

Subject:	Value added measures in Brighton & Hove secondary schools		
Date of Meeting:	Children Young People and Skills Committee 6 June 2016		
Report of:	Executive Director, Families, Children and Learning		
Contact Officer:	Hilary Ferries		
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Ward(s) affected:	All		

FOR GENERAL RELEASE/ NOT FOR PUBLICATION**1. PURPOSE OF REPORT AND POLICY CONTEXT**

This report explains value added scores, shows the current value added scores for secondary schools for 2014 – 2015 and outlines the new progress 8 measures that will come into effect from summer 2016.

2. RECOMMENDATIONS:

2.1 That the Committee notes this report.

3. CONTEXT/ BACKGROUND INFORMATION**3.1 What do we mean by value added?**

Attainment, as measured by exam results, is one way that schools are judged. What attainment shows is the performance of a pupil in an exam / test situation on a particular day or days. However, some pupils find it particularly difficult to do well in tests and examinations. It may be, for example, that they have significant special educational needs, or, despite school support, do not perform well. All pupils are capable of making progress and it is important that schools are given recognition for the work that they do with all their pupils.

3.2 Value added measures are intended to allow fairer comparisons between schools with different pupil intakes.

This report looks at the value added measures published by the DfE in the Schools Performance Tables for KS2 to KS4. The KS2 to KS4 value added measures the progress that individual pupils at the end of KS4 - i.e. in Year 11 (generally aged 16) - have made since taking their KS2 tests in Year 6 (generally aged 11). This measure looks at the progress that pupils have made for the whole secondary phase of education. Summer 2015 was the last time that this measure will be used as there is a new measure from this summer, progress 8, which is explained in section 6.

3.3 Value added scores

Each pupil's value added score is calculated on a comparison between their best eight results at GCSE and equivalent - sometimes referred to as their capped point score - and the median or middle performance of other pupils with the same or similar results at the relevant key stage. The individual pupil scores are added together and averaged to produce the school level VA measure. This indicates the value the school has added on average for its pupils.

3.4 Interpretation of a school's value added measure

The value added scores are shown as measures based around 1000 for KS2 to KS4. Measures above 1000 represent schools where pupils on average made more progress than similar pupils nationally, while measures below 1000 represent schools where pupils made less progress.

For each of the KS4 value added measures:

A score of 1006 means that on average each of the school's pupils achieved the equivalent of one GCSE grade higher in one subject than the median - or middle value - for pupils with similar prior attainment. A score of 1048 means that on average each pupil achieved one GCSE grade higher in each of their best eight subjects than the median pupil. Conversely, a score of 994 means that the school's pupils achieved one grade lower in one subject on average, while a score of 952 means that pupils achieved on average one grade lower in each of their best eight subjects than the median pupil.

3.5 What a school's value added measures tell you

The value added measures are one of the best indications of a schools' overall effectiveness. But the significance that can be attached to any particular school's value added measure depends, among other things, on the number of pupils included in the value added calculation. The smaller the number of pupils, the less confidence can be placed on the value added measure as an indicator of whether the effectiveness of a school is significantly above or below average.

3.6 Key Stage 2 to Key Stage 4 value added measure

As a guide, the tables below show scores that are broadly average based on the size of the cohort for pupils included in the Key Stage 2 to Key Stage 4 value added measure.

Mainstream schools

No. of pupils included in value added calculation	Broadly average scores
200+	989.0 to 1009.4
100+	984.8 to 1013.6
50+	978.8 to 1019.6

For cohorts of about 200 pupils, differences of up to 14.4 should not be regarded as significant. For cohort of about 100 pupils, differences of up to 20.4 should not be regarded as significant. When comparing schools with cohorts of about 50 pupils, differences of up to 28.9 should not be regarded as significant. Particular care

should be taken with the results for schools where cohort sizes are smaller than this, and even quite large differences may not be significant.

3.7 Value added profiles

By looking at the tables below, you can see how the VA measures for a school compare to those of other schools nationally.

Key Stage 2 to Key Stage 4 Value Added Measure	
Value Added Measures	Percentiles
1057.9 and above	Top 5% of schools nationally
1019.4 - 1057.8	Next 20% of schools nationally
1003.4 - 1019.3	Next 15% of schools nationally
985.7 - 1003.3	Middle 20% of schools nationally
971.1 - 985.6	Next 15% of schools nationally
937.4 - 971.0	Next 20% of schools nationally
937.3 and below	Bottom 5% of schools nationally

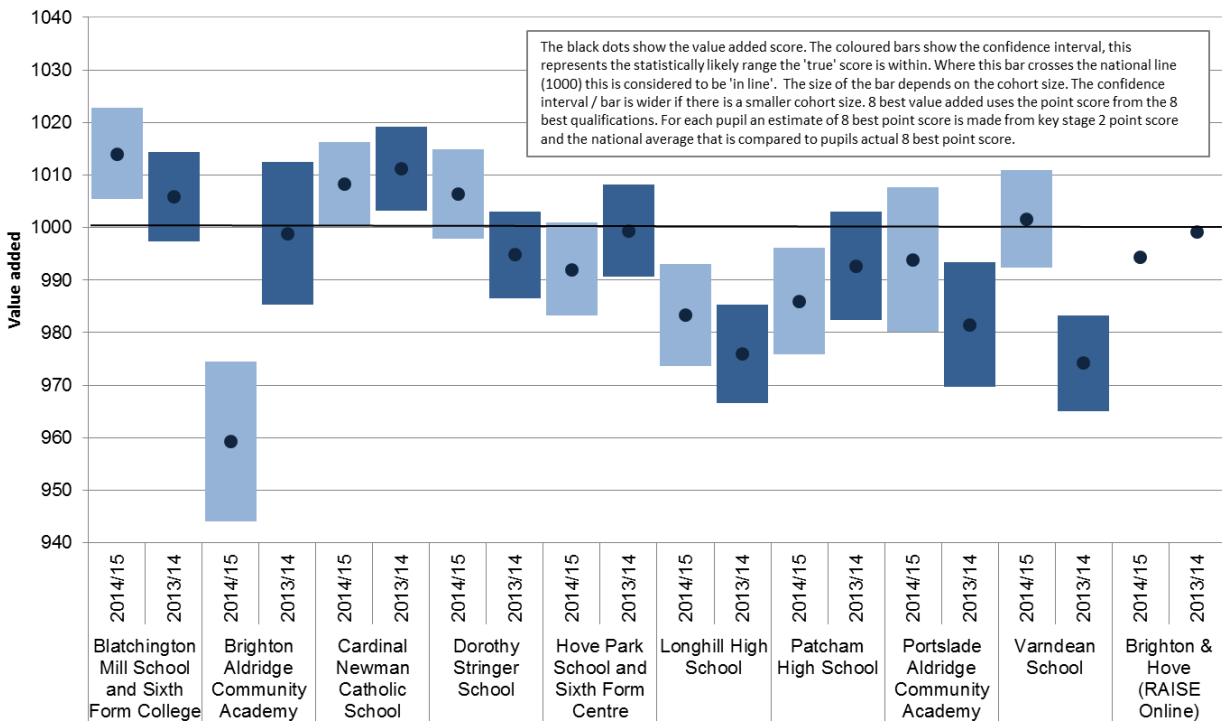
4. Value added scores in Brighton & Hove secondary schools

4.1 The table below shows the value added scores for 2013/2014 and 2014/2015 for 'best 8' for all pupils. Data for earlier years is not included because of the national changes to the end of key stage assessments in 2014.

'Best 8' means the marks of the highest eight subjects that each pupil took. The black dot is the overall value added score and the length of the bar is the confidence interval. Where there are fewer pupils then the confidence bar will be larger.

This shows that in 2014/2015 Blatchington Mill, Cardinal Newman Catholic School, Dorothy Stringer and Varndean were all in line or above the national benchmark of 1000. Varndean has shown a significant rise in value added from 2014 to 2015. At first sight the data suggests that BACA's value added has dropped significantly, but the school has a small cohort and so the confidence interval is wider.

8 Best Value Added: Performance Tables 2013/14 and 2014/15

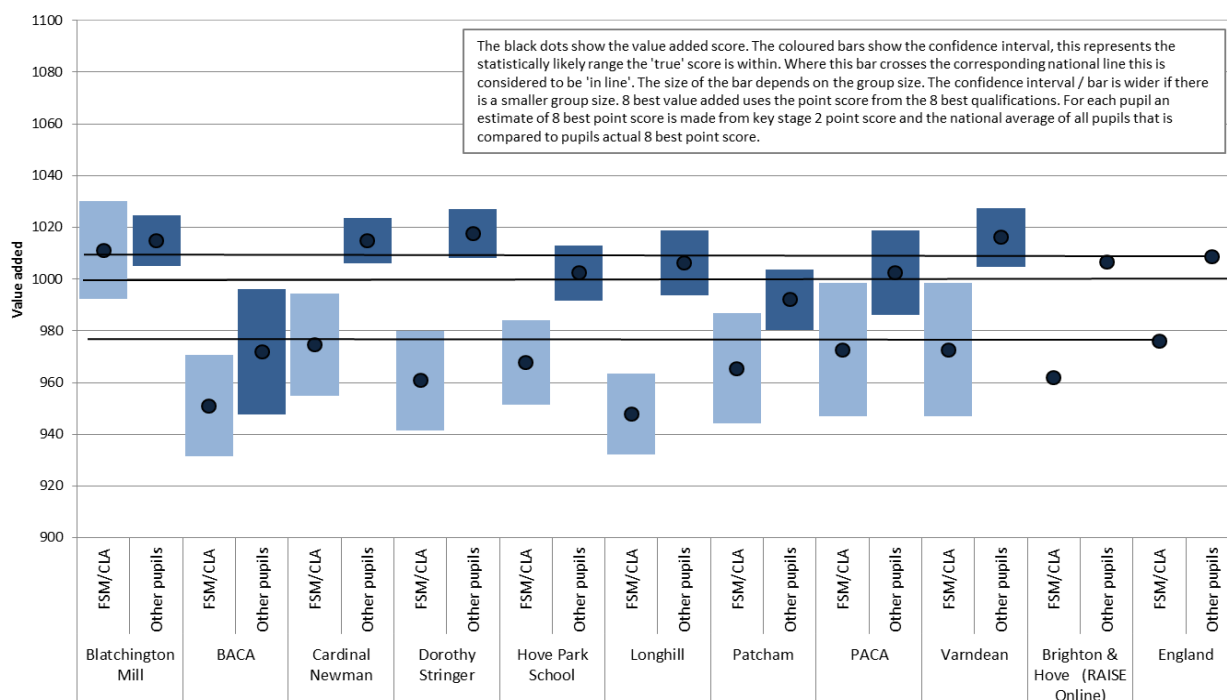


4.2 The value added results for disadvantaged pupils

This table shows the value added for best 8 for pupil with free school meals, children looked after and 'other' (which is how RAISE online defines those pupils not in disadvantage). The top black line is the national average for 'other' pupils, the middle black line is the national average for all pupils and the bottom black line is the national average for those pupils in disadvantage.

This shows that in the majority of schools the disadvantaged pupils are not achieving as well as their peers. The exception is Blatchington Mill, where both groups achieve above the national average.

8 Best Value Added for Free School Meal / Children Looked After Disadvantaged Group and Other Pupils: Performance Tables 2014/15



5. What are we doing about it?

Schools are working hard, separately and as part of the Secondary Schools Partnership to raise achievement of all pupils.

- 5.1 The Strategic Data Leads from the schools meet regularly to discuss the data and share practice to enable them to support and challenge each other.
- 5.2 The secondary schools belong to Challenge Partners and receive regular reviews on their performance and have the opportunity to see best practice in other schools across the country. The schools will be part of 'Challenge the Gap' next year a specific programme designed to close the gap. It will be led by Blatchington Mill, the school with the best performance in this area.

- 5.3 The Teaching & Learning Lead for the Secondary Partnership and senior teachers from some of the secondary schools organise and facilitate a range of subject networks and groups. These groups enable teachers across a wide range of subjects to develop and share best practice, to moderate work and devise assessment procedures and to make sure everyone is up to date with developments in pedagogy.
- 5.4 The Secondary Support and Challenge Adviser meets with headteachers every term to discuss the outcomes and progress of young people.
- 5.5 Teams across Children's Services such as the Stronger Families, Stronger Communities, CAHMs and Educational Psychologists work to support schools with the progress of their vulnerable learners.
- 5.6 We have commissioned a Special Educational Needs Adviser to work with secondary school leaders to ensure that pupils with SEN are identified correctly and are receiving the right provision to enable them to succeed.

6. Looking ahead: Value Added in Secondary Schools and Academies

- 6.1 In October 2013, the DfE announced that a new secondary school accountability system will be implemented from 2016. This will include two new headline measures, Attainment 8 and Progress 8. In many ways this is an extension of the existing Value Added (VA) score for a school. This will be reported through the school's RAISEonline report and through the league tables.
- 6.2 Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment at the end of KS2.
- 6.3 The new performance measures are designed to encourage schools to offer a broad and balanced curriculum with a focus on an academic core at key stage 4, and reward schools for the teaching of all their pupils, measuring performance across eight qualifications. Every increase in every grade a pupil achieves will attract additional points in the performance tables.
- 6.4 Progress 8 will be calculated for individual pupils solely in order to calculate a school's Progress 8 score, and there will be no need for schools to share individual Progress 8 scores with their pupils. Schools are advised to continue to focus on which qualifications are most suitable for individual pupils, as the grades pupils achieve will help them reach their goals for the next stage of their education or training.
- 6.5 Attainment 8 will measure the achievement of a pupil across eight qualifications including mathematics (double weighted) and English (double weighted), three

further qualifications that count in the English Baccalaureate (EBacc) measure and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

- 6.6 A Progress 8 score will be calculated for each pupil by comparing their achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or ‘prior attainment’), calculated using assessment results from the end of primary school. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment. There will be an agreed range around the average representing the limit of any statistical significance.

The full document describing this change can be accessed using the hyperlink below.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/497937/Progress-8-school-performance-measure.pdf

- 6.7 For 2015 the DfE calculated all school results in both the old and the new systems. Where schools had opted into the pilot they used the results from the new system, where they remained with the existing system they used the results from the existing system. No Brighton & Hove schools took part in the trials, but were the ‘shadow’ figures to be used for progress 8, they would show that all schools in the city were above the floor standard for progress 8.

7. Communicating with parents about schools

- 7.1 There are many aspects of school character and performance that parents and carers can use when making secondary school application. In addition to school Ofsted reports and the DfE Performance tables there are a range of tools and information sources.
- Ofsted Parent View (<https://parentview.ofsted.gov.uk>). This section of the Ofsted website provides feedback from parents on schools, a change from the attainment focus of most school guide sites. However, as it is dependent on parents submitting their views, only the larger schools tend to have data available.
 - Ofsted school Dashboard, but these are closing down in September 2016.
 - www.schoolguide.co.uk. Provides information on attainment and school demographics using easy to understand graphics. The site gives each school a summary star rating (between one and five) using their own calculation. Maps and catchment areas can be viewed. This site provides data for the Rightmove and Mumsnet websites.
 - There has just been a new tool from the DfE, which lists all schools with some key performance measures for each of them.
<https://www.compare-school-performance.service.gov.uk/>

- The new White Paper 'Educational Excellence Everywhere' has also stated the government intention to develop a new tool for parents.

8. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 8.1 This report has been written in response to a request to include value added data in reports about school performance.

9. COMMUNITY ENGAGEMENT & CONSULTATION

- 9.1 Secondary school headteachers have been involved in the construction of this paper.

10. CONCLUSION

Value added data shows a wider picture than attainment data. It is a way to look at school performance that includes the progress the pupils have made from their entry into secondary school to the end of their statutory schooling.

11. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 11.1 The Local Authority (LA) has a duty to ensure schools are achieving the best for all pupils and monitors their performance from within existing resources. Schools have delegated budgets and must use these to achieve the best outcomes for pupils and any activities must be met from within their existing delegated budgets.

Finance Officer Consulted: Andy Moore

Date: 11/05/16

Legal Implications:

- 11.2 Under section 13A of the Education Act 1996 Local Authorities have a statutory duty to promote high standards and promote the learning potential of every young person at school.

Lawyer Consulted:

Serena Kynaston

Date: 11/05/16

Equalities Implications:

- 11.3 Schools are responsible for outcomes for all pupils. Value added is a way that shows meaningful progress for all groups of pupils

Sustainability Implications:

- 11.4 Improving value added for schools will enable them to ensure that all pupils are making good progress and can develop the skills and attitudes to take full part as members of the community and thus improve economic sustainability.