	-1%

4.6 At Key Stage 2 all sixteen main ethnic groups which had at least twenty pupils performed above, or broadly in line with, the national percentage for that group in terms of Level 4 and above in reading, writing and mathematics (Key Stage 2). At Key Stage 4 (5+ Grades A*- including English and mathematics) performance was more variable by ethnic group.

5. LOOKED AFTER CHILDREN

- 5.1 **Key Stage 2:** There were eight pupils in this cohort. A feature of this cohort was the range of SEN and complex learning needs. 88% (seven pupils) achieved Level 4 in reading, writing and mathematics which was above the national average for looked after children at this Key Stage (48%); additionally, all pupils made good progress from their starting points.
- 5.2 **Key Stage 4:** There were also eight pupils in this cohort. The percentage of pupils achieving 5 GCSEs grades A*-C including English and mathematics was 38% (three pupils), which had improved from 26% in 2014, and was above the national average for looked after children at this Key Stage (12%). Five (63%) achieved 5+ Grades A*-C and seven (88%) at least one graded result.
- 5.3 The results for looked after children (LAC) need to be placed within their particular context. Schools face significant and particular challenges in improving the attainment of LAC. Historically LAC have achieved much lower outcomes than their peers. However, the improved performance of LBHF LAC in 2015 indicates successful strategies can be put in place that improves their performance. Effective strategies include; close collaboration with LBHF virtual school, consistent and robust identification of needs through effective Personal Education Plan, and targeted support using Pupil Premium funding.

6. OFSTED INSPECTION OUTCOMES

- 6.1 The percentage of schools in Hammersmith and Fulham that are rated outstanding or good by Ofsted inspectors has improved over the last year as a result of effective school leadership with targeted Local Authority support. Currently 88% of schools are good or outstanding, up from 82% earlier last year, with 43% now outstanding. This is above the latest national averages (84% and 20% respectively).

2015 OFSTED Outcomes (All state schools)	National (August 2015)	Hammersmith and Fulham (January 2016)
Outstanding/Good	84%	88% (51/58 schools)
Outstanding	20%	43% (25)
Good	64%	45% (26)
Requiring Improvement	14%	9% (5)
Inadequate	2%	3% (2)

- 6.2 Translated into numbers of pupils in the borough, 86% (17,111 out of a cohort of 19,940) of pupils in the London Borough of Hammersmith and Fulham now access a good/outstanding school.

7. SCHOOL IMPROVEMENT PRIORITIES

7.1 From reviewing the school performance outcomes the following priorities have been identified and are leading school improvement work in Hammersmith and Fulham:

- To continue to improve the percentage of good/outstanding schools by targeting local adviser interventions and support to schools requiring improvement or at risk of requiring improvement;
- To support schools with the introduction of the new national curriculum and assessment arrangements;
- To support schools with recruitment and retention strategies to make sure that they are able to recruit the best teachers and senior leaders for our schools;
- To target improvements at Key Stage 2 through the local professional development and adviser support in schools;
- To continue to support raising achievement programmes at GCSE, particularly through the excellence programme (80% club) funding and training support
- In partnership with schools and colleges, to support the development of effective learning pathways, work related programmes and careers advice for all young people to help achieve the highest participation in education and training figures post 16;
- To work with schools to strengthen school to school best practice networks, and to make sure all schools can access learning from the best practice in high performing local schools and the offer from the local teaching school alliances (including the West London Teaching School Alliance and the TBAP Teaching School Alliance);
- To continue the drive to improve outcomes for looked after children through supporting the work of the Virtual School, and to monitor and target any gaps in the performance of disadvantaged children and young people across Hammersmith and Fulham.