

**STOCKTON-ON-TEES BOROUGH COUNCIL**

**CABINET RECOMMENDATIONS**

**PROFORMA**

Cabinet Meeting .....1st September 2016

1. Title of Item/Report

School Performance 2015 -2016

2. Record of the Decision

Consideration was given to a report that provided a headline, summary analysis of performance in the academic year 2015 – 2016 against all the key stages for all providers in the Borough.

The headline outcomes for the primary phase – Early Years and Foundation Stage was 65% of children in Stockton achieved a Good Level of Development. 52% of disadvantaged children in Stockton achieved a Good Level of Development in 2016.

At the end of Year 1 children are tested on their ability to use phonic skills to decode a list of words and non-words. The proportion of Year 1 children meeting the standard in the phonics screening check had increased year on year since the tests began. 83% of Year 1 children reached the standard in 2016, a rise of 5% in comparison to 2015 and 6% above the national average for 2015.

The Headline outcomes for KS1 was Assessment arrangements for the end of Key Stage 1 (when children are age 7) were significantly different in 2016 as this was the first year of assessments to reflect the new curriculum which became statutory in September 2014. These new assessments do not compare to the old assessments as levels were no longer in use. Comparisons with previous years' outcomes were therefore unreliable.

Teacher assessments at the end of Key Stage 1 were informed by tests in reading, spelling, punctuation and grammar (SPaG), and maths. However, test outcomes were not necessarily in line with teacher assessments and were not routinely reported. The requirement to do the SPaG paper was withdrawn after it was noticed that the paper had previously been published on the DfE website.

Attainment in reading, writing and maths could be recorded as 'working towards the standard' (WTS), 'working at the expected standard' (EXS) or

'working at greater depth within the standard' (GDS). In science, attainment could be recorded as EXS or 'standard not met' (NM). Where children were working below the standard expected, their attainment could also be recorded as 'foundations of the expected standard' (PKF) and, where appropriate for children with Special Educational Needs, the P scales continue to be used. In order to make the assessment, teachers had to assess each child against a specific set of criteria. In order to award the judgement, teachers had to have evidence that the child could meet all criteria and all criteria from any lower standard. This 'secure fit' model was substantially different to the 'best fit' model of previous assessments.

Given that assessments were based on a different curriculum and different criteria, comparisons with 2015 were not particularly relevant. However, comparisons with national outcomes show that the LA had exceeded the national average in all areas (to be confirmed, this was based on early incomplete data) Also, only 50% of this cohort achieved a Good Level of Development at the end of the EYFS in 2014. Given that 64% achieved the expected standard in all areas at the end of Key Stage 1, this suggests good progress overall.

The outcomes for disadvantaged children show that, although overall the gap with non-disadvantaged children had become wider, the gap for each individual subject area had narrowed slightly. This was because the dip in the proportion of disadvantaged children reaching the expected standard at the end of the key stage was less than for non-disadvantaged children, but a substantial number of children in both groups did not achieve the expected standard in all subjects.

Ensuring more children achieve the expected standard in all of reading, writing and maths would be a focus for the 0-11 team in 2016-17.

The KS2 headline outcomes present a generally positive picture in comparison with national averages. However, reading was a clear challenge with results overall below the national average. Individual school outcomes vary widely, but overall indicate a widening of the gap in attainment for disadvantaged children. (National data was not yet available.)

The SPaG test results were pleasing because although they appear lower than previous years, they were still above the national average. The impact of good SPaG teaching was also evident in writing outcomes above the national average since teacher assessment under the new system was increasingly weighted towards accurate spelling, punctuation and grammar.

Improving pupils' attainment at the end of Key Stage 2, particularly in reading and particularly for disadvantaged children, would be a focus for 2016-17.

Young people take GCSEs and other equivalent examinations at the end of Key Stage 4. These national examinations were graded on an A\* - G or comparable scale. Young people who achieve 5+ A\* - C were deemed to have reached the Level 2 threshold. Those who achieve 5+ A\* - G had reached the Level 1 threshold.

There were significant changes to the KS4 performance tables in 2016. The previous headline measure of 5+A\*-C including English and Maths, would be removed from the main performance tables as would the percentage of pupils making expected progress in English and maths.

Instead, the new headline measures which would appear in the secondary performance tables in 2016 would be:

- Progress 8
- Attainment 8
- The percentage of pupils achieving A\*-C in English and maths (currently a C grade, grade 5 when new GCSEs in English and mathematics are first reported in performance tables in 2017)
- Percentage of pupils achieving the English Baccalaureate
- The percentage of pupils entering the English Baccalaureate
- The percentage of students staying in education or employment after key stage 4

Although not key headline measures, further changes to the 2016 performance tables and measures include:

-Two new indicators would be published as additional information, looking at the percentage of pupils entering more than one language qualification and the percentage of pupils entering physics, chemistry and biology.

The principle national measure of success was based on Progress 8. Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It was a type of value added measure, which means that pupils' results were compared to the actual achievements of other pupils with the same prior attainment nationally.

The national Floor Standard in the secondary phase was measured by a Progress 8 figure of -0.5. Any school below the figure of -0.5 would be below the national Floor Standard. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.

Members were provided with a table that gave all of the provisional results for the schools and academies in the Borough for the key performance indicator of Progress 8. Progress 8 figures however, at this stage should be viewed with caution as the calculation was based on 2015 data and not 2016. The validated progress 8 figures would only be known when the 2016 national attainment of pupils was released by DfE which was due in October 2016.

The table also included how schools had performed for pupils attaining 5 A\*-C including English and Maths. This was not exactly the same as in 2015 as this year English Literature outcomes had been able to be counted towards the score, not just English language as in 2015. It was, therefore, not a wholly accurate benchmark to compare 2015 performance with 2016, but it gives an indication.

Out of the 12 schools with Y11 cohorts, 7 have positive Progress 8 scores which meant on average the pupils in these schools had performed better than pupils nationally from the same starting points.

The results this year demonstrate huge gains for some schools; Our Lady and St Bede, had improved dramatically - their results would be significantly above national and their Progress 8 score on 0.77 was exceptional. Egglescliffe had also performed particularly well and had their highest ever results.

Some schools had dipped, such as St Michael's whilst the Progress 8 measure for St Patricks, North Shore, Bishopsgarth and Thornaby were a concern.

For the first time in 2016, a formal category of 'Coasting Schools' would be adopted by the DfE due to the Education & Adoption Act, 2016. Coasting schools were those that consistently fail to ensure pupils reach their potential. The 'coasting' definition would capture school performance over 3 years. In 2016 it would consider performance in 2014, 2015 and 2016 and a school would only be identified as coasting if it was within the coasting definition in all three years.

For secondary schools in 2016, the definition would apply to schools which:

- in 2014 and 2015 had fewer than 60% of children achieving 5+ A\*-C GCSEs including English and maths, and below the median percentage of pupils making expected progress in English and mathematics; and
- in 2016 fall below a level set against the new Progress 8 measure. This level would be announced in the autumn term of 2016.

By 2018, the definition of coasting would be based entirely on three years of Progress 8 data and would not have an attainment element.

Stockton has two schools and two colleges with A Level provision. The headline measures in 2016 for Post 16 performance have changed from 2015. However, the new performance tables would not be published until January and March 2017 and so comparable measures to 2015 would be given here until the release of the new performance tables' data.

The A level achievement measures to report were provided.

Egglescliffe has performed very well with another increase in the highest grades of A\*-B with a 6% increase to 67%. The percentage of A level students achieving 3 A levels at grades AAB or higher (in at least 2 facilitating subjects) has also seen a rise to 25% which is 10% higher than the 2015 national average. Egglescliffe's average point score per A level entry has increased by 30 points to 239, 23 points above 2015 national average.

Conyers had also continued their strong performance in the percentage of A level students achieving 3 A levels at grades AAB or higher (in at least 2 facilitating subjects) by achieving 19%, 4% higher than 2015 national average. However, other results had fallen with highest grades of A\*-B falling by 8% to 52% and average point score per A level entry falling 10% to 214.

The performance of Stockton Sixth Form College at A level was below that of the sixth form schools. Their performance for the percentage of students at A level achieving the highest grades of A\*-B at 34.6% had remained static from 2015. Other key measures had seen falls of the percentage of A level students achieving at least 3 A levels at A\*-E, falling 27.4% to 36.6 and the percentage of A level students achieving at least 2 A levels at A\*-E falling by 17.5% to 71.5%. However, it was to be noted that many of Stockton Sixth Form College students complete combined A level and level 3 vocational equivalent qualifications. This means students were still achieving level 3 qualifications that would allow entry into universities but the performance tables now do not take into consideration combined A level and equivalence. For example, performance of A\*-B would be at 47% (rather than 34.6%) if combined qualifications were counted. Stockton Sixth Form College had had increases in some key areas in 2016. The percentage achieving an A\*-E grade had risen by 4.2% to 98.2% and average point score per A level entry had increased by 30 points to 223.4.

At Stockton Riverside College, for A Level provision, there had been a

disappointing decline in the high grade percentage (for grades A\*-B) in 2015/16, compared with the previous year, of 6.4% points, from 41% to 34.7%. The College had seen the achievement rate increase at both A Level and AS Level in 2015/16, compared with 2014/15 outcomes from 94.4% to 94.7% and from 79.5% to 81.8% respectively. Also, for AS Level provision, high grade performance had improved, from 25% achieving grades A\*-B in 2014/15, to 30%. This may bode well for the achievement of this cohort next year, when they complete their A Level courses.

Students were also offered alternative accreditation largely in the form of BTEC qualifications. These qualifications tended to be more vocationally based and a wide range of them were traditionally delivered by the colleges. Performances at vocational qualifications were very strong across the providers. Data for the vocational qualifications had not yet been collated and submitted from the colleges; it would be reported on when received.

Members were provided with the impact of Local Authority monitoring, support and challenge.

RESOLVED that the standards and achievement across the Borough be noted.

3. Reasons for the Decision

The annual report on standards across the borough enabled Cabinet to monitor standards and achievement and to evaluate the impact of local authority monitoring, challenge, intervention and support.

4. Alternative Options Considered and Rejected

None

5. Declared (Cabinet Member) Conflicts of Interest

N/A

6. Details of any Dispensations

N/A

7. Date and Time by which Call In must be executed

Midnight, 9th September 2016

Proper Officer  
05 June 2016