

## CABINET ITEM COVERING SHEET PROFORMA

**AGENDA ITEM**

**REPORT TO CABINET**

**September 2014**

**REPORT OF CORPORATE  
MANAGEMENT TEAM**

### **INFORMATION ITEM**

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

#### **SCHOOL PERFORMANCE 2013 - 2014**

1. Summary

This report presents a headline, summary analysis of school performance in the academic year 2013 - 2014.

2. Recommendations

1. Cabinet to note and comment as appropriate on standards and achievement and interventions in schools where there are concerns 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  
SEPTEMBER 2014  
REPORT OF CORPORATE  
MANAGEMENT TEAM**

**INFORMATION ITEM**

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

**SCHOOL PERFORMANCE 2013 - 2014**

**SUMMARY**

This report presents an analysis of school performance in the academic year 2013 - 2014.

**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). Children are 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: 50.1% of children in Stockton achieved a Good Level of Development.**

| <b>Good Level of Development</b>  |             |              |
|---|-------------|--------------|
| <b>'Expected' in all the Prime areas and<br/>Literacy and Mathematics from Specific area.</b> |             |              |
| <b>%</b>  | <b>2013</b> | <b>2014</b>  |
| <b>Stockton</b>   | <b>41%</b>  | <b>50.1%</b> |
| <b>National</b>   | <b>52%</b>  |              |

An increase of 9% on 2013 is positive and shows the impact of focused training for schools and settings. Also improved early years settings and childminder provision has impacted on children's school readiness, enabling faster progress (94% of early years settings in private and voluntary providers and 80% of childminders are now rated as good or better in Ofsted inspections)

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 Education Improvement Team (EIT) 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.

| Phonic Screening |       |       |       |
|------------------|-------|-------|-------|
| Pass Year 1      | 2012  | 2013  | 2014  |
| Stockton         | 54.7% | 67.1% | 74.9% |
| National         | 58%   | 69%   |       |

There has been a substantial rise in Year 1 Phonics passes in 2014 making a total rise of 20.2% in the 2 years since the tests began. The 2014 Y1 result is above the National Outcome 2013 (69%) by 5.9%.

### KS1 Headline outcomes

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 (CSI) is the number of pupils who achieve the level in all of reading, writing and maths.

| L2b+ (%)     | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|--------------|------|------|------|------|------|------|
| CSI L2B+     | 57   | 56   | 56   | 60   | 61   | 61   |
| Reading L2B+ | 72   | 73   | 72   | 74   | 77   | 80.1 |
| Writing L2B+ | 61   | 60   | 59   | 63   | 65   | 70.2 |
| Maths L2B+   | 75   | 75   | 73   | 76   | 75   | 79.8 |

| L3 (%)  | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|---------|------|------|------|------|------|------|
| CSI     | 9    | 9    | 8    | 9    | 10   | 10   |
| Reading | 23   | 24   | 21   | 23   | 25   | 27.3 |
| Writing | 13   | 14   | 12   | 13   | 14   | 15.3 |
| Maths   | 20   | 21   | 17   | 18   | 22   | 23.5 |

End of KS1 2014 outcomes show increases in all elements (2b+ and 3+) from 2013 outcomes. In 2013, the LA was below national averages for all 6 key measures. Compared to 2013 national averages, 2014 LA outcomes are above in 4 outcomes (2b+ in reading, writing and maths and also in maths Level 3+); equal in writing Level 3+ and below in reading Level 3+ (2013 below by 4%; 2014 below by 2%).

Ensuring children achieve higher levels in Reading and Writing at the end of Key Stage 1 will be a focus for the 0-11 team in 2014-15.

## 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. Writing is 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 outcome of the SPAG test is reported as a separate entity.

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.

There are Floor Standards for these measures. For 2014 this has risen to 65% of pupils attaining Level 4+ in Combined Reading, Writing and Maths [CRWM]. In 2013, the Floor Standards for 2 levels progress in maths across KS2 was 92%, for reading 91% and for writing 95%. Schools failing to reach these Floor Standards are deemed to be of concern at a national level.

## KS2 Headline outcomes

| TESTS - 2014        | Nat. (%) | NE (%) | LA (%) RAG in relation to National | LA (%) Diff from 2013 RAG in relation to diff |
|---------------------|----------|--------|------------------------------------|---|
| CRWM 4+ (floor 65%) | 79       | 79     | 80                                 | +2  |
| Reading 4+          | 89       | 89     | 89                                 | +4  |
| Writing 4+ (TA)     | 85       | 85     | 86                                 | +1  |
| Maths 4+            | 86       | 86     | 87                                 | =   |
| SPAG 4+             | 76       | 76     | 79                                 | +3  |
| 2 Lev prog Read     | 91       | 92     | 91                                 | +2  |
| 2 Lev prog Writ     | 93       | 94     | 94                                 | +1  |
| 2 Lev prog Math     | 89       | 91     | 92                                 | +1  |
| CRWM 4b+            | 67       | 68     | 69                                 | +3  |

|                        |  |    |    |     |
|------------------------|--|----|----|-----|
| <b>Reading 4b+</b>     | 78   | 79 | 79 | +4  |
| <b>Maths 4b+</b>       | 76   | 77 | 78 | +1  |
| <b>SPAG 4b+</b>        | 68   | 68 | 71 | +3  |
| <b>CRWM 5+</b>         | 24   | 23 | 24 | +3  |
| <b>Reading 5+</b>      | 50   | 49 | 49 | +4  |
| <b>Writing 5+ (TA)</b> | 33   | 32 | 31 | +3  |
| <b>Maths 5+</b>        | 42   | 42 | 44 | -3  |
| <b>SPAG 5+</b>         | 52   | 51 | 54 | +3  |
| <b>CRWM 6+</b>         | Not yet confirmed by DfE but Reading 0% so 0% CRWM |    |    | N/A |
| <b>Reading 6+</b>      | 0  | 0  | 0  | =   |
| <b>Writing 6+ (TA)</b> | 2  | 2  | 2  | +1  |
| <b>Maths 6+</b>        | 9  | 8  | 9  | +2  |
| <b>SPAG 6+</b>         | 4  | 3  | 4  | +2  |

These results present a pleasing picture against 2013 outcomes, where most have improved, and against North East and national values. Results in CRWM and in writing at Level 4+ and at Level 5+ are the highest since this measure was put in place in 2012. Results in reading at Level 4+ are the highest recorded for the LA and the results in reading at Level 5+ are the highest in 4 years.

From a 4 year highest ever result in 2013, results in maths at Level 4+ show a decline of 0.1% and a 2.5% decline at Level 5+. Both results remain higher than any previous outcomes prior to 2013. The change to the maths tests may have affected outcomes. (Before 2014, children were allowed to use calculators to answer questions in Paper 2 of the maths test. No calculators were allowed in any paper in 2014.)

Improving pupils' attainment in maths at the end of Key Stage 2 will be a focus for the 0-11 team in 2014-15.

#### **Key areas for development 2013- 2014:**

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.

From September 2014, the Stockton Challenge Framework is further strengthened with the Corporate Director appraising the Challenge Reports and meeting with the Chair of Governors and the Headteacher for any she believes may require the issuing of a Warning Notice.

In September 2014, the Corporate Director is meeting with Headteachers, Chairs of Governors and Academy Directors to discuss the performance of six primary schools/academies in Stockton.

## SECONDARY PHASE - Key Stage 4

Stockton has 12 secondary schools six 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. The national Floor Standard for attainment in the secondary phase is 40% 5 + A\* - C including English and maths.

Recent changes in examination processes have presented several challenges to schools:

1. Mid-way through the English language course, the 20% of marks for the speaking and listening component were removed. (Many borderline pupils may have benefited from this component.)
2. Assessment has moved to linear assessment at the end of the whole course, rather than through assessment on modules through the two years.
3. There are also recent changes to the national reporting system on how the results are recorded for schools. This can mean the performance tables can be misleading. For example, only the first entry for a pupil now counts in the table, ie if a pupil sits an examination in November 2013 as an early entry and gains a D grade but on resit in the summer 2014 improves this grade to a B grade, it is the D grade that is reported for the school. For Conyers school, the 5 x A\* - C including English and Maths is 70.4% on first entries and 77% if best entries are included.
4. A discounting system has been introduced this year. If a pupil has taken two or more qualifications with an overlap in curriculum, the performance tables only give credit once and the other qualifications will be discounted. This does not alter the awards an individual pupil has achieved, but alters the calculation of performance measures for a school in the performance tables.
5. The value of vocational qualifications such as BTECs in performance tables has been changed to be worth only one GCSE in 2014 compared to a value of up to 4 GCSEs in previous years

The table below gives all the results for the schools and academies in the Borough for the key performance indicator of 5 x A\*-C including English and Maths, including first and best entries (those \* best entry data is not yet available):

| School             | 5+ A* - C (EM) |      |      |      |                  |                 |
|--------------------|----------------|------|------|------|------------------|-----------------|
|                    | 2010           | 2011 | 2012 | 2013 | 2014 first entry | 2014 best entry |
| All Saints Academy | 72             | 84   | 83   | 87   | 73.8             | 73.8*           |
| Bishopsgarth       | 39             | 41   | 29   | 35   | 24.7             | 24.7            |
| Conyers            | 73             | 80   | 73   | 70   | 70.8             | 77.0            |
| Egglescliffe       | 75             | 83   | 70   | 73   | 75               | 74.2            |
| Grangefield        | 44             | 50   | 40   | 33   | 39.7             | 39.7            |
| Ian Ramsey         | 60             | 65   | 55   | 60   | 65.7             | 68.2            |

|                      |           |           |           |           |             |             |
|----------------------|-----------|-----------|-----------|-----------|-------------|-------------|
| Northfield           | 44        | 45        | 59        | 47        | 61.1        | 60.8        |
| Northshore Academy   | 31        | 32        | 22        | 53        | 40.7        | 49.2        |
| OLSB                 | 53        | 52        | 44        | 61        | 54.1        | 54.1        |
| St Michael's Academy | 61        | 66        | 66        | 74        | 50.0        | 50.0        |
| St Patrick's         | 70        | 63        | 74        | 65        | 42.9        | 43.8        |
| Thornaby Academy     | 30        | 45        | 39        | 51        | 48.8        | 49.0        |
| <b>Stockton</b>      | <b>53</b> | <b>57</b> | <b>54</b> | <b>57</b> | <b>55.3</b> | <b>56.6</b> |
| <b>National</b>      | <b>53</b> | <b>59</b> | <b>59</b> | <b>60</b> |             |             |

Highly performing schools such as Egglecliffe, All Saints and Conyers have maintained high scores. One of the Borough's larger schools has performed well, Northfield, which has seen its best outcome for five years.

Some of the small schools in the Borough have seen sharp decreases in performance, such as Bishopsgarth and St Patrick's. (Small schools are vulnerable as 5 pupils may mean a difference of between 5% - 7%.) Grangefield and Bishopsgarth remain below the current 40% floor standards for 5 x A\* - C including English and Maths.

Overall the outcomes for 5 x A\* - C including English and Maths has dropped from 2013 at by 2.1%.

The following table gives the outcomes against the performance indicator of 5 x A\*-C. There has been a sharp fall in the results this year. This is due in part to the different values placed on non-GCSEs and the reduction in the number that can be counted in performance tables towards the 5 x A\*-C total. The changes in the discounting system has also had an impact.



| School               | 5+ A* - C |      |      |      |      |
|----------------------|-----------|------|------|------|------|
|                      | 2010      | 2011 | 2012 | 2013 | 2014 |
| All Saints Academy   | 84        | 94   | 98   | 95   | 82.8 |
| Bishopsgarth         | 69        | 78   | 71   | 85   | 32.0 |
| Conyers Academy      | 83        | 90   | 88   | 84   | 85.4 |
| Egglescliffe         | 86        | 91   | 84   | 80   | 83.1 |
| Grangefield          | 73        | 80   | 69   | 52   | 46.9 |
| Ian Ramsey           | 78        | 90   | 92   | 94   | 78.8 |
| Northfield           | 66        | 69   | 88   | 86   | 75.5 |
| Northshore Academy   | 69        | 78   | 85   | 90   | 45.8 |
| OLSB                 | 67        | 62   | 73   | 65   | 58.6 |
| St Michael's Academy | 83        | 79   | 86   | 82   | 64.7 |
| St Patrick's         | 83        | 99   | 94   | 98   | 50.9 |
| Thornaby Academy     | 97        | 96   | 99   | 99   | 59.8 |
| Stockton             | 75        | 80   | 83   | 81   | 65.3 |
| National             | 75        | 80   | 81   | 82   |      |

The results in the North East indicate that many authorities have experienced sharp dips in both the 5 x A\*-C including English and maths, and the 5 x A\*-C results. This means Stockton is positioned towards the top of the table of the 12 regional authorities in the North East for both measures and in line with the North East average of 55.7% for 5 x A\*-C including English and maths, as shown in the following table:

|                           | 2014          | Diff. 2013-14  | 2014        | Diff. 2013-14 |
|---------------------------|---------------|----------------|-------------|---------------|
| LA                        | % 5+A*-C (EM) | % 5+A* -C (EM) | % 5+A*-C    | % 5+A*-C      |
| Darlington                | 61.6          | -3.2           | 67.3        | -22.9         |
| North Tyneside            | 59.6          | -5.2           | 67.6        | -22.5         |
| Durham                    | 59.7          | -3.4           | 68.1        | -22.7         |
| Gateshead                 |               |                |             |               |
| Sunderland                | 52.0          | -8.1           | 63.0        | -26.5         |
| South Tyneside            | 53.5          | -5.7           | 66.1        | -26.9         |
| Hartlepool                | 54.3          | -4.7           | 63          | -17.5         |
| Stockton                  | 55.3          | -2.1           | 65.3        | -16           |
| Newcastle                 | 57.4          | 0              | 63.7        | -26.6         |
| Redcar & Cleveland        | 50.8          | -4.3           | 60.1        | -22.6         |
| Northumberland            | 53.7          | -1.5           |             |               |
| Middlesbrough             | 49.0          | -1.3           | 59.6        | -24.1         |
| <b>North East average</b> | <b>55.7</b>   |                | <b>65.1</b> |               |

The percentage of students making the expected 3 levels of progress in maths and English are 61.9% and 65.8% respectively. These results are an improvement on 2013 scores for English but this will remain below national averages.

| School               | English 3 Levels Progress KS2 - 4 |      |      |      |      |
|----------------------|-----------------------------------|------|------|------|------|
|                      | 2010                              | 2011 | 2012 | 2013 | 2014 |
| All Saints Academy   | 74                                | 93   | 91   | 92   | 94.3 |
| Bishopsgarth         | 47                                | 50   | 29   | 28   | 32   |
| Conyers Academy      | 77                                | 83   | 80   | 73   | 75.3 |
| Egglescliffe         | 80                                | 91   | 70   | 78   | 79.9 |
| Grangefield          | 55                                | 72   | 42   | 47   | 60.7 |
| Ian Ramsey           | 67                                | 64   | 65   | 56   | 66.4 |
| Northfield           | 60                                | 68   | 71   | 52   | 70.2 |
| Northshore Academy   | 44                                | 43   | 43   | 69   | 62.9 |
| OLSB                 | 60                                | 73   | 61   | 72   | 70.9 |
| St Michael's Academy | 64                                | 66   | 61   | 77   | 64   |
| St Patrick's         | 64                                | 79   | 72   | 57   | 45.9 |

|                  |           |           |           |           |             |
|------------------|-----------|-----------|-----------|-----------|-------------|
| Thornaby Academy | 44        | 52        | 53        | 58        | 68.8        |
| <b>Stockton</b>  | <b>61</b> | <b>68</b> | <b>61</b> | <b>62</b> | <b>65.8</b> |
| <b>National</b>  | <b>69</b> | <b>72</b> | <b>68</b> | <b>69</b> |             |

| School               | Maths 3 Levels Progress KS2 - 4 |           |           |           |             |
|----------------------|---------------------------------|-----------|-----------|-----------|-------------|
|                      | 2010                            | 2011      | 2012      | 2013      | 2014        |
| All Saints Academy   | 77                              | 79        | 86        | 87        | 73.8        |
| Bishopsgarth         | 45                              | 52        | 50        | 59        | 48.5        |
| Conyers Academy      | 75                              | 81        | 70        | 77        | 75.3        |
| Egglecliffe          | 80                              | 87        | 72        | 73        | 81.6        |
| Grangefield          | 44                              | 47        | 47        | 39        | 41.7        |
| Ian Ramsey           | 62                              | 68        | 56        | 64        | 70.2        |
| Northfield           | 44                              | 46        | 56        | 65        | 65.2        |
| Northshore Academy   | 35                              | 25        | 24        | 51        | 59.5        |
| OLSB                 | 56                              | 52        | 49        | 67        | 67.7        |
| St Michael's Academy | 66                              | 72        | 65        | 80        | 60.7        |
| St Patrick's         | 70                              | 63        | 79        | 55        | 52.7        |
| Thornaby Academy     | 38                              | 45        | 35        | 35        | 41.3        |
| <b>Stockton</b>      | <b>56</b>                       | <b>58</b> | <b>55</b> | <b>62</b> | <b>61.9</b> |
| <b>National</b>      | <b>62</b>                       | <b>65</b> | <b>69</b> | <b>70</b> |             |

### **Key areas for development:**

From September 2014, a revised approach to the Local Authority school improvement offer will be in place. This is for the following reasons: there needs to be a significant improvement in the percentage of secondary schools that are good or better; there are a small number of schools where the Local Authority has concerns around performance and is working closely with these schools to secure improvement; there is a new framework for Schools Causing Concern, Statutory Guidance for Local Authorities, released in May 2014. This statutory guidance sets out the Local Authority's role in relation to maintained schools that are causing concern. It sets out the importance of early intervention and of swift and robust action to tackle failure, including the use of Warning Notices and Interim Executive Boards (IEB) in maintained schools. The guidance is clear about the Government's expectation that academy status, with the support of a strong sponsor, is the best way of securing lasting improvement in these circumstances.

The following changes are in place for 2014:

1. **The Challenge and Support framework** has been revised as set out in the Stockton School Improvement Framework 2014. The School Improvement Assessment Framework ensures there is a clear framework through which to hold schools to account and to articulate explicitly the standards required and the actions that will be taken if these standards were not met. This framework presents a series of challenge criteria and set out

the processes that will be applied if any of these challenge criteria are triggered. This will be conducted by Local Authority officers in line with the Local Authority's statutory powers. The Stockton Challenge Framework is further strengthened with the Corporate Director appraising the Challenge Reports and meeting with the Chair of Governors and the Headteacher for any she believes may require the issuing of a Warning Notice. Meetings are scheduled for the Corporate Director at the beginning of September to meet with Academy Trusts and the Headteachers and Chairs of Governors of maintained schools, to raise questions about the level of performance of pupils in end of key stage assessments and assure herself that adequate arrangements for school improvement are in place.

In September 2014, the Corporate Director is meeting with Headteachers, Chairs of Governors and Academy Directors to discuss the performance of four secondary schools/academies in Stockton.

2. The **School Improvement Adviser (SIA) programme** will be retained and offered free to all secondary schools and academies.

In order to ensure credibility and consistency of delivery, this programme will be delivered by two colleagues working together to compile a report which will be quality assured by the Local Authority. The SIA would conduct the autumn term visit and issue the formal report benchmarking the school/academy against the Ofsted schedule. Two subsequent visits would be available through the year to provide more monitoring of self-evaluation. The reports of these visits would be shared with the Local Authority and governors and would form useful evidence for inspection purposes.

The team is has been selected following a skills assessment. This will ensure the SIA programme has the necessary rigour and challenge and is benchmarked accurately against the Ofsted schedule. The Local Authority has also commissioned the support of an external consultant for secondary challenge following the resignation of the Principal Adviser for Secondary from the Education Improvement Service.

3. Each Stockton leader would also be allocated as '**Reflective Partners**' to schools and academies. This would be a 'critical friend role' and would be an opportunity for peer to peer discussions to provide leadership coaching. These sessions would not be formally documented.

It is proposed that schools and academies work in triads and clusters of schools and meet each half term to share best practice and support and challenge school activity.

One school or academy would act as the lead for the triad/cluster and would be responsible for feeding back to the Chair of the Secondary Headteacher and Principals Group (SHPG) any pertinent school improvement matters arising to inform the agenda of future SHPG meetings.

4. The Secondary Heads and Principals' Group will move to accommodate a **specific school improvement focus** to its meetings. This will be an opportunity to share best practice and contribute to briefings on current emerging issues. Secondary Headteachers and Principals could invite additional members of their senior leadership teams to share in the school improvement section of the SHPG sessions. The content of these sessions will be derived from the outcomes of the reflective partner programme and will be coordinated by the Chair of SHPG

Where themes emerge for school improvement activity from the SHPG, Stockton leader would develop packages and specialist support to share across the Borough. For example, strengths in data management, middle leadership, curricular specific knowledge, Ofsted preparation. These packages would be available to all schools and academies to develop their provision. Several challenges to face in the coming year

will be around assessment and curriculum changes:

- Progress 8 – this is a new way of demonstrating school performance in league tables by setting a measure of progress from KS2 outcomes which includes English, maths, 3 EBacc (English Baccalaureate) subjects and 3 other GCSEs;
- Assessment without levels – schools will need to demonstrate how they will chart progress against the new curriculum without the use of levels;
- Curriculum changes – GCSE changes and programme of study changes to KS3 and KS4;
- GCSEs will be judged with a scale 1-9 instead of A\*-G.

## POST 16 EDUCATION

Stockton has two schools and two colleges with A Level provision. The **4 Stockton providers** are Conyers Academy, Eggescliffe 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:

|           |     |          |     |          |     |          |     |          |     |          |     |
|-----------|-----|----------|-----|----------|-----|----------|-----|----------|-----|----------|-----|
| <b>A*</b> | 300 | <b>A</b> | 270 | <b>B</b> | 240 | <b>C</b> | 210 | <b>D</b> | 180 | <b>E</b> | 150 |
|-----------|-----|----------|-----|----------|-----|----------|-----|----------|-----|----------|-----|

- 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

| Provider                    | Time series | % A*-B grades | %A*-E grades | APS entry | APS student |
|-----------------------------|-------------|---------------|--------------|-----------|-------------|
| Conyers                     | 2012        | 44            | 98           | 204.5     | 841.6       |
|                             | 2013        | 48.7          | 98.6         | 217.9     | 825.0       |
|                             | 2014        | 52.9          | 98.7         | 214.7     | 792.6       |
| Eggescliffe                 | 2012        | 60            | 99           | 228.7     | 840.7       |
|                             | 2013        | 58.1          | 99.5         | 230.3     | 809.5       |
|                             | 2014        | 51.4          | 98.6         | 224.3     | 651.7       |
| Stockton Riverside College  | 2012        | 44            | 99           | 205.7     | 611.8       |
|                             | 2013        | 41            | 99           | 187.8     | 648.8       |
|                             | 2014        | 37.2          | 98.4         |           |             |
| Stockton Sixth Form College | 2012        | 38            | 99           | 204.7     | 767.6       |
|                             | 2013        | 39            | 98.7         | 203.5     | 655.5       |
|                             | 2014        | 32            | 98           |           |             |
| National                    | 2013        | 52.8          | 98.1         | 215.6     | 796.6       |

Conyers has improved the % of students achieving A\*-B grades from 2013 to 52.9% which is an increase of 4.2% (the national figure in 2013 was 52.8%).

Other providers have declined in their A\*-B percentage. Eggescliffe has slipped from 58.1 in 2013 to 51.4%. SSFC has also dropped 7%. SRC has dropped 3.8%. Nationally there is a drop reported.

All providers have maintained their strong A\*-E percentage and are in line with or above the National value for 2013.

## **ATTENDANCE AND EXCLUSION**

### Exclusion 0-11

There have been no permanent exclusions from primary schools in the last ten years.

In 2013/14 there were 71 fixed term exclusions, totalling 148.5 days and involving 39 pupils, 36 boys (66 exclusions) and 3 girls (5 exclusions). Of these, 38 were White British and 1 was ascribed as 'other' (OOTH). Twenty seven of the pupils either were at the time of exclusion, or have since been registered as having special educational needs.

The exclusions came from 22 primary schools; one school had 12 exclusions, two had 9, one had 6, one had 5, two had 4, three had 3, one had 2 and eleven had 1. The highest number of days lost in any one school due to exclusion was 37.

Thirty seven primary schools did not exclude in 2013/14, 23 have not excluded for three years or longer.

### Exclusion 11-16

There was a significant increase in 2013/14 in the number of permanent exclusions to 18, an increase from 12 in 2012/13, with 9 of the 12 Stockton secondary schools and academies using permanent exclusion. Three of the permanent exclusions were challenged by the Local Authority on the basis that there were reasonable alternatives to permanent exclusion that could have been considered.

Of the maintained schools, two had 3 permanent exclusions and two had 1; of the academies, two had 3 permanent exclusions, one had 2 and two had 1. Of the 18 pupils permanently excluded, 17 were boys.

In 2013/14 permanent exclusions were spread across all five year groups, with 5 in Y7, 3 in Y8, 5 in Y9, 4 in Y10 and 1 in Y11. This is a significant increase in Y7, where there have been no more than two permanent exclusions in any of the last five years. This has been identified as an area where joint working between the Local Authority, Primary and Secondary schools can be undertaken to identify pupils at risk of exclusion in Key stage 2.

In 2013/14 there were 695 fixed term exclusions from secondary schools, for a total of 1955 days, compared to 2012/13, when there were 855 fixed term exclusions, totalling 2438 days; a decrease of 160 exclusions and 483 days. This was particularly affected by a significant reduction in exclusions from two previously high-excluding academies. The exclusions came from 11 of the 12 schools.

Of the 695 fixed term exclusions, in 279 cases, the pupils either were at the time of exclusion, or have since been registered as having special educational needs.

| School                      | FTEX 13/14 |             | PEX 13/14 |             | FTEX 12/13 |             | PEX 12/13 |             |
|-----------------------------|------------|-------------|-----------|-------------|------------|-------------|-----------|-------------|
|                             | Number     | %           | Number    | %           | Number     | %           | Number    | %           |
| All Saints Academy          | 43         | 6.25        | 0         | 0.00        | 27         | 4.01        | 0         | 0.00        |
| Bishopsgarth School         | 84         | 15.14       | 3         | 0.54        | 40         | 7.30        | 1         | 2.50        |
| Conyers School              | 33         | 3.06        | 2         | 0.19        | 52         | 4.91        | 0         | 0.00        |
| Egglescliffe School         | 11         | 0.94        | 0         | 0.00        | 23         | 1.97        | 0         | 0.00        |
| Ian Ramsey School           | 52         | 4.42        | 1         | 0.09        | 61         | 5.21        | 0         | 0.00        |
| North Shore Academy         | 71         | 14.52       | 3         | 0.61        | 52         | 10.12       | 3         | 5.77        |
| Northfield School           | 144        | 10.46       | 3         | 0.22        | 140        | 9.51        | 1         | 0.71        |
| Our Lady & St Bede's School | 53         | 7.67        | 0         | 0.00        | 41         | 5.87        | 0         | 0.00        |
| St Michael's RC Academy     | 61         | 7.35        | 3         | 0.36        | 90         | 10.94       | 2         | 2.22        |
| St Patrick's School         | 60         | 11.65       | 1         | 0.19        | 62         | 11.68       | 2         | 3.23        |
| The Grangefield Academy     | 0          | 0.00        | 1         | 0.11        | 104        | 10.15       | 2         | 1.92        |
| Thornaby Academy            | 83         | 20.85       | 1         | 0.25        | 163        | 36.63       | 1         | 0.61        |
| <b>Total</b>                | <b>695</b> | <b>7.04</b> | <b>18</b> | <b>0.18</b> | <b>855</b> | <b>8.44</b> | <b>12</b> | <b>1.40</b> |

2012/13 national average exclusions as a % of school population was 6.78% for fixed term and 0.12% for permanent exclusion.

The table below shows the breakdown of secondary fixed term exclusions by year group, gender and SEN status, showing that approximately 40% of exclusions were of pupils who either were at the time of exclusion, or have since been registered as having special educational needs.

| Year Group    | Boys       |            | Girls     |            | Total No<br>FTEX | N          | Pupils' SEN Status |           |           |           |
|---------------|------------|------------|-----------|------------|------------------|------------|--------------------|-----------|-----------|-----------|
|               | No Pupils  | No FTEX    | No Pupils | No FTEX    |                  |            | A                  | P         | Q         | S         |
| 7             | 39         | 84         | 6         | 11         | 95               | 40         | 22                 | 15        | 12        | 6         |
| 8             | 41         | 81         | 17        | 24         | 105              | 53         | 9                  | 23        | 5         | 15        |
| 9             | 58         | 94         | 24        | 48         | 142              | 89         | 23                 | 11        | 2         | 17        |
| 10            | 71         | 134        | 33        | 63         | 197              | 133        | 32                 | 23        | 0         | 9         |
| 11            | 74         | 122        | 19        | 34         | 156              | 101        | 28                 | 23        | 0         | 4         |
| <b>Totals</b> | <b>283</b> | <b>515</b> | <b>99</b> | <b>180</b> | <b>695</b>       | <b>416</b> | <b>114</b>         | <b>95</b> | <b>19</b> | <b>51</b> |

### Attendance 0-11

An average of 96.06% attendance was achieved this year which is the highest attendance rate for the LA for at least 7 years.

52 of our 59 primary schools have achieved an attendance rate equal to or above the national average of 95.3%.

Only 7 primary schools have an attendance rate lower than the national average. A reduction from 28 primary schools on 2012/13.

Persistent absence is lower than the national average of 3%. 49 primary schools have a persistent absence rate that is better than the national average.

### Attendance 11-16

An average attendance of 94.54% this year was achieved which is the highest attendance for at least 7 years.

There has been an improvement in attendance in 11 out of 12 of our secondary schools.

Eight of our secondary schools now have an attendance rate which is better than the national average compared to just 4 in the previous academic year.

Eight schools have a persistent absent rate which is better than the national average rate of 6.4%.

There has been a reduction of 154 students falling into the persistently absent category (having attendance less than 85%) from 660 in 12/13 to 506 in 13/14.

## PERFORMANCE of VULNERABLE GROUPS

### Looked After Children

In 2013/2014 the number of Looked After Children completing Key Stage 1 was 16. Their outcomes are very pleasing with results significantly above 2013 and above national averages (based on 2013 values) for Looked After Children and approaching national averages for all children in some measures.

| KS1<br>903 cohort<br>12mths + | Stockton<br>LAC<br>12/13 | Stockton<br>LAC<br>13/14<br>(16 pupils) | Diff | National<br>LAC<br>12/13 | National<br>All<br>12/13 |
|-------------------------------|--------------------------|---|------|--------------------------|--------------------------|
| Reading L2+                   | 55                       | 85                                      | +30  | 69                       | 89                       |
| Writing L2+                   | 45                       | 62                                      | +17  | 61                       | 85                       |
| Maths L2+                     | 45                       | 77                                      | +32  | 71                       | 91                       |
| CSI                           | 36                       | 54                                      | +18  |                          |                          |

The results for our Looked After Children are pleasing for Key Stage 2 outcomes. The cohort size was 13. Results are significantly above 2013 values and place the children well above national averages for Looked After Children (based on 2013 values) and also, in some measures, above national averages for all children. Particularly pleasing are the very strong levels of progress for this cohort so that the percentage achieving expected progress are very high and the percentages exceeding expected rates of progress (achieving 3 levels of progress) are very strong and above national averages.

| KS2<br>903 cohort<br>12mths + | Stockton LAC<br>12/13<br>(14 pupils) | Stockton<br>LAC<br>13/14<br>(13 pupils) | Diff | National<br>LAC<br>12/13 | National<br>all<br>12/13 |
|-------------------------------|--------------------------------------|---|------|--------------------------|--------------------------|
| Reading L4+                   | 50                                   | 92                                      | +42  | 63                       | 86                       |
| Writing L4+                   | 43                                   | 77                                      | +34  | 55                       | 83                       |
| Maths L4+                     | 71                                   | 69                                      | -2   | 59                       | 85                       |
| CRWM                          | 43                                   | 62                                      | +19  | 45                       | 76                       |
| Reading 2Lp                   | 64                                   | 100                                     | +36  | 77                       | 88                       |
| Writing 2LP                   | 71                                   | 92                                      | +21  | 81                       | 91                       |
| Maths 2LP                     | 79                                   | 85                                      | +6   | 69                       | 88                       |
| Reading 3LP                   |                                      | 54                                      |      |                          |                          |
| Writing 3LP                   |                                      | 46                                      |      |                          |                          |
| Maths 3LP                     |                                      | 38                                      |      |                          |                          |



The outcomes for all Looked After Children in Borough against attendance and exclusion are also strong:

|                                   | 2011/2012      | 2012/2013      | 2013/14          |
|-----------------------------------|----------------|----------------|------------------|
| <b>Attendance</b>                 | <b>96.74%</b>  | <b>97.3%</b>   | <b>96.9%</b>     |
| <b>Persistent absences</b>        | <b>3.8%</b>    | <b>2.2%</b>    | <b>2.92% tbc</b> |
| <b>Exclusion PEX</b>              | <b>0</b>       | <b>0</b>       | <b>0</b>         |
| <b>Exclusion FXT No of pupils</b> | <b>22</b>      | <b>10</b>      | <b>8</b>         |
| <b>Exclusion No of days</b>       | <b>72 days</b> | <b>34 days</b> | <b>39 days</b>   |

The outcomes for KS4 pupils who are Looked After are below. Whilst these are likely to be in line with national outcomes for Looked After Children in 2014, they are well below outcomes for all children. Whilst, this cohort of 20 pupils faced many challenges, 50% were either in special schools or on alternative education and 68% had special educational needs, outcomes for our Looked After Children at KS4 need to improve significantly.

| KS4<br>903 cohort<br>12mths +<br>20 students | Stockton<br>LAC<br>12/13 | Stockton<br>LAC<br>13/14 | Diff | National<br>LAC<br>12/13 | National<br>All<br>12/13 |
|--|--------------------------|--------------------------|------|--------------------------|--------------------------|
| 5A*-C EM                                     | 14                       | 15                       | +1   | 15                       | 59                       |
| 5A*-C  | 45                       | 20                       | -25  | 37                       | 82                       |
| 5A*-G EM                                     | 55                       | 50                       | -5   | x                        | 92                       |
| 5A*-G  | 59                       | 60                       | +1   | x                        | 94                       |
| 3LP Eng                                      | tbc                      |                          |      |                          |                          |
| 3LP Maths                                    | tbc                      |                          |      |                          |                          |

Disadvantaged Pupils (those in receipt of Free School Meals for the last 6 years, children of service personnel, Looked After Children and adopted children) subject to Pupil Premium funding:

Gaps between the attainment of our disadvantaged pupils in comparison with their peers has improved for the expected level of attainment at the end of Key Stage 1 (level 2b+). However, the gap in attainment at the higher level (3+) has widened.

| Teacher Assessment 2014 | LA gap (%) | Diff from 2013 |
|-------------------------|------------|----------------|
| CSI 2b+                 | -23        | +7             |
| Reading 2b+             | -20        | +4             |
| Writing 2b+             | -23        | +8             |
| Maths 2b+               | -16        | +7             |
| CSI 3+                  | -12        | -3             |
| Reading 3+              | -22        | -3             |
| Writing 3+              | -14        | -2             |
| Maths 3+                | -20        | -4             |

At the end of Key Stage 2, most measures show a narrowing of the gap in the attainment and progress of our disadvantaged pupils compared to their peers. Attainment at the higher levels will be a focus of work in 2014/2015.

| TESTS - 2014              | LA gap (%) | LA (%) Diff from 2013 |
|---------------------------|------------|-----------------------|
| CRWM 4+                   | -18        | +3                    |
| Reading 4+                | -13        | +4                    |
| Writing 4+ (TA)           | -14        | +2                    |
| Maths 4+                  | -13        | -1                    |
| 2 Levels progress Reading | -8         | +1                    |
| 2 Levels progress Writing | -4         | 0                     |
| 2 Levels progress Maths   | -6         | +1                    |
| CRWM 5+                   | -21        | -3                    |
| Reading 5+                | -25        | +1                    |
| Writing 5+ (TA)           | -23        | -2                    |
| Maths 5+                  | -24        | -1                    |
| 3 Levels progress Reading | -4         | 0                     |
| 3 Levels progress Writing | -2         | +3                    |
| 3 Levels progress Maths   | -16        | -7                    |

At Key stage 4, the results for our disadvantaged pupils show a slight improvement as gaps have narrowed except for 5 x A8-C where we have seen a huge dip in results overall. Whilst gaps have narrowed, it is likely they will still be more than the gaps nationally.

| Measure       | 2012 Stockton gap % | 2013 Stockton gap % | Difference 2012-2013 % | 2013 National Gap % | 2013 difference between Stockton and national gap % | 2014 Stockton gap | Difference 2013/2014 |
|---------------|---------------------|---------------------|------------------------|---------------------|---|-------------------|----------------------|
| KS4 – L2 EM   | 35.1                | 32                  | -3.1                   | 25                  | 7   | 31.7              | -0.3                 |
| KS4 – L2      | 18                  | 14.3                | -4.3                   | 15                  | -0.7  | 33.7              | +19.4                |
| KS4 3LP Eng   | 28                  | 24                  | -4                     | 18                  | 6   | 23.1              | -0.9                 |
| KS4 3LP Maths | 31                  | 29                  | -2                     | 22                  | 7   | 25.4              | -3.6                 |

These results and analysis remain provisional as the data is being updated through remark information and refinements from the DfE regarding the pupils to be included in Pupil Premium measures.

## **FINANCIAL IMPLICATIONS**

The current service is about to undergo an EIT review. Changes to structures and staffing are likely.

## **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