

Appendix 2 – Exception reports for the measures RAG rated ‘Red’

Rachel Wardell / Ian Pearson		Education			26 January 2016		RED	
BEC1eday05		KS1-2: Proportion pupils making 2+ levels of progress in Reading (2014/15 Academic Year End)						
Corporate Board only	2011/12 Academic Year End	2012/13 Academic Year End	2013/14 Academic Year End	2014/15 Academic Year End	2014/15 Academic Year End Target	Polarity		
RAG				■	92%	Higher is better		
Qrtly outturn	n/a	n/a	n/a	n/a				
YTD outturn	88%	87%	91%	91%				
REASON FOR RED: <p>The percentage of pupils achieving 2 Levels of progress in reading has fallen short of target primarily due to a drop in attainment in Level 4 reading in some large schools in the Newbury/Thatcham area which has impacted negatively on results. Attainment in reading at level 4+ is 91% which is above the national of 89% and 2 levels of progress at 91% is similar to the national score of 91%. However, these standards overall are too low for West Berkshire schools.</p> <p>Note that an adjustment in WB scores of 1% is the performance of 17 pupils. (cohort is 1731 Pupils)</p>								
REMEDIAL MANAGEMENT ACTION BEING UNDERTAKEN AND ALTERNATIVE PLANS: <p>A range of actions are underway:</p> <ol style="list-style-type: none"> 1. Tackling weak leadership and governance of schools where performance is mediocre (schools which require improvement) 2. Comprehensive training on standardisation of reading standards in the national curriculum. 3. Individual support for improving reading scores to targeted schools through brokering support through the service level agreement. 								
FINANCIAL IMPLICATIONS: None SERVICE PLAN UPDATES REQUIRED: None STRATEGIC ACTIONS REQUIRED: None								
<i>Please note that these measures will no longer be valid in the new current testing regime from 2016 onwards</i>								

Rachel Wardell / Ian Pearson		Education			26 January 2016		RED	
BEC1eday07		KS1-2: Proportion pupils making 2+ levels of progress in Maths (2014/15 Academic Year End)						
Corporate Board only	2011/12 Academic Year End	2012/13 Academic Year End	2013/14 Academic Year End	2014/15 Academic Year End	2014/15 Academic Year End Target	Polarity		
RAG				■	88%	Higher is better		
Qrtly outturn	n/a	n/a	n/a	n/a				
YTD outturn	82%	84%	87%	85%				
REASON FOR RED: <p>The percentage of pupils achieving 2 Levels of progress in mathematics has fallen short of target primarily due to a drop in attainment in Level 4 mathematics in a few large schools in the Newbury/Thatcham area which has impacted negatively on results. The mathematics test this year was “harder” in preparation for the changes for next year’s new testing regime which will be tougher still. Some schools which currently provide insufficient challenge for middle attaining pupils did less well in the tests. Higher attaining pupils continue to do well with LA scores above national scores.</p> <p>Aⁱ separate issue is where KS2 progress rates are low but attainment is nevertheless high. This is due to an earlier over generous teacher assessment in mathematics with pupils when they were 7 years old (KS1). KS1 is based on teacher assessment and not just a test. For example, outcomes for one WB school with 58 pupils where 2 Levels of progress was 81% but outcomes at Level 4 maths were 90% and 60% at Level 5.</p> <p>Note that an adjustment in WB scores of 1% is the performance of 17 pupils. (cohort is 1731 Pupils)</p>								
REMEDIAL MANAGEMENT ACTION BEING UNDERTAKEN AND ALTERNATIVE PLANS: <p>A range of actions are underway:</p> <ol style="list-style-type: none"> 1. Tackling weak leadership and governance of schools where performance is mediocre (schools which require improvement) 2. An “enriching mathematics” strategy to support the implementation of higher demands of the new national curriculum. This includes targeted schools joining an LA maths network to ensure improvements are made; extended maths Continuous Professional Development CDP programme for all schools; “mastery CPD” School Improvement Advisers support and challenge to underperforming schools in mathematics; new strategic leadership of mathematics in the LA primary team; additional commissioned maths expertise to support targeted schools. 								
FINANCIAL IMPLICATIONS: None			SERVICE PLAN UPDATES REQUIRED: None			STRATEGIC ACTIONS REQUIRED: None		
Please note that these measures will no longer be valid in the new current testing regime from 2016 onwards								