

CABINET ITEM COVERING SHEET PROFORMA

AGENDA ITEM

REPORT TO CABINET

25 NOVEMBER 2010

**REPORT OF CORPORATE
MANAGEMENT TEAM**

CABINET DECISION

Children & Young People - Lead Cabinet Member – Councillor Mrs McCoy

SCHOOL PERFORMANCE 2009-2010

1. Summary

This report presents an analysis of school performance in the academic year 2009- 2010 and informs Members of changes in the educational landscape which may impact on the way the Education Improvement Service works.

2. Recommendations

1. Cabinet to note and comment as appropriate on standards and achievement across the Borough.
2. Cabinet to note details regarding the new educational reforms and the implications for the Education Improvement Service.

3. Reasons for the Recommendations/Decision(s)

1. 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.
2. The reference to the educational reforms enables Cabinet to understand the revisions to the way the Educational Improvement Service will work.

4. Members' Interests

Members (including co-opted Members with voting rights) should consider whether they have a personal interest in the item as defined in the Council's code of conduct (**paragraph 8**) and, if so, declare the existence and nature of that interest in accordance with paragraph 9 of the code.

Where a Member regards him/herself as having a personal interest in the item, he/she must then consider whether that interest is one which a member of the public, with knowledge of the relevant facts, would reasonably regard as so significant that it is likely to prejudice the Member's judgement of the public interest (**paragraphs 10 and 11 of the code of conduct**).

A Member with a prejudicial interest in any matter must withdraw from the room where the meeting considering the business is being held -

- in a case where the Member is attending a meeting (including a meeting of a select committee) but only for the purpose of making representations, answering questions or giving evidence, provided the public are also allowed to attend the meeting for the same purpose whether under statutory right or otherwise, immediately after making representations, answering questions or giving evidence as the case may be;
- in any other case, whenever it becomes apparent that the business is being considered at the meeting;

and must not exercise executive functions in relation to the matter and not seek improperly to influence the decision about the matter (**paragraph 12 of the Code**).

Further to the above, it should be noted that any Member attending a meeting of Cabinet, Select Committee etc; whether or not they are a Member of the Cabinet or Select Committee concerned, must declare any personal interest which they have in the business being considered at the meeting (unless the interest arises solely from the Member's membership of, or position of control or management on any other body to which the Member was appointed or nominated by the Council, or on any other body exercising functions of a public nature, when the interest only needs to be declared if and when the Member speaks on the matter), and if their interest is prejudicial, they must also leave the meeting room, subject to and in accordance with the provisions referred to above.

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SUMMARY

This report presents an analysis of school performance in the academic year 2009- 2010 and informs Members of changes in the educational landscape which may impact on the way the Education Improvement Service works.

RECOMMENDATIONS

1. Cabinet to note and comment as appropriate on standards and achievement across the Borough.
2. Cabinet to note details regarding the new educational reforms and the implications for the Education Improvement Service.

DETAIL

PRIMARY PHASE - Early Years and Foundation Stage

1. Children are assessed from entry to school through to the end of Reception Class against the Early Years Foundation Stage Profile (EYFSP) - a series of 13 Early Learning aspects each measured on a 9 point scale which will give the pupil a total profile score. 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. The national indicators for this phase are:
 - 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.*)
2. **Headline outcome: 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.**
3. In 2009-10 the LA undertook a rigorous review of EYFSP moderation systems across the LA. This action concurred with advice from Qualification and Curriculum Development Agency (the National Assessment body) and the National Strategies. This has led to much more robust assessments as a result of which some indicators show a decline. This reflects a more realistic appraisal of actual achievement.

	2008 Stockton	2009 Stockton	2010 Stockton	2010 North East	2010 National
NI 72 – Overall Average 6+ with 6+ in All PSED & CLL	64%	63%	61%	55%	56%

4. In 2010, despite the decline of 2%, the attainment of Stockton pupils at the end of Reception remains well above the National in NI 72. In this National Indicator Stockton is the highest attaining authority in the North East and the highest attaining authority in its Statistical Neighbour group (DfE Statistical Neighbour groups contain a designated number of other Local Authorities who have similar characteristics).

Children at the end of Reception in Stockton achieved higher than the National in all 13 assessment scales. Stockton is 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.

5. There are some areas for improvement 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.
6. In 2010, girls outperformed boys in all areas of the Early Years Foundation Stage Profile.
7. The actual attainment of the lowest 20% of achievers is well above the attainment of the same group nationally, third highest in the North East and second highest compared to our Statistical Neighbours. However the gap between the lowest attaining 20% of pupils and the rest in Stockton widened in 2010 to 34.4%. This is a wider gap than the National and ranks 7 of 12 in the North East and 9 of 12 ranked against our Statistical neighbours. An explanation as to the extent of this gap is that Stockton has a large proportion of very highly attaining children.

	2008 Stockton	2009 Stockton	2010 Stockton	2010 North East	2010 National
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	32.0%	33.3%	34.4%	34.2%	32.7%

8. **Key area for development:** closing the gap between the lowest attaining and maintaining levels for the highest attainment, remains a significant challenge for EYFS in Stockton. The following actions, are being taken to address improvement in this area:-
- Three additional Children's Centre teachers have been appointed this year making a total of 5 qualified teachers working with and advising Children's Centre staff on development for the most socially deprived children in the borough;
 - Approximately 85% of 3+ year olds in nursery provision in Stockton are based in schools. The introduction of free 15 hour nursery provision for 3+ year olds means that children can access high level development early in their education;

- Every Child a Talker (ECaT) 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.

PRIMARY PHASE - Key Stage 1

9. At the end of Key Stage 1, when children are age 7, they are assessed by their teachers in reading, writing, maths and science. Attainment in reading writing and Maths can be recorded at Level W (working towards L1), L1, L2c, L2b, L2a and L3 with a national expectation of reaching L2b by the end of the Key Stage. Attainment in Speaking and Listening is recorded at Level W, 1, 2 and 3 only, with a national expectation of Level 2 by the end of the Key Stage. Level 3 is an exceptional level of attainment at the end of Key Stage 1.
10. **Headline outcome: at the end of Key Stage 1 in 2010, Stockton's results have improved and remain above National for nearly all measures.**

	2008 Stockton	2009 Stockton	2010 Stockton	2010 National	2010 North East	2010 Stat. Neigh.
S/L (%L2+)	86	86	88	87	N/Av.	N/Av.
Reading (%L2b+)	74	72	73	72	70	72
Writing (%L2b+)	60	60.5	60	60	57	59
Maths (%L2b+)	76.5	75	75	73	70	73
Science (%L2+)	89	89	91	89	N/Av.	N/Av.

% L3	2008 Stockton	2009 Stockton	2010 Stockton	2010 National	2010 North East	2010 Stat. Neigh.
S/L	20	20	20	21	N/Av.	N/Av.
Reading	24	23	24	26	21	23
Writing	14	13	14	12	10.5	11
Maths	21	20	21	20	17	19
Science	23	21	22	21	N/Av.	N/Av.

11. Speaking and Listening and also Science both increased at the Level 2 expectation and Reading increased at Level 2b+ indicator. Attainment in Maths at Level 2b+ was maintained and Writing at Level 2b+ declined by 0.5%. All 2010 attainment is above National except for Writing which is in line with the National.
12. At Level 3, all of Stockton's averages for Reading, Writing, Maths and Science increased whereas Speaking and Listening maintained its level. Writing and Maths at Level 3 were above National, and Speaking and Listening and also Reading at Level 3 were below National. All available indicators show Stockton averages at both Level 2b+ and at Level 3+ to be above the North East and Statistical Neighbour.
13. In 2010, girls outperformed boys in all areas of Key Stage 1 assessment except in Level 3 Science, where both groups scored equally (Nationally boys outperformed girls in this area) and in Level 3 Maths, where boys outperformed girls which reflects the National picture.

14. **Key areas for development:** accelerating progress in Maths and increasing attainment in Writing at Level 2b+ and in Speaking and Listening and also Reading at Level 3. The following actions, are being taken to address improvement in these areas:

Maths

- The Every Child Counts (ECC) Programme has been introduced to the LA in this financial year to improve the mathematical development of pupils in Key Stage 1 whose profile indicates that, without intervention, they are unlikely to achieve expected levels at the end of Key Stage 1.
- Schools whose results in Maths at Level 2b+ have declined have been invited to attend a series of workshops to improve teaching of Maths in Key Stage 1.

Writing

- Schools whose results in Writing at Level 2b+ have declined have been invited to attend a series of workshops to improve teaching of Writing in Key Stage 1.

Speaking and Listening

- The Every Child a Talker (ECaT) programme (described above) is expected to impact on practice across schools involved.
- 15 Stockton Primary Schools are involved in the Communication, Language and Literacy Development Programme (CLLD) which has now rolled out to Years 1 and 2 in order to support all communication development.

Reading

- A programme to accelerate the attainment of basic reading skills for pupils in Key Stage 1 - Every Child a Reader (ECaR) - started in Stockton primary schools in 2009. Another 3 schools have joined the programme this year. Earlier access to print will enable pupils to acquire higher order skills faster.

PRIMARY PHASE - Key Stage 2

15. At the end of Key Stage 2, when the majority of the cohort will be 11 years old, children sit national tests (Standardised Assessment Tests - SATs) in English and Maths the end of Key Stage 2 (KS2). 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. Schools which fail to meet any of the Floor Targets (65% of pupils attaining Level 4 in English, 65% of pupils attaining Level 4 in Maths or 55% of pupils attaining Level 4 in Combined English and Maths [CEM]) are deemed to be of concern at a national level.

16. Estimates of school performance provided by Fischer Family Trust (FFT) fall into two categories. FFT B is an estimate of how schools are expected to perform given the prior attainment and socio-economic circumstances of the children taking tests that year (this measure equates to the 2 levels of progress referred to in national indicators) FFT D is an estimate of how well they need to perform to be in the top 25% of schools nationally.

17. In 2010 results at KS2 are complicated due to 26 schools not entering pupils for SATs. 35 schools (57%) did enter pupils for the SATs.

18. **Headline outcomes:**

at Key Stage 2, test results for Stockton schools show significant improvement from 2009 and place Stockton well above National and North East averages;

teacher assessment results for all schools again show improvement and place Stockton well above National and North East averages.

19. Results for those schools that took SATs:

% L4+	2008 Stockton	2009 Stockton	2010 Stockton	2010 National	National Rank out of 151	North East Rank out of 12	Stat. Neigh. Rank out of 12
CEM	78	75	80	74	5	1	1
English	84	81	84	81	12	1	1
Reading	89	87	87	84	11	1	1
Writing	71	70	75	71	12	1	1
Maths	83	82	87	80	2	1	1

% L5	2008 Stockton	2009 Stockton	2010 Stockton	2010 National	North East Rank	Stat. Neigh. Rank
CEM	22	23	28			
English	31	30	34	33	4	3
Reading	50	47	52	51	4	3
Writing	22	20	20	21	4	5
Maths	36	40	38	35	1	2

Test (from 35 schools inc. 2 Special Schools)	Number of schools Below National Floor Target (65%)	Number of schools Below Floor (55%)	Number of Schools Below FFT B	Number of Schools Above FFT D
CEM		3	6	14
English	3		9	18
Reading	2		20	11
Writing	6		10	16
Maths	2		5	21

20. All Stockton test results at Level 4+ increased this year except Reading which maintained at 87%. All results at Level 4 are above the National, the North East and the Statistical neighbour averages. Stockton was ranked top when compared to all other North East LAs and also when compared to its Statistical Neighbours.

21. At Level 5 Stockton test results increased in all areas except Writing where it maintained at 20% which is 1% below the National figure. In Maths Stockton is ranked top when compared to all other North East LAs and second when compared to its Statistical Neighbours. In English, Reading and Writing Stockton is ranked 4th in the North East. In English and Reading Stockton is ranked 3rd in comparisons with Statistical Neighbours but 5th in Writing in the same group.

22. In tests girls outperformed boys in all areas except Maths at Level 4+ where boys' and girls' attainments were equal and at Level 5 in Maths where boys outperformed girls. All these comparisons reflect the national picture.

23. 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.

24. 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; and
- increased their attainment from last year; and
- had attainment above FFT D expectation.

These schools have been sent letters of congratulation by the Chief Adviser.

25. Teacher assessment results for all schools:

% L4+	2008 Stockton	2009 Stockton	2010 Stockton	2010 National	North East Rank	Stat. Neigh. Rank
CEM	77	78	81			
English	80.5	82	85	81	1	2
Maths	83	83	86	81	1	1
Science	89	89	91	85	1	1

% L5+	2008 Stockton	2009 Stockton	2010 Stockton	2010 National	North East Rank	Stat. Neigh. Rank
CEM	26	26	28			
English	32	33	35	32	3	3
Maths	37	36	40	35	1	1
Science	45	45	45.5	37	1	1

Teacher Ass. (from 61 schools)	Number of schools Below Floor (65%)	Number of schools Below Floor (55%)	Number of Schools Below FFT B	Number of Schools Above FFT D
CEM		5	11	23
English	7		15	33
Maths	3		16	33
Science	3		28	28

26. All Stockton Teacher Assessment results at Level 4+ and at Level 5 increased in 2010. All the results are above the National, North East and Statistical Neighbour averages. Stockton was

ranked top when compared to all other North East LAs except in English Level 5 when it was ranked 3rd. Ranked against its Statistical Neighbours, Stockton was top in both Level 4 and Level 5 Maths and Science but was ranked 2nd for Level 4 English and 3rd for Level 5 English.

27. In Teacher Assessments girls outperformed boys in English and Science at Level 4+ and in English at Level 5. Boys outperformed girls at Level 5 in Maths and Science. This pattern reflects the National picture. In Maths at Level 4+ in Stockton, boys and girls performed equally; the National average for Maths Level 4+ Teacher Assessment shows girls outperforming boys.
28. In the 2010 Teacher assessments, attainment in the two Special Schools which have Primary aged pupils was below floor target and below FFTB in all areas. Of the remaining 59 mainstream schools, 5 schools did not achieve floor target in Combined English and Maths; 7 schools did not achieve floor target in English, 3 schools did not achieve floor target in each of Maths and Science. The number of schools below FFT B was highest in Science. The highest number of schools achieving above FFT D was in Maths and in English.
29. Of the 61 schools that carried out Teacher Assessment at Key Stage 2 in 2010, 14 schools had Combined English and Maths attainment above FFTD, results which were higher than last year's Teacher Assessment and exceeded their targets. These schools have been sent letters of congratulation by the Chief Adviser.
30. **Key areas for development:** improve attainment in English, particularly in Writing and accelerate progress in Reading; improve progress from Key stage 1-2 in all areas. The following actions are being taken to address improvement in these areas:-

Attainment in English, particularly in Writing

- The Every Child a Writer (ECaW) Programme has been introduced to the LA in this financial year to improve the development of pupils in Key Stage 2 whose profile indicates that, without intervention, they are unlikely to achieve expected levels at the end of Key Stage 2 in Writing.

Accelerate Progress from Key Stage 1 to Key Stage 2

- A new tracking system has been introduced into schools which will improve schools' ability to monitor the progress of pupils and therefore be able to identify where there is underperformance.
- Assessing Pupil Progress (APP - a nationally standardised assessment tool) training will take place for all schools in 2010-2011 and is a key part of intervention programmes in schools.
- Leading Teachers for Assessment have been identified and will work with Stockton schools this year.
- Advisory teachers (Closing the Gap) are working on a residence model to support work in schools where progress in key areas is of concern.

PRIMARY PHASE - Attendance and Exclusion Outcomes

31. Across primary schools overall levels of absence improved by 0.15% to 5.02% which is below both north east (5.33%) and national (5.54%) statistics. Persistent absence continued to improved from 1.5% in 2008/09 to 1.3% in 2009-10. Persistent absence at primary level continued to be well below both north east (1.7%) and national (1.8%) statistics. The latest published statistics for exclusions cover the previous full academic year. 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.

SECONDARY PHASE - Key Stage 3

32. At Key Stage 3, statutory national tests (SATs) ceased in 2008, however schools continue 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 is for children to achieve Level 5.
33. **Headline outcome: results at Key Stage 3 show improvement and place Stockton in line with National and North East averages.**
34. At KS3, teacher assessment results show 79% of children in Stockton achieved Level 5+ in English, 81% in maths and 80% in science. For English and science this represents an increase from 2009 of 1%. For maths attainment at L5+ remains the same as in 2009. For English and science these are the best teacher assessment results ever.
35. At L6+, there was a similar trend with increases of up to 2% in English and science compared to 2009. As with outcomes for the L5+ indicator, these are the highest recorded teacher assessment results at L6+ in these subjects. However the L6+ maths result shows a fall of 3% breaking a five year rising trend but still giving the second ever highest attainment at this level.
36. There were some differences in performance between boys and girls. Whereas in maths and science at both L5+ and L6+ this was less than 3%, in English girls outperformed boys by 14% at L5+ and 10% at L6+. Improving outcomes in boys reading and writing remains a challenge.

% L5+	2008 Stockton	2009 Stockton	2010 Stockton	2010 National	2010 NE
English	75	77	79	79	78
Maths	78	80	81	80	80
Science	74	78	80	80	80

% L6+	2008 Stockton	2009 Stockton	2010 Stockton	2010 National	2010 NE
English	34	40	42	43	40
Maths	59	59	57	58	57
Science	42	46	48	48	46

37. Rankings: each year our performance is compared with other local authorities nationally and our regional and national neighbours. NE – North East Region; SN – Statistical Neighbours; Nat – All LAs. Figures in brackets are number in each comparison.

Level 5+	NE (12)	SN (12)	Nat (151)
English	5	7	70
Maths	5	8	62
Science	6	8	71

Level 6+	NE (12)	SN (12)	Nat (151)
English	4	8	70
Maths	6	9	81
Science	7	8	71

SECONDARY PHASE - Key Stage 4

38. Young people take GCSE and other equivalent examinations at the end of Key Stage 4. These national examinations are graded on an A* - G or comparable scale. Young people who achieve 5+ A* - C are deemed to have reached the Level 2 threshold. Those who achieve 5+ A* - G have 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.

39. **Headline outcome: at Key Stage 4 Stockton schools have achieved their best ever performance, placing outcomes in line and above National averages.**

GCSE	2008 Stockton	2009 Stockton	2010 Stockton	2010 National
5+A*-C (L2)	65	68	75	75
5+A*-C inc. English & maths	48	49	53	53
5+A*-G (L1)	92	92	94	93
5+A*-G inc. English & maths	91	91	92	88

40. Overall 10/13 schools improved their performance at 5+A*-C (including English & maths) and 11/13 schools improved their performance at 5+ A*-C. One school improved its performance at 5+A*-C by 53%.
41. At KS4, 75% of young people achieved level 2 threshold, an increase of 7% on last year's figure and Stockton's best performance to date. This year's performance was 1% above the FFT B estimate of 74% and indicates Stockton schools continue to make good progress.
42. Using the key measure of 5+ A*-C including English and maths, this year Stockton achieved 52.8% exceeding last years performance by almost 4 % and the highest ever attainment in this indicator.
43. Performance at Level 1, 5+ A*-G including English and maths, at 92%, is a rise of 1% from the 2009 figure. The overall average point score continues to improve and at 458 exceeds last year's result by 39 points.
44. For all the traditional core subjects of English, maths, science and ICT, the % of students achieving grade C or higher increased this year. As in previous years girls performed better than boys. The figures also show this gap widening across each core subjects as girls continue to improve performance relative to boys
45. Although these are the best KS4 outcomes Stockton schools have achieved, there is still progress to be made. At both key indicators of L2 and L2EM, 8/15 schools did not exceed their FFT B estimates.

Performance of minority ethnic groups

46. 2010 GCSE results indicate the trend at KS4 for minority ethnic young people continues on an upward trajectory with performance at both the L2 indicators and English and maths now in line with their white peers. For young people of Pakistani heritage the percentage achieving 5 or more GCSE's including English and maths has improved from last years decline but at 42% is still 11% below the 53% pass rate of all ethnic groups combined.

GCSE indicator	Group	2008 (%)	2009 (%)	2010 (%)
L2 EM	WBR	48	49	53
	EM	46	49	53
	PA	50	37	42
L2	WBR	64	68	75
	EM	67	71	77
	PA	71	70	74

(WBR – White British, EM – all ethnic minorities, PA – Pakistani Heritage)

Performance of looked after children and young people

47. Outcomes for Looked After Children in 2009/2010 improved on previous years with all students in the original cohort making progress in line with targets. The achievement of Looked After Children is good. The recent Local Authority inspection (2010) reported: "Looked After Children and young people progress well and are supported effectively at school."
48. At the end of Key Stage 2 there were only 3 looked after pupils including one child with SEND in this original cohort but this increased to 7 pupils over the two year period. The matched students met the targets set.
49. The students in Year 11 exceeded the targets set. Originally there were 17 students but this increased to 23 over the two year period. 41% of Looked After Children achieved 5 GCSEs at grades A*-C, which, while below the standards achieved by all children and young people, is above that of statistical neighbours and national averages for all Looked After Children.
50. Attendance for looked after children (94%) was above national averages for all children. Persistent absences remain low with only 5 PA students which equates to 2.74% PA, well below national targets for all schools. There were no permanent exclusions for looked after children. 11 students (3.85%) had a fixed term exclusion equating to 51 sessions which demonstrates a three year improving trend.
51. In September 2010 intended destinations for Looked After Children showed that 21/23 (91%) students were in Education, Employment and Training but current figures show that the figure is now 17/23 (74%). In order to ensure that all students are in Education, Employment and Training the Head of the Virtual School is working with key stakeholders such as Social Care Workers, Personal Advisers, schools and colleges to ensure all students are actively supported and monitored. This work will build on the positive impact that the establishment of a virtual school has had on raising the profile of looked after children and young people. The Ofsted report (2010) stated that the Virtual School "is providing a clear steer to headteachers and designated staff in focusing on their needs and supporting their continued progress. Educational support for looked after children and young people placed out of the area is also good. Good strategies and tracking systems to monitor educational progress are in place and are well managed."

Performance of young people eligible for free school meals (fsm)

52. Young people who are eligible for free school meals continue to under-perform compared to those who are not eligible. In 2010, for the key indicator of L2EM, the gap in attainment between FSM and non FSM cohorts widened to 39%, an increase of 2% from 2009. For other performance indicators the gap remains broadly the same. For all key indicators the FSM – non FSM gap in Stockton is wider than the gap nationally.

Attainment Gap – FSM/non FSM Eligibility			
GCSE Indicator	2008 (%)	2009 (%)	2010 (%)
L2 EM (5+GCSE's A*-C including English and maths)	35	37	39
L2 (5+GCSE's A*-C)	38	41	34
L1 EM (5+GCSE's A*-G including English and maths)	19	22	21
L1 (5+GCSE's A*-G)	18	18	17

53. Actions against areas for improvement:

- The continued challenge to secondary schools to improve performance will be delivered through development opportunities such as the curriculum audits, the Assessing Pupil Performance audit tool and the challenge of School Improvement Partners.
- Targeted interventions in schools will be delivered following a forensic analysis of the data. These range from support to raise standards for pupils on Free School Meals, pupils with special needs and disabilities, and Looked After Children.
- High quality advice and resource to improve the quality of teaching and learning will be delivered through Advisory and Consultant support.
- Secondary schools in amber or red category of concern are in receipt of intense Intervention Plans to ensure rapid school improvement.
- Measures introduced this year to address improving outcomes in inclusion include increasing the level of support to target schools from the Attendance and Exclusion team and introduction of a service agreement in which at school level, inclusion issues are tackled through a joint strategy. The launch of the Inclusion Quality Mark for Stockton schools in July 2010 will directly address the development of inclusive practice in schools; all secondary schools have registered to engage with the quality standard this year.

SECONDARY PHASE - Attendance and Exclusion Outcomes

54. 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. The last nationally reported full school year data for exclusions covers the academic year 2008-09. During this period 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%

POST 16 EDUCATION

55. From 1 April 2010, all unitary and county councils took over responsibility for 16 to 19 education from the Learning and Skills Council. Councils have a strategic commissioning and influencing role and maintain a strategic overview of provision and needs in their area identifying gaps, enabling new provision and developing the market. Councils have a statutory duty to secure that enough suitable education and training is provided to meet the reasonable needs of:

- persons in their area who are over compulsory school age but under 19, and
- persons in their area who are aged 19 or over but under 25 and are subject to a learning difficulty assessment .

56. The quality of post 16 providers is monitored by Ofsted. Validated examination results are not available until February/March each year. However anecdotal evidence suggests a continuing upward trajectory in success rates. These will be reported on fully in the next performance report.

INSPECTION OUTCOMES

57. 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.

58. The 14 schools inspected this year were:

Frederick Natrass Primary	St Patrick's RC Secondary
Bowesfield Primary	Thornaby Community College
Norton Primary	Blakeston Secondary
The Oak Tree Primary	
Rosebrook Primary	
Mandale Mill Primary	
Oxbridge Lane Primary	
Tilery Primary	
St John the Baptist CE Primary	
St Cuthbert's RC Primary	
Ashtrees Special School	

59. The two monitoring visits reported at least satisfactory progress against prior performance. Thornaby Community School, which was placed in Special Measures in January 2009, was judged to be making good progress on all recommendations. This school received support commissioned from the National Leader in Education, Outwood Grange Family of Schools. This school is now Thornaby Academy and is, therefore, not now subject to an Ofsted category.

60. Blakeston Secondary School also received a HMI monitoring visit in March 2010 in connection with the academies' initiative. The plan for the development of the academy was judged to be satisfactory and the school was found to be making satisfactory progress towards raising standards. This school is now part of the Northshore Health Academy from September 2010.

61. Of the 12 schools that received a full Section 5 inspection, one third were judged to be 'good'. This represents an enormous achievement in securing good outcomes for young people, in areas facing considerable challenge with a much higher than national proportion of children on free school meals. These schools are: Mandale Mill – "At the centre of the school's success is the very strong focus on ensuring high quality care and support for all pupils and these areas are outstanding." Bowesfield – "Pupils flourish both academically and personally in this warm and caring environment." St John the Baptist VC – "Pupils make good progress due to the very careful attention paid to their needs." Oxbridge Lane – "It provides a very harmonious atmosphere in which pupils from different backgrounds and cultures mix and learn happily together."

62. Of the 12 schools inspected, 5 were found to be satisfactory. For many of these schools, this judgement marked a considerable achievement as the school had been on a journey of school improvement from a less secure past. For example, Norton Primary – "It is an improving school emerging from an unsettled period." Rosebrook school had been a school in a category of concern by the Local Authority from the start of the year and was in receipt of a targeted and intensive Local Authority Intervention Plan. In the Spring this Local Authority category was changed to reflect the good progress of the school and the Inspection in the summer term confirmed the success of the school's improvement: "it offers its pupils a satisfactory but rapidly improving standard of education." Similarly, Ash Trees School was identified as a school causing concern school and was again in receipt of an Intervention Plan from the Local Authority. It's Ofsted grade of satisfactory, was a validation of the improvements made.

63. For three of the schools inspected in 2009-2010, there was a disappointing outcome with the schools being placed in an Ofsted category of concern. Frederick Nattrass School received a Notice to Improve. The school had been identified as needing support from the Local Authority in the September term 2009 and an Intervention Plan had been constructed but the school was inspected in the early October before there had been sufficient time for an impact on school improvement. Subsequently, HMI monitoring visits have praised the support and intervention of the Local Authority:

“The local authority’s statement of action offers a clear strategy for improvement and fulfils requirements. Support for the school is good and well considered. This has included additional training for staff, support from consultants and regular and searching checks on the school’s progress. This work is strengthening the school’s capacity to improve.”

64. Tilery Primary School also received a Notice to Improve, due to inadequate safeguarding arrangements, largely due to the school’s Single Central record being incomplete for one member of staff. The school has been in receipt of an Intervention Plan and the Local Authority recent review has evidenced at least satisfactory progress.

65. St Patrick’s RC Comprehensive School was placed in Special Measures due to inadequate progress for pupils against their starting points. The National Leader in Education, Outwood Grange Family of Schools, has been engaged by the Local Authority on an 18 month contract to secure the standards in the school. The first HMI monitoring visit has already recorded strong progress.

66. The Ofsted summary represents a snapshot of performance of a small percentage of schools over a period of one year. There is an obvious spectrum from good to inadequate. This continues to be the case with Stockton schools. There are a number of Stockton schools that fall into Local Authority categories of concern. The Educational Improvement Service has agreed a School Improvement Assessment Framework with schools which categorises schools into three categories of ‘red’, ‘amber’ and ‘green’. These categories indicate the need for support and intervention from the Local Authority and provide governors with an assessment against agreed and published criteria. The School Improvement Partners recommend the school’s category to the Local Authority at each visit and schools are notified by letter of their category. In 2009-2010, 24 schools were in ‘amber’ or ‘red’ categories (9 secondary schools, 15 primary schools.) There remains, therefore, an urgent school improvement agenda. The introduction of Intervention Plans from September 2009 is making inroads into the number of schools causing concern with the Service working in different ways to support school improvement intensively and directly. In several schools these Intervention Plans have already removed the legacy of poor performance and ensured these schools are improving their outcomes and are no longer vulnerable to an Ofsted category were they to be inspected. There are also 11 collaborative reviews in schools planned for the Autumn term 2010 which are Local Authority inspections in collaboration with the schools’ senior leadership teams to identify the issues, and then the strategies, for school improvement. The target for the Education Improvement Service is to ensure no schools in the Borough are subject to an Ofsted category following inspection by 2012.

THE EMERGING CONTEXT FOR CONTINUING SCHOOL IMPROVEMENT

67. The present context for education is one of reform and change. There are structural changes in the way schools are run on offer to schools with the new tranche of Academies and the introduction of Free Schools. So far, in Stockton, no schools have expressed interest in becoming a new Academy but this remains a possibility once funding options have been confirmed. There are presently two applications for Free Schools within the Borough. The White paper, which is expected imminently, will clarify further the nature of the role of Local Authorities and the following Education Bill will set this out in detail. Certainly, the previous statutory duties of the Local Authority are in question as regards education and the funding upon which these relied is less secure.

68. As this report has illustrated, there remain challenges to ensure standards continue to rise and our schools are not as vulnerable in Ofsted inspections. It is incumbent on the Education Improvement Service, therefore, to ensure these roles can be carried out in this changing context. To achieve this, the service has restructured and will continue to examine how its teams are positioned to best meet the needs of schools in further restructuring. Five senior posts have already been lost with considerable savings. The rationale for the restructure has been to ensure the service is as professional, as focussed and as successful in school improvement as it can be to ensure additionality for schools and to raise standards for young people across the Borough. The restructure has enabled highly effective staff to be valued and retained and line management to be strengthened to lead to greater accountability and productivity. This process has been shared with schools to continue to build credibility and trust.
69. The Education Improvement Service will explore how its services can be brokered to schools and other Local Authorities to generate income. Already, the service trades its expertise. 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. 23 sessions were delivered to Governing Bodies. Topics covered included: Safeguarding, School Self Evaluation, RAISEonline and The Role of Governors in Leadership and Management.
70. To enable the Education Improvement Service to be in a strong position to broker, the team is undergoing a range of accreditation for its expertise, for example in Ofsted inspections, Section 48 inspections, coaching and Leaders of Learning. The Service will also continue to commission as appropriate. There are schools in Stockton who are becoming new Local Leaders in Education who will be able to add capacity to the school improvement agenda and the Service continues to engage National Leaders in Education, such as the Outwood Grange Family of Schools.
71. The Education Improvement Service has received recent validation of its work. The Service outcomes have contributed to the Children Services Assessment of 'performing well'. The Ofsted inspection of Safeguarding and Looked after Children also recognised the effectiveness of the service in contributing to the good outcomes. The National Strategies who monitor the performance of the Education Improvement Service, rate the Service 'green' overall which is the highest rating.

CONCLUSION

72. We are celebrating successes in 2009 - 2010. Collectively we work to ensure that every child is taught by good teachers in an environment which expects success and is well managed and led. The performance data shows improving performance and, in some cases, 'best ever' results.

FINANCIAL IMPLICATIONS

73. The resource of the Educational Improvement Service will continue to be targeted at need. The Service will look for opportunities to increase the effectiveness of the Service and its impact on school improvement through a programme of review and restructuring and will develop further the ability to generate income through brokered working. The reductions in staffing have already made savings totalling £280k. More savings will follow.

LEGAL IMPLICATIONS

74. None

RISK ASSESSMENT

75. Reporting on school performance is categorised as low to medium risk. Existing management systems and daily routine activities are sufficient to control and reduce risk.

SUSTAINABLE COMMUNITY STRATEGY IMPLICATIONS

76. The report makes a key contribution to the 'Children and Young People' theme of the Sustainable Community Strategy, by providing evidence of the impact of services in improving outcomes for children and young people. These outcomes impact also on many other Community Strategy themes, particularly Economic Regeneration and Transport, Safer Communities, Healthier Communities and Adults, and Stronger Communities.

EQUALITIES IMPACT ASSESSMENT

77. This report is not subject to an Equalities Impact Assessment because it is an information item. It does not seek approval for any actions or change of policy, strategy or service delivery

CORPORATE PARENTING

78. The Education Improvement Service continues to monitor and intervene to secure improved standards of achievement for children in care through the virtual school. The report illustrates the positive impact of the service on outcomes for LAC.

CONSULTATION INCLUDING WARD/COUNCILLORS

79. Not applicable – information item.

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Education related? Yes

Background Papers: Not applicable

Ward(s) and Ward Councillors: Not applicable

Property: No implications