

# Access and Achievement: The 'Unseen Children' report



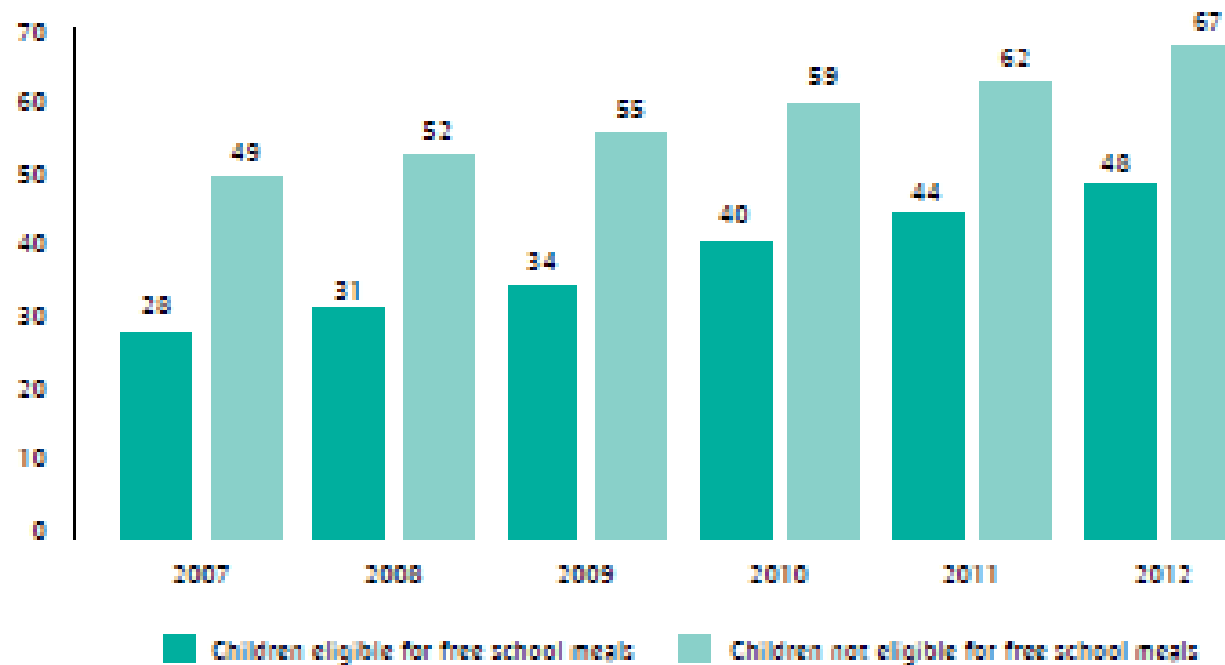
- **What is the problem?**
- **Why is it happening?**
- **What can inspectorates do about it?**



- **What is the problem?**

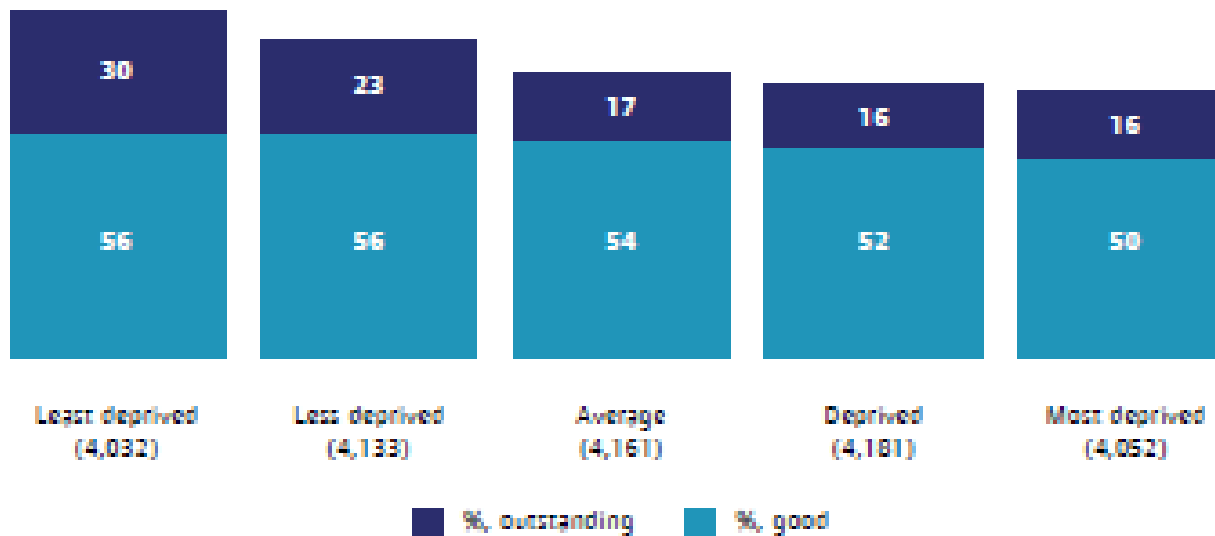
## Despite steady improvement, 'gaps' between 'advantaged' and 'disadvantaged' are not really closing in the early years

Percentage of children achieving a good level of development on the EYFS profile by FSM eligibility 2007-12



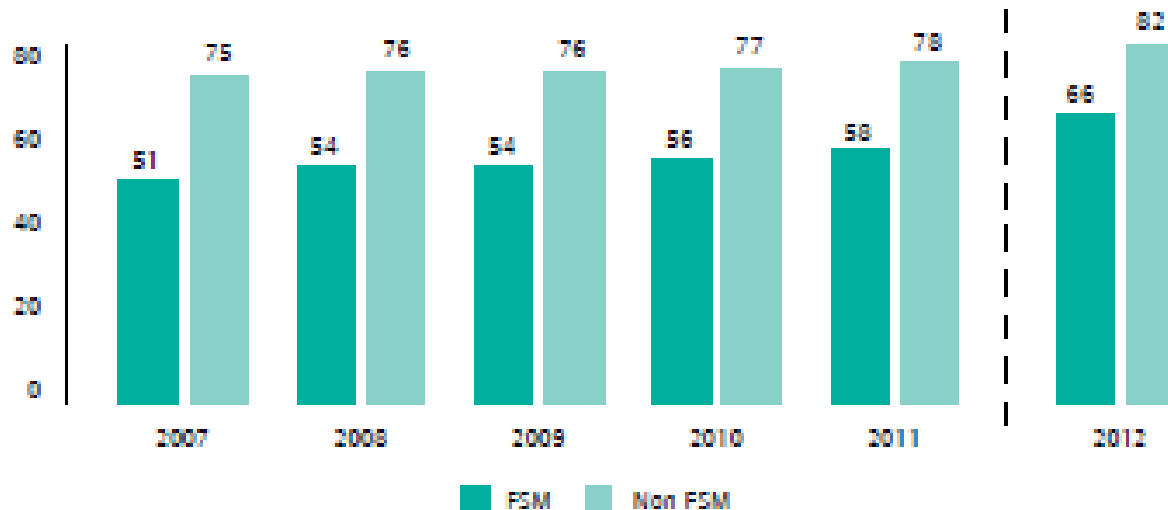
**Despite heavy investment and some real progress in London, schools in deprived areas are still more likely to be weak than in advantaged areas:**

Overall effectiveness of maintained schools by level of deprivation as at 31 December 2012



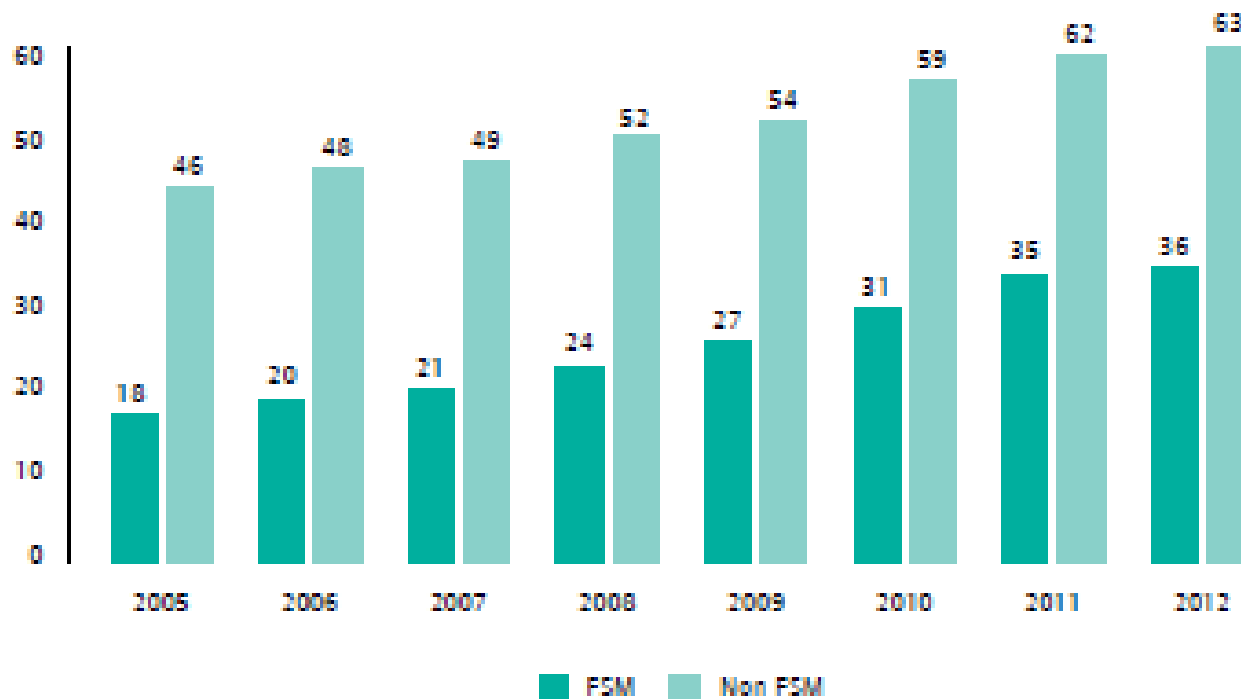
**Until 2012, there had been little real gain in closing the gap at age 11 either – but now there is more hope:**

Percentage of pupils at the end of Key Stage 2 attaining Level 4+ in both English and mathematics 2007–12



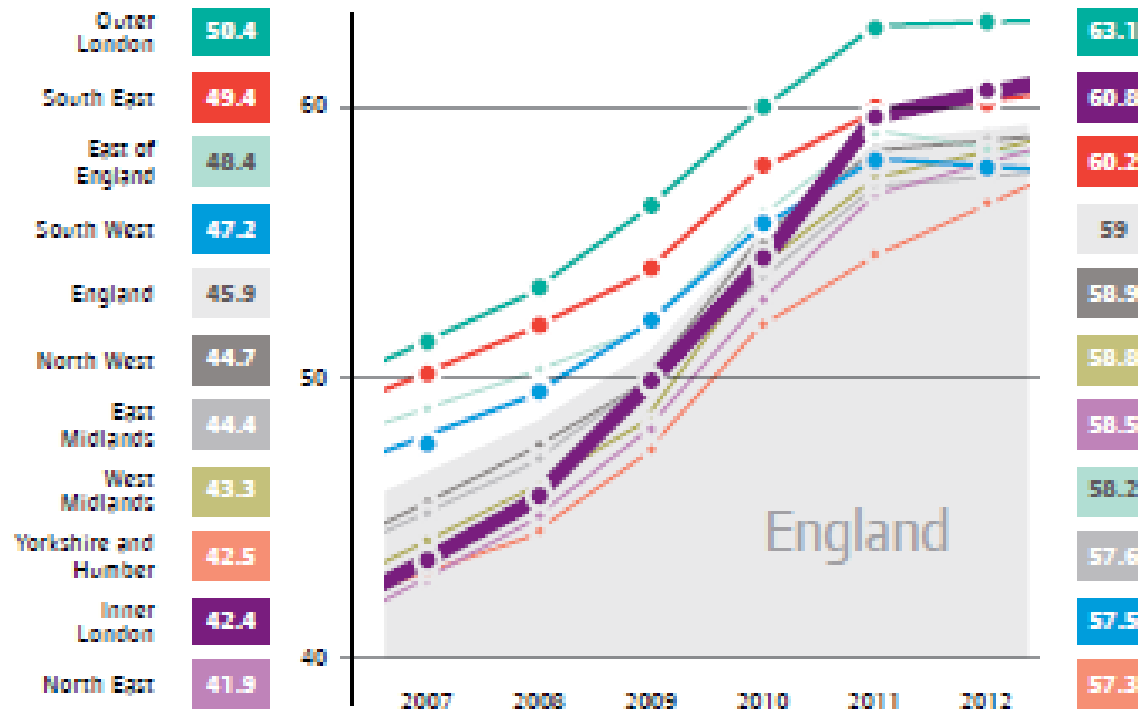
## Standards have risen across the board at age 16 – but the ‘gap’ has barely changed at all:

Percentage of pupils at the end of Key Stage 4 attaining five GCSEs at grades A\* to C including English and mathematics by free school meals eligibility 2005–12



There has been a huge improvement in inner London, but this is not seen in all areas:

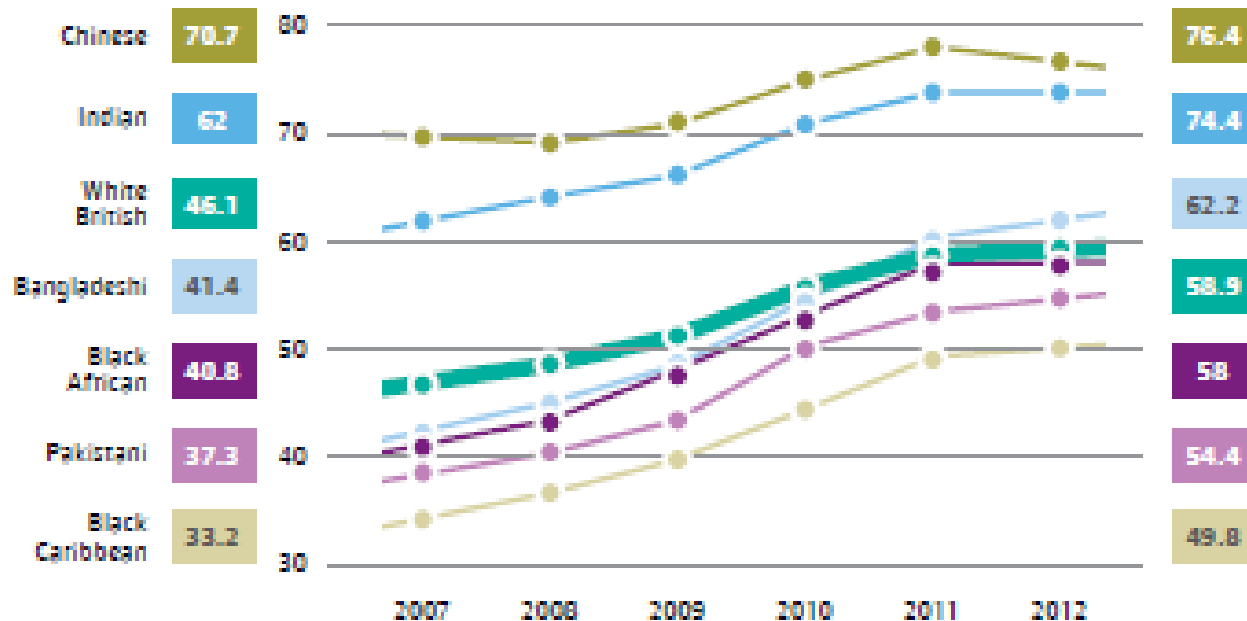
Percentage of pupils at the end of Key Stage 4 attaining five GCSEs at grades A\* to C including English and mathematics by region 2007-12





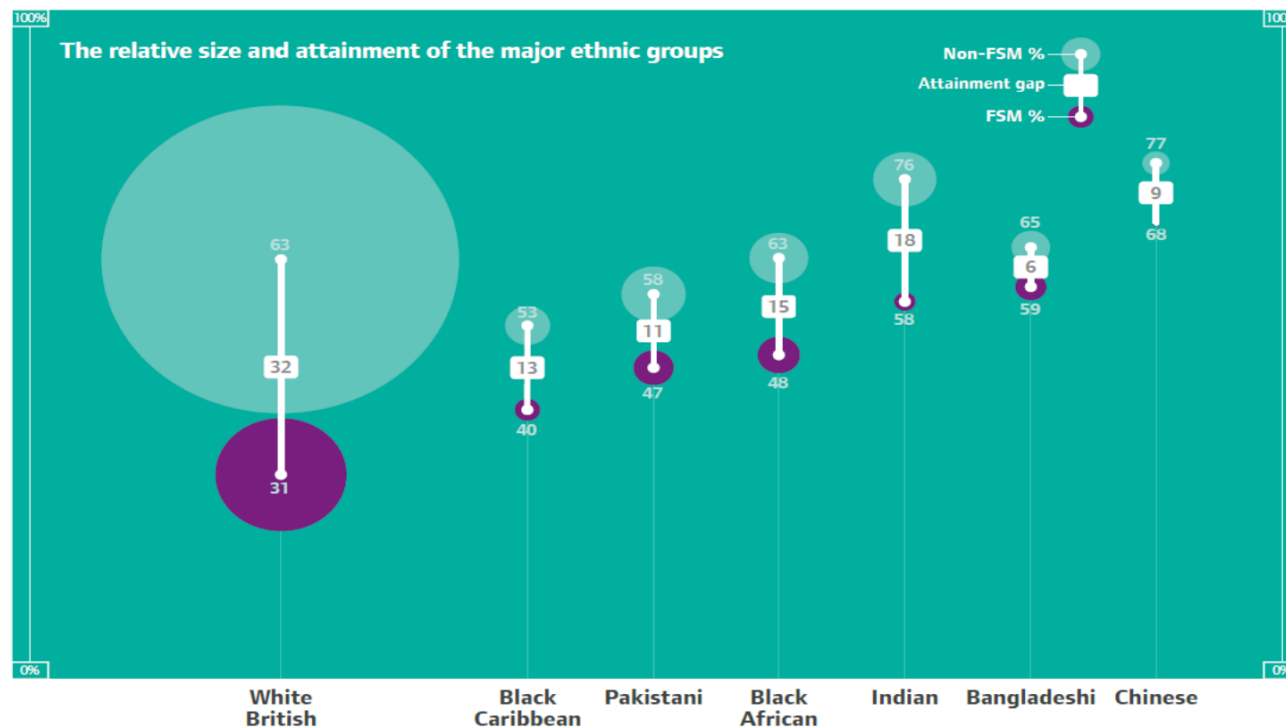
## The 'White British' group is now being overtaken by other ethnic groups:

The major ethnic groups: percentage of pupils at the end of Key Stage 4 attaining five GCSEs at grades A\* to C including English and mathematics 2007-12



## 'White British' have the greatest gap between non-FSM and FSM pupils at age 16:

Attainment gap at the end of Key Stage 4 between the percentage of eligible free school meal pupils and non-eligible pupils attaining the GCSE benchmark, by ethnicity in 2012

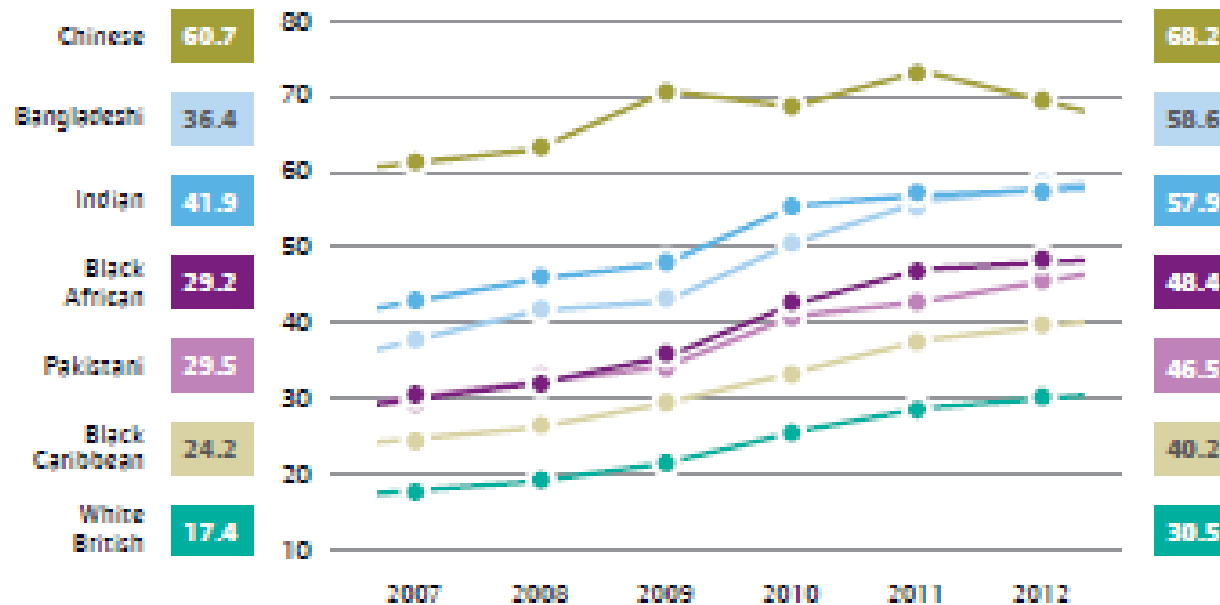


**Figure 11** 2012 figures are based on revised data. Based on students in state-funded schools (including academies and CTCs) at the end of Key Stage 4 in each academic year.

Source: Department for Education

## ‘White British’ disadvantaged pupils are now the greatest national concern:

Major ethnic groups: percentage of pupils eligible for free school meals attaining five GCSEs at grades A\* to C including English and mathematics, 2007–12

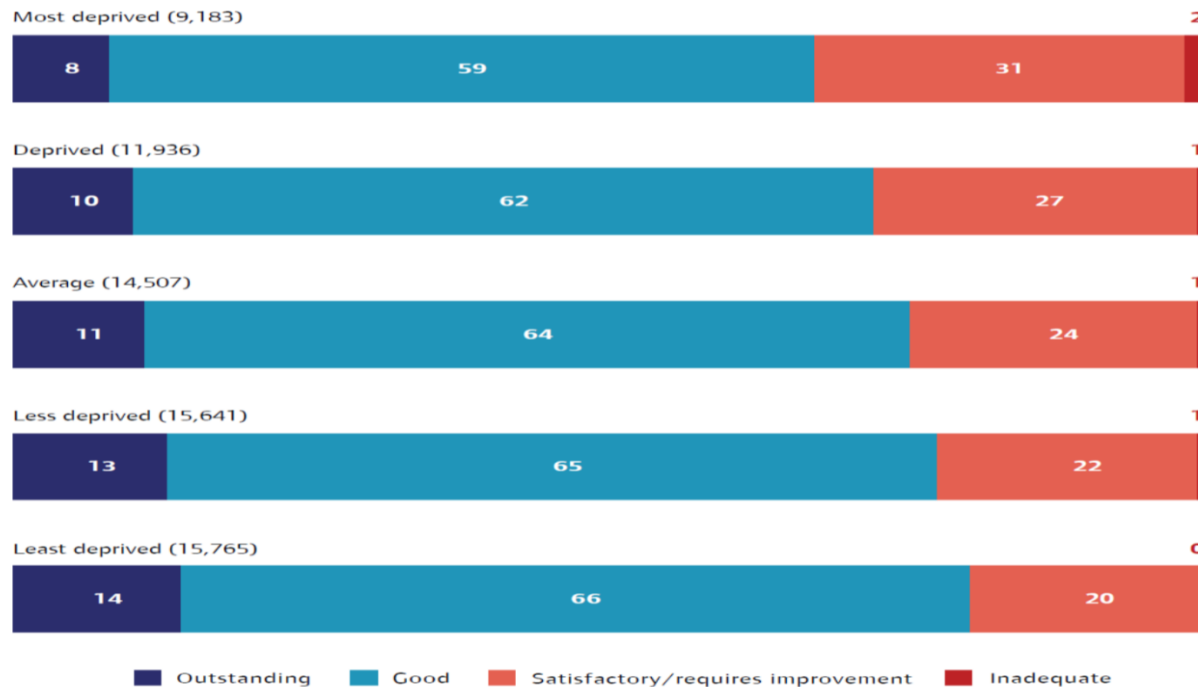


# Why is this happening?



Ofsted has reported – and continues to do – that early years provision is worst in the most challenging areas: this is precisely where it is needed most:

Quality of early years provision as at 31 December 2012, in percentages by deprivation level

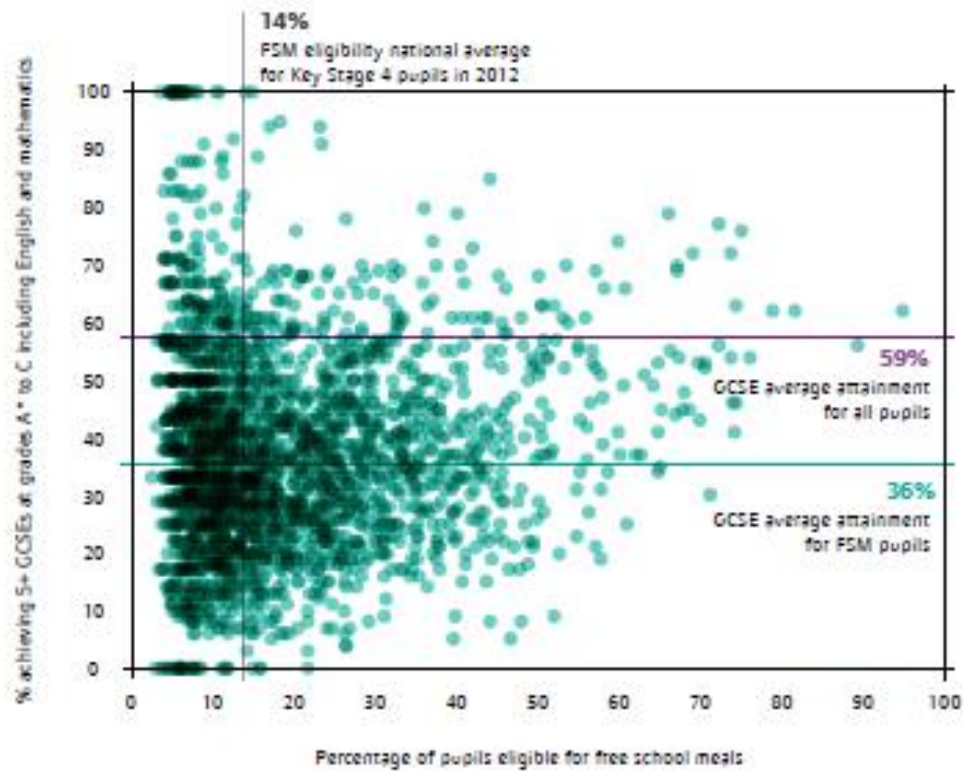


**Figure 14** Includes all open providers that have had a published early years registered inspection as at 31 December 2012. Deprivation is based on the Income Deprivation Affecting Children Index (IDACI) 2010. The deprivation of a provider is the deprivation index associated with the location (lower super output area, LSOA) of the provider. The LSOAs are divided into five equal groups (quintiles) based on their IDACI score. These five groups are labelled 'most deprived' to 'least deprived'.

Source: Ofsted

## How disadvantaged pupils do in school is hugely varied:

Attainment of pupils eligible for free school meals and proportion of pupils eligible for free school meals, mainstream state secondary schools

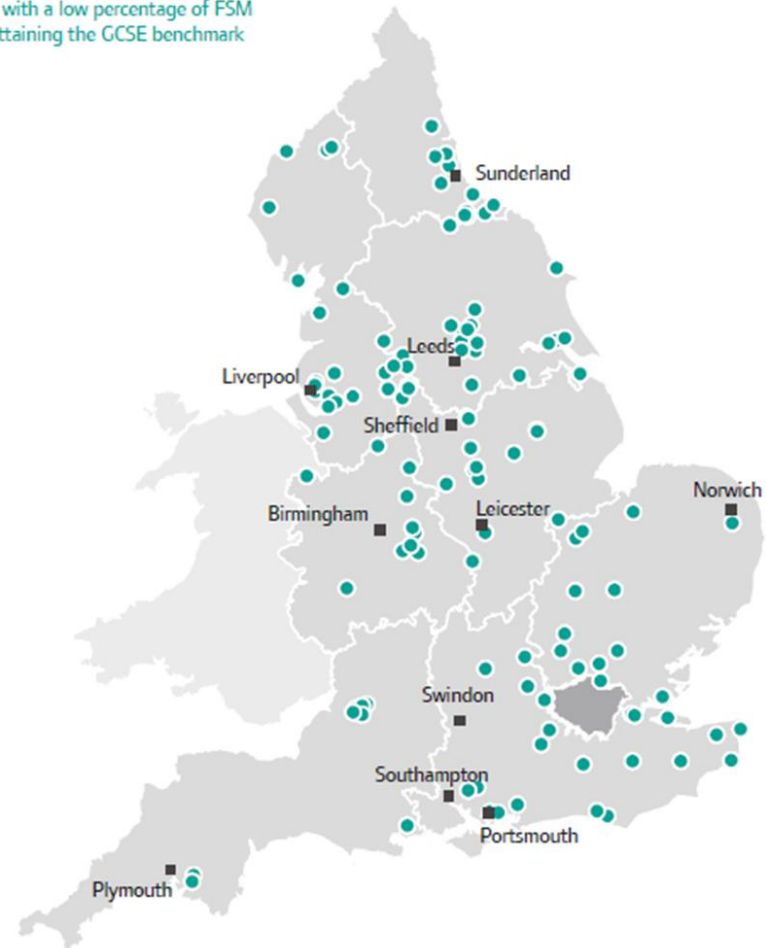


## Disadvantaged pupils have a much better chance in some areas than others:

Schools with a high percentage of FSM pupils attaining the GCSE benchmark

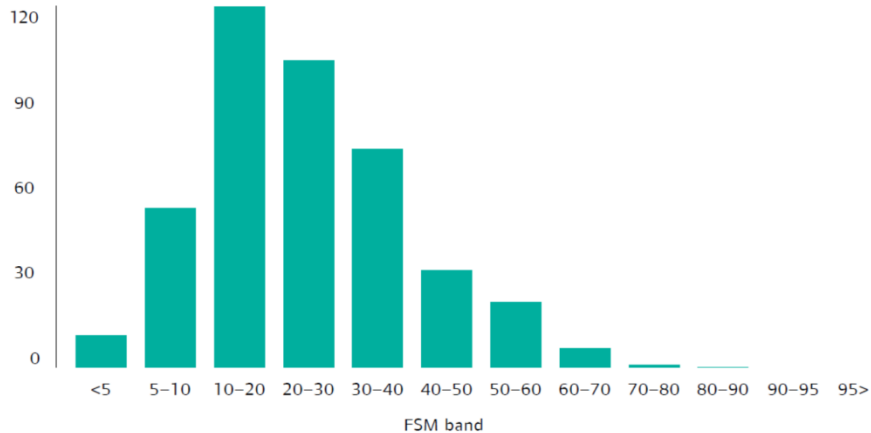


Schools with a low percentage of FSM pupils attaining the GCSE benchmark



# But most disadvantaged pupils are hidden in 'average' schools – yet they do best when they are few or many!

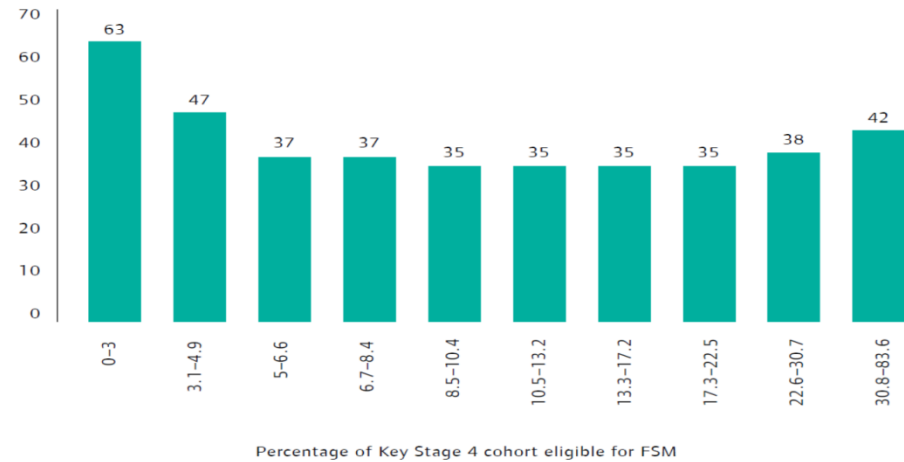
Number of pupils in secondary schools eligible for free school meals by the average proportion of free school meal eligibility within the schools attended, in thousands



**Figure 16** Figures based on the proportion of free school meal eligibility across the whole school populations.

Source: Department for Education

Percentage of Key Stage 4 pupils eligible for free school meals attaining the GCSE benchmark by secondary schools, in deciles from low to high proportions of pupils eligible for free school meals



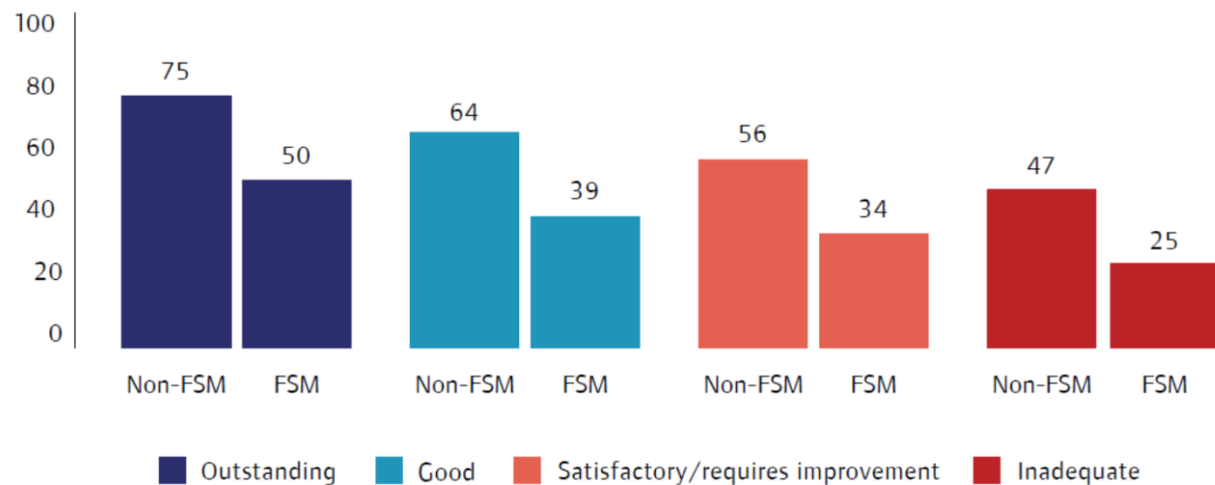
**Figure 18** Data based on 2012 Key Stage 4 validated data. Figures represent all open secondary schools that have had a published section 5 inspection as at 31 December 2012. Schools with percentage figures exactly on the decile boundary have been included in the lower decile.

Source: Ofsted



## Going to an ‘outstanding’ school does not guarantee success for the disadvantaged – gaps are still the same:

Percentage of pupils eligible for free school meals attaining five GCSEs at grades A\* to C including English and mathematics, by school overall effectiveness judgement

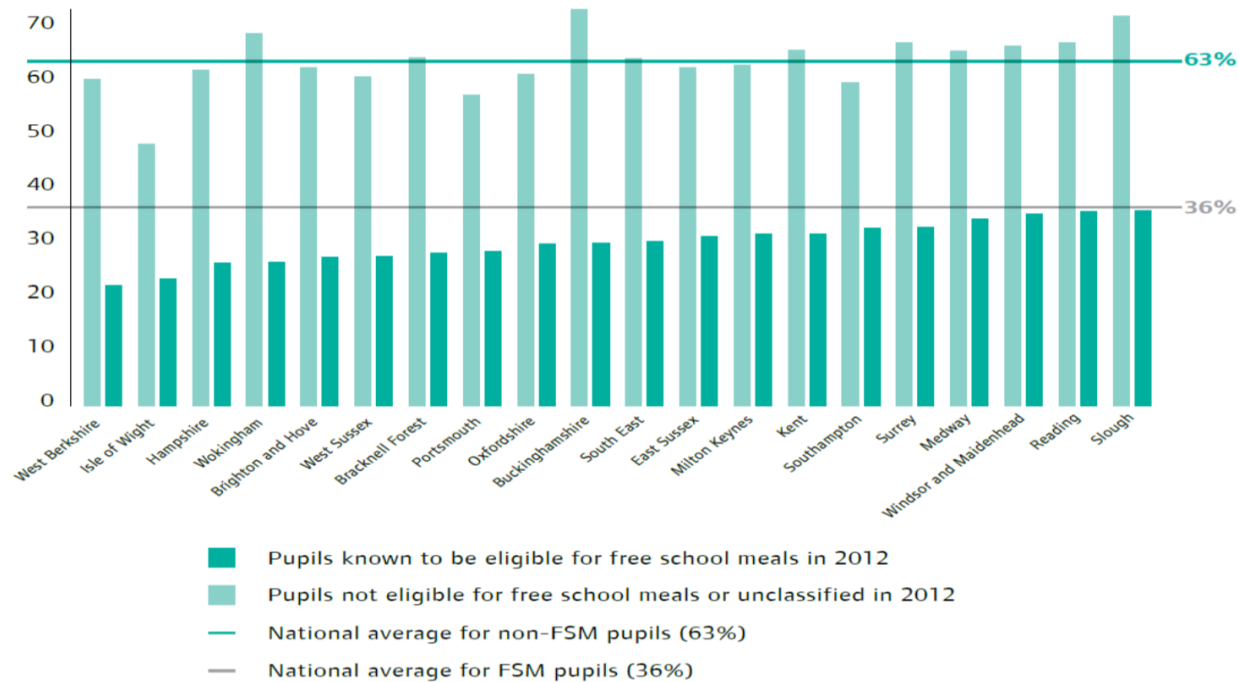


**Figure 19** Includes all open secondary schools that have had a published section 5 inspection as at 31 December 2012. Figures are based on Key Stage 4 validated data.

Source: Ofsted

## The problem is greatest in one of the most affluent regions:

**The South East region: performance of FSM eligible and non-eligible pupils attaining five GCSEs at grade A\* to C including English and mathematics, by local authority**



**Figure 21** Figures for 2007 to 2011 are based on final data, 2012 figures are based on revised data. Based on pupils in state-funded schools (including academies and CTCs) at the end of Key Stage 4 in each academic year.

Source: Department for Education

# Almost all of the best performing local authorities were in London:

**Weakest and strongest performing local authorities by FSM pupil attainment and change in FSM pupil attainment from 2007 to 2012**



**Figure 22** Figures for 2007 are based on final data. 2012 figures are based on revised data. Based on pupils in state-funded schools (including academies and city technology colleges) at the end of Key Stage 4 in each academic year.

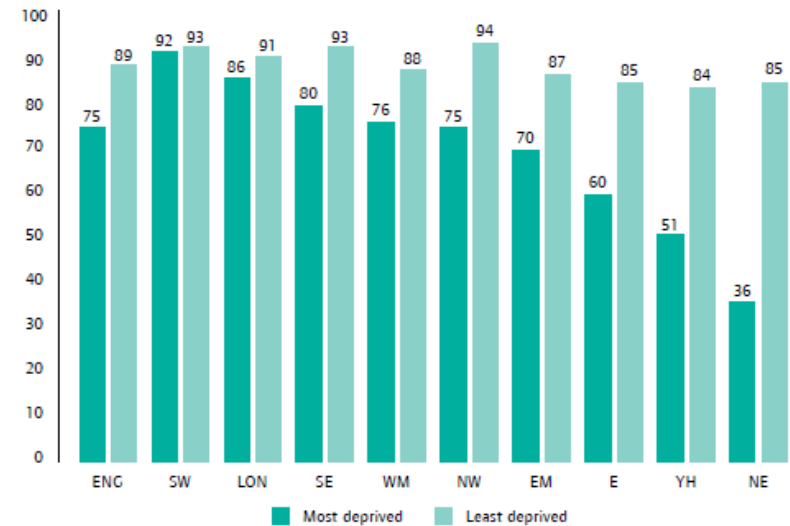
Source: Department for Education

## The gap in terms of the quality of leadership between the 'least deprived' and 'most deprived' secondary schools is a much big concern:

Percentage of primary schools judged good or outstanding for leadership and management, by region and deprivation as at 31 December 2012



Percentage of secondary schools judged good or outstanding for leadership and management, by region and deprivation as at 31 December 2012



## The quality of teaching is also better in more advantaged areas with some sharp regional contrasts:

Percentage of primary schools judged good or outstanding for teaching, by region and deprivation as at 31 December 2012



Percentage of secondary schools judged good or outstanding for teaching, by region and deprivation as at 31 December 2012



# What can be done about it?



## National leadership schemes have attracted little support in some areas:

Authority	Outstanding schools	G3 schools	G4 schools	Total Weak schools	NLEs
Ealing	19	13	2	15	1
<b>East Riding of Yorkshire</b>	19	51	3	54	1
Westminster	20	11	1	12	1
Brighton and Hove	20	18	2	20	1
Warrington	23	20	2	22	1
Rochdale	26	19	1	20	1
<b>Doncaster</b>	26	42	4	46	1
Solihull	27	15	3	18	1
<b>Derbyshire</b>	70	114	7	121	2
City of London	1	0	0	0	0
Isle of Wight	5	12	3	15	0
Isles Of Scilly	0	1	0	1	0
Kingston upon Thames	22	8	0	8	0
Knowsley	11	3	3	6	0
North Lincolnshire	7	17	1	18	0
Redcar and Cleveland	11	12	0	12	0
Rutland	7	6	0	6	0
Windsor and Maidenhead	17	6	3	9	0

## The report made a recommendation in this area:

- *Recommendation 3:*

*A more strategic approach is taken to the appointment of National Leaders of Education and their matching with schools in need of support.*



## What can inspectorates do about this?

- *Recommendation 1:*
  - *Ofsted will be tougher in future with schools which are letting down their poor children. Schools previously judged outstanding, which are not doing well by their poorest children, will be re-inspected.*

## PUPIL PREMIUM

- Since September 2012 inspections have looked closely at how schools are spending their pupil premium
  - Inspectors now seek to find out how the money is used, how its use is evaluated, and how school governors ensure the impact of this spending
- use the pupil premium and other resources to overcome barriers to learning, including reading, writing and mathematics.

## **Inspection guidance** now makes it very difficult for advantaged schools with underperforming children from deprived backgrounds to be judged outstanding – however good their overall results:

Depending on the type of school, it may be relevant to pay particular attention to the achievement of:

- disabled pupils, and those who have special educational needs
- those with protected characteristics, including Gypsy, Roma and Traveller children,<sup>28</sup> as defined by the Equality Act 2010
- boys
- girls
- the highest and lowest attainers
- pupils for whom the pupil premium provides support, including:
  - looked after children
  - pupils known to be eligible for free school meals – a school is unlikely to be judged outstanding if these pupils are not making at least good progress
  - children of service families
- those receiving alternative provision<sup>29</sup>.

## Guidance directs inspectors to consider whether pupils from different backgrounds make different levels of progress:

- **Difference in achievement** between those for whom the pupil premium provides support and other pupils in the school, including:
  - gaps in attainment<sup>36</sup>, in particular in English and mathematics
  - differences in progress from similar starting points.

**Where there are ‘wide gaps’, a school could be judged inadequate.**

**The ‘strong’ school can now no longer ignore the weaker:**

- the extent to which leadership is able to contribute towards school improvement in the local or wider area, such as through system leadership, by working in partnership or by sharing of advanced skills practitioners, mentoring or shadowing opportunities for new middle leaders, or sharing best practice or offering other support and challenge on self-evaluation

Value-added scores are calculated for different TYPES of learner – including the economically disadvantaged:

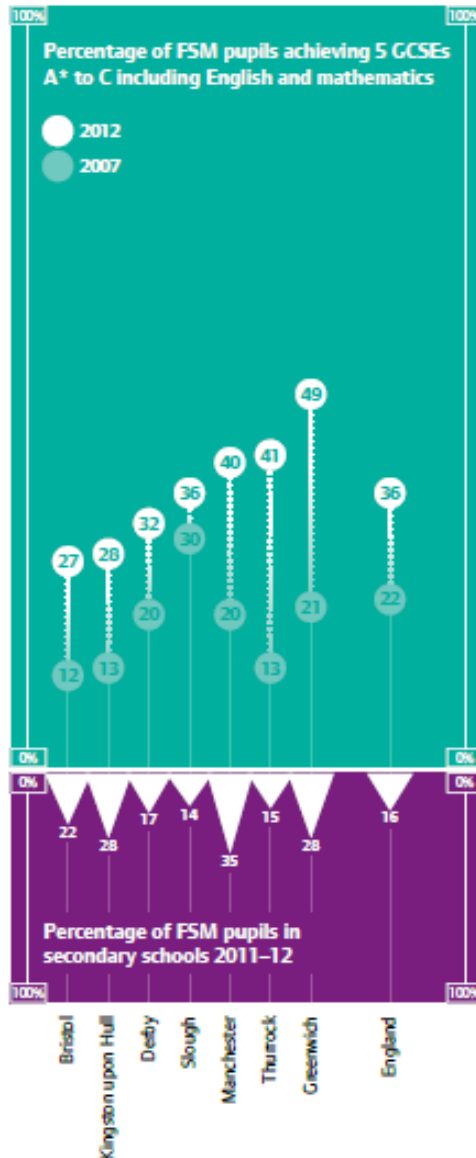
School Score	Boys	Girls	FSM*	Non FSM*	SEN*	Not CLA	CLA or FSM*	Not CLA or FSM*	Low	Middle	High	Onroll throughout Yrs 10&11	First Language - English	First Language - Other	First Language - Unclassified	Non-SEN	SEN: Without Statement	SEN: School Action	SEN: School Action Plus	SEN: Statement	
Cohort for VA	83	51	52	56	27	0	83	56	27	26	46	11	83	34	49	0	34	48	35	13	1
School Score	1032.4	1025.5	1052.9	1037.5	1033.1	-	1036.1	1037.5	1033.1	1075.1	1019.6	1012.4	1036.1	1015.2	1050.5	-	1027.4	1041.7	1038.8	1049.5	1060.0
95% confidence interval	13.4	19.0	24.0	18.1	26.1	-	14.9	18.1	26.1	26.6	20.0	40.9	14.9	23.3	19.4	-	23.3	19.6	22.9	37.6	135.6
Group national mean	1000.0	990.6	1008.9	981.9	1005.4	951.6	999.9	981.6	1005.5	998.4	999.2	1000.8	1001.1	996.3	1028.7	1002.9	1005.6	977.2	991.2	950.3	974.5
Significance from national average for group	Sig+	Sig+	Sig+	Sig+	Sig+	-	Sig+	Sig+	Sig+	Sig+	Sig+	-	Sig+	Sig+	-	-	Sig+	Sig+	Sig+	-	-
Significance from overall national average	Sig+	Sig+	Sig+	Sig+	Sig+	-	Sig+	Sig+	Sig+	Sig+	-	Sig+	Sig+	Sig+	-	-	Sig+	Sig+	Sig+	Sig+	Sig+

This school does well with FSM and non-FSM – but actually it does VERY WELL with the FSM.

Data Reports (RAISEonline) include a ‘Closing the Gaps’ section for easy reference:

**Key Stage 2 to Key Stage 4 value added: CLA or FSM\***

	Overall				English				Mathematics			
	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score	Cohort for VA	VA School Score	95% Confidence Interval	VA National Score
All Pupils	83	1,032.4	13.4	1,000.0	83	1,004.2	1.4	1,000.0	83	1,006.8	1.4	1,000.0
Non CLA/FSM	27	1,033.1	26.1	1,005.5	27	1,004.1	2.8	1,000.5	27	1,006.7	2.7	1,000.5
CLA/FSM	56	1,037.5	18.1	981.6	56	1,004.8	1.9	998.3	56	1,008.0	1.9	998.2



Inspectorates should provide greater challenge to ‘wider’ organisations who share in the responsibility. Ofsted is now working on:

- A new regional structure that provides greater direct challenge to local authorities, informed by much improved data analysis
- ‘Area inspections’ of groups of schools where performance is weak
- New systems for holding to account ‘chains’ of schools such as multi-academy trusts

## The report made several specific recommendations:

- 2. The development and roll-out of sub-regional challenges aimed particularly at raising the achievement of disadvantaged children.*
  - 4. The government must do more to ensure that teachers on funded schemes are directed to underperforming schools in less fashionable or more remote or challenging places. The concept of a 'National Service Teacher' should be an urgent consideration for government.*
  - 5. The Government should review assessment in Reception and Key Stage 1, with a view to publishing progress measures from the start of school to the end of Key Stage 1.*
- Plus three other recommendations relating to the post-compulsory phase of education and training.*



## **Challenges:**

- **How do we get the best teachers to work in the most disadvantaged areas?**
- **How do we make good or outstanding schools pay more attention to their small minority of poor performers? Is it alright to 'penalise' them if they don't?**
- **As inspectorates, how do we avoid discouraging experienced heads from taking on challenging schools?**
- **Does competition between schools mean that ones in advantaged areas are further advantaged?**