

CABINET ITEM COVERING SHEET PROFORMA

AGENDA ITEM

REPORT TO CABINET

27 August 2013

REPORT OF CORPORATE MANAGEMENT TEAM

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

SCHOOL PERFORMANCE 2012 - 2013

1. Summary

This report presents a headline, summary analysis of school performance in the academic year 2012 - 2013.

2. Recommendations

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

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.

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)

AGENDA ITEM

REPORT TO CABINET

6 SEPTEMBER 2012

**REPORT OF CORPORATE
MANAGEMENT TEAM**

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

SCHOOL PERFORMANCE 2012 - 2013

SUMMARY

This report presents an analysis of school performance in the academic year 2012 - 2013.

RECOMMENDATIONS

1. 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 new Early Years' Curriculum became statutory in September 2012; subsequently a new EYFSP was used for the first time in summer 2013 in order to assess children's outcomes against this curriculum. The expectations within the new curriculum and profile are far higher than in previous years, subsequently, there is no comparison with 2012 results in this phase.

For the EYFSP in 2013 children were assessed against a series of 17 Early Learning goals, 9 of which are called 'Prime' areas (considered to be the areas which support all learning) and 8 'Specific' areas, (which are said to support children's successful participation in society) with three possible outcomes; emerging, expected and exceeding. Children are required to achieve at least 'expected' by the end of Foundation Stage. Children who achieve at least expected in all the Prime areas and Literacy and Mathematics from the Specific area are said to have a 'Good Level of Development'. This measure is key for comparisons across schools, areas and nationally.

Headline outcome: 41% of children in Stockton achieved a Good Level of Development.

Good Level of Development	
'Expected' in all the Prime areas and Literacy and Mathematics from Specific area.	
%	2013
Stockton	41%
National	National data to follow

(The national average on the pilot (2012) was 32%; however, this is likely to increase in 2013. It is hoped that Stockton will be at least in line with National outcomes.)

A key area of work in 2012-2013 was to train staff to deliver the new Early Years Foundation Stage (EYFS) and assess against the EYFSP. A major element of this has been to produce a Stockton tracking system ("New STEPs") which will allow teachers and practitioners to track children's development against the new curriculum from birth to Early Learning Goal; identify gaps in development and thus support teaching which addresses children's needs and therefore accelerates progress.

An initial paper version of the tracker was delivered to schools and settings at the end of the school year 2011-12 and electronic versions were developed and distributed to all schools during the year. The latest electronic version (with the capability of carrying out analysis and generating reports) was rolled out to schools in the second half of the Spring Term. Training has been delivered to practitioners and teachers from the 300 plus Early Years' organisations and schools across the borough which deliver the EYFS. All Stockton schools and academies in the borough used the tracker to submit EYFSP data at the end of the summer term.

In 2012-2013 for the first time, the EIS team have quality assured the provision in all Children's Centres in Stockton; the process was established with the agreement of partners who reported that the work has supported their self review and indicated their areas for development as well as allowing them time to contemplate recent successes.

Key areas for development 2013- 2014:

The new EYFS, with its corresponding higher expectations, has presented many challenges for schools and settings over the last year. It is clear from data that writing and number are the two areas which need most development and these will be the key focus over the next year. A range of central training is planned and colleagues are clear that all generic and bespoke support will have some reference to Writing and / or Number.

Work will continue to ensure high quality early provision by working with all providers (including all private and voluntary providers and all schools). The introduction of the free entitlement for 2 year olds and entitlements already in place will continue to involve the EIS team in assessing and monitoring practice and, where necessary, supporting improvement to ensure sufficient quality provision.

PRIMARY PHASE - Key Stage 1

At the end of Year 1 children are tested on their ability to use phonic skills to read a list containing words and non-words. A key focus for Early Years' Foundation Stage in Stockton 2012-13 was early reading. This area was highlighted through the outcomes of the 2012 Y1 phonics screening check. Staff have worked with schools to develop practitioner's knowledge of phonics and thus improve teaching and learning. The result of this work is that the outcome for the phonics screening check 2013 are higher than in 2012 and many schools now have phonic development as their key focus.

KS1 Headline outcomes

Phonic Screening		
Pass Year 1	2012	2013
Stockton	54.7%	67.1%
National	58%	National data to follow

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.

There has been a further increase in the Core Subject Indicator (CSI - the number of pupils who achieve the level in all of reading, Writing and Maths) at L2B+, building on the substantial increase in 2012. Reading and Writing at both 2b+ and at level 3+ and Maths at Level 3+ have all improved. Level 2b+ in CSI, reading and in writing and Level 3+ in CSI, Reading, Writing and Maths are the highest results for six years.

The increases in Phonics and reading are particularly pleasing and reflect the impact of EIS's higher profile on Reading in the past year.

L2b+ (%)		2009	2010	2011	2012	2013
CSI	L2B+	57	56	56	60	61
Reading	L2B+	72	73	72	74	77
Writing	L2B+	61	60	59	63	65
Maths	L2B+	75	75	73	76	75
S/L	L2+	86	88	85	89	89
Science	L2+	89	91	89	89	89

L3 (%)		2009	2010	2011	2012	2013
CSI		9	9	8	9	10
Reading		23	24	21	23	25
Writing		13	14	12	13	14
Maths		20	21	17	18	22
S/L		20	20	20	22	22
Science		21	22	20	22	21

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 Reading and Maths. For the first time in 2013, Writing was assessed through two separate assessments; one a test in Spelling, Punctuation and

Grammar (SPAG) and the other a teacher assessment (TA) of extended writing. The outcomes of the SPAG test will be reported as a separate entity in 2013.

In 2013, the key indicator of attainment is Combined Reading, Writing and Maths (CRWM) using the results of the Reading and Maths test and the TA of writing. To meet this measure children must achieve the level in each of the three areas. The end of Key Stage 2 assessments are recorded at levels 2, 3, 4, 5 and 6. 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 Reading, Writing and Maths [CRWM] and 90% of children achieving 2 levels progress in Maths across KS2. Progress measures in Reading and Writing are new measures and therefore schools do not yet know what these thresholds will be. However, for comparison, the floor standard for English in 2012 was 92% of children achieving 2 levels progress across KS2;) can be deemed to be of concern at a National level.

The Department for Education has given stated that the floor standard for Combined Reading, writing and Maths at Level 4+ will 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. Where comparisons are available, all measures at levels 4 and 5 except Reading are above the 2012 outcome for Stockton (in Reading there is a 1% decrease in attainment and a 2% decrease in progress). The 3% improvement in each of Writing and Maths at Level 4 and the 5% increase in Maths at Level 5 are particularly pleasing.

% L4+	2009	2010	2011	2012	2013
CEM	75	80	79	80	No longer available
English	81	84	83	85	No longer available
CRWM	N/A	N/A	N/A	N/A	78
Reading	87	87	86	86	85
Writing	70	75	76	82	85
Maths	82	87	85	84	87
SPAG	N/A	N/A	N/A	N/A	76

% L5+	2009	2010	2011	2012	2013
CEM	23	28	24	27	No longer available
English	30	34	30	37	No longer available
CRWM	N/A	N/A	N/A	N/A	21
Reading	47	52	45	46	45
Writing	20	20	19	28	29
Maths	40	38	40	42	47
SPAG	N/A	N/A	N/A	N/A	51

Compared to 2012, attainment at L5+ has improved in all areas except Reading, with a 5% increase in Maths.

As results show, work around supporting schools in the introduction of the SPAG test have been particularly successful with over half of children in Stockton achieving above the expected level in the 2013 test.

2 Levels 2 Levels Progress (%)	2009	2010	2011	2012	2013
English	80	83	85	90	No longer available
Reading	87	88	88	90	88
Writing	70	76	81	91	92
Maths	84	87	87	88	91

Key areas for development 2013- 2014:

From September 2013, all schools are subject to a new School Improvement Framework which has been agreed for Stockton. This sets out how the Local Authority will provide challenge, which will lead to support, when specific criteria are triggered so that rapid school improvement will be achieved. All primary schools will be assessed against this Challenge Framework and those who have fallen below the standards set will receive a formal visit and intervention to secure improvement.

A raft of training is being secured to enable support for the teaching of reading and bespoke school support to tackle dips in attainment and progress.

A key focus in Primary schools in 2013-14 is the new National Curriculum which will become statutory for all children from Year 1 upwards from September 2014. The new curriculum is challenging and preparations will need to address training to extend staff subject knowledge as well as support for familiarisation and alignment of current teaching to the new requirements. The EIS team will offer central, brokered and also focused training and support to schools in the borough.

SECONDARY PHASE - Key Stage 3

Stockton has 12 secondary schools four 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 a continuing upward trend particularly at level 6 .

At KS3, teacher assessment results show 89% of children in Stockton achieved Level 5+ in English, 89% in maths and 85% in science. This represents an increase of 2% on the previous year for English, an increase of 4% for maths and an increase of 1% for science. These outcomes exceed or are in line with previous years figures and maintain an improving trend.

At L6+, there is a similar improving trend with increases of 11% in English, 4% in maths and 1% in science. This years improvements in higher level English and maths, represent the best ever attainment in these subjects at KS3.

KS3 Attainment Summary – Maintained Schools

% L5+	2009	2010	2011	2012	2013
English	77	79	86	87	89
Maths	81	81	85	85	89
Science	80	80	85	84	85

% L6+	2009	2010	2011	2012	2013
English	42	42	51	54	65
Maths	57	57	62	66	70
Science	48	48	57	57	58

SECONDARY PHASE - Key Stage 4

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.

Headline outcome: 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% higher than last year and equals the best ever obtained by Stockton in 2011.

GCSE	2010 Stockton	2011 Stockton	2012 Stockton	2013 Stockton	2013 National
5+A*-C inc. English & maths	53	57	54	57	<i>To be</i>
5+A*-C (L2)	75	80	83	80	<i>added</i>
5+A*-G (L1)	94	95	95	94	<i>when</i>
5+A*-G inc. English & maths	92	94	93	92	<i>available</i>
Average Capped Point Score	414	444	476	453	

Performance at the inclusive Level 1 indicator, 5+ A*-G, at 95%, is broadly in line with previous years. The overall average point score which measures the breadth of overall attainment across subjects remains high and at 453 although slightly lower than last years outcome of 476 pts represents strong performance across a wide range of subject entries.

The improvement in results at the Level 2 (EM) threshold represents a pleasing achievement for Stockton schools with 8 out of 12 schools improving this outcome. In particular, provisional results show Northshore Academy has increased by 31% from last year to achieve 53%. All Saints have increased their result a further 3% to 87% and Our Lady and St Bede are reporting a provisional figure of 60% which represents a 16% increase on the previous year, Other schools showing substantially improved outcomes include, St Michael's, Thornaby Academy and Ian Ramsey. However, Grangefield and Bishopsgarth remain below the current 40% floor standards for this measure.

The percentage of students making the expected 3 levels of progress in maths and English are 57% and 58% respectively. Whereas in English this is 4% lower than in 2012, for maths this represents an increase of 3% which equals with Stockton's highest ever outcome for this measure achieved in 2011.

Key areas 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 there will be focus upon the progress of pupils 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, the local Authority will take action within the agreed Challenge Framework. This will investigate the implementation of a range of measures depending on circumstances including:

- Allocation of Additional School Improvement Adviser time
- Investigation of Academy Sponsorship
- Implementation of a Collaborative Review
- Implementation of an Intervention Plan
- Support from National and Local Leaders
- The need for a Warning Notice will be considered.

POST 16 EDUCATION

Stockton has two schools and two colleges with A Level provision. The **4 Stockton providers** are Conyers Academy, Egglecliffe School, Stockton Riverside College (SRC) and Stockton Sixth Form College (SSFC).

A level achievement is judged on two measures: the percentage of students who attain pass grades A* - B and the percentage of students who attain pass grades A* - E.

Overall achievement is measured using average point scores (APS) where the following tariff is applied:

A*	300	A	270	B	240	C	210	D	180	E	150
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- APS per entry is the average points achieved by the school or college per subject entry
- APS per student is the average points gained by each student when their individual A Level grades are combined

		%A*- B Grades	%A*- E Grades	APS (Entry)	APS (Student)
Conyers	2010	46	98	204.9	883.4
	2011	54	99	204.9	897.2
	2012	44	98	204.5	841.6
	2013	48.7	98.6	217.9	825.0
Egglescliffe	2010	66	100	231.9	842.7
	2011	53	100	223.6	773.5
	2012	60	99	228.7	840.7
	2013	58.1	99.5	230.3	708.8
SRC	2010	49	99	212.7	656.6
	2011	45	99	212.9	709.0
	2012	44	99	205.7	611.8
	2013	41	99	187.8	648.8
SSFC	2010	42	99	205.5	760.1
	2011	38	98	200.9	748.1
	2012	38	99	204.7	767.6
	2013	39	98.7	203.5	655.5
National	2010	52.2	97.6	211.1	726.6
	2011	52.3	97.9	216.2	746.0
	2012	52.4	98.0	212.8	733.3
	2013	52.8	98.1	N/A	N/A

- All 4 providers have exceeded the national average pass rate of 98.1%.
- On the higher grade measure (A*-B) Egglescliffe exceeded the national figure by almost 6%.
- Conyers and Stockton Sixth Form College both improved the % of students achieving A*-B grades from 2012 but were below 2013 national figure of 52.8%.
- On average point score per examination entry Conyers and Egglescliffe have improved on 2012, where they were above the national average (no national comparisons at this stage).

ATTENDANCE AND EXCLUSION

Exclusion

Primary:

Stockton continues to have no permanent exclusions from primary schools and academies.

Provisional figures for fixed period exclusions for 2012-2013 are 73 across all primary schools. This compares to 61 in 2011/12 to 73 but remains below the 2010/11 figure of 81.

Secondary:

There were a total of 12 permanent exclusions from secondary schools and academies, the same overall figure as in 2011/12. There continue to be no repeat permanent exclusions or permanent exclusions of looked after pupils or of those with a Statement of Special Education Needs. Provisional figures for fixed period exclusions show a significant fall from 1202 in 2011-2012 to 852 in 2012-2013.

Fixed period exclusions in special schools and the PRU also fell, from 130 to 88.

Exclusion figures overall remain well below national averages whilst behaviour in the vast majority of our schools is rated by OfSTED as good or better.

Attendance

Provisional figures for the first five terms of 2012/13 show a small decrease in primary school attendance from 95.45% in 2011/12 to 95.26%.

In secondary schools attendance improved from 93.18% in 2011/12 to 93.77%.

The Inclusion team in EIS continue to monitor, support and challenge practice in schools to drive up outcomes.

FINANCIAL IMPLICATIONS

The Inclusion review and the EIG review saw a reduction in staffing to yield savings. The current EIT review is proposing one compulsory redundancy.

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