

CABINET ITEM COVERING SHEET PROFORMA

AGENDA ITEM

REPORT TO CABINET

September 2015

**REPORT OF CORPORATE
MANAGEMENT TEAM**

INFORMATION ITEM

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

SCHOOL PERFORMANCE 2014 - 2015

1. Summary

This report presents a headline, summary analysis of performance in the academic year 2014 – 2015 against all the key stages for all providers in the Borough.

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 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 2015
REPORT OF CORPORATE
MANAGEMENT TEAM**

INFORMATION ITEM

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

SCHOOL PERFORMANCE 2014 - 2015

SUMMARY

This report presents an analysis of school performance in the academic year 2014 - 2015.

RECOMMENDATIONS

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

DETAIL

PRIMARY PHASE - Early Years and Foundation Stage

1. Children are assessed from entry to school through to the end of Reception Class against the Early Years Foundation Stage Profile (EYFSP). 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.
2. A new funding stream, the Early Years Pupil Premium (EYPP), which provides additional funding for children of families with incomes low enough to have previously made them eligible for free school meals (FSM) and also for Looked After Children was introduced to schools and settings from April 2015. Subsequently a new key measure in the Early Years Foundation Stage is the GLD of FSM children. As Schools Forum agreed that funding will be allocated to Stockton-On-Tees' schools one term retrospectively, outcomes have not yet been affected by this funding – the figures below offer a baseline in order to measure impact in the future.

Headline outcome: 59% 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	2014	2015
Stockton	41%	50%	59%
National	52%	60%	National data to follow

3. A further increase of 9% on 2014 (18% increase in 2 years) is positive and shows the impact of focused training for schools and settings. There is an upward trajectory in Early Years Outcomes - over the last 2 years there has been an increase of 10% achieving the expected outcome in the Specific aspect, Reading; an increase of 13% in Specific aspect, Writing at expected and an increase of 15% achieving expected in the Specific aspect, Number. However, the outcome in 2015 is likely still to be below the national average and therefore remains a key focus for 2015-16.
4. The borough outcome for the new key measure of FSM GLD is 38%. Comparing this measure to the 2014 outcomes, this result reflects an upward trend of 5% and a 15% upward trend from 2013. However, the 26% GLD gap between EYPP children and those that are not is too large and is now an area for focus across the Schools and SEN team. (National gap in 2014 was 18.9%).
5. Also improved early years settings and childminder provision has impacted on children's school readiness, enabling faster progress (96% of early years settings (private and voluntary providers) and 92% of childminders are now rated as good or better in Ofsted inspections).
6. 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 and the free entitlement for 2 year olds and 3 year olds 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.

Year 1 Phonics

7. 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	2015
Stockton	55%	67%	75%	78%
National	58%	69%	74%	National data to follow

8. There has been a rise in Year 1 Phonics passes in 2015 making a total rise of 23% in the 3 years since the tests began. The 2015 Y1 result is above the National Outcome 2014 (74%) by 4%.

KS1 Headline outcomes

9. At the end of Key Stage 1, when children are age 7, they are assessed by their teachers in reading, writing, maths and science. Attainment in reading writing and maths can be recorded at Level W (working towards L1), L1, L2c, L2b, L2a and L3 with a national expectation of reaching L2b by the end of the Key Stage. Attainment in Speaking and Listening is recorded at Level W, 1, 2 and 3 only, with a national expectation of Level 2 by the end of the Key Stage. Level 3 is 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.

Teacher Assessment	LA 2014 %	LA 2015 %	Diff from 2014 %	Nat 2014 %
CSI level 2b+	67	68	1	
Reading 2b+	80	82	2	81
Writing 2b+	70	72	2	70
Maths 2b+	80	79	-1	80
CSI level 3+	12	13	1	
Reading 3+	27	29	2	31
Writing 3+	15	17	2	16
Maths 3+	23.5	23	-0.5	24

10. End of KS1 2015 outcomes show increases in all elements (2b+ and 3+) from 2014 outcomes except in Maths where there is a 1% decrease at both level 2b+ and level 3+. In 2014, the LA did not achieve any results above the national average. Compared to 2014 national averages, 2015 LA outcomes are above in 3 outcomes (2b+ in reading and writing and also in writing at Level 3+). Other LA 2015 outcomes (maths L2b+, reading L3+ and Maths L3+ are below the 2014 national average.
11. Ensuring children achieve higher levels in Maths at the end of Key Stage 1 will be a focus for the 0-11 team in 2015-16.

Key Stage 2

12. 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.
13. 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.
14. 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.
15. There are Floor Standards for these measures. A Floor Standard of 65% of pupils attain Level 4+ in Combined Reading, Writing and Maths [CRWM] has been set for 2015. The 2015 floor standards for 2 levels progress in maths across KS2 was 93%, for reading 94% and for writing 96%. Schools failing to reach these Floor Standards are deemed to be of concern at a national level.

KS2 Headline outcomes

TESTS - 2015	Nat. (%) 2015	NE (%) 2015	LA (%) 2015 (RAG in relation to National 2015)	LA (%) 2015 Diff from 2014 RAG in relation to diff
CRWM 4+ (floor 65%)	80	81	79.2	-1.2
Reading 4+	89	90	88	-1.6
Writing 4+ (TA)	87	87	85.3	-1.2
Maths 4+	87	88	88.1	0.7
SPAG 4+	80	81	81.3	2.3
2 Lev prog Read	91	92	92	0.5
2 Lev prog Writ	94	95	93	-0.6
2 Lev prog Math	90	92	92	0.4
CRWM 5+	24	24	22.2	-1.6
Reading 5+	48	48	46	- 3.4
Writing 5+ (TA)	36	36	32.2	1.3
Maths 5+	42	42	42.5	-1.8
SPAG 5+	56	56	59.4	5.6

16. These results present a challenging picture. Results in CRWM, in reading and in writing at Level 4+ have declined slightly since 2014. Results in CRWM, in reading and in Maths at Level 5+ are also lower than in 2014, especially in reading which has declined by 3.4% since 2014.
17. The SPAG test results are particularly pleasing as they continue the upward trajectory which has been seen in Stockton-on-Tees since this measure was put in place in 2013. The 2015 Stockton-on Tees SPAG test results are likely to be amongst the highest in the North East. There has also been a slight increase in the Level 4+ Maths outcome.
18. Improving pupils' attainment at the end of Key Stage 2 and particularly in reading will be a focus for the 0-11 team in 2015-16.

SECONDARY PHASE - Key Stage 4

19. Stockton has 13 secondary schools nine of which are now academies and one Free School. There are two secondary special academies and one Pupil Referral Unit. Results include all these providers.

20. 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.

21. 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. The measure used is the first entry although some schools may be still publishing their best entries (when students have sat the examination more than once.)

Maintained schools are shaded.

School	5+ A* - C (EM)					
	2010	2011	2012	2013	2014 first entry	2015 provisional First entry
Bishopsgarth	39	41	29	35	24	39
Egglescliffe	75	83	70	73	75	73.5
Northfield	44	45	59	47	61	62.2
St Patrick's (will convert 1.9.15)	70	63	74	65	43	63.9
Conyers Academy Converted 01.02.2013	73	80	73	70	66	68.6 (Reporting 77 with policy of best entry)
All Saints Academy Converted 01.05.2013	72	84	83	87	74	79.9
Grangefield Converted 01.01.2014	44	50	40	33	40	52.3
Ian Ramsey Converted 01.12.2014	60	65	55	60	66	55.8
North Shore Academy Converted 01.09.2010	31	32	22	53	40	-
OLSB Converted 01.02.2015	53	52	44	61	54	71.6
St Michael's Academy Converted 01.09.2013	61	66	66	74	50	65.1
Thornaby Academy Converted 01.09.2010	30	45	39	51	46	25.8
Stockton	53	57	54	57	55	60.2
National	53	59	59	60	55	

22. 8 schools on the key measure of 5 + A* - C including English and maths have increased their results from 2014, some significantly so. For example:

- Grangefield has gone up 12.3%;
- Bishopsgarth by 15% (Bishopsgarth are requesting remarks on some scripts and are hopeful of being above the 40% floor standard threshold);

- St Michael's by 15.1%;
- OLSB has increased by 17.6%, this will be by far its best result in over 5 years;
- St Patrick's by 20.9%.

Egglescliffe, Conyers, All Saints and Northfield have maintained their strong performance.

23. Two schools have seen a fall: Ian Ramsey has dropped 10.2% and Thornaby Academy has dropped by 20.2% although this academy report concern about the marking of their iGCSE English papers and will be challenging (there is some evidence emerging that iGCSEs have been hit regionally and nationally).
24. Stockton overall is currently 5.2% up on 2014 and will, therefore, hopefully be above national average for this measure.
25. Levels of progress in English and maths are also very key indicators. The expected level of progress from KS2 to KS4 is three levels. Schools also calculate those exceeding three levels of progress and achieving four levels.

School	2015 3 Levels Progress English	2015 3 Levels Progress Maths	2015 4 Levels Progress English	2015 4 Levels Progress Maths
All Saints Academy	75.0%	81.3%	30.6%	33.3%
Bishopsgarth	50.4%	62.9%	12.8%	20.5%
Conyers	74.6%	63.8%	28.6%	28.0%
Egglescliffe	79.9%	69.1%	39.1%	29.6%
Grangefield	65.3%	49.7%	16.6%	18.1%
Ian Ramsey CE	57.1%	59.8%	19.6%	23.0%
North Shore Academy				
Northfield	64.3%	71.4%	23.4%	22.0%
Our Lady & St Bede RC	81.3%	78.1%	23.9%	36.8%
St Michael's RC	77.5%	66.9%	35.5%	31.4%
St Patrick's RC	59.8%	71.8%	24.8%	23.9%
Thornaby Academy	32.2%	56.2%	4.6%	9.1%
Stockton LA (2014)	65.5% (66.8)	64.6% (61.5)	24.2% (28%)	24.9% (26%)
National (2014)	70.9	65.3

26. Levels of progress remain a concern for Stockton secondary schools, particularly in English. The Moving Forward Transition Guarantee for Stockton focuses on driving improvement in this area.

27. 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).

28. 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.

29. Students are also offered alternative accreditation largely in the form of BTEC qualifications. These qualifications tend to be more vocationally based and a wide range of them are traditionally delivered by the colleges. We have reported below the outcomes as we know them against BTEC awards as well.

30. The table below shows the results highlighted in green for 2015 with the time series from 2012 for reference. National averages are still not known for 2015.

Provider	Time series	No of A Level entries	A Levels % A*-B grades	A Levels %A*-E grades	A Levels APS entry	A Levels APS student	No of BTEC entries	BTEC % A*-B	BTEC % A*-E
Conyers	2012		44	98	204.5	841.6			
	2013		48.7	98.6	217.9	825.0			
	2014	310	52.9	98.7	214.7	792.6			
	2015	262	60.3	100	223.7	842.7	12	75	100
Egglecliffe	2012		60	99	228.7	840.7			
	2013		58.1	99.5	230.3	809.5			
	2014	366	51.4	98.6	224.3	651.7			
	2015	328	61.3	99.1	235.3	689.2	0	-	-
Stockton Riverside College	2012		44	99	205.7	611.8			
	2013		41	99	187.8	648.8			
	2014	506	37.2	98.4	201	690.3			
	2015	430	41	98			381		99
Stockton Sixth Form College	2012		38	99	204.7	767.6			
	2013		39	98.7	203.5	655.5			
	2014	643	32	98	195	677.6			
	2015	702	34	94	209	635	317	88	97
Stockton	2014	1825	40.9	98.4	205.2	716.7			
	2015	1661	45	97.5					
National	2013		52.8	98.1	215.6	796.6			
	2014		52.2	98	215.5	787.1			
	2015								

31. The outcomes for the two school sixth forms in A Levels are very positive this year; Egglecliffe has had a 10% increase in the highest grades (A* - B) to 61.3% and Conyers had had a 7.4%

increase to 60.3%. This is a very positive result and will place the schools well above the national average. Stockton Riverside College has also enjoyed an increased rate of the highest grades at A Level and is up 4%.

32. Stockton Sixth Form Centre has performed less well at A Level with only 34% achieving the highest grades. The percentage achieving an A*-E grade has fallen to 94% which is below previous local and national averages. Their performance at BTEC, however, is strong with 88% achieving the highest grades and 97% achieving an A*-E grade.
33. The picture for Stockton will be improved for the attainment of high grades but will drop slightly for those achieving a grade A*-E.

IMPACT OF LOCAL AUTHORITY MONITORING, SUPPORT AND CHALLENGE

34. The performance of the primary schools in Stockton has been very strong. All maintained schools are presently judged by Ofsted to be good or better. Two academies in Stockton have been judged to be 'Requiring Improvement' in their recent inspection. As more primary schools convert to academy, more schools have no current Ofsted judgement (10 schools - 16% - from September 2015). The challenge is, therefore, to ensure that the monitoring, challenge and support mechanisms of the Local Authority extend to academies to sustain effectively the high quality of performance and maintain the strong Ofsted outcomes.
35. Of our 16 secondary schools, 6 do not currently have an Ofsted judgement due to their conversion to academy status, and one as a Free School. Of the 10 remaining, 2 are judged outstanding, 2 good, 6 requiring improvement and none inadequate. The percentage rated good or better, is therefore 40% which is significantly below the North East and national average.
36. The performance of our secondary schools against National and North East averages continues to rise.
37. In 2012, against the key indicator of 5 x A*-C including English and maths, Stockton secondary schools were 10th out of the 12 North East authorities. In 2013 Stockton was ranked 8th and 6th in 2014. This year Stockton is ranked second.
38. Stockton's performance in 3 levels of progress for maths ranks 3rd but the performance in 3 levels of progress for English is weak. This is an area of intense focus for 2015 and the appointment of two secondary colleagues to the team with English expertise will respond to this underperformance.
39. Stockton is also engaging with a Tees wide collaboration to improve standards. The Transforming Tees; Education and Skills Challenge will be launched in September 2015 and will offer strategies, seminars and the opportunity to share progress towards improving performance across the Tees authorities.

The difference in the 2014 v 2015 results are shown in brackets.

LA NAME	Spring Census 15 Year 11 NOR	% Achieving 5+ A*-C	% Achieving 5+ A*-C Inc. English and Maths	% Achieving Expected Progress English	% Achieving Expected Progress Maths	% Achieving 5+ A*-G
Stockton-on-Tees	2124	70.9 (6.0)	60.2 (5.1)	65.5 (-1.3)	64.6 (3.1)	93.7 (2.5)
Gateshead	2034					
Newcastle upon Tyne	2281		55.7 (-1.6)	68.9 (-2.8)	69.2 (3.6)	
North Tyneside	2060	71.7 (3.8)	61.3 (5.2)	74.2 (4.4)	67.0 (2.9)	94.3 (0.4)
South Tyneside	1586	66.9 (2.7)	57.0 (3.0)			
Sunderland	2924	60.0 (0.7)	51.4 (0.4)			95.0 (2.8)
Hartlepool	1093		53.0 (-2.1)	69.4 (-2.1)	57.9 (4.4)	94.2 (2.7)
Middlesbrough	1368	61.0 (3.7)	46.1 (-1.1)	58.4 (-15.6)	54.5 (3.8)	
Redcar and Cleveland	1699	60.9 (2.2)	52.6 (2.6)	64.9 (1.7)	60.7 (6.7)	92.4 (0.7)
County Durham	5101		55.0 (-2.6)	70.1 (-3.5)	61.4 (1.0)	92.9 (0.0)
Darlington	1177	67.2 (1.1)	55.6 (-1.3)			
Northumberland	3460		57.0 (4.4)			
North East	26907	65.4 (2.1)	55.3 (0.7)	68.2 (-1.3)	62.8 (2.4)	93.7 (1.3)
National	***	***	***	***	***	***

40. The School Improvement Framework, 2015, provides a series of indicators to judge all schools and academies against, and any school falling short of these indicators, is subject to a range of support and intervention measures, starting with a challenge meeting with the Corporate Director.
41. As part of the School Improvement Framework, from September 2015, every school or academy will now be also invited to present the outcomes of their own Ofsted inspection to a Local Authority members' scrutiny subcommittee. This is an opportunity to celebrate successes as well as providing assurance of improvement in reports where anything less than good is highlighted.

42. The 'Transforming Governance Group' will also evaluate all inspection reports to inform planning around support and challenge for governance.
43. The support and challenge to secondary schools through the enhanced School Improvement Adviser programme using successful school leaders from Stockton will continue into 2015/2016. The robust meetings with the Corporate Director and the ensuing Intervention Plans have seen to have impact in the improved performance of the schools involved.
44. The support and challenge to those identified as not performing, against the challenge criteria of the School Improvement Framework 2015, will continue. These criteria have been further strengthened to reflect the school improvement priorities for Stockton, particularly around the Transition Guarantee:

The Transition Guarantee

- Every secondary school attends at least one moderation of Key Stage 2 primary work in the Spring Term or Summer Term.
- Cross-phase work is part of the annual programme for the Secondary Collaborative Network and every secondary school attends the Collaborative Network (for both English and Maths).
- A consistent approach to scoring attainment is agreed and used by all schools.
- All schools use Stockton's SPrint Tracker (Stockton Progression in Tracker) or appropriate alternative to record pupil attainment and coverage of the curriculum in maths, reading, writing and science, and this information is passed to schools at the point of transition.
- All schools adhere to the 'Moving Forward' transition package of protocols and proformas.
- All primary schools are informed of the key stage 4 outcomes for pupils previously taught in their schools.
- There is an agreed borough-wide transition week for all pupils and schools.
- All schools engage with a transition project that all pupils begin in Year 6 and complete in Year 7.

45. The schools that have been subject to an Ofsted inspection in 2014/2015 are shown in the table below. The comments on the effectiveness of the support from the Local Authority are also included. Where there is no comment, the inspection report is of an academy and has referenced the academy provider's support, not that of the Local Authority.

School	Date	Previous	Overall	Ofsted Inspection Report Comments pertaining to Local Authority support 2014 - 15
Kirklevington	7.7.15	2	2	The school has benefited from good support from the local authority, who know the school well.
Abbey Hill	24.6.15	2	2	
Bishopton C	23.6.15	2	3	The local authority has an accurate and perceptive view of the centre's performance and challenges and supports senior leaders in equal measure. It provided strong support in the successful drive to reorganise and relocate provision and address staff underperformance.
St Michael	9.6.15		3	

Roseberry	9.6.15	3	2	The local authority has provided good support to staff and governors since the last inspection. They have provided training to governors in understanding school performance data so that they can challenge school leaders more effectively. They have provided new leaders with support and training to help them develop their skills in checking the work in the areas for which they are responsible.
The Oak T	3.6.15		3	
Hardwick G	3.6.15		2	
Christ the King		2	2	The local authority has provided much appreciated support, especially in helping the school prepare for the demands of the new curriculum and in providing an additional source of challenge for leaders.
St Gregory's	11.3.15		3	
All Saints	24.2.15		1	
Conyers	10.12.14		2	The school draws on support and advice from within the local authority, where it is seen as a centre of good practice. Through this link the school supports others schools in the locality, especially with regard to improving teaching and the development of middle managers.
Bowesfield	22.9.14	2	2	The local authority provides 'light touch' support to this good school. It has an accurate understanding of the school's performance and has confidence in its ability to improve further.

46. These comments show the service has been successful in assessing, and responding to, the needs of schools to ensure improved performance.

FUTURE CHANGES TO BENCHMARKING SCHOOLS

47. The Education and Adoption Bill 2015-2016 seeks to amend the Education and Inspections Act 2006 by creating a category of schools considered 'coasting' which are eligible for intervention. A 'coasting' primary school will be one that:

- had less than 85 per cent of children achieving level 4, in each year between 2014, 2015 and 2016,
- had below average proportions of pupils making expected progress in reading and writing and maths between Key Stage 1 and Key Stage 2.

48. Whilst there is no future shift in measures defined for primary schools, new regulations could be laid before Parliament to change the percentage achieving at least level 4 to an equivalent score as primary schools move to new national curriculum tests. Below average is based on median levels of expected progress for both primary and secondary schools. This category of schools will not come in till 2016 but it is a further challenge and one that is reflected in the revised School Improvement Framework for Stockton 2015.

49. The new definition of 'coasting schools' will mean more schools are eligible for intervention. Outcomes data over a three year period will be used and schools will not be classed as coasting until 2016 when data from 2014, 2015 and 2016 will be used to define them.

50. A 'coasting' secondary schools will be one that:

- In 2014 and 2015 had a five A*-C GCSE pass rate (including English and Maths) of below 60%;
- In 2014 and 2015 had a below average proportion of pupils making expected progress in English and maths between Key Stage 2 and Key Stage 4;

- In 2016 receives a below-standard score on the new Progress 8 measure. (This standard will be set after the 2016 results to ensure it is at a suitable level).
51. The Progress 8 measure will then gradually replace the 5 A*-C based measures until by 2018, coasting schools will be selected on the basis of three years of Progress 8 scores.
 52. Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.
 53. The new performance measures are designed to encourage schools to offer a broad and balanced curriculum at key stage 4, and reward schools for the teaching of all their pupils, measuring performance across 8 qualifications. Every increase in every grade a pupil achieves will attract additional points in the performance tables.
 54. Progress 8 will be calculated for individual pupils solely in order to calculate a school's Progress 8 score, and there will be no need for schools to share individual Progress 8 scores with their pupils. Schools should continue to focus on which qualifications are most suitable for individual pupils, as the grades pupils achieve will help them reach their goals for the next stage of their education or training.
 55. Attainment 8 will measure the average grade of a pupil across 8 subjects including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.
 56. A Progress 8 score will be calculated for each pupil by comparing their average grade (their Attainment 8 score) with the average grade of all pupils nationally who had a similar starting point, or 'prior attainment', calculated using assessment results from the end of primary school. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.
 57. A school's Progress 8 score will be calculated as the average of its pupils' Progress 8 scores. It will give an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.

FINANCIAL IMPLICATIONS

The current service has just been through an EIT review. Changes to structures and staffing have been made and some posts are still being recruited to. The review has yielded savings and positions the service well to deliver improved outcomes.

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