

CABINET ITEM COVERING SHEET PROFORMA

AGENDA ITEM

REPORT TO CABINET

6 SEPTEMBER 2012

REPORT OF CORPORATE MANAGEMENT TEAM

INFORMATION ITEM

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

SCHOOL PERFORMANCE 2011 - 2012

1. Summary

This report presents an analysis of school performance in the academic year 2011 - 2012.

2. Recommendations

Cabinet to note and comment as appropriate on standards and achievement across the Borough.

3. Reasons for the Recommendations/Decision(s)

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.

4. Members' Interests

Members (including co-opted Members) should consider whether they have a personal interest in any item, as defined in paragraphs 9 and 11 of the Council's code of conduct and, if so, declare the existence and nature of that interest in accordance with and/or taking account of paragraphs 12 - 17 of the code.

Where a Member regards him/herself as having a personal interest, as described in paragraph 16 of the code, in any business of the Council he/she must then, in accordance with paragraph 18 of the code, 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 and the business:-

- affects the members financial position or the financial position of a person or body described in **paragraph 17** of the code, or
- relates to the determining of any approval, consent, licence, permission or registration in relation to the member or any person or body described in **paragraph 17** of the code.

A Member with a personal interest, as described in **paragraph 18** of the code, may attend the meeting but must not take part in the consideration and voting upon the relevant item of business. However, a member with such an interest may make representations, answer

questions or give evidence relating to that business before the business is considered or voted on, provided the public are also allowed to attend the meeting for the same purpose whether under a statutory right or otherwise (**paragraph 19** of the code)

Members may participate in any discussion and vote on a matter in which they have an interest, as described in **paragraph 18** of the code, where that interest relates to functions of the Council detailed in **paragraph 20** of the code.

Disclosable Pecuniary Interests

It is a criminal offence for a member to participate in any discussion or vote on a matter in which he/she has a disclosable pecuniary interest (and where an appropriate dispensation has not been granted) **paragraph 21** of the code.

Members are required to comply with any procedural rule adopted by the Council which requires a member to leave the meeting room whilst the meeting is discussing a matter in which that member has a disclosable pecuniary interest (**paragraph 22** of the code)

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SCHOOL PERFORMANCE 2011 - 2012

SUMMARY

This report presents an analysis of school performance in the academic year 2011.

RECOMMENDATIONS

Cabinet to note and comment as appropriate on standards and achievement across the Borough.

DETAIL

PRIMARY PHASE - Early Years and Foundation Stage

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.*)

Headline outcome: there has been a small increase in NI 72 and a slight reduction of the gap between the lowest attaining and the rest.

NI 72				
Increase the overall average at 6+ with 6+ in all PSED & CLL				
%	2009	2010	2011	2012
Stockton	63	61	60	62
National	52	56	59	National data to follow

Given the increase of 2% this year, the attainment of Stockton pupils at the end of Reception is likely to remain above the National in NI 72.

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				
%	2009	2010	2011	2012
Stockton	33.3	34.4	31.8	31.7
National	34	33	31	National data to follow

A key area of development for Early Years' Foundation Stage in Stockton has been to narrow the gap between the lowest attaining and the rest. In 2012 this gap has narrowed slightly further and is now more in line with the most recently available national figure of 31% in 2011.

Attainment at 6+ in three of the four strands associated with development of communication language and literacy increased from their 2011 figures with the fourth strand remaining the same. This has resulted in an overall increase of 3% in this important component of early year's development.

Communication Language and Literacy Strands Children achieving 6+ points on the EYFS Profile (%)	2010	2011	2012
Language for communication and Thinking	88	87	88
Linking Sounds and Letters	78	78	82
Reading	76	74	76
Writing	69	68	68
Overall	63	62	65

Key area for development:

The improvements in Communication, Language and Literacy are a pleasing reflection of the training and support that has gone into schools and settings; this training will continue with targeted support for those settings and schools which are of concern.

The Y1 Phonics Screening Test (introduced in June 2012) has meant there is an increasing need for high level knowledge of Early Reading in the early years' sector. The EIS team see this as a key area for focus in the coming year.

Staged training for all schools and Early Year’s providers will take place to enable staff to respond with quality and pace to the new Early Years’ Foundation Stage.

From September 2012, new regulations around the Early Years’ Foundation Stage (EYFS) will be made statutory. From this point all learning development of children aged 0-5 in schools and settings will be monitored against a new set of areas of learning. These areas of learning will be called the Prime and Specific Areas of Learning.

In order to support settings and schools in planning for and assessing children’s progress and attainment the Stockton on Tees 0-11 Early Years’ team have developed a tracking tool – “New STEPS”. “New STEPS” enables providers to assess child development at the point of entry to their provision and increases awareness of the child’s next steps and so plan accordingly. This can be done with any child from birth through to 60+ months and will inform the statutory assessment at the end of the Reception. This is a major piece of work which will enable more individualised planning and more accurate assessments, leading to increased progress.

Introduction training has begun and many settings and schools have expressed an interest in New STEPS. Over the next year, the EIS team will deliver central and individual training and support for the borough’s 300 plus Early Year’s providers.

EIS will quality assure the provision in Children’s Centres to ensure the outcomes achieved are of a high standard.

PRIMARY PHASE - Key Stage 1

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 the highest level of attainment at the end of Key Stage 1. The Core subject indicator (the number of pupils who achieve the level in all of reading, Writing and Maths) is also measured.

In 2012, children at the end of Year 1 are tested on their ability to use phonic skills to read a list containing words and non-words.

KS1 Headline outcomes

There has been a substantial 4% increase in the Core Subject Indicator (CSI - the number of pupils who achieve the level in all of reading, Writing and Maths) at L2B+ from the 2011 figure. All key national indicators have improved on 2011 outcomes for Stockton and also exceed the most recently available national outcomes from 2011.

L2b+ (%)		2008	2009	2010	2011	2012
CSI	L2B+	62	57	56	56	60
Reading	L2B+	74	72	73	72	74
Writing	L2B+	60	61	60	59	63
Maths	L2B+	77	75	75	73	76
S/L	L2+	86	86	88	85	89
Science	L2+	89	89	91	89	89

L3 (%)	2008	2009	2010	2011	2012
CSI	10	9	9	8	9
S/L	20	20	20	20	22
Reading	24	23	24	21	23
Writing	14	13	14	12	13
Maths	21	20	21	17	18
Science	23	21	22	20	22

Provisional data indicates 55% of Y1 children in Stockton passed the Phonics Screening Check. There is currently no comparative national data available yet but the national average from the pilot tests conducted in 2011 was 32%.

Key area for development:

There will be support for schools in accelerating the progress of pupils in phonics with additional focus on schools where 2012 outcomes in the Phonics Screening Check were low.

School Improvement Advisers will further challenge schools to show levels of progress across each year in Key Stage 1.

PRIMARY PHASE - Key Stage 2

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 2012 only the outcomes of the Maths test will be reported nationally. the Teacher Assessment (TA) for English (which is verified through a test marked, for the majority, internally) will be used to report outcomes and progress in English. The Combined English and Maths outcomes are calculated using the Maths SAT result and the English Teacher Assessment. Achievement is recorded at levels 2, 3, 4 and 5. The national expectation for attainment is for children to achieve Level 4+ or higher.

The outcomes of assessments at the end of Key Stage 2 are also used to measure progress across Key Stage 2. Pupils are expected to make a minimum of 2 levels of progress across Key Stage 2.

Schools which fail to meet any of the Floor Standards (currently - 60% of pupils attaining Level 4+ in Combined English and Maths [CEM]; 87% of children achieving 2 levels progress in English across KS2; 86% of children achieving 2 levels progress in Maths across KS2) can be deemed to be of concern at a National level.

The Department for Education has given some indication that the floor standard for Combined English and Maths at Level 4+ may increase to 65% in the future and that there may be a retrospective increase in expected levels of progress for 2011-12.

KS2 Headline outcomes

National figures are not currently available for comparison. At Level 4+ in all areas (except Maths where there is a 1% decrease) all measures are above the 2011 outcome for Stockton. All measures at L5+ show an increase. The improvement in writing at all levels is particularly pleasing.

% L4+	2008	2009	2010	2011	2012
CEM	78	75	80	79	80
English	84	81	84	83	85
Reading	89	87	87	86	86
Writing	71	70	75	76	82
Maths	83	82	87	85	84
% L5+	2008	2009	2010	2011	2012
CEM	22	23	28	24	27
English	31	30	34	30	37
Reading	50	47	52	45	46
Writing	22	20	20	19	28
Maths	36	40	38	40	42

2 Levels Progress (%)	2008	2009	2010	2011	2012
English	83	80	83	85	90
Maths	81	84	87	87	88

Compared to 2012, attainment at L5+ has improved in all areas with best ever results in Reading, English overall and Maths.

In 2012, 8 schools, including the two special schools, scored below the 60% Level 4 Combined English and Maths threshold. This is a reduction of 1 from 2011 and is the smallest number of schools below 60% since 2005 (excluding 2010, when there was a boycott of SATS meaning that 43% of Stockton schools did not take the tests).

Test L4+ (inc. Special Schools)	Number of schools Below Floor Target 2 levels of progress	Number of schools Below Floor Standard (60%)
CEM		8
English	12	
Maths	19	

Schools that are currently below the floor standard will receive an intensive package of support from EIS to ensure rapid school improvement.

There was excellent achievement in some schools in the Borough:

In 4 schools (Myton Park Primary, Our Lady of the Most Holy Rosary Primary, St Patrick's RC Primary (Fairfield), The Links Primary) all pupils achieved Level 4+ in Combined English and Maths.

In 8 schools (Billingham South Community Primary, Junction Farm Primary, Mill Lane Primary, Our Lady of the Most Holy Rosary RC Primary, Preston Primary, St John's CE Primary, St Patrick's RC Primary (Fairfield), The Glebe Primary) all pupils made the expected 2 levels of progress in English.

In 6 schools (Bowesfield Primary, Hardwick Green Primary, Junction Farm Primary, Our Lady of the Most Holy Rosary Primary, St John's CE Primary, The Links Primary) all pupils also made the expected 2 levels of progress in Maths.

Key area for development:

In 2013, the English test at the end of Key Stage 2 will be revised to include discrete tests of grammar, language, spelling and, possibly, handwriting (inclusion of handwriting currently under consultation). Initial analysis and feedback from schools in Stockton indicates that teacher subject level knowledge will need support and development in order to give some teachers the skills and knowledge to teach grammar to the level required. This will be a focus of training delivered by the EIS team in the next year.

Review and, as necessary, targeted support to schools below floor standards as part of intervention plans.

School Improvement Advisers will support schools in identifying individual areas for improvement. Any school support required which can then be brokered through the EIS service to provide additional tailored support available to all Stockton on Tees schools.

Primary Phase Inclusion outcomes

Black minority Ethnic/Pakistani

At KS1 BME pupils exceeded the performance of all pupils in level 2B+ Writing by 1.8% and equalled the performance of all pupils at Level 2B+ Mathematics. The gap in Reading between the BME cohort and all pupils was just 0.7%. Pakistani heritage pupils performed less strongly with gaps of 7.6% in Writing, 10% in Reading and 10.3% in Mathematics. For KS2 Combined English and maths (CEM) at L4+, the attainment of Pakistani heritage pupils, at 80%, outperformed all pupils by 0.4% whereas BME pupils achieved 73.3% which was 6.6% less than all pupils.

FSM

There remains a significant gap in achievement between all pupils and those eligible for Free School Meals. The gap at KS1 for level 2B+ is 22.8% in Mathematics, 26% in Reading and 28.8% in Writing. Pleasingly at KS2 Level 4+ CEM the gap which had increased by 7% in 2011 has now narrowed from 27% to 20.4%.

Boys/girls

Girls continue to outperform boys with the gap in achievement being most marked at KS1 level 2B+ with a gap of 15.2% in Writing. The gap is narrower in Reading at 9.4% and is 1.7% in Mathematics. At KS2 the attainment gap at L4+ CEM continues to narrow and is now just 3.8%.

SEN

The gap in achievement is most marked for those pupils with Special Education Needs (SEN). They achieve around half of the attainment of other pupils for most of the key age related measures. For this group, however, the important performance measure is levels of progress against prior attainment.

Attendance

Across primary schools overall absence for the autumn term 2011, which is the most recent validated data, improved by 1.13% from 5.53% overall absence in autumn 2010 to 4.40% in Autumn 2011.

Exclusion

The latest published statistics for exclusion cover the previous full academic year 2010 -11. There continued to be no permanent exclusions in primary schools. There were 74 fixed period exclusions from Stockton primary schools representing 0.42 % of the school population which is an increase in fixed period exclusion from 43 in 2009 – 10 representing 0.25%.

Key areas for development

The revised Inclusion Quality Mark with a sharper focus on pupil progress will assist in driving forward progress of SEN pupils.

School Improvement Advisers in their autumn term visits will ensure a proper focus is placed on assessing the progress of FSM pupils.

SECONDARY PHASE - Key Stage 3

Stockton has 12 secondary schools two of which are now Academies. 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.

Headline outcome: results at Key Stage 3 show all 10 of Stockton's maintained secondary schools improved their KS3 performance from the previous year.

At KS3, teacher assessment results show 90% of children in Stockton achieved Level 5+ in English, 88% in maths and 87% in science. This represents increases of 2% on the previous year for both English and maths with science remaining the same.

At L6+, there is a similar improving trend with increases of 6% in English, 7% in maths and 2% in science. This years improvements in higher level English and maths, represent the best ever attainment in these subjects at KS3.

Differences in performance between boys and girls was most marked in English with girls outperforming boys by 8% at L5+ and by 22% at L6+. However, in maths at both L5+and L6+ the difference was less than 4%, Closing the performance gap in English between boys and girls remains a challenge.

KS3 Attainment – Maintained Schools

% L5+	2011	2012
English	88	90
Maths	86	88
Science	87	87

% L6+	2011	2012
English	52	58
Maths	63	70
Science	59	61

KS3 Attainment – Maintained Schools and Academies

% L5+	2011	2012
English	86	81
Maths	85	79
Science	85	78

% L6+	2011	2012
English	51	52
Maths	62	63
Science	57	55

SECONDARY PHASE - Key Stage 4

Stockton has 12 secondary schools two of which are now Academies. 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. (L2 EM) Expected attainment is now determined using a *value added* model based on FFT type A estimates. The national Floor Standard for attainment in the secondary phase is 40% 5 + A* - C including English and maths (this is up from 35% in 2011).

KS4 Headline outcomes

The percentage of students gaining 5 or more GCSEs at grade C or above is the best ever for Stockton. The percentage of students achieving the key indicator of 5 or more GCSE passes at Grade C or higher including English and maths is currently 3% lower than last year. This figure may change in response to emerging concerns at national level over alterations to grade boundaries particularly in English.

GCSE	2009 Stockton	2010 Stockton	2011 Stockton	2012 Stockton	2012 National
5+A*-C (L2)	68	75	80	83	<i>To</i>
5+A*-C inc. English & maths	49	53	57	54	<i>be added</i>
5+A*-G (L1)	93	94	95	97	<i>when</i>
5+A*-G inc. English & maths	91	92	94	93	<i>available</i>
Average Point Score	414	444	480	476	

At KS4, 83% of young people achieved Level 2 thresholds, an increase of 3% on last year's figure and Stockton's best performance to date. This year's performance was exactly in line with the FFT A estimate of 83%, based on valued added calculations, and indicates Stockton schools continue to make good progress.

The improvement in results at the Level 2 threshold represents a significant achievement for Stockton schools. In particular, Northfield has increased 18.6% from last year to achieve 87.9%. All Saints, Ian Ramsey, St Patrick's and Thornaby Academy all achieved over 90% and other schools such as Northshore Health Academy achieved their highest ever result for this measure at 85.8%.

Using the key measure of 5+ A*-C including English and maths, this year Stockton achieved 54%. This is 3% lower than in 2011. The percentage of students making the expected 3 levels of progress in maths and English at 55% and 61% are 3% and 7% lower respectively than in 2011. However, there is a gathering evidence base to suggest that this fall is caused wholly or in part by a national issue with the grading of English which has presented a challenge to some Stockton schools and affected their results from what was expected. As this is a national problem, schools' results may be revised if this is resolved. This would mean some of these relative performances may be changed with respect to grade boundaries especially in English.

Performance at the inclusive Level 1 indicator, 5+ A*-G, at 97%, is a rise of 2% from the 2011 figure. The overall average point score which measures the breadth of overall attainment across subjects remains high and at 476 although slightly lower than last years outcome of 480 pts represents strong performance across a wide range of subject entries.

Key area for development:

Targeted interventions in schools will be delivered, as necessary, following detailed analysis of the data. There will be specific focus on improving achievement in the core subjects of English and maths and the progress of pupils will be focussed on to ensure that schools meet achievement outcomes in line with FFTA estimates.

In secondary schools where progress in core subjects falls below expected national expectations measures and below floor standards, School Improvement Advisers will support conversations with Headteachers and governors about opportunities for school to school partnership support arrangements including Academy sponsorship.

SECONDARY PHASE Inclusion outcomes

Attendance

Across secondary schools (including our academies) overall absence for the autumn for which we have the most recent validated data, improved by 1.12% from 7.32% in Autumn 2010 to 6.20% in Autumn 2011.

Exclusion

The latest published statistics for exclusion cover the previous full academic year 2010 -11. There continued to be low numbers of permanent exclusions in secondary schools (including our academies) with 5 permanent exclusion occurring in 2010 -11 compared to 9 in 2009-10. Similarly, fixed period exclusions reduced in 2010 -11 to 815 representing 7.29% of the school population compared to 1044 in 2009 -10 equating to 9.21% of the school population.

Post 16 Education

Stockton has two schools and two colleges with A Level provision. The percentage of students gaining A* – E grades was 98% or higher and is exactly in line with this years national average. One of the schools exceeded the national average of 53% for A*-B grades while for the other 3 providers, two performed similar to 2011 and one other, although lower than last year, was in line with predicted outcome.

For all sixth form providers, the average point score per examination entry, which is a finer measure of the average grade achieved, has increased from the previous year. For 3 of the 4 providers this figure is the highest ever.

Overall performance of young people from Stockton achieving the Level 2 and Level 3 threshold at age 19 has seen a year on year increase since 2005/06. In 2010/11 the proportion of young people studying in Stockton at age 16 that reached the Level 2 threshold at age 19 increased from 79.7% in 2009/10 to 82.2%. This compares favourably with both the North East and England aggregated totals of 80.7% and 81% respectively in 2010/11.

The proportion of young people studying in Stockton at age 16 that reached the Level 3 threshold at age 19 increased from 53.6% in 2009/10 to 55.8% in 2010/11. This also compares favourably with both the North East and England aggregated totals of 49.8% and 54.5% respectively in 2010/11.

Through the 14-19 Partnership it is intended to support 16-19 providers with scrutiny of data to inform and challenge further improvements.

INSPECTION OUTCOMES

From September 2011 to July 2012, 21 schools were inspected by Ofsted. Of these, 18 schools were subject to full Section 5 inspections and three schools received Section 8 monitoring visits.

The 18 schools inspected this year under Section 5 were:

Christ the King	Abbey Hill
Fairfield	Bishopsgarth
Harewood	Bishopton Centre
Harrowgate	Northshore Health Academy
Kirklevington	Our Lady and St Bede
Layfield	St Michaels
Pentland	
Roseberry	
St Gregory's	
St Mary's	
Thornaby CE	
Whinstone	

The three schools who receive monitoring visits were: Ash Trees, Rosebrook, The Oak Tree.

Of the primary schools inspected, none were judged 'inadequate' and 58% were judged good or better.

Of the secondary schools inspected, two were judged 'inadequate':

Northshore Health Academy were judged 'inadequate' and given 'Special Measures'. The sponsors of Northshore Health Academy sourced support from Northern Education and a new Headteacher took position in the school.

St Michael's was judged 'inadequate' and given 'Notice to Improve'. The Local Authority submitted a 'Statement of Action' detailing a programme of reform which was approved. This involves Carmel College, A Catholic Academy, as a partner for the school to support school improvement in partnership with the school, the Local Authority and the Diocese.

From September 2012, schools face the challenge of new Ofsted Inspection Framework. This requires schools to judge themselves against different criterion and offers different judgements for schools. The most significant is the removal of the 'satisfactory' category for 'requiring improvement'. Schools judged as 'requiring improvement' will have to show progress in subsequent inspections or they risk falling into an inadequate category of 'serious weaknesses' or 'special measures'. All schools being judged as 'inadequate' are likely to be required to convert to academies under an approved sponsor. Each school will be provided with an assessment against the new Ofsted schedule by the School Improvement Advisers and central training will be provided for all schools by the service, particularly from one adviser who is maintaining her Ofsted inspection work to ensure there is up to date, specialist information for schools.

Further challenges for schools include the revisions to curriculum. There is the new Early Years Foundation Stage Curriculum and major reworking of the requirements for primary and secondary phases. Again, advisers from the service ensure schools and settings are provided with briefings and training to place them in the strongest positions.

FINANCIAL IMPLICATIONS

The Inclusion review and the EIG review saw a reduction in staffing to yield savings. The current EIT review is proposing restructuring with the potential for voluntary redundancies but no compulsory redundancies.

LEGAL IMPLICATIONS

None

RISK ASSESSMENT

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

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

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

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

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