

CABINET ITEM COVERING SHEET PROFORMA

AGENDA ITEM

REPORT TO CABINET

October 2015

REPORT OF CORPORATE MANAGEMENT TEAM

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

SCHOOL PERFORMANCE 2014 – 2015 for vulnerable pupils

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 for vulnerable pupils.

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

October 2015

**REPORT OF CORPORATE
MANAGEMENT TEAM**

INFORMATION ITEM

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

SCHOOL PERFORMANCE 2014 – 2015 FOR VULNERABLE PUPILS

SUMMARY

This report presents an analysis of school performance in the academic year 2014 – 2015 for vulnerable pupils including:

- Pupils in receipt of Pupil Premium Funding;
- Pupils with Special Educational Needs (SEN);
- Performance of boys;
- Black and minority ethnic children;
- Looked After Children;
- Attendance and exclusion figures for Stockton.

RECOMMENDATIONS

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

DETAIL

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:

1. 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+) in Reading and Writing. The gap in attainment has also improved at the higher level (3+) in Reading and Maths. However, the gap in attainment has widened in Maths (level 2b+) and Writing (level 3+).

Teacher Assessment 2015	LA gap (%)	Diff from 2014
CSI 2b+	23	0
Reading 2b+	17	-3
Writing 2b+	22	-1
Maths 2b+	17	+1
CSI 3+	11	-1
Reading 3+	21	-1
Writing 3+	15	+1
Maths 3+	18	-2

2. 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, with specific reference to progress in Reading. Expected progress in Maths (2 levels of progress) and above expected progress in Writing (3 levels of progress) will be a focus of work in 2015/2016.

TESTS - 2015	LA gap (%)	LA (%) Diff from 2014
CRWM 4+	16	-2
Reading 4+	12	0
Writing 4+ (TA)	11	-3
Maths 4+	12	-1
2 Levels progress Reading	4	-3
2 Levels progress Writing	1	-3
2 Levels progress Maths	6	+1
CRWM 5+	17	-3
Reading 5+	22	-4
Writing 5+ (TA)	21	-1
Maths 5+	20	-3
3 Levels progress Reading	- 2	-6
3 Levels progress Writing	3	+1
3 Levels progress Maths	8	-7

3. At Key Stage 4, the results for our disadvantaged pupils show improvement as gaps have narrowed. Whilst gaps have narrowed, it is possible they will still be more than the gaps nationally.

Measure	2013 Stockton gap %	2014 Stockton gap %	2015 Stockton gap %	Difference 2014/2015 %	National Gap 2014
KS4 – L2 EM	31.7	31.7	26.4	-5.3	24
KS4 3LP Eng	23.3	26.4	20.4	-6.0	17
KS4 3LP Maths	29.3	27.9	23.3	-4.6	23

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.

Pupils with Special Educational Needs

4. For the purposes of comparing the gap in attainment for pupils with SEN with that of their peers with no SEN it is important to note that there will be an expected gap and a slower rate of progress for pupils in Specialist Provision that have complex needs.
5. For those students without a Statement or EHCP the gap with their peers has improved in a number of areas at the end of KS1, however the gap has widened at the higher level (3+) in all areas. The gap in attainment for those with a Statement/EHCP in mainstream has been very positive upward trend in most areas. The gap has widened specifically at L3+ writing.

Without Special Schools

Including Special Schools

	SEN Support 3 yr gap trend	Statement/EHCP 3 yr gap trend
KS1		
CSI 2b+	+2%	-12%
Reading 2b+	-4%	-13%
Writing 2b+	-1%	-13%
Maths 2b+	-3%	-12%
CS1 3+	+2%	+3%
Reading 3+	+3%	-2%
Writing 3+	+2%	+3%
Maths 3+	+1%	-5%

	SEN Support 3 yr gap trend	Statement/EHCP 3 yr gap trend
KS1		
CSI 2b+	+2%	0%
Reading 2b+	-4%	-1%
Writing 2b+	-1%	-1%
Maths 2b+	-3%	+1%
CS1 3+	+2%	+3%
Reading 3+	+3%	+2%
Writing 3+	+2%	+3%
Maths 3+	+1%	-1%

6. For those students without a Statement or EHCP the gap with their peers has improved in a number of areas at the end of KS2. Progress measures show the gap closing at 2LP and 3LP in all areas except 3LP writing. This shows a correlation with KS1 writing for pupils with SEN. The gap in progress for those with SEN support in mainstream has shown a very positive upward trend in most areas.

Without Special Schools

Including Special Schools

	SEN Support 3 yr gap trend	Statement/EHCP 3 yr gap trend
KS2		
CRWM 4+	-2%	+7%
Reading 4+	-8%	+17%
Writing 4+ (TA)	0%	+12%
Maths 4+	-4%	-5%
2LP Reading	-5%	+10%
2LP Writing	-3%	-5%
2LP Maths	-4%	-4%
CRWM 5+	+1%	+1%
Reading 5+	+7%	+11%
Writing 5+ (TA)	+2%	+3%
Maths 5+	-4%	+5%
3LP Reading	-8%	-5%
3LP Writing	+5%	-2%
3LP Maths	-2%	-2%

	SEN Support 3 yr gap trend	Statement/EHCP 3 yr gap trend
KS2		
CRWM 4+	-2%	+4%
Reading 4+	-8%	+5%
Writing 4+ (TA)	0%	+7%
Maths 4+	-4%	-5%
2LP Reading	-5%	+2%
2LP Writing	-3%	0%
2LP Maths	-4%	-17%
CRWM 5+	+1%	+1%
Reading 5+	+7%	+5%
Writing 5+ (TA)	+2%	+3%
Maths 5+	-4%	+1%
3LP Reading	-8%	-6%
3LP Writing	+5%	+2%
3LP Maths	-2%	-3%

7. For those students without a Statement or EHCP the gap with their peers has improved in a number of areas at the end of KS4. Progress measures show the gap closing at 3LP and 4LP in English and Maths. The gap for those with a Statement/EHCP in mainstream there has been a very positive upward trend in Maths however the gap is widening in English. It is very positive to note the gap indicator which includes pupils with a Statement or EHCP in specialist provision where the gap is closing rapidly from KS2 to KS4.

Without Special Schools

Including Special Schools

	SEN Support 3 yr gap trend	Statement/EHCP 3 yr gap trend		SEN Support 3 yr gap trend	Statement/EHCP 3 yr gap trend
KS4			KS4		
L2 Threshold inc E+M	0%	+4%	L2 Threshold inc E+M	0%	+3%
3LP Eng	-9%	+1%	3LP Eng	-9%	-18%
3LP Maths	-8%	-2%	3LP Maths	-8%	-15%
4LP Eng	-2%	+4%	4LP Eng	-2%	-3%
4LP Maths	-4%	-2%	4LP Maths	-4%	-4%

8. The following actions are planned in 2015-16 for the Schools and SEN Service and specifically the 0-25 SEN team in order to improve outcomes further:

- Develop and implement an action plan for improving the SEN support provided to pupils and students across early years/schools/FE. This will be aimed at improving the support provided to pupils who do not have a statement of SEN or and EHC plan through the assess, plan, do, review approach.
- Reviewing and revising the processes for EHC assessment to ensure completion within the 20 week timescales, and implementing a quality assurance process for EHC plans.
- Ensuring the annual review process for EHC plans and the transfer review process from statements to EHC plans include robust scrutiny of progress and challenge.
- Reviewing and revising procedures for placement of pupils with statements/EHC plans to improve timeliness of placement so that pupils are correctly placed in order to improve progress and outcomes.

Gender:

9. The performance of girls continues to outstrip boys except at the higher level for maths where boys outperform girls. Gaps between the attainment of boys and girls have improved for the expected level of attainment at the end of Key Stage 1 (level 2b+) in Reading and Writing. The gap in attainment has also improved at the higher level (3+) in Maths. However, the gap in attainment has widened in Reading and Writing (level 3+).

Teacher Assessment 2015	LA gap (%)	Diff from 2014
CSI 2b+	11	-2
Reading 2b+	7	-2
Writing 2b+	13	-1
Maths 2b+	2	0
CSI 3+	5	+1
Reading 3+	9	+4

Writing 3+	10	+2
Maths 3+	-4	-1

10. At the end of Key Stage 2, most measures show a widening of the gap in the attainment and progress of boys and girls, with specific reference to progress in Writing. Girls are mainly doing better in Reading and Writing and boys are mainly doing better in maths. Progress in Reading, however, evidences closing of the gap in both expected and above expected progress. Closing the attainment gap between boys and girls will be a focus of work in 2015/2016.

TESTS - 2015	LA gap (%)	LA (%) Diff from 2014
CRWM 4+	6	0
Reading 4+	3	0
Writing 4+ (TA)	9	+2
Maths 4+	-1	+2
2 Levels progress Reading	0	-1
2 Levels progress Writing	2	+2
2 Levels progress Maths	-3	+2
CRWM 5+	6	-1
Reading 5+	10	+3
Writing 5+ (TA)	17	+5
Maths 5+	-9	+3
3 Levels progress Reading	-7	-2
3 Levels progress Writing	4	+7
3 Levels progress Maths	-10	+6

11. At Key Stage 4, though the overall results show improvement, and the attainment and progress of girls mainly shows improvement over time, the outcomes for boys have not improved at the same rate. This means that gaps have widened. Closing the attainment gap between boys and girls, with a particular focus on the outcomes for boys, will be a focus of work in 2015/2016.

Measure	2013 Stockton gap %	2014 Stockton gap %	Difference 2013-2014 %	2015 Stockton gap %	Difference 2014/2015 %
KS4 – L2 EM	7.2	10.6	+3.4	-13.1	+2.5
KS4 3LP Eng	11.3	14.4	+3.1	15.1	+0.7
KS4 3LP Maths	3.3	4.9	+1.6	5.2	+0.3

BME Children and Young People Compared with Majority White British Children and Young People in Stockton:

12. This report compares outcomes of children and young people who are White British (WBRI) and their BME Peers.

BME Cohort Sizes:

Key Stage	Cohort Size 2015
EYFS	269
KS1	276
KS2	213
KS4	116

13. Gaps between our children within Early Years and Foundation Stage, using Good Level of Development (GLD) measure shows overall improvement for BME cohort in relation to GLD:

Teacher Assessment 2015	LA gap (%)	Diff from 2014
GLD	7%	+3%

14. Within KS1, gaps between the attainment of our BME children, in comparison with their peers, shows that BME children maintain a higher level of attainment compared with their White British peers. Since 2013, this has reduced in English and increased for Maths. BME children as a whole are demonstrating considerably higher level of attainment for Maths in KS1.

Teacher Assessment 2015	LA gap (%)	Diff from 2014
CSI 2b+	-1%	-5%
Reading 2b+	1%	-4%
Writing 2b+	-1%	-2%
Maths 2b+	-2%	-8%
CSI 3+	-4%	-7%
Reading 3+	-1%	-10%
Writing 3+	-2%	-4%
Maths 3+	-6%	-10%

15. At the end of Key Stage 2, most measures show a narrowing of the gaps, using the Level 4+ measure, where BME pupils outperform the majority White British cohort at Level 4+ Writing and Maths. Expected progress in Writing (2 levels of progress) will be a focus of work 2015/16. Above expected progress (3 levels of progress) again reflects higher attainment for BME cohort than for WBRI cohort, although those pupils attaining Level 5+ for reading reflect poorer attainment than their White British peers and thus will be a focus of work.

TESTS - 2015	LA gap (%)	LA (%) Diff from 2014
CRWM 4+	2%	-3%
Reading 4+	4%	+1%
Writing 4+ (TA)	-1%	-3%
Maths 4+	-1%	-2%
2 Levels progress Reading	0%	+4%
2 Levels progress Writing	1%	+2%
2 Levels progress Maths	-3%	-2%
CRWM 5+	-2%	-3
Reading 5+	7%	0%
Writing 5+ (TA)	0%	+1%
Maths 5+	-4%	-2%
3 Levels progress Reading	-1%	0%
3 Levels progress Writing	-7%	-5%
3 Levels progress Maths	-9%	+2%

16. At Key Stage 4, using measures below, the results for BME pupils show higher attainment of BME pupils compared with their White British peers in L2EM and for 3LP English although the gap has grown for 3LP Maths:

Measure	2013 Stockton gap %	2014 Stockton gap %	2015 Stockton gap %	Difference 2014/2015 %
KS4 – L2 EM	-2%	-3%	-1%	+2%
KS4 3LP Eng	-5%	-6%	-11%	-5%
KS4 3LP Maths	-7%	0%	5%	+5%

These results and analysis remain provisional as the data is being updated through remark information and refinements from the DfE.

Looked After Children

17. 2014/15

The school judges achievement of pupils at the school to be good in Early Years, KS1 and 2. In Key Stage 4 the gap in achievement has closed and particularly for those pupils in mainstream school. The school recognises the need to continue to close the attainment gap in all areas and ensure that all pupils make the expected progress in line with their personalised learning, contextual issues and special educational needs.

Early Years (EY) 903 cohort: 12months plus, 11 pupils 8 Boys , 3 Girls

18. Context of cohort:

- In 2015, 64% of EY had a special educational need (SEN), this is well above the national average for all pupils and slightly below the national average for LACYP (67% in 2014). 1 child (9%) has a Statement or EHCP and 6 pupils (55%) have SEN Support.
- 8 pupils (73%) were educated in Stockton schools and 3 pupils (27%) were educated out of the Borough.
- 3 pupils (27%) EM, 4 pupils (36%) EAL.

Good Level of Development			
'Expected' in all the Prime areas and Literacy and Mathematics from Specific area.			
%	2013	2014	2015
Stockton LAC	13%	33%	36%
Stockton	41%	50%	59%
National	52%	60%	

19. In 2015 Attainment at the end of EYFS, as determined by children achieving a Good Level of Development (the number of children achieving at least 'expected' in each of the Prime Areas and in the Specific Areas of Literacy and Mathematics) is 36%. This is below the national average for all children (60% in 2014) but demonstrates a three year improving trend and the gap between LACYP and all children has closed from -39 to -24. **Attainment on entry for these children was significantly below expectations and therefore progress is described as good.**

20. Key Stage 1 903 Cohort , 12 months plus (19 pupils) (9 Boys, 10 Girls)

- In 2015,12 pupils 63% of the KS1 cohort had a special educational need (SEN) this is well above the national average for all pupils and slightly below the national average of LACYP (67% 2014). 4 pupils 21% have a Statement/EHCP, 8 pupils (42%) are at 'SEN support'. Of those with a statement/ EHCP or have SEN support 4 pupils (21%) have specific learning difficulties, 4 pupils have moderate learning difficulties and 4 pupils have social, emotional and mental health difficulties.
- 7 pupils (37%) were educated in Stockton schools and 12 pupils (63%) were educated out of the Borough. Of these 3 pupils 16% were educated in specialist provision .

21. Achievement

- In 2015 Attainment at Level 2+ outcomes dipped in both reading (-11) and maths (-12) but increased in writing (+3). Overall, in 2015 attainment in all areas is lower than national averages for all children and lower than the national average for LACYP 2014 in maths. CSI at L2 + declined slightly from 50 to 47%.
- Attainment at Level 3+ attainment is lower than national averages for all children in all areas, despite a significant improvement in 2014 there was a dip in reading and maths but an increase in writing by 5% . There is no national data for LACYP at Level 3+.
- **The high majority of pupils were below the expected level of attainment at the end of EYFS. In 2014 only 13% (2 pupils) of this cohort achieved a Good Level of Development GLD, in 2015 47% achieved L2+ in all areas and at 37% achieved L2b+ in all areas, therefore progress is described as good.**

KS1 903 cohort 12mths +	Stockton LAC 12/13 11pupils	Stockton LAC 13/14 16 pupils	Stockton LAC14/15 19 pupils	Diff	National LAC 13/14	National All 13/14
Reading L2+	55	69	58	-11	71	90
Writing L2+	45	50	53	+3	61	86
Maths L2+	45	75	63	-12	72	92
CSI	36	50	47	-3	x	
Reading L3+	0	19	16	-3	x	31
Writing L3+	0	6	11	+5	x	16
Maths L3+	0	13	11	-2	x	24

Y1 Phonics Screening – 9 Pupils

Phonic Screening			
Pass Year 1	2013	2014	2015
Stockton LAC	46%	42%	67%
Stockton	67%	67%	78%
National	69%	74%	

22. Phonics Screening

- In 2015 67% of children achieved the expected standard in the Phonics Screening Check. This is a significant improvement since 2014 and the gap between LACYP and all pupils nationally has narrowed from -23 to -7.
- Of those children who did not pass the Phonics Screening Check in Year 1 2014(or did not take the check at that time) and took the test at the end of Year 2 (10 pupils), 5 pupils met the standard. All pupils targeted by the VS/LACE team for phonics intervention passed the screening test. Of those that did not meet the standard at the end of Year 2 improved on their previous score. The VS school has identified each pupil who has not met the standard at the end of Year 1 and 2 to confirm or co-ordinate targeted support in 2015/16.

23. Key Stage 2 (14 pupils, 8 Boys 4 Girls) (903, 12mths plus cohort)

- In 2015, 8 pupils (56%) had a special educational need, this is below the national average for all pupils and the national average of LACYP 67% in 2014. 3 pupils(25%) had a Statement/EHCP and 5 pupils (35%) were at 'SEN Support'. Of these pupils 50% had a MLD and 50% had SEMH.
- 7 pupils (50%) were educated in Stockton Schools and 7 pupils (50%) were educated in out of Borough schools; of those 2 pupils (14%) attends a Special School.
- It was not possible to include the data for one child who resides in Scotland but evidence shows this child is making good progress.

24. Achievement

- In 2015 85% of the cohort gained Level 4+ in reading (nat. average all 89%, nat. av. LACYP 68% 2014), 69% of the cohort gained Level 4+ in writing (nat. av. all 87%, nat. av. LACYP 59% 2014), 69% gained Level 4+ in maths (nat. av. all 87%, nat. av. LACYP 61% 2014), 62% gained level 4+ in Combined Reading, Writing and Maths. (Nat av. all 76%, nat. av. LACYP 48% 2014) and 67% gained Level 4+in Spelling, Grammar and Punctuation (SPAG) (nat. av. all 80%, nat. av. LACYP 49% 2014). Whilst there has been a dip in performance in all areas, **and CRWM (67 -62%) overall attainment continues to be well above the national average for LACYP in 2014 (48%)**
- In 2015 38% of the cohort gained L5+ in reading (nat. av 48%), 15% gained L5+ in writing (nat. av 36%) , 23% gained L5+ in maths(nat.av.42%) and 33% gained L5+ in SPAG (nat.av.33%). **CRWM L5+ dipped slightly from 17% to 15% (nat. av 24%)**. There are no national figures produced for L5+ outcomes for LACYP
- One looked after child was the only child in the school to achieve L6+ for maths.
- In 2015 92% of pupils made 2 or more levels of progress in reading (nat av 91%,nat av LACYP 81% 2014), 85% of pupils made 2 or more levels of progress in writing (nat av 94% nat av LACYP 82%) and 85% made 2 or more levels of progress in Maths (nat av 90%, nat av LACYP 75%) This is above the national average for all pupils in maths and significantly above the national average for LACYP in all areas in 2014.
- 54% of children made 3 or more levels of progress in reading, 54% of children made 3 or more levels of progress in writing and 38% made 3 levels of progress in maths this is significantly above the LA average in all areas and shows a three year improving trend.

KS2 903 cohort 12mths +	Stockton LAC 12/13 (14 pupils)	Stockton LAC 13/14 (12 pupils)	Stockton LAC 14/15 (12 pupils)	Diff	National LAC 13/14	National all 13/14
Reading L4+	50	92	83	-9	68	89
Writing L4+	43	75	75	0	59	85
Maths L4+	71	75	67	-8	61	86
CRWM L4+	43	67	67	0	48	79
Reading L5+	14	50	42	-8	X	48
Writing L5+	0	25	17	-8	X	36
Maths L5+	21	33	25	-8	x	42
SPAG L5	x	33	33	0	x	56
CRWM L5+	0	17	17	0	x	24
Reading 2Lp	64	100	92	-8	81	91
Writing 2Lp	71	92	92	0	82	92
Maths 2Lp	79	92	83	-9	75	83
Reading 3LP	36	50	58	+8	x	x
Writing 3LP	21	42	58	+16	x	x
Maths 3LP	29	42	42	0	x	x

25. **Key Stage 4 903 Cohort 12mths plus (15 pupils, 4 Boys, 11 Girls)**

- In 2015, 8 pupils (53%) had a special educational need, this is above the national average for all pupils and below the national average of LACYC 67% in 2014. 5 pupils (33%) had a Statement/EHCP and 3 pupils (20%) were at 'SEN Support'. Of the 5 pupils who had a statement or EHCP one had specific learning difficulties (SLD) and 4 pupils had social, emotional and mental health difficulties (SEMH). 2 at SEN support had SEMH and 1 pupil had MLD
- In 2015, 6 pupils (40%) attended a special school, or alternative provision in line with their personalised needs. 2 pupils who attended alternative provision achieved 5A*-G including E&M and also achieved L2 English. One pupil in specialist provision with a specific learning difficulty remains on P scales but made progress in line with expectations. 3 pupils in specialist provision failed to make the expected level of academic progress due to social emotional, or mental health difficulties. Action plans have been developed to support all pupils into Post 16 provision
- Of the 9 pupils who attended mainstream school 56% achieved 5A*-C and 33% achieved 5A*-G including English and Maths. 100% achieved 5A*-G and 78% achieved 5A*-G including English and Maths

26. **Achievement**

- In 2015 Attainment at the end of KS4 as determined by students achieving 5 or more GCSEs at Grade C or above including English and Maths (L2 EM) is 20%, this is well below the national average (59 % 2014) but well above the national outcome for all LACYC (12%) in 2014. In 2015 an additional 26% of the cohort achieved either English or Maths at level 2 (A*-C). Overall 53% of the cohort achieved English at L2 and 27% achieved level 2 in maths. At 5 A*-C (L2) the school has attained 33%, this is well above the outcome in 2014

and significantly above the outcome for LACYP (16%) in 2014. Girls outperformed boys at both levels L2 including EM 27% and L2 46%.

- Attainment at the wider Level 1 EM (5A*-G incl EM) is 53% and at Level 1(5A*-G) is 67%. This is well below the national average for all pupils – no data is provided to compare this with national outcomes for LACYP
- In 2015 Three or more levels of progress in English improved from 30% to 53%; this shows a three year improving trend and a significant improvement from 2013 (+18%) This is well above the national outcome for LACYP (35%) in 2014
- In 2015 three or more levels in maths improved significantly from 14% to 36% . This has closed the gap between all pupils nationally and is well above the national outcome for LACYP in 2014(26%)
- Four or more levels of progress in English improved from 15% to 27% This is above the LA outcome of 25%. In Maths four or more levels of progress improved from 5% to 14%.

27. NB. No national data is provided for LACYP in relation to Level 1(5A*-G) and 4LPs in English and Maths.

28. The school recognises that whilst KS4 attainment and achievement shows an upward trend this is an area for further improvement.

KS4 903 cohort 12mths +	Stockton LA 12/13 22 pupils	Stockton LAC13/14 21 pupils	Stockton LAC 14/15	Diff	National LAC 13/14	National All 13/14
5A*-C EM	14	15 (9.5%)	20	+5 (+10)	15	59
5A*-C	45	14	33	+19	37	82
5A*-G EM	55	48	53	+5	x	92
5A*-G	68	57	67	+10	x	94
3LP Eng	18	30	53	+23	34.5	71
3LP Maths	18	14	36	+22	26	65
4Lp English	5	15	27	+12	x	28
4LP Maths	9	5	14	+7	x	31

29. Attendance continues to be above the national averages for all primary and secondary schools. Persistent absence is aligned to all primary schools and significantly below all secondary schools. Exclusion figures continue to be significantly below the average for LACYP nationally. In 2015 there were 56.5 days of fixed term exclusion, 25 of these days are due to one child, the provision for this child which was challenged by the LA and VS and appropriate support was provided.

Of the 12 pupils with Persistent Absence-, 5 were recent to care; 5 had placement issues; 1 went into secure accommodation and 1 had historical absences.

ATTENDANCE AND EXCLUSION

Exclusion 0-11

30. There have been no permanent exclusions from primary schools in over ten years.
31. In 2014/15 there were 88 fixed term exclusions, totalling 190 days and involving 47 pupils (44 boys, 4 girls) in 22 schools. Two schools had 10 exclusions, one had 9, the others ranged from 1 to 4.
32. Of these, thirty eight of the pupils either were at the time of exclusion, or have since been registered as having special educational needs. The highest number of days lost in any one school due to exclusion was 20.5.
33. As in the previous year, thirty seven primary schools did not exclude in 2014/15.

Exclusion 11-16

34. The number of permanent exclusions in 2014/15 was 17, a reduction of one from the previous year, with 8 of the 13 Stockton secondary schools (maintained, academies and free school) using permanent exclusion.
35. One maintained school had one permanent exclusion, the free school had one and the other 15 came from six academies; of the academies, one had 5, one had 3, three had 2 two and one had 1.
36. Of the 17 pupils permanently excluded, 13 were boys.
37. In 2014/15, permanent exclusions were spread across all five year groups, with 3 in each of years 7, 8, 9 and 11 and 5 in year 10 (of those in year 11, in two cases the permanent exclusion took place when the pupils were still in year 10, but data is counted when the pupil is actually removed from roll, which cannot be until the exclusion has been upheld by the Governors Disciplinary Panel and the relevant review period has ended, which ran into the following academic year).
38. Y7 permanent exclusions were identified as an area of concern in 2013/14 and as a result, the Local Authority and schools looked at how this could be improved. Consequently, some schools have reviewed their transition work with Primary schools; permanent exclusions in year 7 have reduced to 3 this year.
39. In 2014/15 there were 734 fixed term exclusions from secondary schools, a slight increase on 2013/14 but still significantly lower than 2012/13. The exclusions came from 12 of the 13 schools.
40. On a number of occasions where schools have issued fixed term exclusions, they have acknowledged that they have acted in relation to recent Ofsted direction to reduce low-level disruption from the classroom. In three schools where there has been a significant increase in the number of fixed term exclusions, there has been a change of status to academy or a change of Head Teacher, or both.

School	FTEX 14/15		PEX 14/15		FTEX 13/14		PEX 13/14	
	Number	%	Number	%	Number	%	Number	%
All Saints CE Academy	40	5.71%	0	0.00%	43	6.29%	0	0.00%
Bishopsgarth School	105	19.06%	0	0.00%	83	15.01%	3	0.54%
Conyers School	31	2.86%	2	0.18%	33	3.02%	2	0.18%
Egglescliffe School	9	0.77%	0	0.00%	11	0.94%	0	0.00%
Ian Ramsey CE Academy	22	1.88%	0	0.00%	51	4.32%	1	0.08%
Ingleby Manor Free School & Sixth Form	0	0.00%	1	1.25%	0	0.00%	0	0.00%
North Shore Academy	96	17.58%	5	0.92%	71	13.95%	3	0.59%
Northfield School	111	8.15%	1	0.07%	144	10.53%	3	0.22%
Our Lady & St Bede's Catholic Academy	98	13.86%	2	0.28%	54	7.70%	0	0.00%
St Michael's RC Academy	68	8.01%	3	0.35%	60	7.08%	3	0.35%
St Patrick's Catholic College	44	8.41%	0	0.00%	60	11.70%	1	0.19%
The Grangefield Academy	26	3.51%	1	0.13%	0	0.00%	1	0.12%
Thornaby Academy	84	21.43%	2	0.51%	84	21.16%	1	0.25%
Total	734	7.43%	17	0.17%	694	7.02%	18	0.18%

41. The table below shows the breakdown of secondary fixed term exclusions by year group, gender and SEN status. It illustrates that approximately three quarters (73.5%) of all fixed term exclusions were boys.

Year Group	Boys				Total No FTEX	Pupils' SEN Status			
	No Pupils	No FTEX	No Pupils	No FTEX		E	K	P	S
	7	38	74	9	18	92	0	46	4
8	63	122	16	38	160	10	57	4	4
9	68	126	29	59	185	0	65	0	12
10	72	119	32	43	162	0	43	2	5
11	74	99	21	39	135	1	37	0	0
Totals	315	540	107	194	734	11	248	10	23

National Picture

42. In 2013/14 the national average for exclusions as a % of school population was 6.62% for fixed term and 0.13% for permanent exclusion.

43. In relation to both permanent and fixed term exclusions, although the rate of exclusion decreased nationally in 2013/14, the actual number of exclusions increased on the previous year. There was also a significant rise in the number of permanent exclusions in primary schools in 2013/14.

Attendance 0-11

44. Across our primary schools an average of 96.02% attendance was achieved in 2014/15. Thirty-two of our primary schools achieved a whole school attendance rate which was equal to or above the current national average (2013/14 statistics) of 96.2%.

45. Persistent absence was 2.4% with 35 of our schools achieving a persistent absent rate which was lower or equal to the current national average of 2.1%.

Attendance 11-16

46. An average attendance of 94.4% was achieved across our secondary schools in 2014/15. Three of our secondary schools have an attendance rate which is better than the national average. Four of our secondary schools improved their attendance when compared to the previous academic year.

49. Six of our secondary schools have a persistent absence rate which is better than the national average rate of 5.2%.

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.

Name of Contact Officer: Diane McConnell
Post Title: Head of Schools and SEN
Telephone No. 01642 527040
Email Address: diane.mcconnell@stockton.gov.uk

Education related? Yes

Background Papers: Not applicable

Ward(s) and Ward Councillors: Not applicable

Property: No implications