

**STOCKTON-ON-TEES BOROUGH COUNCIL**

**CABINET RECOMMENDATIONS**

**PROFORMA**

Cabinet Meeting .....25th November 2010

1. Title of Item/Report

School Performance Report

2. Record of the Decision

Consideration was given to an analysis of school performance for the academic year 2009/2010, along with changes identified within the educational landscape that were likely to have an impact on the work of the Education Improvement Service (EIS).

With regard to the Primary phase of schooling, Children were assessed from entry to school through to the end of Reception Class against the Early Years Foundation Stage Profile (EYFSP). The national indicators for this phase were:

- NI 72 (The percentage of children achieving an overall average of 6+ points across the EYFSP with at least 6 points scored in each of the Personal Social and Emotional Development (PSED) and Communication, Language and Literacy (CLL) scales increases) and
- NI 92 (Improve the average (mean) score of the lowest 20% of EYFSP results so that the gap between that average score and the median, or middle score, reduces.)

A child who achieves an average of 6 points across the aspects (a total of 78 points) has achieved the expected standard for the end of Foundation Stage. In the majority of Early Years' Foundation Stage outcomes, Stockton continues to perform at a high level, well above both North East and National averages. In 2010, the attainment of Stockton pupils at the end of Reception remained well above the national in NI 72. In this National Indicator Stockton was the highest attaining authority in the North East and the highest attaining authority in its Statistical Neighbour group. Children at the end of Reception in Stockton achieved higher than the National in all 13 assessment scales. Stockton was the highest attaining LA in the North East in 9 of the 13 assessment scales and highest attaining in 10 of the 13 assessment scales when compared to its Statistical Neighbours.

Some areas for improvement were identified in the key areas in of

Communication, Language and Literacy Strand. To this end the Every Child a Talker (ECaT) programme has been introduced to the LA in this financial year to improve the communication of pupils. This project involves all providers for children from two years plus.

With regard to Key Phase 1, when children are age 7, they are assessed by their teachers in reading, writing, maths and science. In 2010, Stockton's results have improved and remain above National for nearly all measures. Key areas for development were identified for accelerating progress in Maths and increasing attainment in Writing at Level 2b+ and in Speaking and Listening and also Reading at Level 3. At Key Stage 2, test results for Stockton schools showed significant improvement from 2009 and placed Stockton well above National and North East averages; teacher assessment results for all schools again showed improvement and placed Stockton well above National and North East averages. In the 2010 SATs, attainment in the two Special Schools which have Primary aged pupils was below floor target and below FFTB in all areas. Of the 33 mainstream schools that took the SATs in 2010, 1 school did not achieve floor target in Combined English and Maths; 1 school did not achieve floor target in English and 4 schools did not achieve floor target in Writing. The number of schools below FFT B was highest in Reading and Writing. The highest number of schools achieving above FFT D was in Maths. Of the 35 schools that entered pupils for the 2010 SATs, the performance of 8 of these was notable in particular as they met their targets; had increased their attainment from last year; and had attained above FFT D expectation. These schools had been sent letters of congratulation by the Chief Adviser.

Across primary schools overall, levels of absence improved by 0.15% to 5.02% which was below both north east (5.33%) and national (5.54%) statistics. In 2008-09 there continued to be no permanent exclusions in primary schools. There were 57 fixed term exclusions, representing 0.34% of the school population in 2008-09, an increase of 7 from the 2007-08 figure of 50, which represented 0.31% of the school population.

At Key Stage 3, statutory national tests (SATs) ceased in 2008, however schools continued to report teacher assessment results in each of the core subjects, English, maths and science. The national expectation at the end of this key stage was for children to achieve Level 5. Results at Key Stage 3 show improvement and placed Stockton in line with National and North East averages. Young people take GCSE and other equivalent examinations at the end of Key Stage 4. These national examinations were graded on an A\* - G or comparable scale, with young people who achieve 5+ A\* - C deemed to have reached the Level 2 threshold and those who achieve 5+ A\* - G having reached the Level 1 threshold. The principle national measure of success is for young people to achieve 5+

A\* - C including both English and maths. Stockton schools had achieved their best ever performance, placing outcomes in line and above National averages.

In 2009-10, absence information for the first two school terms recorded an improvement in overall absence levels of 0.12% to 7.13%. Persistent absence improved by 0.8% from 6.1% to 5.3% bringing the local authority back on target to meet its national indicator in 2011. Persistent absence and overall absence at secondary level for this period were above both national and north east statistics. There were a total of 857 exclusions from secondary schools, 847 of these were fixed term exclusions equating to 7.24% of the school population and 10 permanent exclusions, equating to 0.09% of the school population. Permanent exclusions have remained low and static at 10 for the past two years and fixed term exclusion rose from the 07/08 figure of 760 (6.30% of the school population). Aside from one local authority in the north east region which reports 0 permanent exclusions, Stockton has the lowest rate of permanent exclusion by school population at 0.09%

It was noted that from September 2009 to July 2010, 14 schools were inspected by Ofsted. These included 10 primary, 3 secondary and 1 special school. Of these inspections 2 were monitoring visits undertaken by Her Majesty's Inspectors (HMI) to judge progress of schools in categories e.g. Special Measures or schools which had previously had grade 3 'satisfactory' inspections. 12 were full Ofsted Inspections. Details of the outcome of these inspections were noted and, in summary, there was an obvious spectrum from good to inadequate. There were a number of Stockton schools that fall into Local Authority categories of concern and the Educational Improvement Service had therefore agreed a School Improvement Assessment Framework with schools which categorises schools into three categories of 'red', 'amber' and 'green'. These categories indicated the need for support and intervention from the Local Authority and provided governors with an assessment against agreed and published criteria. The target for the Education Improvement Service was to ensure that no schools in the Borough were subject to an Ofsted category following inspection by 2012.

Cabinet noted that the present context for education was one of reform and change. There were structural changes in the way schools were run on offer to schools with the new tranche of Academies and the introduction of Free Schools. So far, in Stockton, no schools had expressed an interest in becoming a new Academy but this remained a possibility once funding options had been confirmed. There were presently two applications for Free Schools within the Borough. The White paper, which was expected imminently, would clarify further the nature of the role of Local Authorities and the following Education Bill

would set this out in detail.

There remained challenges to ensure standards continued to rise and our schools were not as vulnerable in Ofsted inspections. It was incumbent on the Education Improvement Service, therefore, to ensure these roles could be carried out in this changing context and to achieve this, the service had been restructured and would continue to examine how its teams were positioned to best meet the needs of schools in further restructuring. The Service would also explore how its services could be brokered to schools and other Local Authorities to generate income. In 2009-10 EIS received 43 requests for brokered work in addition to in house brokered training. Over 50% of requests came from Governing Bodies in Stockton on Tees. To enable the EIS to be in a strong position to broker, the team was undergoing a range of accreditation for its expertise, for example in Ofsted inspections, Section 48 inspections, coaching and Leaders of Learning.

RESOLVED that:-

1. Cabinet note standards and achievement regarding school performance across the Borough for 2009/10.
2. Cabinet note the details regarding the new educational reforms and the implications for the Education Improvement Service.

3. Reasons for the Decision

The annual report on school standards across the borough enables Cabinet to monitor standards and achievement and to evaluate the impact of local authority monitoring, challenge, intervention and support. The reference to the educational reforms enables Cabinet to understand the revisions to the way the Educational Improvement Service will work.

4. Alternative Options Considered and Rejected

None

5. Declared (Cabinet Member) Conflicts of Interest

None

6. Details of any Dispensations

Not applicable

7. Date and Time by which Call In must be executed

By no later than midnight on Friday 3 December 2010.

Proper Officer  
29 November 2010