

Autumn Term Governance Briefing

Wednesday 6 November 2019, 6.00-8.00pm

Sheffield Hallam University, Institute of Education,
Charles Street, Sheffield, S1 2ND

Autumn Term Governance Briefing

- **PESSPA Primary Toolkit**
- Enterprise Adviser Network
- City Wide Performance Update
- Learn Sheffield Update



Sheffield PESSPA Toolkit

Sheffield PESSPA Toolkit

Overview



- Why are we talking about Physical Activity (PA)?
- Background to the PESSPA tool
- Introduce the PESSPA toolkit
- How PESSPA can be used to support Pupil Premium

Sheffield PESSPA Toolkit

What we know

What is PA?

- PA is anything that involves movement of the skeletal muscles
- It is **ALL** important and beneficial
- Greatest return = Mod – Vig PA

Light



Moderate



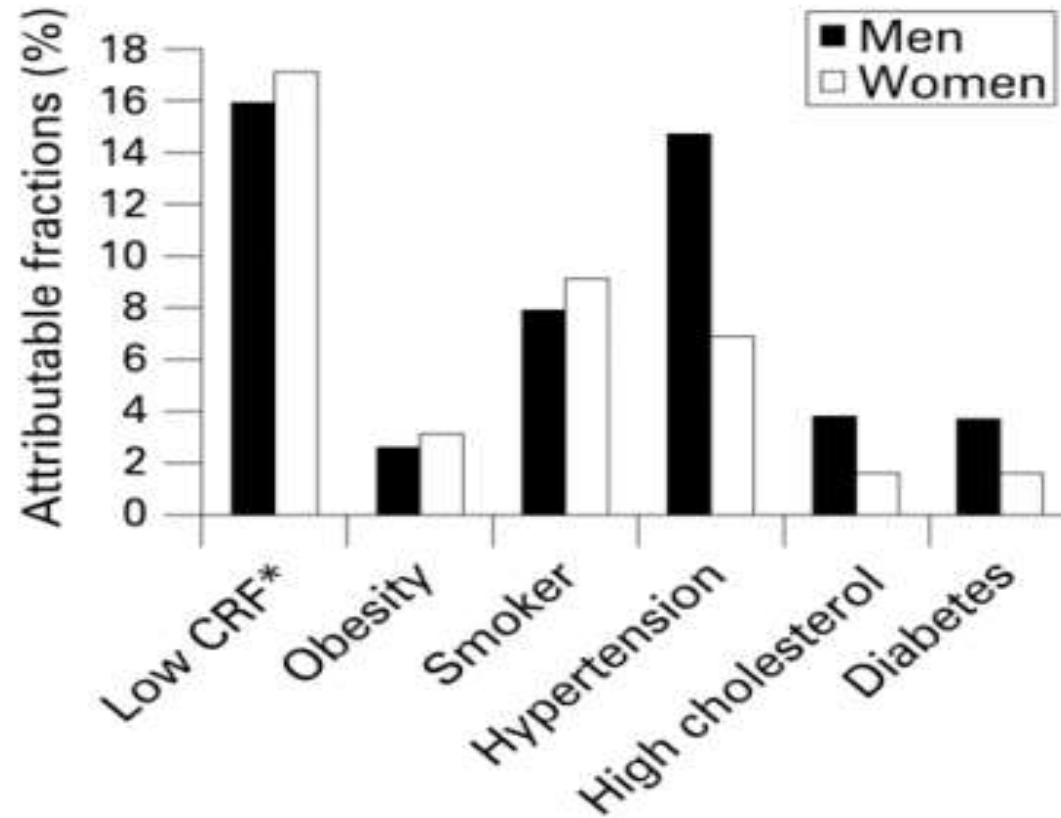
Vigorous





What we know: Causes of ill health

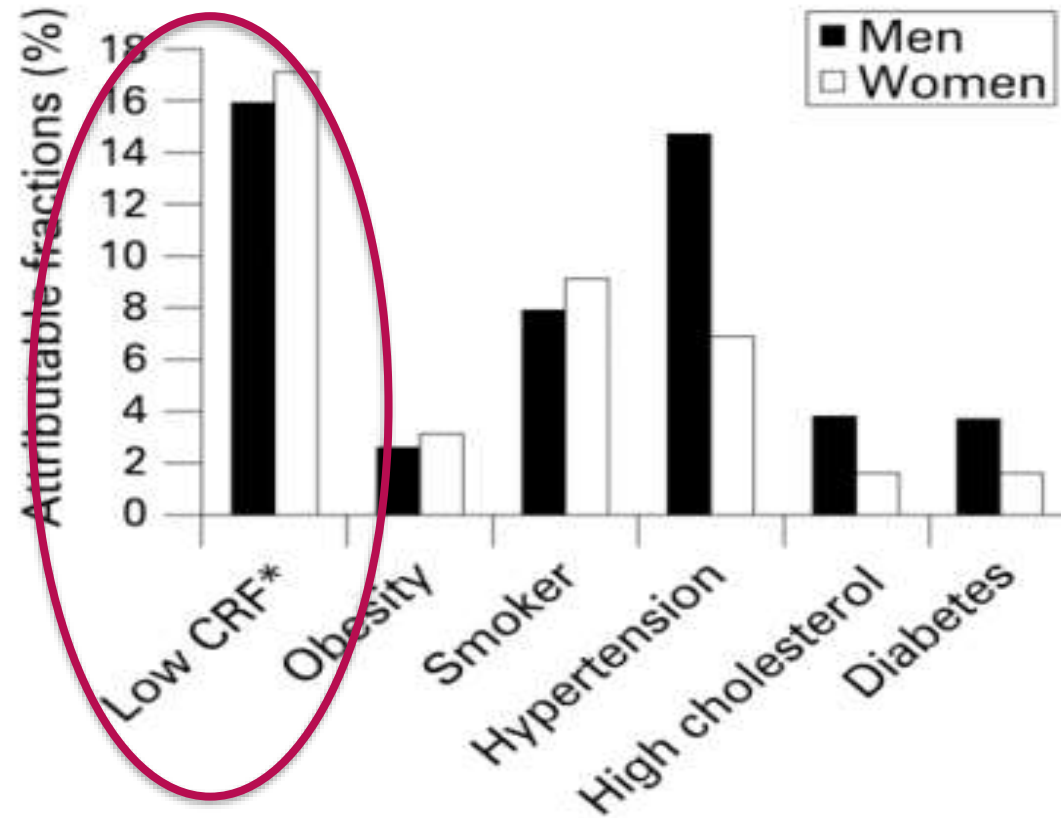
Attributable fractions (%) for all-cause deaths in 40 842 (3333 deaths) men and 12 943 (491 deaths) women in the Aerobics Center Longitudinal Study.



Steven N Blair Br J Sports Med 2009;43:1-2

What we know: Causes of ill health

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What we know: PA or inactivity tracks into adulthood



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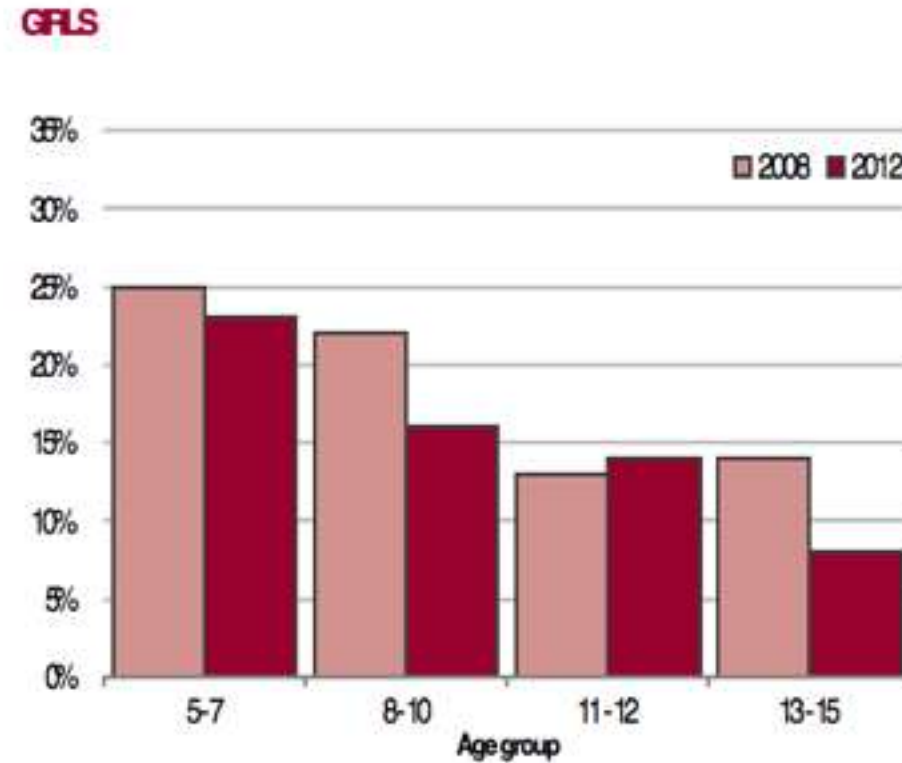
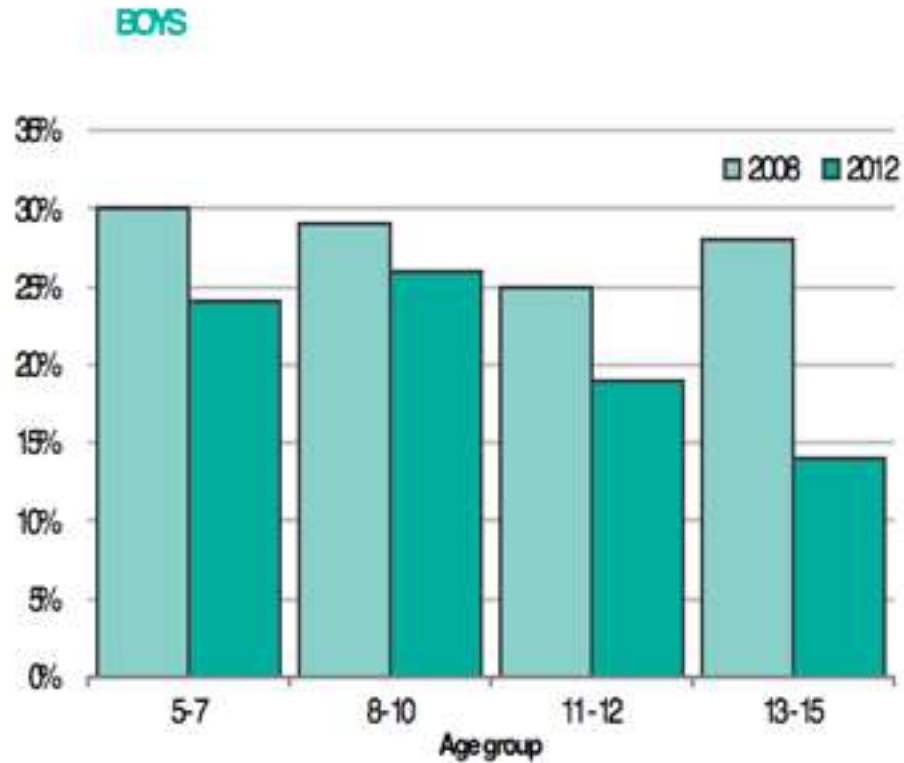


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What we know: UK Children PA












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UK Chief Medical Officer guidelines

- Children and young people to achieve 60 minutes of PA everyday
- 30 minutes in school time
- 30 minutes outside of school time

Physical activity for children and young people (5–18 Years)













 BUILDS CONFIDENCE & SOCIAL SKILLS	 STRENGTHENS MUSCLES & BONES	 MAINTAINS HEALTHY WEIGHT
 DEVELOPS CO-ORDINATION	 STRENGTHENS MUSCLES & BONES	 IMPROVES SLEEP
 IMPROVES CONCENTRATION & LEARNING	 IMPROVES HEALTH & FITNESS	 MAKES YOU FEEL GOOD

Be physically active


Spread activity throughout the day

Aim for at least **60** minutes everyday

All activities should make you breathe faster & feel warmer

 PLAY	 RUN/WALK	 BIKE	 ACTIVE TRAVEL
 SWIM	 SKATE	 SPORT	 PE
 SKIP	 CLIMB	 WORKOUT	 DANCE

Include muscle and bone strengthening activities **3 TIMES PER WEEK**

Sit less	 LOUNGING	Move more
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Find ways to help all children and young people accumulate at least 60 minutes of physical activity everyday

UK Chief Medical Officers' Guidelines 2011 Start Active, Stay Active: www.bit.ly/startactive

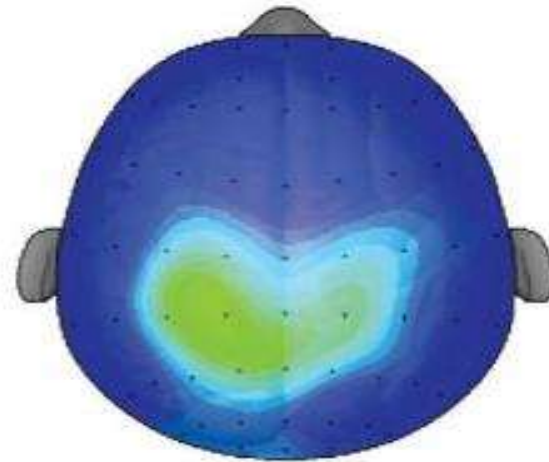
What we know: Benefits of an active child

Consistent Evidence	Reasonable Evidence
Improves confidence and peer acceptance	Improves social & communication skills
Improves / helps regulate anxiety & stress	Improves self-resilience
Improves cognitive function (e.g. learning, memory, problem solving, decision making)	Improves sleep
Improves attention & concentration in the classroom	Improves self-esteem

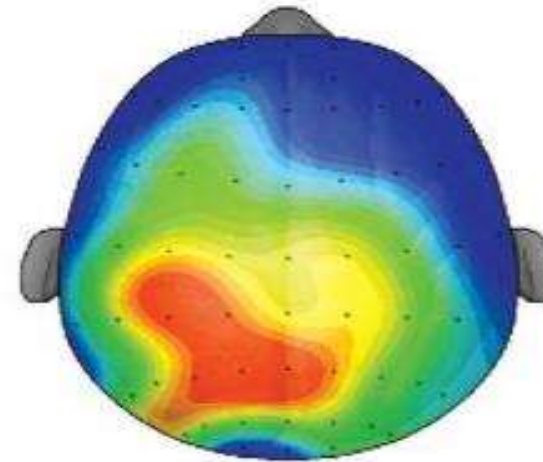


What we know: PA and academic performance

The Brain on Exercise



After 20 minutes of
Sitting Quietly



After 20 minutes of
Walking

Reprinted with permission of Dr. C. H. Hillman.

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What we know: Inactivity is a national epidemic

In England:

- Only 17.5% of children aged 5-15 met PA guidelines in 2018 (Active Lives, 2018)
- 33% of children leave primary school overweight or obese
- Childhood PA or inactivity correlates with adult PA or inactivity

Physical activity for children and young people (5-18 Years)

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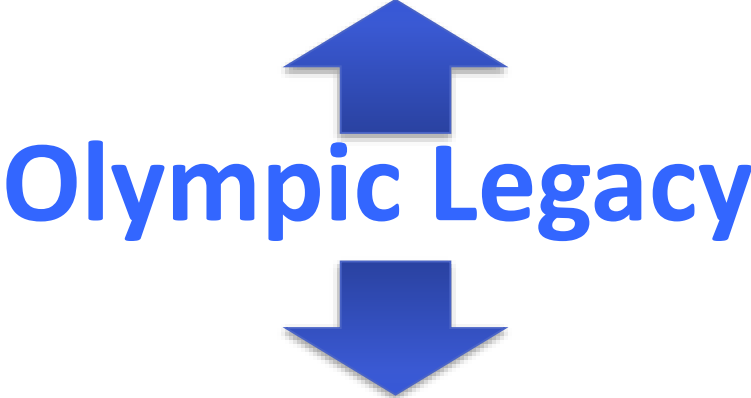
Sit less  LOUNGING

Move more

Find ways to help all children and young people accumulate at least 60 minutes of physical activity everyday

Sheffield PESSPA Toolkit

Part of Sheffield PA Plan



Our vision

Create a culture of physical activity.



Our mission

Ensure that everyone (individuals, families and communities) living in Sheffield has the opportunity, environment and human capital to be sufficiently physically active as part of their everyday life, to benefit their health and wealth.

“Changing the way we do things round here”

Our six outcomes



Empowered Communities

Engaged and empowered communities who take responsibility and ownership of 'changing the way we do things round here' in terms of physical activity.



Active Environments

Sheffield is a city designed to make it easier for people to be physically active as they go about their daily lives.



Active People and Families

Citizens and communities are better informed, more connected, feel a greater sense of self-efficacy and move more as a normal part of daily life.



Activity as Medicine

Sheffield's healthcare system commissions, values and promotes physical activity as a viable treatment option.



Active Schools and Active Pupils

Sheffield children are provided with a positive experience of physical activity through the physical, social and educational environment of the school.



Active Workplaces and an Active Workforce

Places that create environments and policies, and provide support, to enable employees (and those seeking work) to move more as part of their working day to improve health and create wealth.

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*How can we make it **easier** for **physical activity** to become part of **everyday school life**?*

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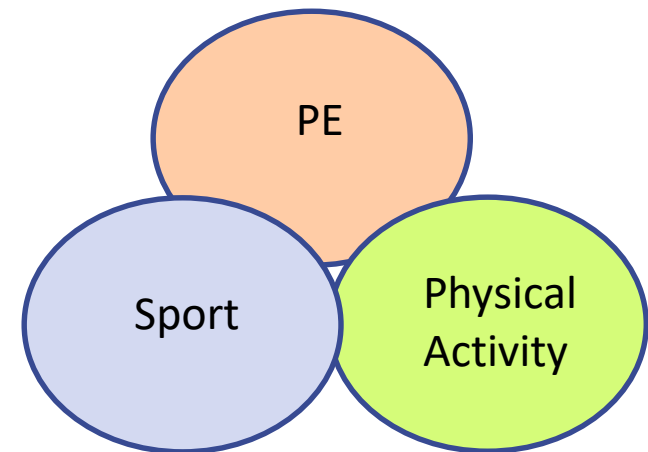
Sheffield Primary PE Pledge



5 years ago a group of primary head teachers and PE and sport professionals formed a primary PE strategy group.

The ambition was to:

- **Provide a core PE and sport offer to all primary aged pupils**
- Work collaboratively to maximise the impact of the PE and sport premium funding
- Provide guidance across the spectrum for PE, sport and PA to support schools to provide a range of active opportunities for ALL pupils
- Work closely to support development in key areas such as swimming
- To provide guidance and professional development for subject leaders



Sheffield PESSPA Toolkit

Background



- This toolkit sets out a vision for PESSPA in Sheffield
- It has been developed by a strategic alliance of groups and organisations – PESSPA Sheffield Alliance
- Toolkit has been designed to be used by Sheffield schools and builds on the PE Pledge
- The pledge statements have been revised and now include more detailed descriptors to provide an audit for schools to use in order to evaluate their provision and plan strategically for improvement
- The toolkit also provides guidance on each aspect

Sheffield PESSPA Toolkit

PESSPA Vision



We believe that:

- High quality PE, School Sport and PA opportunities are essential in preparing children and young people to **live mentally and physically healthy lives**
- Consistent access to educational establishments who are characterised by the embedded and exemplary characteristics in **this toolkit will make a significant contribution to the long term health outcomes** of our children and young people
- **Supporting pupils to have high quality provision** in PE, Schools Sport and PA opportunities will improve children's mental and physical health, whilst also improving their academic attainment and achievement

Sheffield PESSPA Toolkit



Contents

PESSPA Toolkit

Section 1 - Introduction (purpose – context – vision – priorities)

Section 2 - Pledge Statements

Section 3 - Pledge Guidance (Physical Education - School Sport - Physical Activity)

Section 4 - Audit Tool (Statement Descriptors - Audit Guidance)

Section 5 - Research & Impact Evaluation

Section 6 - Project Development

Section 7 - Reference list

Sheffield PESSPA Toolkit

Section 2 – PESSPA Pledge

Physical Education	School Sport	Physical Activity
1. Physical education, school sport and physical activity are an integral part of our school improvement culture.		
2. Our physical education, school sport and physical activity offer is inclusive and engages all pupils including the least active.		
7. Our school is committed to continually developing confidence and competence of teachers and wider school staff to enable them to deliver high quality physical education, school sport and physical activity.		
8. Our children and young people have the opportunity to learn to lead through physical education, school sport and physical activity.		
10. Our school evaluates the indicators of health and well-being for our children and uses this to inform the development of health and wellbeing provision for our school community.		
3. Our school provides two hours of high quality timetabled Physical Education per pupil per week led by a qualified teacher within the curriculum with appropriate support.	9. All children in our school participate in competition.	11. Our school has a targeted approach to improving the level of physical activity experienced by all pupils.
4. Our school works with partners to ensure all children meet the swimming National Curriculum standard before they leave primary school.	14. Our school provide a range of sporting opportunities as an extension of the curriculum	12. All pupils have the opportunity to be physically active daily within the broader curriculum. Including a variety of light, moderate & vigorously intensities.
5. Physical Education is led by a subject coordinator who is a qualified teacher and supported to engage with external partners to develop high quality physical education, school sport and to promote physical activity.		13. Our school supports pupils to achieve at least 30 minutes daily physical activity outside of the school day.
6. Our children receive Physical Education lessons which are quality assured in line with the monitoring of other curriculum areas.		

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PESSPA Pledge Guidance



- Contains 5 key sections
 - Overview – defines PE, SS PA
 - Key facts – outlines some of the key information
 - Resources – Points towards key documents / organisations to support PE, SS, PA
 - Best Practice – Provides an overview of how to implement best practice into your school
 - Local offers and providers

Sheffield PESSPA Toolkit

Section 4 – Audit Tool

Physical Education, School Sport & Physical Activity – Pledge Statements & Descriptors

The descriptors below are designed to exemplify each of the pledge statements. In each case the statement itself forms the embedded descriptor, with the emerging and establishing descriptors describing the steps towards achieving the pledge and the exemplary statement providing an example of the practice in that area that would be notable and should be shared.

Pledge Statement	Emerging (practice at an early stage)	Establishing (practice in place)	Embedded (practice robustly in place)	Exemplary (practice that should be shared)
1. Physical education, school sport and physical activity are an integral part of our school improvement culture.	Our school has an improvement plan for physical education, school sport and physical activity.	Physical education, school sport and physical activity are visual within school for all stakeholders.	Physical education, school sport and physical activity are an integral part of our school improvement culture.	Physical education, school sport and physical activity are fundamental to our whole school culture and embedded in all aspects of school life.
2. Our physical education, school sport and physical activity offer is inclusive and engages all pupils including the least active.	Our school ensures that all pupils are engaged and included. Provision is starting to meet differing needs and opportunities are offered to all pupils.	Systems of monitoring all pupils (including most able, least active...) acted upon by staff in lessons, physical activity and school sport by ensuring appropriate differentiation. Personal challenge is increasingly a feature of provision.	Our physical education, school sport and physical activity offer is inclusive and engages all pupils including the least active.	Identified groups of pupils have a voice and can influence physical education school sport and physical activity. All pupils are aware of what they must do to improve and refer often to their own personal physical challenges.
3. Our school provides two hours of high quality timetabled Physical Education per pupil per week led by a qualified teacher within the curriculum with appropriate support.	Our school provides all pupils with two hours of Physical Education per week timetabled within curriculum time.	Our school monitors provision to ensure that all pupils access two hours of increasingly high quality Physical Education per week led by a qualified teacher within the curriculum with appropriate support.	Our school provides two hours of high quality timetabled Physical Education per pupil per week led by a qualified teacher within the curriculum with appropriate support.	Our school consistently provides all pupils with two hours of high quality timetabled Physical Education regardless of other events, activities, priorities in any given week taught by a qualified teacher

Sheffield PESSPA Toolkit



Next Steps

- PDF of the Toolkit will be emailed out to all schools
- It is also available on the PESSPA Sheffield Alliance pages on the Learn Sheffield website ... <http://www.learnsheffield.co.uk/Partners/PESSPA/>



Next Steps... understanding impact

- City wide data
 - schools will complete an electronic form which reflects the PESSPA Pledge Audit – are there city wide areas we can support?
- In depth, rigorous evaluation of the programme
 - completed by SHU
 - Process evaluation – acceptability and fidelity of the tool
 - Outcome evaluation – did the tool achieve its main outcomes?
 - How, why, why not, limitations etc.

Government's commitment to ensuring that children and young people have access to at least 60 minutes of sport and physical activity per day, with a recommendation of 30 minutes of this delivered during the school day

- The PE and Sport Premium provides primary schools with £320m of government funding (sugar tax) to make additional and sustainable improvements to the quality of the PE, physical activity and sport offered through their core budgets. It is allocated directly to schools so they have the flexibility to use it in the way that works best for their pupils.
- *Schools should use the premium to secure improvements in the following 5 key indicators:*
 - providing targeted activities or support to involve and encourage the least active children
 - encouraging active play during break times and lunchtimes
 - establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered
 - *adopting an active mile initiative*
 - raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim

Funding and requirements

Schools are accountable for their use of the PE and Sport Premium funding allocated to them. Schools are expected to spend the grant for the purpose it was provided only – to make additional and sustainable improvements to the PE, sport and physical activity offered.

- schools with 17 or more pupils receive £16,000 plus £10 per pupil
- schools with 16 or fewer pupils receive £1,000 per pupil

You must publish details of how you spend your PE and sport premium funding by the end of the summer term or by 31 July 2020 at the latest. Online reporting must include:

- the amount of premium received
- a full breakdown of how it has been spent
- the impact the school has seen on pupils' PE, physical activity, and sport participation and attainment
- how the improvements will be sustainable in the future

You are also required to publish the percentage of pupils within your year 6 cohort in the 2019 to 2020 academic year who met the national curriculum requirement to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations

Funding and requirements

How not to use your PE and Sport Premium:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements – these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum – with the exception of top-up swimming lessons after pupils' completion of core lessons (or, in the case of academies and free schools, to teach your existing PE curriculum)
- fund capital expenditure – the Department for Education does not set the capitalisation policy for each school. School business managers, school accountants and their auditors are best placed to advise on a school's agreed capitalisation policy

How to use your PE and Sport Premium:

- **build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.**
- **providing targeted activities or support to involve and encourage the least active children**
- **encouraging active play during break times and lunchtimes**
- **establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered**
- **raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim.**
- **embedding physical activity into the school day through active travel to and from school, active break times and active lessons and teaching.**
- **providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school.**
- **providing more (or broadening the variety of) extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sport organisations**

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- City Wide Performance Update
- Learn Sheffield Update

Careers & Enterprise in Schools

**Cheryl Plant – Pathways & Progressions Manager
Libraries, Learning, Skills & Communities**

Sheffield City Council

Cheryl.plant@sheffield.gov.uk



798,000
Jobs vacancies



23%
23% of vacancies due to skills
shortages



523,000
Number of youth unemployed



2.79x
Young people are 2.79 times
more likely to be unemployed
than adults

The most important factor when recruiting school/college leavers is their attitude to work 86%

75% of businesses are willing to play a greater role

'it is evident that as far as SCR's priority sectors are concerned there is likely to be enough supply to meet the demand for skills, at least in terms of sheer numbers. The challenge lies in ensuring that the supply is at the right level and is flexible enough to adapt to emerging technology.'

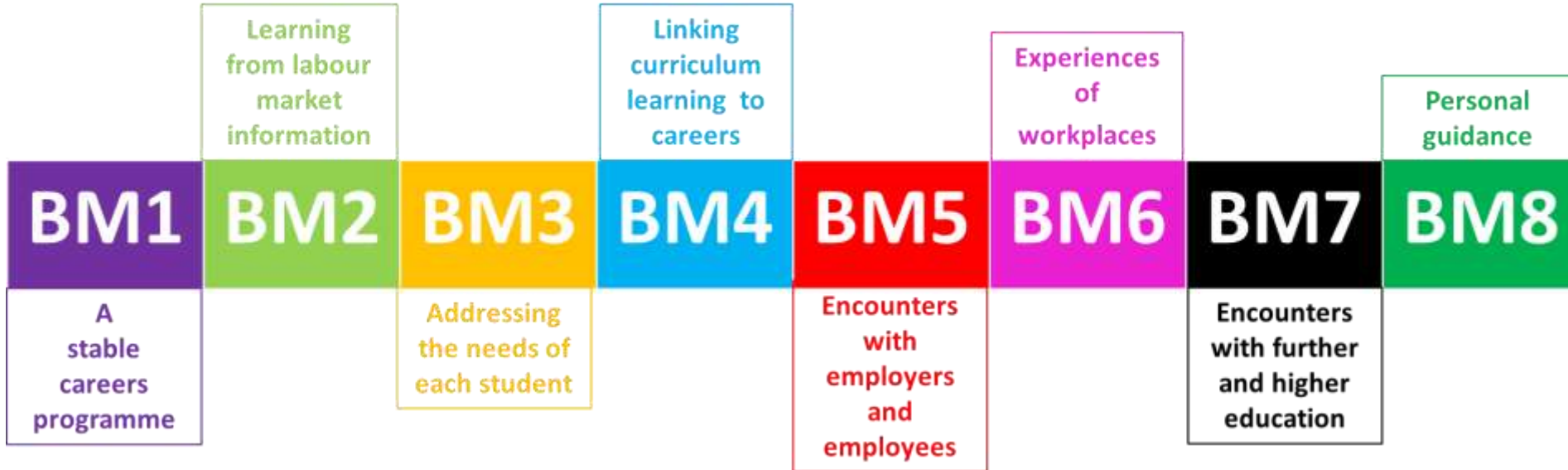
SCR Labour Market Review 2016

Statistically
there is
**“nothing in
common”**
between the
career
aspirations of
young people
and labour
market
demand
(Education,
Employers
Taskforce [2013](#))

Social Mobility

- 43.6% of Sheffield young people have a chance of accessing informal mentoring from high status social capital individuals

Gatsby Benchmarks & Ofsted



The Governing Body should ensure that the school complies with its statutory responsibilities:

1. The appointment of a Careers Leader.
2. Compliance with the Baker Clause.
3. The publishing of policy statements on the school's website.
4. Commitment to the delivery of independent and impartial guidance.

EMPLOYER ENGAGEMENT

4

JUST 4 EMPLOYER ENCOUNTERS MEANS
A YOUNG PERSON IS 86% LESS LIKELY
TO BE NEET



60% BUSINESSES BELIEVE SCHOOL
LEAVERS LACK SKILLS TO SUCCEED IN
WORK



CAREER TALKS CAN INFLUENCE YOUNG
PEOPLE'S PLANS AND SUBJECT
CHOICES, MOTIVATE THEM, AND
SUPPORT ACADEMIC ATTAINMENT.

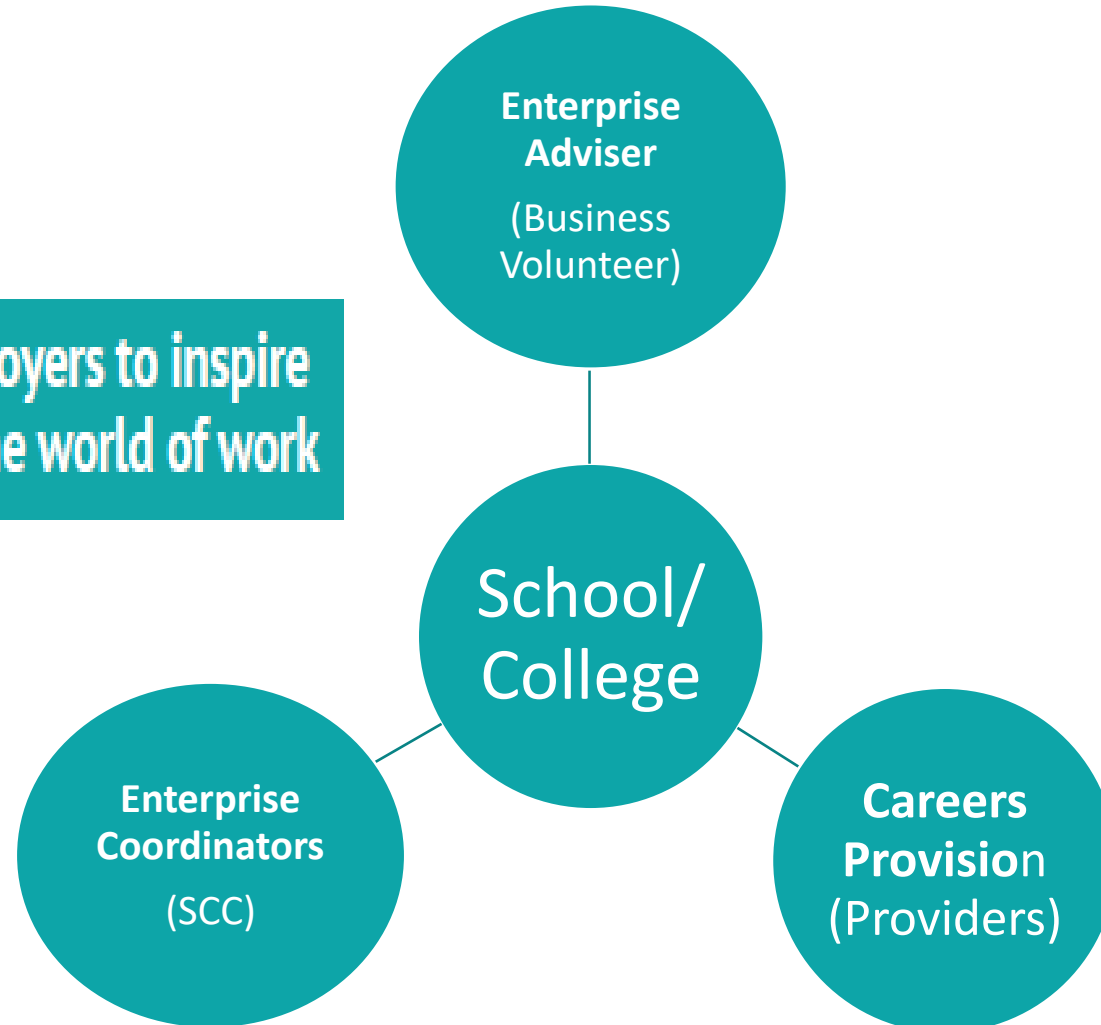


ONLY 40% OF SCHOOLS PROVIDE
EMPLOYER ENCOUNTERS





Connecting educators and employers to inspire and prepare young people for the world of work



Governance Handbook 2019

49. The board should ensure that their school is using the Gatsby Charitable Foundation's Benchmarks to develop and improve their career provision.

The benchmarks define all of the elements of an excellent careers programme based on the best national and international research.

Government's expectation is that schools begin to work towards the benchmarks now and meet them by the end of 2020.

50. All boards have a crucial role to play in connecting their school with the wider community of business and other professional people in order to enhance the education and career aspirations of pupils.

Boards are encouraged to have a nominated individual who takes a strategic interest in careers education and guidance and encourages employer engagement, which may in turn potentially lead to employers providing new, skilled individuals to serve on the board.

Boards should engage with their **Careers & Enterprise Company Enterprise Adviser (where appointed)**, who can help the school to develop its careers programme and to broker relationships between employers and the school

Additional Free Support



[Guide for Governors](#)



<https://www.careersandenterprise.co.uk/schools-colleges/careers-leaders>

Careers Leader online training course

Explore our online short course, designed with Teach First to provide guidance to Careers Leaders and those interested in the role.

Careers Leaders training bursaries

We are offering funded training bursaries to 1,300 Careers Leaders in schools and colleges across England. We have selected 14 high quality Careers Leader [training providers](#) to deliver the training.

We will accept new registrations until December 2019. These will be allocated subject to the availability of space on each course.



<https://sytalentbank.co.uk/>

Over 500 individuals are registered in Sheffield willing to volunteer in Primary, Secondary and Post 16 education settings

Education
and Employers
Research

THE CAREERS &
ENTERPRISE
COMPANY

What works?
Career-related
learning in primary
schools

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1145_what_works_primary_v7_digital.pdf

Education
and Employers

Working together for young people

I am #InspiringTheFuture

<https://youtu.be/BvfGyMnEMSs>

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Sheffield City Council
Education Scrutiny Committee
Monday 4th November 2019

Overview of 2019 Pupil Outcomes
City Context and School Performance



2019 Headlines - primary

- Mixed picture for primary – some improvement but some measures have declined .
- KS2 results must be considered in context – the Sheffield cohort has more low attaining pupils than the national average and we know that prior attainment is the strongest predictor of future attainment.
- When KS2 results are analysed by prior attainment group Sheffield is still at or above the national average on most measures.
- Progress measures at KS2 also take into account starting points. Reading and writing progress not as strong as 2018, progress in maths remains average.
- Provisional KS2 benchmarking data indicates that Sheffield’s national ranks are similar to 2018, as is performance in relation to core city and statistical neighbour benchmarks.
- The national ranks for EGPS and writing attainment have improved.
- Sheffield’s national core city and stat neighbour rankings have fallen for Y1 phonics.



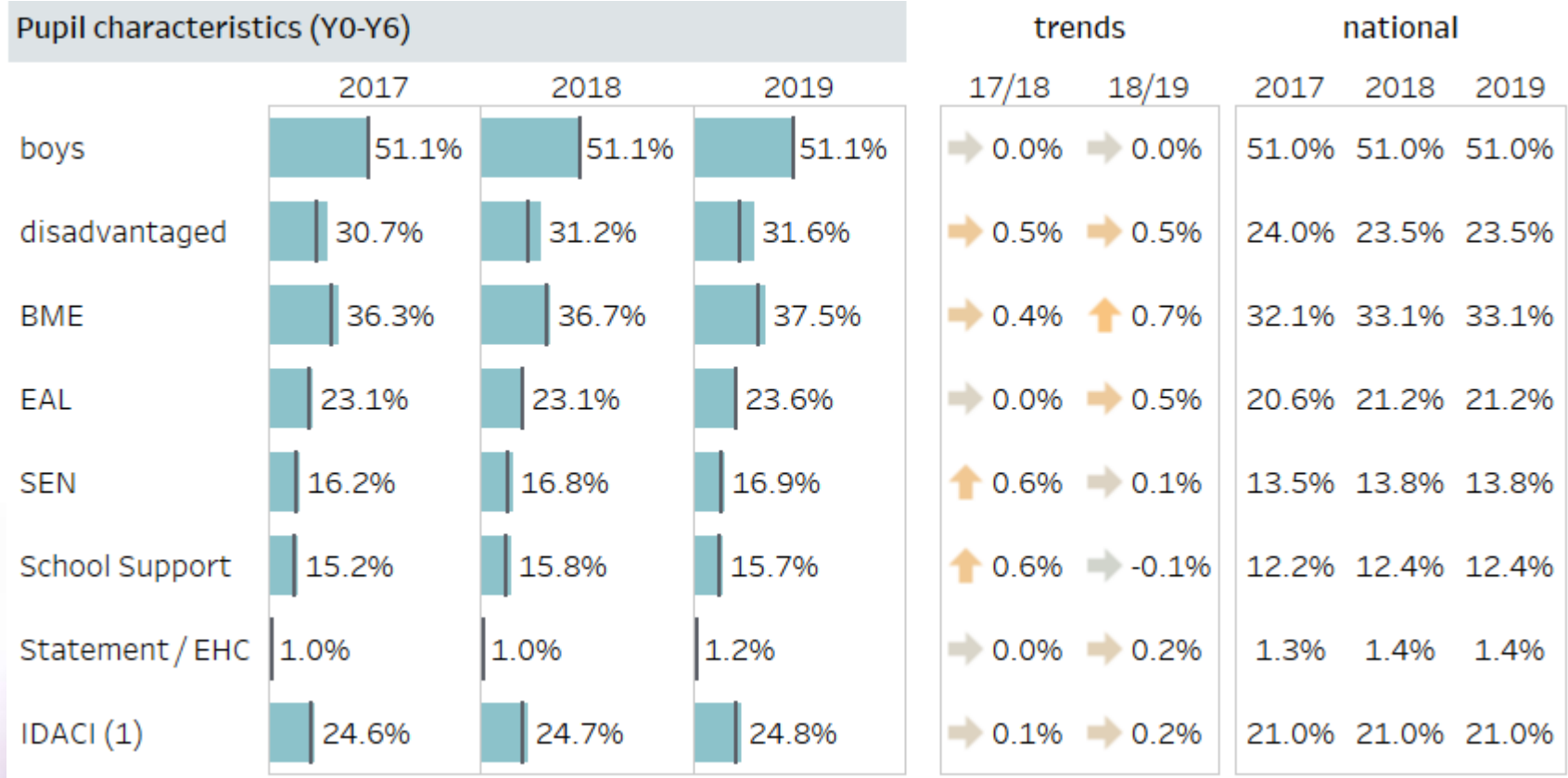
2019 Headlines – Key Stage 4 & Key Stage 5

- 25 more GCSEs moved to reformed specifications this year which make comparisons with last year on attainment 8 and progress 8 difficult.
- Attainment 8 improved slightly (+0.2pts) but remains in 3rd quartile of LAs
- Progress 8 is slightly lower than last year but is equal to national and in 2nd quartile of LAs.
- Ebacc pass rate improved at both 4+ and 5+, closing the gap with national.

- A-level performance maintained compared to last year although difficult to make comparisons as more A-levels have moved to linear courses.
- A level average points per entry is similar to national average and Sheffield is in 2nd quartile.
- The % achieving AAB or above including 2 facilitating subjects (A-levels generally accepted for university entry) is above the national average and Sheffield ranks in the top quartile of LAs.



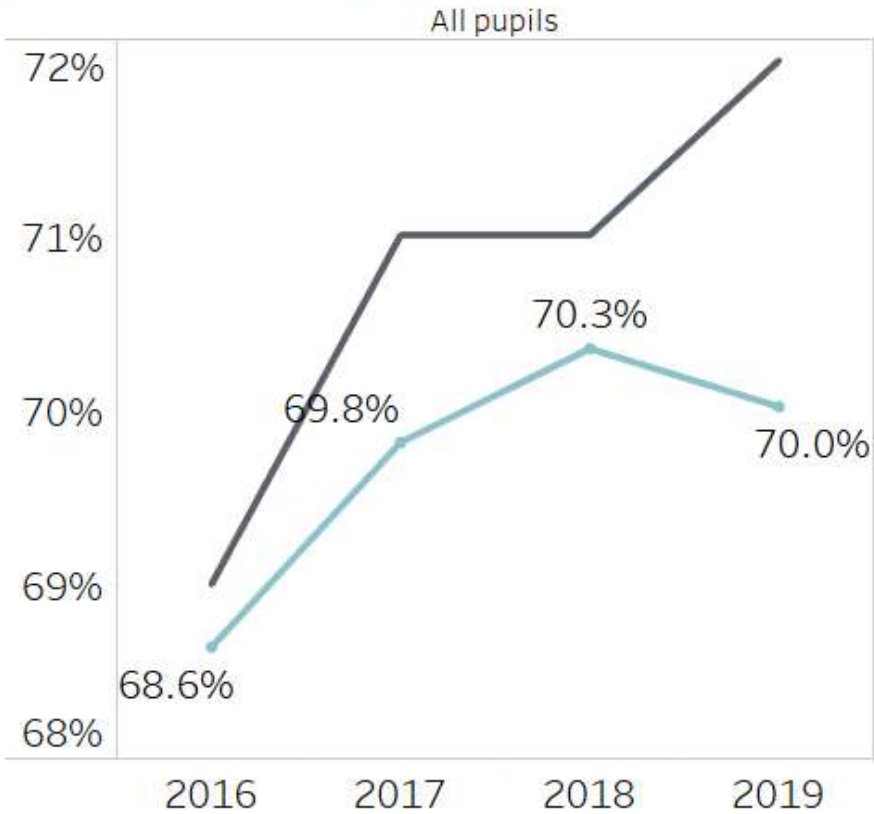
Context – primary cohort



- Sheffield has a higher % of disadvantaged, BME, EAL and SEN children than the national average.
- These groups tend to have lower prior attainment and so these cohort characteristics impact on City-level results.

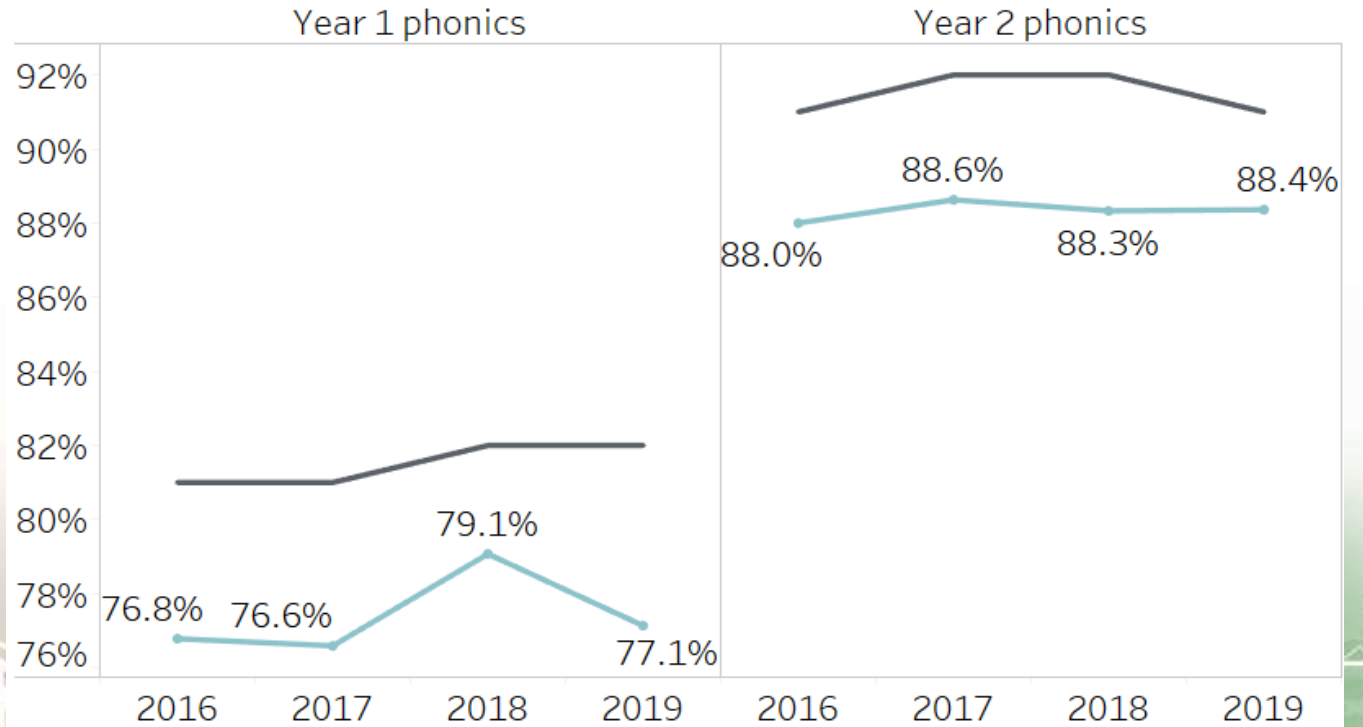
Headline overview – Foundation Stage and Phonics

% of pupils achieving a good level of development



- Good level of development at the end of the Foundation Stage slightly below 2018, with national improving.
- Y1 phonics lower than 2018, but improvement on 2017.

% of pupils working at the expected level in phonics

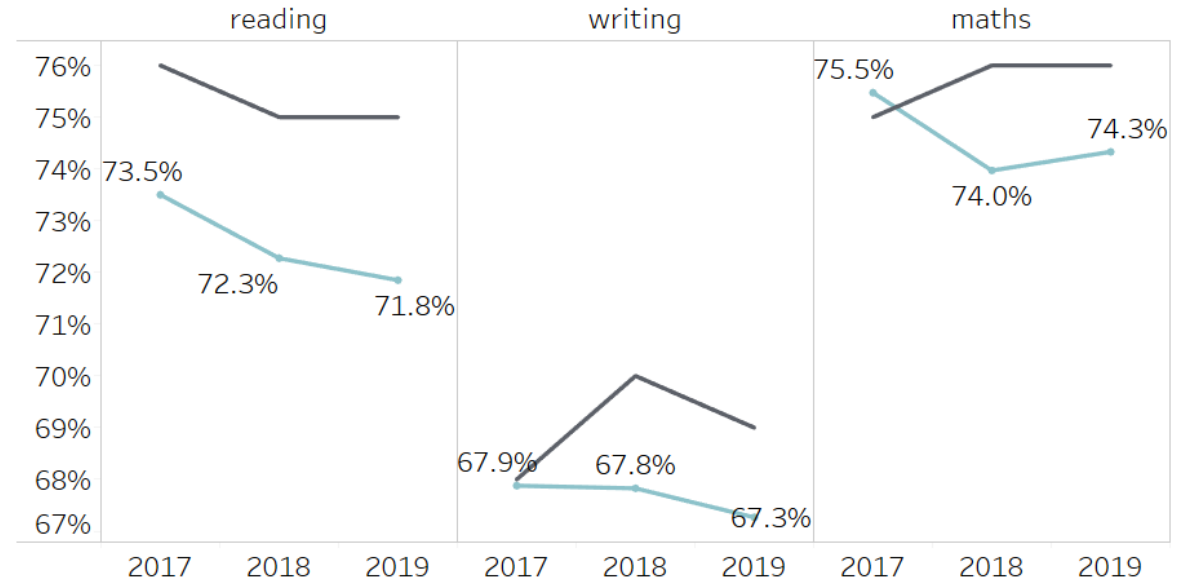


■ National
■ Sheffield

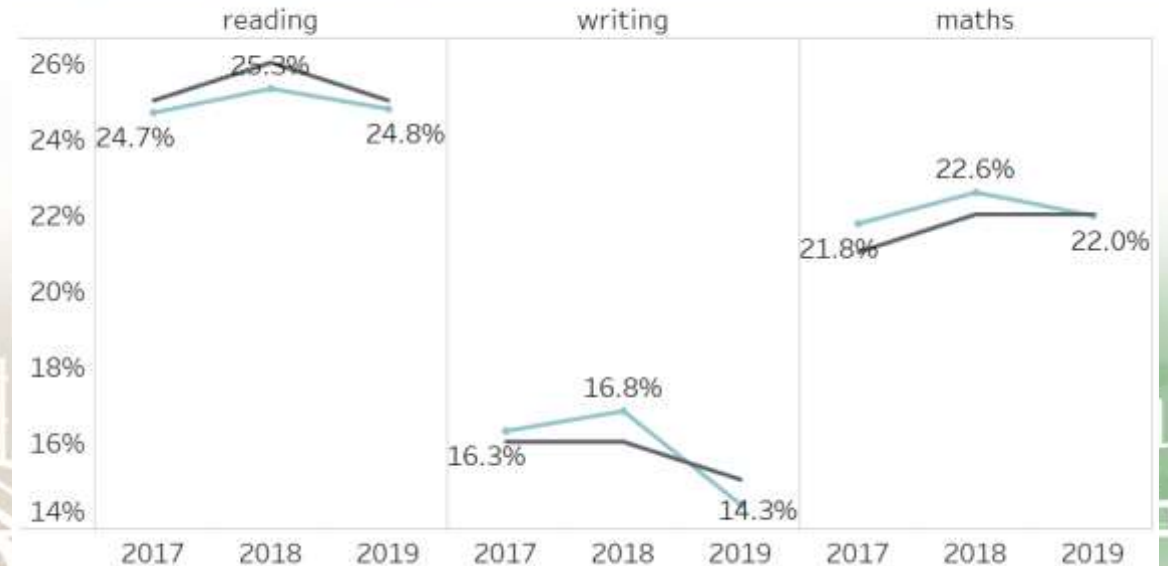
Headline overview – Key Stage 1

- % of pupils reaching the expected standard dropped slightly in reading and writing but improved in maths
- Results fell for greater depth across the 3 measures – all remained above 2017 except for writing

% of pupils achieving the expected standard at the end of KS1

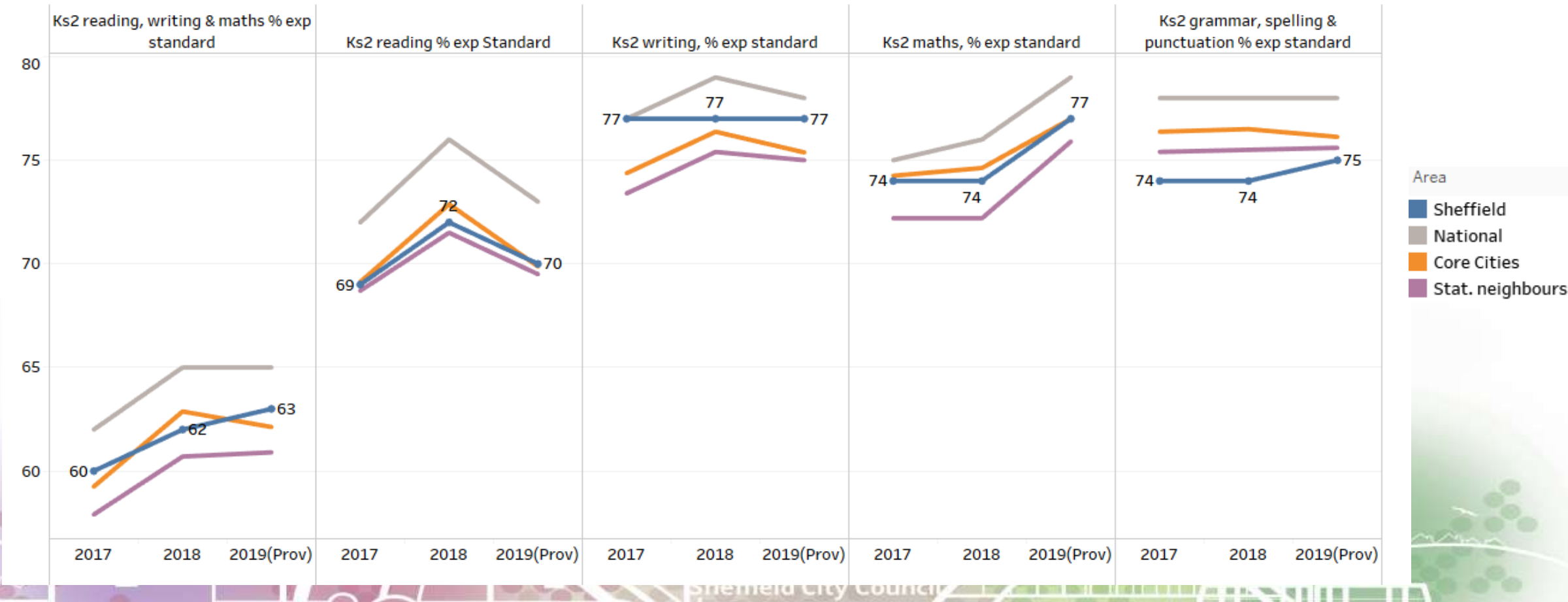


% of pupils achieving greater depth at the end of KS1



Headline overview – KS2 expected standard

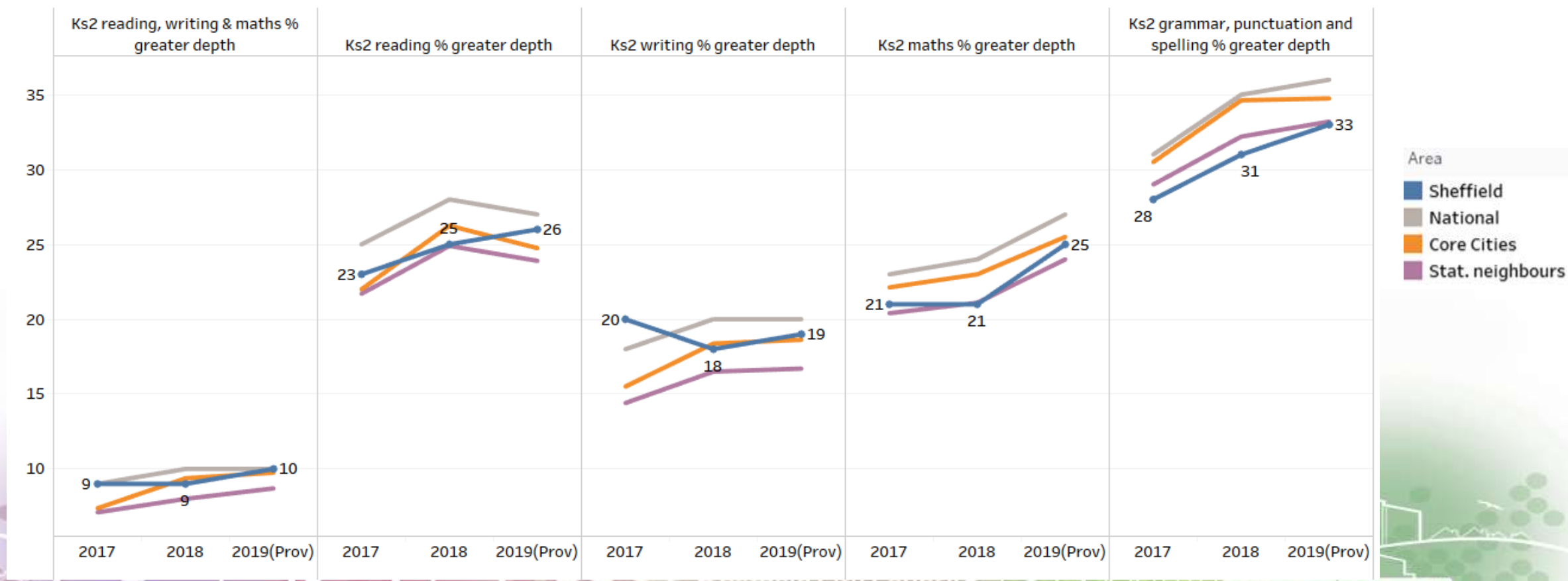
- Results improved for combined and maths.
- Sheffield is equal to or above Core Cities and statistical neighbours for all measures except spelling, punctuation and grammar



NB Sheffield Figures are DfE published provisional

Headline overview – KS2 greater depth

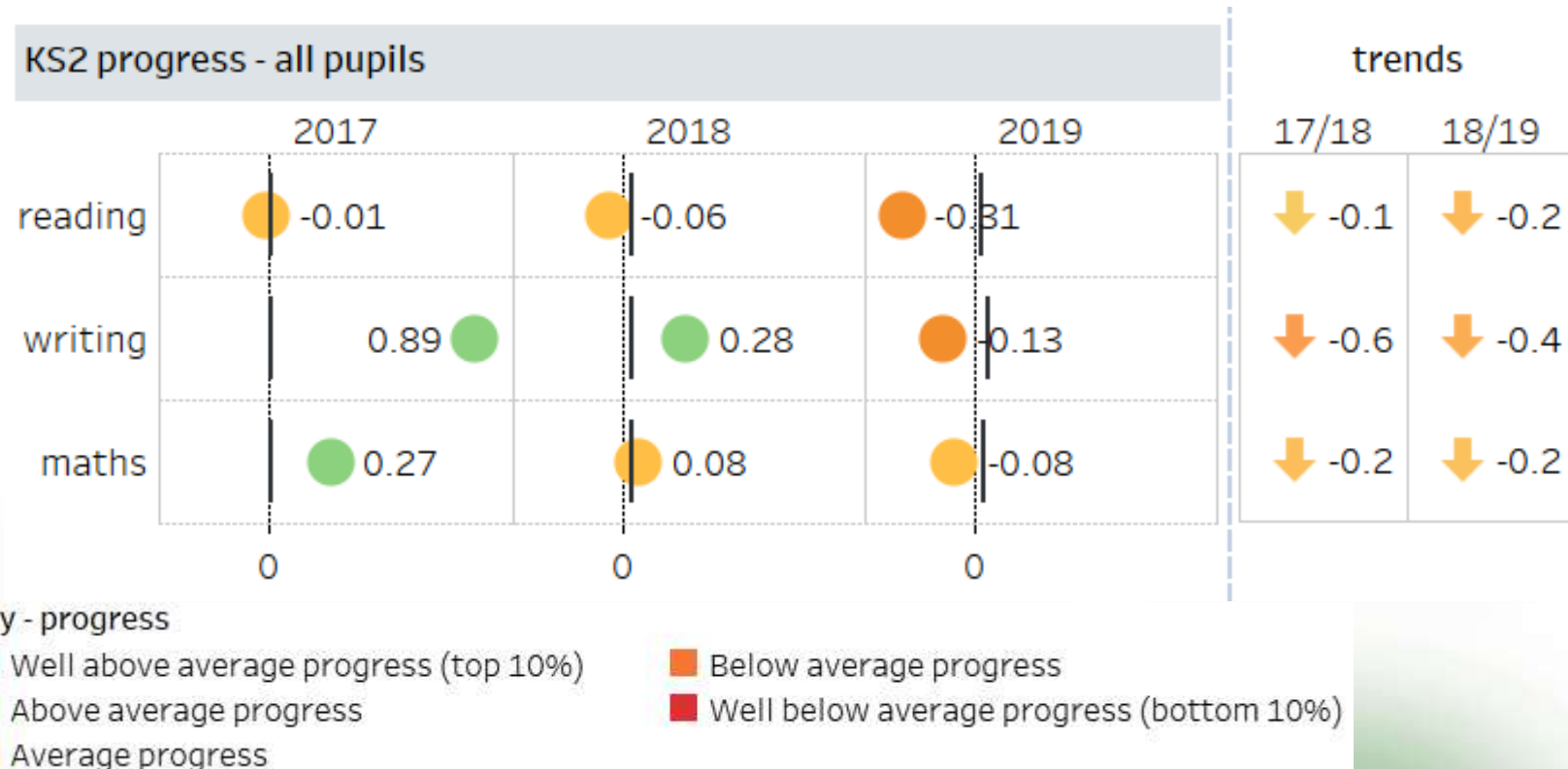
- All measures have improved and Sheffield is at least equal to all benchmarks for the combined measure, above core cities and stat neighbours in reading but below in maths and spelling, punctuation and grammar.



NB Sheffield Figures are DfE published provisional

KS2 progress headlines

- Progress data is still **provisional** at this point.
- Progress in maths is in line with expectations but below previous year.
- Progress reading and writing slightly below expected.
- Progress is impacted by changes in relative levels of disadvantage against the national picture.



Primary LA benchmarking - 2019

- KS2 progress ranks available in December
- KS2 ranks based on provisional data

	National	Core Cities	Statistical Neighbours
EYFS Good Level Dev	111/151 (-13)	3/8 (-1)	5/11 (-2)
Y1 Phonics	148/151 (-11)	8/8 (-3)	10/11 (-2)
KS1 reading EXS+	117/151 (+7)	3/8 (0)	4/11 (+2)
KS1 writing EXS+	105/151 (-7)	3/8 (-1)	3/11 (0)
KS1 maths EXS+	100/151 (+6)	3/8 (0)	4/11 (-1)
KS2 combined EXS+	97/151 (+13)	3/8 (0)	5/11 (0)
KS2 reading EXS+	114 /151 (+12)	3/8 (+1)	5/11 (+1)
KS2 writing EXS+	93/151 (+13)	3/8 (0)	3/11 (+1)
KS2 maths EXS+	102/151 (0)	4/8 (-1)	5/11 (0)
KS2 EGPS EXS+	118/151 (+13)	6/8 (+2)	6/11 (+2)

Context – Y11 cohort

- Larger cohort than 2018
- BME cohort gradually increasing.
- % EAL similar to 2018.
- Slight increase in % disadvantaged.
- Fewer mobile pupils (joined after the start of Y10 ~ 5%)
- Fewer low attaining and more middle and high attaining – overall KS2 APS similar

Cohort characteristics (Y11)

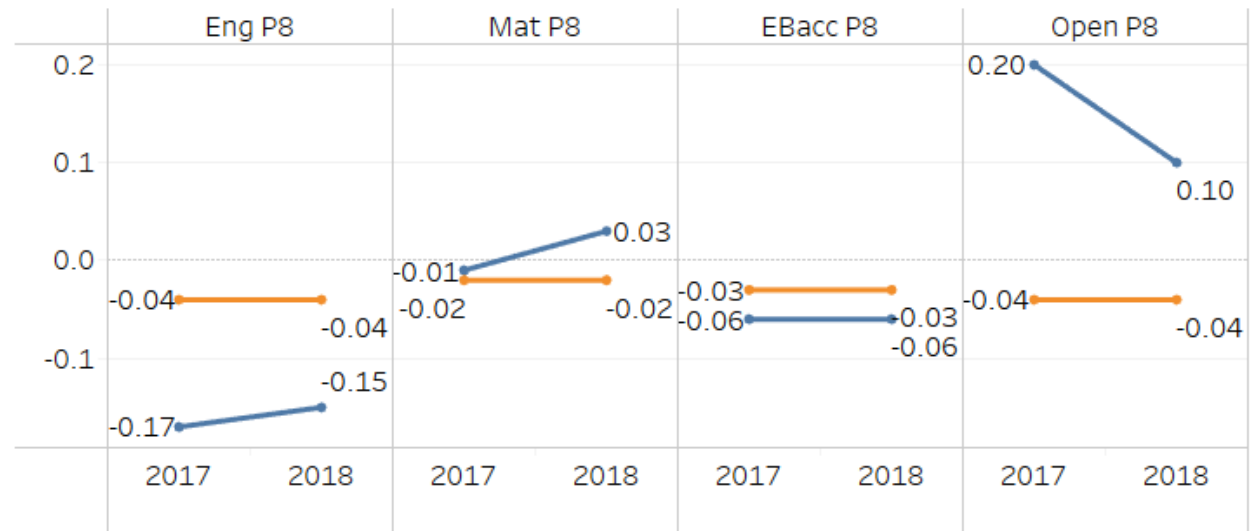
	2017	2018	2019
boys	51.5%	51.5%	51.2%
disadvantaged	33.3%	30.7%	31.8%
BME	27.1%	30.3%	32.3%
EAL	17.8%	18.8%	18.5%
SEN	13.5%	14.1%	13.2%
School Support	11.4%	12.4%	11.3%
Statement / EHC	2.1%	1.7%	1.9%
IDACI (1)	23.1%	23.1%	23.5%

1) IDACI is the Income Deprivation Affecting Children Index, this is a measure of the % of children living in low income households

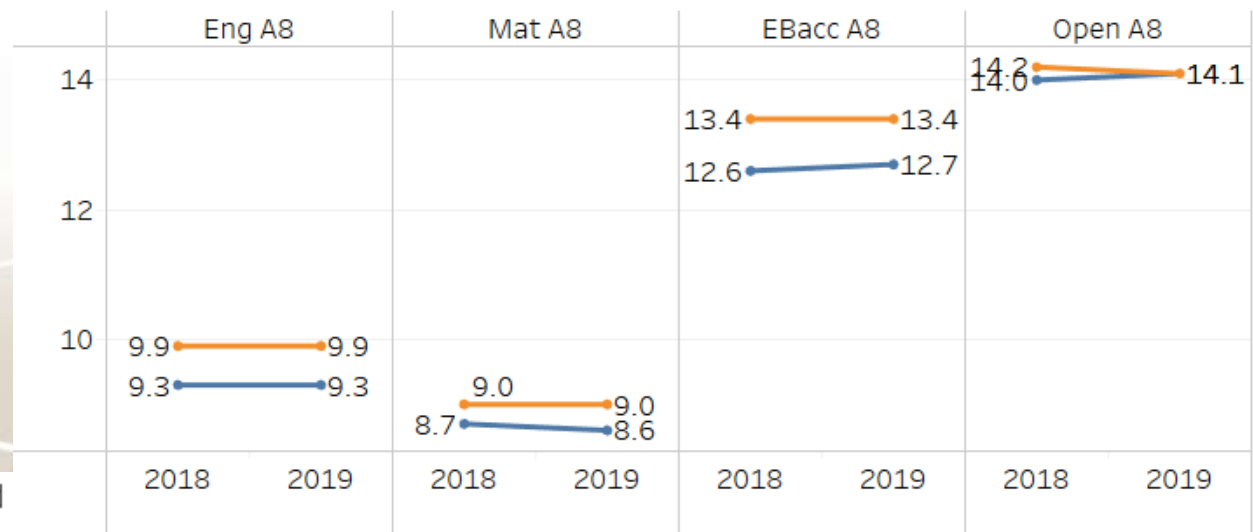
2019 Key Stage 4 – headlines (provisional)

- Overall Progress 8 slightly lower than 2018 but equal to national.
 - Improvements in English and Maths.
 - Ebacc maintained.
-
- Overall attainment 8 slightly improved.
 - Open and Ebacc elements improved.
 - English component maintained.
 - Slight drop in maths component.

Progress 8 components



Attainment 8 components



■ Sheffield
■ National

2019 Key Stage 4 – LA benchmarking (provisional)

- National ranks remain relatively stable at Key Stage 4.
- Slight improvement in Attainment 8.
- Progress 8 remains in 2nd quartile.

	National	Core Cities	Statistical Neighbours
Attainment 8	98/151 (+9)	2/8 (+3)	5/11 (+1)
Progress 8	71/151 (-11)	3/8 (-2)	5/11 (-1)
P8 English	101/151 (+1)	5/8 (-1)	5/11 (0)
P8 maths	82/151 (-28)	3/8 (-1)	4/11 (0)
P8 EBacc	81/151 (-3)	4/8 (-1)	4/11 (-1)
P8 open	38 /151 (-6)	1/8 (0)	4/11 (0)
5+ English & maths	107/151 (-5)	3/8 (+2)	6/11 (-1)
4+ English & maths	117/151 (+3)	4/8 (0)	6/11 (0)
EBacc points	98/151	4/8 (+1)	5/11 (+3)

Key Stage 5 (provisional)

- The average points per subject for A level students is equal to 2018 final (32.5) and remains close to the national average (32.6). Sheffield ranks 60 out of 151 for this measure.
- The % of students achieving the highest grades at A-level (3 or more A* or A grade) fell 0.5pp to 12.5% whilst the national average remained at 10%. Sheffield remains in the top quartile, ranking 26 of 151 LAs.
- The % of students achieving AAB or above including 2 facilitating subjects (A-levels accepted for entry to university) remains above the national average (16% compared to 13%). Sheffield ranks 28 out of 151 on this measure.
- Final Ks5 results are published at the end of January and are often subject to greater change than Ks2/Ks4.

2019 City Performance

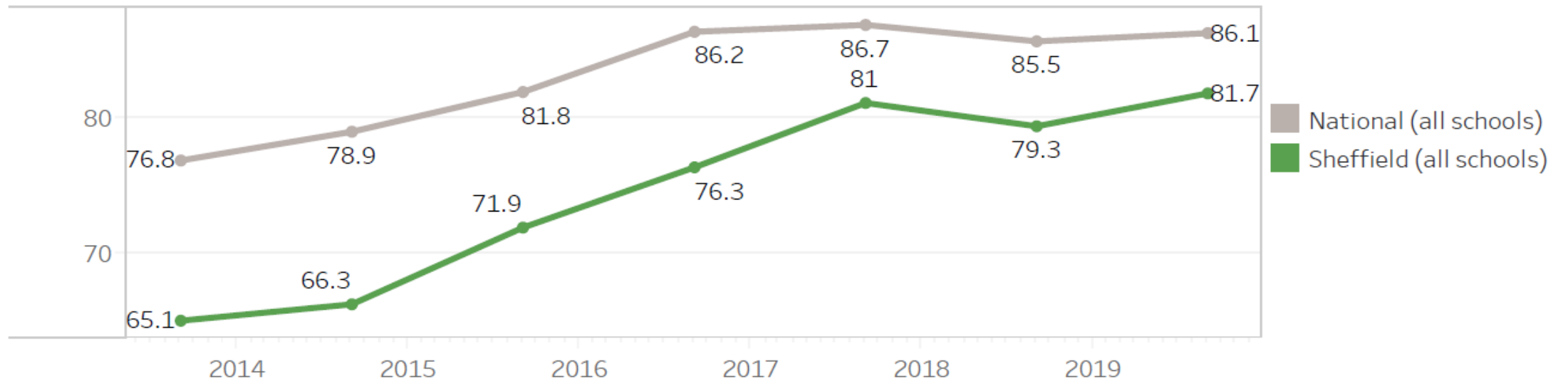
- 94.1% of 2019 rankings are above deprivation ranking.
- The average of those rankings is 95 (77 for the main four end of key stage measures).
- 71% of measures in top three core cities (88% in top half).
- In 2018 & 2019 a quarter of measures are bottom quartile – reflects dip from 2017.

Measure	2019 Outcomes (2018 in brackets)		Ranking								
	Sheffield	National	LA (of 151) <i>Note – Deprivation Ranking is 127 (117 in 2018)</i>			Core Cities (of 8)			Statistical Neighbours (of 11)		
			2017	2018	2019	2017	2018	2019	2017	2018	2019
FS GLD	70 (70.3)	72 (72)	94	98	111	2	2	3	3	3	5
FS Gap	28.5 (28.2)	32.4 (31.8)	55	32	32	2	1	1	2	1	1
Y1 Phonics	77.1 (79)	82 (82)	140	137	148	7	5	8	10	8	10
KS1 Reading	72 (72)	75 (75)	92	124	117	1	3	3	3	6	4
KS1 Writing	67 (68)	69 (70)	77	98	105	2	2	3	3	3	3
KS1 Maths	74 (74)	76 (76)	61	106	100	1	3	3	3	3	4
KS2 RWM Combined	63 (62)	65 (64)	92	110	97	3	3	3	4	5	5
KS2 Reading Attainment	71 (72)	73 (75)	114	126	114	3	4	3	5	6	5
KS2 Reading Progress	-0.31 (-0.06)	n/a (0.03)	75	96	n/a	6	6	n/a	3	3	n/a
KS2 Writing Attainment	78 (77)	78 (78)	65	106	93	2	3	3	2	4	3
KS2 Writing Progress	-0.13 (0.28)	n/a (0.03)	32	63	n/a	2	4	n/a	1	3	n/a
KS2 Maths Attainment	78 (74)	79 (76)	90	102	102	4	3	4	3	5	5
KS2 Maths Progress	-0.08 (0.08)	n/a (0.03)	64	81	n/a	4	6	n/a	2	6	n/a
KS2 GPS	75 (74)	78 (78)	125	131	118	8	8	6	8	8	6
KS4 Progress 8	-0.03 (0.00)	-0.02 (-0.03)	56	60	71	2	1	3	3	4	5
KS4 Attainment 8	44.8 (44.6)	46.5 (46.6)	110	107	98	3	5	2	6	6	5
KS4 4+ Eng & Maths	59.2 (59.8)	64.4 (64.2)	114	120	117	3	4	4	7	6	6
KS4 5+ Eng & Maths	38.5 (40)	43 (43.3)	92	102	107	4	5	3	5	7	6
KS5 %AAB/better (2 fac subjects)	16 (17.3)	13.4 (13.7)	38	22	28	1	1	1	3	3	2
KS5–avg pts per entry (A level cohort)	32.5 (32.5)	32.6 (32.1)	94	47	60	3	1	4	6	3	3

2019 City Performance

- The proportion of Sheffield schools judged to be good or better has improved during the period of the last School Improvement Strategy and the gap to national has more than halved (9.9% points below in 2016 to 4.4% points below in 2019).
- No Inadequate judgements in either 2018 or 2019.

% of schools judged good or outstanding at last inspection



The chart shows the latest available data published by Ofsted up to 31st Aug 2019. Note that in July 2018 Ofsted changed their methodology so that schools becoming sponsored academies are no longer removed from the inspection statistics. This chart shows trend data calculated using the new methodology.

2019 City Performance

- Our rankings in relation to school performance (Ofsted outcomes) is now better than our deprivation ranking for the first time.
- Current position is the strongest we have had – smallest gap to national and ranked in the third quartile.

Ofsted Inspections (Year End)	Outcome (2018 in brackets)		Ranking								
	Sheffield %	National %	LA (of 151)			Core Cities (of 8)			Statistical Neighbours (of 11)		
			2017	2018	2019	2017	2018	2019	2017	2018	2019
Primary schools judged good or better	84.2 (81.2)	87.5 (86.9)	122	125	102	6	5	4	9	9	5
Secondary schools judged good or better	67.9 (63)	75.9 (75.5)	127	118	108	6	6	7	10	8	8
Special schools judged good or better	90.9 (100)	91.6 (91.8)	1	1	102	1	1	5	1	1	8

Autumn Term Governance Briefing

- Main Item – City Wide Performance Update
- PESSPA Primary Toolkit
- Enterprise Adviser Network
- **Learn Sheffield Update**

Learn Sheffield Update

- Learn Sheffield Subscription
- Create Sheffield – Artsmark Offer
- Next Governance Briefing – Wednesday 5th February
include ... Inclusion / Eat Smart Sheffield / RSE
- Governance Conference – Saturday 20th June 2020

Sheffield Governance Conference
Saturday 20th June 2020, 10.00-12.30pm
City Centre Venue TBC

‘What is the role of governance in high quality outcomes for pupils with SEND?’

*A conference to consider the priorities for Governing Bodies and
Trust Boards at this pivotal time in education.*

*What is the role of high quality governance in ensuring
that every child receives a world class education?*

Key Note 1

David Bartram OBE

Specialist SEND
Consultant and author of
the SEND review Guide



Key Note 2

Maria Constantinou

Programme Lead and
Consultant for the London
Leadership Strategy

