

CABINET ITEM COVERING SHEET PROFORMA

AGENDA ITEM

REPORT TO CABINET

DATE 2ND NOVEMBER 2006

**REPORT OF CORPORATE
MANAGEMENT TEAM**

INFORMATION ITEM

SCHOOL PERFORMANCE 2005-2006 COUNCILLOR ALEX CUNNINGHAM

SUMMARY

This report is presented for information to highlight the school performance 2005/06.

DETAIL

1.0 PRIMARY PHASE

- 1.1 Children sit national tests in English, maths and science aged 11, at the end of Key Stage 2. Achievement is recorded at levels 2, 3, 4, and 5. The national expectation at the end of this key stage is for children to achieve Level 4.
- 1.2 At KS2 81% of children in Stockton achieved level 4+ in English, 80% in Maths and 88% in science. This consolidated our progress being 2% above the national average in English at L4+ (81% v 79%) 4% above in maths (80% v 76%) and 1% above in science (88% v 87%).

At L5 Stockton on Tees equalled the national average of 32% in English and exceeded it by 3% in maths and science.

We compare favourably with our 11 statistical neighbours with particular strength at L4+, English and maths where we are ranked 1st and 2nd respectively.

- 1.3 Although missing our 85% L4+ target in English by 4% and our maths by 5% our performance was 1% above FFT'B' estimates in English and 4% above FFT'B' estimates in maths, indicating good value added progress. At L5 we exceeded our target in English by 0.2% and although slightly below target (-0.5%) in maths we exceeded our FFT'B' estimate by 2%.

The authority was congratulated by the Schools Standards Minister, Andrew Adonis, for recording the most consistent continuous improvement over time nationally.

- 1.4 Our task remains to close the gap between performance of boys and girls in English. Mirroring the national picture, at KS2 a gender gap of 11% remained at L4+ in English however it narrowed to 1% in maths and 2% in science. In maths at L5 boys continue to outperform girls. Our particular focus has to remain in English however, and we are optimistic that the Visual Literacy Programme currently being developed in schools will have positive impact.

2.0 SECONDARY PHASE

- 2.1 Young people sit national tests in English, maths and science at age 14, the end of Key Stage 3. Achievement is recorded at levels 3-8 in maths, 4-7 in English and 3-7 in science. The national expectation at the end of this key stage is for young people to achieve level 5.
- 2.2 In Stockton performance has continued to improve at KS3 in both maths and science. At L5+ (including special schools) both maths and science rose by 3% from 73% and 70% respectively. Both are close to the ambitious targets of 78% and 75% and both performed above their FFT "B" targets. This indicates good value added progress. At L6+ (including special schools) achievement in maths rose by 1% to 55% and in science by 7% to 41%. The gains in English from last year at L5+ were sustained against the national picture of a 2% drop representing satisfactory progress 72% of young people achieved level 5+ in English, and 34% achieved level 6+.
- 2.3 Reflecting the national trend, the only significant differences in performance occurred in English where girls significantly outperformed boys by 14% at L5+. There is no significant gender gap in maths or science, nor has there been over time.
- 2.4 Overall there is an improving trend at KS3. The gap in attainment between Stockton and the national average has been closed over the last two years and performance is now broadly in line with national averages at L5+.
- 2.5 To maintain our focus of improving performance at KS3, Stockton has an ambitious LPSA 2 stretch target to improve the average National Curriculum point score across all three core subjects at the end of key Stage 3. Our baseline in 2003 was 33.6 and the stretch target is to reach 34.9 by the summer of 2007, rather than the expected 34.4. Last year performance improved to 34 after a dip in 2004 and this year including special schools there has been further improvement to 34.7, placing us in a strong position to achieve the stretch target.
- 2.6 Young people sit GCSEs and vocational equivalents aged 16, at the end of Key Stage 4. These national examinations are graded on an A*-G or equivalent scale. Young people aim to achieve A*-C grades, with 5+ A*-C being the principal national measure of success. Young people who achieve 5+ A*-C have achieved level 2 threshold. Those who achieve 5+ A*-G have achieved Level 1 threshold. From this year an additional indicator of 5+ A*-C including English and maths has been introduced.
- 2.7 At KS4 55% of pupils achieved level 2 threshold. Performance matched that of last year, sustaining the considerable gain of 9% that was made then. This year performance was almost 5% above the FFT "B" estimate and close to the FFT "D" estimate of 56%. This indicates good value added progress. Using the more robust measure of 5 A*-C including English and maths, the "gold standard indicator", a strong performance of 41% was recorded, a 1.5% improvement on last year and 3% above FFT "B" estimates. Performance rose by 1.5% at level 1, 5A*-G including English and maths. The average point score has improved over the last 4 years and at 361.9 this year has exceeded the ambitious target of 358.9 and the FFT "D" estimate of 354.
- 2.8 Girls continue to outperform boys at level 2 threshold, by 6.8%, a slight increase on last year though lower than the national gap, which was 10% last year. The gap narrows to 4% however, when using the level 2 including English and maths, and level 1 threshold indicators.

3.0 OFSTED SCHOOL INSPECTION

3.1 In September 2005 Ofsted introduced a new framework for school inspections. All schools now receive an inspection once every three years as opposed to every 6 years previously. Inspectors report to five key inspection judgements, namely:

- The overall effectiveness of the school
- Achievement and Standards
- Personal Development and Well-being
- The quality of provision
- The leadership and management of the school

Judgements are made on a 4 point scale:

1 = Outstanding	3 = Satisfactory
2 = Good	4 = Inadequate

3.2 Since the last report on this subject (September 2005) 26 schools to date have been inspected with published reports. Of those schools, twenty were primary, five were secondary and one was a special school. One of these schools, Pentland Primary, was a 're-inspection' as the school was deemed previously by Ofsted to have serious weakness. This school successfully completed its re-inspection, and its report has been published, removing it from a category of concern.

3.3 In addition to the broad areas detailed in paragraph 3.1, Inspectors also comment on the extent to which the school provides opportunities to support learners to be healthy; stay safe; make a positive contribution and the extent to which schools enable learners to achieve economic-well being. Judgements are also made on the quality and extent of extended and enrichment activities provided for pupils and the community by the school.

3.4 Where schools are deemed to be inadequate they will either be placed in special measures, with one year to improve or given a notice to improve.

3.5 The 26 schools inspected this year were.

Northfield School and Sports College	Thornaby CE Primary School
Abbey Hill School Technology College	Crooksbar Primary School
Harrow Gate Primary School	Junction Farm Primary School
Roseworth Primary School	Whinstone Primary School
Levendale Primary School	Wolviston Primary School
Egglescliffe School	St Joseph's RC Primary Billingham
Layfield Primary School	St Patrick's RC Primary – Thornaby
All Saints CE Secondary School	Roseberry Junior School
Our Lady & Saint Bede's RC School	Pentland Primary School
Christ the King RC Primary School	Myton Park Primary School
St Michaels RC VA Comprehensive School	St Paul's RC Primary School
Roseberry Infant School	Kirklevington Primary School
Hartburn Primary School	Fairfield Primary School

3.6 It is pleasing to report a very successful year regarding the external scrutiny of our schools. In all but one of the schools routinely inspected, strengths continue to outweigh any weaknesses. Roseworth Primary was given a notice to improve by Ofsted. However, at the same time four of our schools, Hartburn Primary, St Patrick's RC Primary, Myton Park Primary and Egglecliffe Secondary School were judged by Ofsted to be outstanding, with a further sixteen being judged to be good overall.

3.7 Overall Effectiveness

Ofsted evaluate the effectiveness of each school inspected, making a composite overall judgement based on the schools' inclusiveness, the value for money provided and the level of improvement made since the last inspection. On this basis 96% of those schools inspected were judged to be satisfactory or better. 77% were judged to be good or better, including 15% judged to be outstanding an overall improvement from the previous year.

Schools are required to implement inclusive practices. Ofsted report on the success of their strategies for inclusion within the overall judgement on school effectiveness. It is pleasing to note that all schools inspected during this academic year have embraced inclusion, with all deemed to have appropriate policies and procedures in place. This reflects the LA priority of promoting diversity and inclusion in all schools.

3.8 Achievement and Standards

This judgement is based on pupil attainment at the end of each Key Stage, progress made and trends in performance over time. The judgement also includes the performance of specific groups of pupils, including the gifted and talented, pupils with SEN, ethnic minorities and by gender. The judgement is a summary one, based on data.

The picture for Stockton-on-Tees is a strong one. 96% of the schools inspected were rated as satisfactory or better with 58% being judged good, an improvement on the previous year. One school was deemed to be inadequate and a further 15% outstanding.

3.9 Personal Development and Well-Being

This is a composite judgement based upon pupil attendance, attitudes to learning, behaviour including exclusions data, and pupils spiritual, moral, social and cultural development. This aspect continues to be an area of strength for Stockton schools, with 100% of the schools inspected judged to be satisfactory or better. 58% of schools were judged to be good and 31% outstanding.

3.10 The Quality of Provision

This judgement is a significant focus of the inspection schedule, incorporating the bulk of classroom observations. The judgement includes the quality of teaching, learning, assessment, appropriateness of the curriculum, and extra curricular provision. This aspect also includes summary judgements on accommodation, resources, pupil welfare and partnerships. Of the schools inspected 96% were judged to be satisfactory or better. 65% of those were deemed to be good and a further 12% outstanding. Of the schools inspected during the year, the quality of teaching was judged to be satisfactory or better in 96% of lessons, with 77% good or better of which 12% was outstanding. This represents continued improvement on the previous years.

3.11 Leadership and Management

This judgement includes evaluation of the quality of governance, the leadership of the Headteacher and the senior leadership team, and the effectiveness of the school's management, and the accuracy of its self evaluation.

Inspection reports continue to recognise the high quality of leadership and management in Stockton schools. Leadership is singled out as being good in 62% of the schools inspected during the academic year 2005-2006 with 15% of schools having outstanding leadership. One school was judged to have inadequate leadership and 19% were deemed satisfactory. 54% of Headteachers were judged to provide good leadership and 19% outstanding leadership, alongside 96% of governing bodies demonstrating satisfactory or better governance.

3.12 Rate of Improvement

Reports also provide a judgement on schools' capacity for improvement. In all reports all schools including the one issued with a notice to improve were judged to have capacity to improve. This reflects the good quality of leadership and management across the sample.

Overall, analysis of inspection reports for the academic year 2005-2006 indicates good progress in the key aspects across the sample of schools inspected.

The percentage of schools judged by Ofsted to be good or outstanding in Stockton was higher than those seen nationally over the same time span.

3.13 This Ofsted Summary represents a snapshot of performance of a percentage of schools over a period of one year. Whilst it is important to maintain perspective, it is also pleasing to note that the effort and commitment of staff and pupils has been appropriately reflected within the analysis. The continuing strong partnership between the LA and schools is effectively supporting the Council's aim to 'promote achievement and tackle disadvantage' across Stockton-on-Tees.

4.0 WORKING TOGETHER TO RAISE STANDARDS

4.1 A review of the structure of meetings and groups supporting the partnership of schools, local authority and other partners in promoting learning within the context of the Change for Children agenda was completed in 2005. The findings led to a rationalisation of groups and distinguished clearly between strategic planning and operational learning groups.

4.2 A high level strategic group, the Enjoy and Achieve Board was developed. The principal remit of the Board is to influence planning, to monitor and evaluate the impact of performance against the outcomes and key indicators listed under the Enjoy and Achieve, Positive Contribution and Economic Wellbeing outcomes and report to the Children's Trust Board. In addition the Board will fulfil a consultative role. Membership is inclusive, and consists of high level representation from schools, CESC, Key partners and agencies.

4.3 A series of outcome linked operational groups, with the remit to link strategy to implementation on the ground and influence thinking at a practical and developmental level have been established. This sub-group structure consists of senior staff from schools and colleges, together with representatives from other children's services providers as appropriate.

- 4.4 The Enjoy and Achieve Primary group has met 4 times, with a focus on readiness for school. Work has focused on improved understanding and liaison with Sure Start, enabling completion of the local authority response to national consultations on the extension of nursery hours and a reviewed Foundation Stage curriculum. A working party from the group has worked alongside local authority officers to produce STEPS, a foundation stage assessment document for dissemination across the borough.
- 4.5 The Personal Development and Wellbeing Primary group has met 3 times. Work has focused upon contributing to development of the Council's Play Strategy, and the local authority's Healthy Eating and Transferring School Meals strategy.
- 4.6 The Positive Contribution Primary group has met 3 times. The group are developing guidance and advice to support schools in engaging parents and children in active participation.
- 4.7 The Secondary Enjoy and Achieve group has met monthly across the year. The group has focused on teaching and learning, and has produced an 'Enjoy and Achieve : Professional Dialogue' booklet for dissemination across the authority, together with contributing to the Secondary Leadership Conference for Heads and Deputies in May.
- 4.8 The Secondary Positive Contribution group meet ½ termly and are working to operationalise the collegiate approach to 14-19 delivery across the authority.
- 4.9 The Secondary Wellbeing group has met 5 times, with a focus on the Teenage Pregnancy Strategy and Sex Education programme, Substance Misuse, and the local authority's Healthy Eating Strategy.

5.0 CONCLUSION

Overall, we are able to celebrate success in 2006. In a challenging year of transition towards integrated Children's Services, the partnership between schools, the local authority and key partners remains strong. Schools are committed to the change for children agenda and have embraced the Every Child Matters outcome framework as a vehicle to continue the drive to raise standards. If every child matters, it matters that every child has every opportunity to shine. This happens where every child is taught by good teachers in an environment which expects success. Increasingly we are achieving this in Stockton on Tees, thanks to the commitment and energy of school based staff, governors, officers of the local authority and partners working together to the shared vision outlined in the CYPP. Our children and young people deserve to be congratulated on their achievement.

FINANCIAL AND LEGAL IMPLICATIONS

Within available budgets.

LEGAL

Within existing statutory framework.

RISK ASSESSMENT

N/A.

COMMUNITY STRATEGY IMPLICATIONS

N/A.

CONSULTATION INCLUDING WARD/COUNCILLORS

N/A.

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Background Papers

Ward(s) and Ward Councillors:

Property