

## CABINET ITEM COVERING SHEET PROFORMA

### AGENDA ITEM

### REPORT TO CABINET

DECEMBER 2016

### REPORT OF SENIOR MANAGEMENT TEAM

## CABINET REPORT

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

### SCHOOL PERFORMANCE 2015 – 2016 for vulnerable pupils

#### 1. Summary

This report presents a headline, summary analysis of performance in the academic year 2015 – 2016 against all key stages for all providers in the Borough for vulnerable pupils and the strategies in place. It is informed by the latest available data; KS4 and primary unvalidated statistical first release data, and BUSI analysis of the above.

SEN data is based upon Stockton schools and does not include data for Stockton SEN pupils educated out of the Borough. It should be noted that the LA SEND Inspection comparison tool does not allow comparison to national 2016 data.

Reports will be presented to Cabinet during the year as further data becomes available.

#### 2. Recommendations

1. Cabinet to note and comment as appropriate on standards and achievement across the Borough for vulnerable groups of children.

#### 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**

**DECEMBER 2016**

**REPORT OF SENIOR  
MANAGEMENT TEAM**

**CABINET REPORT**

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

**SCHOOL PERFORMANCE 2015 – 2016 FOR VULNERABLE PUPILS**

**SUMMARY**

This report presents an analysis of school performance in the academic year 2015 – 2016 for vulnerable pupils including:

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

**RECOMMENDATIONS**

1. Cabinet to note and comment as appropriate on standards and achievement across the Borough for vulnerable groups of children.

**EXECUTIVE SUMMARY**

**DISADVANTAGED PUPILS**

1. In Early Years the attainment of a Good Level of Development (GLD) for disadvantaged students has risen over three years from 33% to 52% whilst Good Level of Development attainment for non-disadvantaged students has also risen from 57% to 69% over the same period. This rate of improvement is higher than the national equivalent. The gap between disadvantaged and non-disadvantaged students is closing.
2. At the same time overall GLD attainment in Stockton Borough is below the national average and that of all other NE Local Authorities and remains an area for improvement. National GLD disadvantage data is not yet available.
3. At Key Stage 1, disadvantaged Stockton children achieved very favourably, outperforming disadvantaged children nationally in reading, writing, science and maths at the expected standard or above as measured for children on Free School Meals (FSM). Stockton non-FSM pupils also outperformed this group nationally in all subjects. It is therefore very particularly pleasing that the gap between Stockton FSM and national non-FSM is smaller than the national gap in all subjects.
4. KS2 Disadvantaged pupils made most progress in writing and least progress in reading. 35% of disadvantaged Year 6 children in Stockton achieved Combined Reading, Writing and maths at the expected standard or above in 2016. Within Stockton the KS2 attainment gap for disadvantaged pupils is wider in comparison to 2015 however no national data for this cohort is yet available.

5. At Key Stage 4, based upon 2015 measures, overall LA attainment and progress of disadvantage Year 11 pupils has improved and progress gaps between disadvantaged and non-disadvantaged pupils have narrowed for English and Maths GCSEs. Attainment gaps have widened. The new Progress 8 measure however shows that disadvantaged pupils achieved on average 0.29, i.e. a third of a grade, less than non-disadvantaged pupils in Stockton.
6. School level performance varies considerably, with some schools showing very strong performance and others a disappointing drop in performance.
7. Curriculum, assessment and performance measures have changed significantly in 2016 and national data is not yet fully available. Once national data for disadvantaged pupil gaps is released, it will be possible to make valid comparisons.

## GENDER

8. Good Level of Development attainment for boys and girls has consistently improved for three consecutive years. However, as girls have improved more than boys in 2016, the gap has widened slightly.
9. 56% of boys and 74% girls in Stockton achieved a Good Level of Development in 2016.
10. At Key Stages 1 and 2 the performance of girls continues to outstrip boys in all core subjects though boys are performing comparatively better in maths than in reading and writing. Additional LA support will be provided on the use of data to pinpoint need and support for those pupils who show more than one vulnerability (disadvantaged, gender). Closing the attainment gap between boys and girls is being supported in 2016/2017 through the Raising Achievement Reading Project being delivered in partnership with Transforming Tees and the Library Project which includes a focus on the improvement of boys' reading.
11. At Key Stage 4 the attainment and progress of boys shows improvement over time and gaps in Stockton have narrowed in all measures. Individual school outcomes, however, vary widely. (National gap data not yet available.)

## BLACK AND MINORITY ETHNIC CHILDREN (BME)

12. The Early Years BME cohort shows a continued trend of improvement in attainment of Good Level of Development.
13. In Key Stage 1 gaps between BME and all pupils, and between BME and White British (WBRI) have increased however it is not possible to make direct comparisons to 2015 data due to changes in assessment.
14. In Key Stage 2 more BME pupils met the expected standard than WBRI or All Pupils. KS2 BME progress in comparison to WBR and All Pupils is also greater in all subjects.
15. However, in KS4 BME students attain less well in comparison to the WBRI cohort where attainment gaps (5 or more GCSE A\*-C, including E&M) have increased. KS4 progress for the BME cohort is still greater than the WBRI cohort as measured by expected progress in English though the gap has reduced since 2015. BME pupils made even greater progress than the WBRI cohort in Maths in 2016. BME gap outcomes show considerable variability between schools, and as yet data has not been made available from two of our academy chains; this data may change the overall outcomes for BME groups.
16. Ensuring more children achieve the expected standard in all of reading, writing and maths is a focus for the Schools and SEN team in 2016-17. In addition to support via an Ethnic Minority Achievement network, the LA is introducing of a new formative assessment scheme for assessing and target setting for EAL pupils, to ensure more precise support and accelerated progress as well as a 'New to EAL coordinator role' training.
17. This analysis remains provisional as national BME data is not yet available and further refinements are awaited from the DfE.

## LOOKED AFTER CHILDREN

18. LACYP Early Years, KS4 attainment continues to improve and is above the national LACYP average for 2015. Due to national changes in assessment at KS1 and 2, in line with the new national curriculum, it has not been possible to make comparisons with data from previous years. Phonics attainment has however decreased.
19. At KS5 the Virtual School and Youth Direction are currently working on a coherent system to evaluate progression and retention of LACYP on post-16 pathways.
20. LACYP progression to University is pleasing, with 18 students now studying Higher Education courses.
21. Preliminary data indicates that LACYP attendance and exclusion remain very favourable in comparison to national averages.

## CHILDREN IDENTIFIED AS HAVING SPECIAL EDUCATIONAL NEEDS

22. There has been an increase in the % of SEN children achieving a Good Level of Development, though the gap in comparison to others has increased over the last 2 years as non-SEN pupils have made even greater improvement in GLD attainment.
23. At KS1, where there was an increase in pupils attending specialist SEN provision, SEN pupils made less progress than their peers.
24. At KS4, the SEN gap closes when pupils learn in a mainstream environment. For ALL SEN children (including those in Specialist provision) the gap has remained constant for the last 3 years at 51%-55%.
25. A transformation of SEN provision is being consulted upon at present which aims to ensure inclusive quality teaching and learning in inclusive mainstream provision, supported by early identification of need and intervention via hubs.
26. Strengthening SEN support in schools is also a focus for improvement.

## ATTENDANCE AND EXCLUSION

### EXCLUSION

27. The percentage of permanent exclusions has been maintained with none from primary schools and a steady number from secondary schools at a rate just above the latest available secondary national averages. Primary Fixed term exclusions (FTE) are in line with the 2014/15 national average.
28. Secondary FTEs, largely of boys, have increased to above the national average, largely due to the impact of an increase in FTEs at Bishopsgarth School. This increase is due to the implementation of the Outwood Academy Trust model of behaviour management since the sponsorship of the school in June 2016. The increase in Northshore Academy exclusions has been due in part to several leadership changes over the academic year and the high turnover in staffing. The Attendance and Exclusion team offers robust challenge through register checks, individual pupil referrals and regular targeted weekly visits. Support and guidance is also offered through network meetings and training sessions.
29. This is set against a context of a national increase in both permanent and fixed-term secondary exclusion rates nationally in comparison to the previous year. There has not however been a national increase in primary school permanent exclusions.

### ATTENDANCE

30. Primary school attendance in 2015/16 is on a par with the latest available national average figure for 2014/15. Overall primary persistent absence (PA) in 2015/16 is 0.52% above the national figure for 2014-15, with approximately half of primary schools having a PA figure which is lower than the national average of 2.1%. Primary school attendance is vulnerable to sickness bugs and holidays in term times.
31. Secondary school attendance is 0.87% below the 2014/15 national average of 94.7%; 6 secondary schools have an attendance rate in line with or better than the national average. There were 5 secondary schools with a persistent absence rate below the 2014-15 national

average of 5.4%. Secondary attendance figures have been hit this year by the increased exclusions and the inclusion of Year 11 figures in the total, some schools have not been conscientious in keeping Year 11 students in school rather than allocating study leave.

32. Attendance figures remain unverified by census at the point of writing this report.

## DETAILED REPORT

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:

### EARLY YEARS

33. Headline outcome: 52% of disadvantaged children in Stockton achieved a Good Level of Development (GLD) in 2016.

	2014	2015	2016
Disadvantaged	33%	38%	52%
Non-disadvantaged	37%	64%	69%
Gap	-24%	-26%	-17%
National gap	-18.9%	-17%	National data to follow

34. Good Level of Development (GLD) attainment for disadvantaged students has risen over three years from 33% to 52% whilst Good Level of Development attainment for non-disadvantaged students has also risen from 57% to 69% over the same period. This rate of improvement is higher than the national equivalent. The gap between disadvantaged and non-disadvantaged students is closing.

At the same time overall GLD attainment in Stockton Borough is below the national average and that of all other NE Local Authorities and remains an area for improvement. National GLD disadvantage data is not yet available.

35. LA training and targeted support has continued to improve the quality of Early Years settings and childminder provision; this has impacted on children's school readiness, enabling faster progress once pupils start school.
36. As of 1<sup>st</sup> August, 100% of early years settings (private and voluntary providers) and 98 % of childminders are rated as good or better in Ofsted inspections; overall 98% of early years childcare and learning is rated good or better.
37. Further work to develop effective partnerships between schools and settings is a key focus for 2016/17, including the introduction of a Moving Forward 0-5 transition guarantee to ensure that the needs of all children, especially the most vulnerable, are met.
38. Targeted support is in place through the LA 'Getting the Balance Right' programme to support and challenge schools in improving GLD outcomes.

### KEY STAGE 1

39. Headline outcome: disadvantaged Year 2 children in Stockton achieved better than disadvantaged children nationally in reading, writing, science and maths at the expected standard or above in 2016 - as measured for children on Free School Meals (FSM)

	All		FSM		Non FSM		Gap (FSM v non FSM)	
	England	Stockton	England	Stockton	England	Stockton	England	Stockton
Reading	74%	76%	60%	66%	77%	81%	-17	-11
Writing	66%	68%	50%	57%	68%	73%	-18	-11
Maths	73%	76%	58%	66%	75%	80%	-17	-9
Science	82%	87%	69%	77%	84%	91%	-15	-7

40. At Key Stage 1, disadvantaged Stockton children achieved very favourably, outperforming disadvantaged children nationally in reading, writing, science and maths at the expected standard or above as measured for children on Free School Meals (FSM). Stockton non-FSM pupils also outperformed this group nationally in all subjects. It is therefore particularly pleasing that the gap between Stockton FSM and national non-FSM is smaller than the national gap in all subjects.
41. Due to significant changes in assessment in 2016 it is not possible to directly compare to 2015 data.

## KEY STAGE 2

42. Headline outcome: 35% of disadvantaged Year 6 children in Stockton achieved Combined Reading, Writing and maths at the expected standard or above in 2016.

	LA 2015 old standard, level 4+		Gap	LA 2016 new standard EXS+		Gap
	DS	Non-DS		DS	Non-DS	
Reading	81%	92%	-11%	48%	74%	-26%
Writing	78%	89%	-11%	66%	81%	-16%
Maths	81%	93%	-12%	55%	81%	-26%
Combined RWM	69%	85%	-16%	35	63	-28%
SPaG	73%	87%	-14%	61%	83%	-23%

43. Within Stockton KS2 disadvantaged gap progress data

	LA 2015 2 levels of progress and above Gap	LA 2016		2016 Progress Gap
		DS	Non-DS	
Reading	-4%	-1.4	+0.3	-1.7
Writing	-1%	+0.3	+0.4	-0.1
Maths	-6%	-0.1	+0.8	-0.9

44. KS2 Disadvantaged pupils made most progress in writing and least progress in reading.
45. 35% of disadvantaged Year 6 children in Stockton achieved Combined Reading, Writing and maths at the expected standard or above in 2016. Within Stockton the KS2 attainment gap for disadvantaged pupils is wider in comparison to 2015 however no national data for this cohort is yet available.
46. Improvements have resulted from ongoing LA support to strengthen school leadership and management so that know what the issues are and how to address them. Resources used to support this include the Inclusion Quality Mark, Pupil Premium Toolkit and Pupil Premium Audit. Training has also been provided via Closing the Gap Clusters and the Transforming Tees Partnership and delivery of Pupil Premium Reviews to specific schools.
47. Improving KS2 pupils' attainment and progress, particularly in reading and for disadvantaged children, is a focus in 2016-17. The LA is working in partnership with Transforming Tees to address this issue via the Raising Achievement in Reading Project, provide targeted staff training on the reading curriculum and pedagogy. In addition a project is being implemented together with the Library Service to develop further a reading culture for all and thus support the improvement of reading skills.

## KEY STAGE 4

48. Overall, based upon 2015 measures, LA attainment and progress of disadvantage Year 11 pupils has improved and progress gaps between disadvantaged and non-disadvantaged pupils have narrowed for English and Maths GCSEs. Attainment gaps have widened. The new Progress 8 measure however shows that disadvantaged pupils achieved on average 0.29, i.e. a third of a grade, less than non-disadvantaged pupils in Stockton.
49. School level performance varies considerably, with some schools showing very strong performance and others a disappointing drop in performance.
50. Curriculum, assessment and performance measures have changed significantly in 2016 and national data is not yet fully available. Once national data for disadvantaged pupil gaps is released, it will be possible to make valid comparisons.
51. The percentage of Stockton Y11 disadvantaged pupils achieving 5 or more GCSEs A\*-C including English and maths improved to 41.4%. (This figure includes English Literature outcomes, unlike in 2015.) The attainment gap for this measure has widened.
52. The progress gaps (expected levels of progress in English and maths) between non-disadvantaged and disadvantaged pupils has narrowed in both English and maths at the same time as the progress of disadvantaged pupils has improved.
53. Attainment of 5A\*C in English and maths for disadvantaged pupils have improved in 7 of 12 secondary schools, the greatest increase by 25.5%. Of these, five schools have both narrowed gaps and improved the attainment of disadvantaged pupils.
54. Ongoing support has been in place to strengthen school leadership and management to know what the issues are and how to address them. Resources created and used by the LA are as detailed for primary schools above.
55. Disadvantaged pupils' attainment in comparison to other pupils nationally, is a concern for 5 secondary schools (Bishopsgarth, Northfield, Northshore, St. Patrick's, Thornaby). Targeted support and challenge has been offered to all schools in addition to the universal offer. A Pupil Premium and SEN review is due take place in November at Northfield.
56. In 2016/17 the LA has increased the range of vulnerable group audits to target smaller, pin-pointed evaluation and impact on practice, e.g. SEN audit and Looked After Children (LACYP).

Measure	2014 LA DS v non-DS  % gap	2015 LA DS v non-DS  % gap	2016 LA DS v non- DS% gap	2015 National Gap %
Attainment KS4 – 5A*-C inc. E and M	-34.7	-27.8	-35.0	27
KS4 3 levels of progress English	-27.9	-18.5	-18.0	17
KS4 3 levels of progress Maths	-28.7	-24.5	-23.4	23



L2 Threshold inc. English & Maths	2015			2016		
	Disadvantaged	Non - Disadvantaged	% Gap	Disadvantaged	Non - Disadvantaged	% Gap
All Saints Academy	63.6%	81.3%	-17.7%	66.7%	79.8%	-13.2%
Bishopsgarth	35.6%	44.1%	-8.5%	26.5%	45.9%	-19.4%
Conyers	33.3%	67.8%	-34.5%	58.8%	79.6%	-20.8%
Egglescliffe	53.8%	76.9%	-23.1%	66.7%	85.6%	-19.0%
Grangefield	38.6%	62.9%	-24.4%	46.6%	63.5%	-16.9%
Ian Ramsey CE	34.8%	61.5%	-26.7%	50.9%	73.5%	-22.5%
North Shore Academy	30.4%	40.6%	-10.3%	9.1%	48.8%	-39.7%
Northfield	48.8%	69.0%	-20.2%	36.8%	71.1%	-34.4%
Our Lady & St Bede RC	59.3%	79.2%	-19.9%	70.7%	89.3%	-18.6%
St Michael's RC	53.8%	70.8%	-16.9%	48.6%	66.4%	-17.8%
St Patrick's RC	47.1%	71.8%	-24.7%	34.2%	64.9%	-30.7%
Thornaby Academy	18.4%	34.1%	-15.7%	33.3%	66.7%	-33.3%
<b>Stockton LA</b>	39.2%	67.0%	-27.8%	41.4%	73.4%	-32.0%

- Red = decrease in 2016 DS attainment in comparison to 2015.

### Strategies to be implemented in 2016-2017

57. Disseminate revised 2016/17 Inclusion Quality Mark (IQM) and promote its use in targeted schools in order to identify and remove barriers to progress for vulnerable groups. Termly Closing the Gap Clusters to disseminate effective practice, resources and national/regional guidance. The autumn term Closing the Gap cluster was well attended by senior leaders from most of our secondary schools, 21 primary schools, our Pupil Referral Unit and a special school. Feedback has been extremely positive; 87% of the evaluations were excellent and 100% were good or better.
58. Increase the range of audits to target smaller, pin-pointed evaluation and impact on practice, prior to IQM (Pupil Premium, Attendance and exclusion, SEN, More Able, Looked After Children (LACYP), English as an additional language (EAL), Governance)
59. Identify priority schools where gaps are wide via School Strategy and work to engage them in use of appropriate strategies.
60. Implement targeted support and intervention to priority schools via audits/ reviews. Monitor and evaluate for impact on a termly basis.
61. Work in partnership with Transforming Tees to identify and share effective Closing the Gap practice within Stockton (which is very well attended) and across the Tees Valley.
62. Increase LA and school capacity to evaluate the use and impact of pupil premium funding via the National College for Teaching and Learning Pupil Premium Reviews.
63. Strengthen the capacity of targeted schools to evaluate the use and impact of pupil premium funding via Higher Achievement Reviews.

### GENDER

#### EARLY YEARS

64. Headline outcome: 56% of boys and 74% girls in Stockton achieved a Good Level of Development in 2016.

	2014	2015	2016
Boys	40	51	56
Girls	61	67	74
Gap	-20	-17	-18
National gap	-16	-16	National data to follow

65. Good Level of Development attainment for boys and girls has consistently improved for three consecutive years. However, as girls have improved more than boys in 2016, the gap has widened slightly.
66. 56% of boys and 74% girls in Stockton achieved a Good Level of Development in 2016.

### KEY STAGE 1

	LA 2015 old standard, level 2b+		Gap	LA 2016 new standard EXS+		Gap (rounded up)
	Boys	Girls		Boys	Girls	
Reading	78%	85%	-7%	70%	82%	-11%
Writing	65%	78%	-13%	60%	77%	-17%
Maths	78%	80%	-2%	73%	78%	-5%
Combined RWM	63%	74%	-11%	56%	71%	-15%

67. The performance of girls continues to outstrip boys in all core subjects though boys are performing comparatively better in maths than in reading and writing. Additional LA support will be provided on the use of data to pinpoint need and support for those pupils who show more than one vulnerability (disadvantaged, gender). Closing the attainment gap between boys and girls is being supported in 2016/2017 through the Raising Achievement Reading Project being delivered in partnership with Transforming Tees and the Library Project which includes a focus on the improvement of boys' reading.
68. Whilst not possible to directly compare to 2015 data, in 2016 56% of boys and 71% girls in Year 2 in Stockton achieved Combined Reading, Writing and maths, and 50% of boys and 57% girls in Year 6 in Stockton achieved Combined Reading, Writing and maths at the expected standard or above in 2016.
69. Key Stage 2 Reading and Writing attainment show a widening gap. In maths, however, boys outperform girls and in Spelling and Grammar (SPaG) the gap has narrowed slightly.

### KEY STAGE 2

	LA 2015 old standard, level 4+		Gap	LA 2016 new standard EXS+		Gap (rounded up)
	Boys	Girls		Boys	Girls	
Reading	87%	90%	-3%	61%	69%	-8%
Writing	81%	90%	-9%	70%	82%	-11%
Maths	89%	88%	+1%	74%	71%	+3%
Combined RWM	77%	83%	-6%	50%	57%	-7%
SPaG	78%	86%	-8%	72%	79%	-7%

## KEY STAGE 4

Measure	Stockton Gap 2014	Stockton Gap 2015	Stockton Gap 2016	National Gap 2015	Difference between Stockton 2015/ 2016 9boys compared to girls)	2016 difference between Stockton and National Gap (2015)
KS4 attainment of 5A*C inc EM	10.6	11.2	7.8	9	-3.4	-1.2
KS4 3 levels of progress in English	14.4	14.4	8.7	11	-5.7	-2.3
KS4 3 levels of progress Maths	5.0	5.7	2.2	4	-3.5	-1.8

70. The attainment and progress of boys shows improvement over time and gaps in Stockton have narrowed in all measures. Individual school outcomes, however, vary widely. (National gap data not yet available.)
71. 60.8% of boys and 68.7% girls in Year 11 children in Stockton achieved 5 or more GCSEs A\*-C including English and maths in 2016.
72. Further raising of achievement and closing the attainment gap between boys and girls, with a particular focus on the outcomes for boys therefore continues to be a focus of work for targeted schools. This will include challenge and support via secondary Raising Achievement Partnerships and senior/ middle leadership development via targeted Closing the Gap support.

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

BME Cohort Sizes:

Key Stage	Cohort Size 2015	Cohort Size 2016
EYFS	300	333
KS1	276	297
KS2	214	269
KS4	186	108 (for those schools who subscribe to BuSI Services)

73. The Early Years BME cohort shows a continued trend of improvement in attainment of Good Level of Development.
74. In Key Stage 1 gaps between BME and all pupils, and between BME and WBRI have increased however it is not possible to make direct comparisons to 2015 data due to changes in assessment.
75. In Key Stage 2 more BME pupils met the expected standard than WBRI or All Pupils. KS2 BME progress in comparison to WBR and All Pupils is also greater in all subjects.

76. However, in KS4 BME students attain less well in comparison to the WBRI cohort where attainment gaps (5 or more GCSE A\*-C, including E&M) have increased. KS4 progress for the BME cohort is still greater than the WBRI cohort as measured by expected progress in English though the gap has reduced since 2015. BME pupils made even greater progress than the WBRI cohort in Maths in 2016. BME gap outcomes show considerable variability between schools, and as yet data has not been made available from two of our academy chains; this data may change the overall outcomes for BME groups.
77. Ensuring more children achieve the expected standard in all of reading, writing and maths is a focus for the Schools and SEN team in 2016-17. In addition to support via an Ethnic Minority Achievement network, the LA is introducing of a new formative assessment scheme for assessing and target setting for EAL pupils, to ensure more precise support and accelerated progress as well as a 'New to EAL coordinator role' training.
78. This analysis remains provisional as national BME data is not yet available and further refinements are awaited from the DfE.

### EARLY YEARS

	2014	2015	2016
BME	46%	52%	60%
All LA Pupils	50%	59%	65%
WBRI	51%	60%	66%
Stockton Gap BME/ All Pupils	-4%	-7%	-5%
Stockton gap BME/WBRI	-5%	-8%	-7%

79. Of the BME cohort in Early Years and Foundation Stage 60% achieved a Good Level of Development (GLD), an improvement of 8% since 2015, and 14% since 2014. The gap for both BME and for WBRI in comparison to all pupils has narrowed.

### KEY STAGE 1

	LA 2015 old standard, level 2b+		Gap	LA 2016 new standard EXS+		Gap
	BME (276)	All pupils (2489)		BME (297)	All pupils (2398)	
Reading	81%	82%	-1%	74%	76%	-2%
Writing	72%	72%	0%	68%	68%	0%
Maths	81%	79%	+2%	74%	76%	-2%
Combined RWM	69%	68%	+1%	62%	64%	-2%

	LA 2015 old standard, level 2b+		Gap	LA 2016 new standard EXS+		Gap
	BME (276)	WBRI (2199)		BME (297)	WBRI (2066)	
Reading	81%	82%	-1%	74%	76%	-2%
Writing	72%	72%	0%	68%	69%	-1%
Maths	81%	79%	+3%	74%	76%	-2%
Combined RWM	69%	68%	+1%	62%	64%	-2%

80. 62% of BME children in Year 2 children in Stockton achieved Combined Reading, Writing and maths at the expected standard or above in 2016. Outcomes at the end of Key Stage 1 for BME children show that overall, the gap in comparison to all pupils has become wider in each individual subject area, with the exception of writing where there remains no gap.
81. Attainment data for Key Stage 1 writing reflects a change in national assessment and the national curriculum, where the overall percentage of children meeting the expected standard has fallen. There is an increasing gap between WBRI and BME children for all subjects at KS1.

## KEY STAGE 2

82. Headline outcome: 54% of BME Year 6 children in Stockton achieved Combined Reading, Writing and Maths at the expected standard or above in 2016.

### Comparison of BME and All Pupils

	LA 2015 old standard, level 4+		Gap	LA 2016 new standard EXS+		Gap
	BME (214)	All Pupils (2128)		BME (269)	All Pupils (2257)	
Reading	85%	88%	-3%	65%	65%	0%
Writing	86%	85%	1%	77%	76%	1%
Maths	89%	88%	1%	74%	72%	2%
Combined RWM	78%	79%	-1%	54%	54%	0%
SPaG	86%	81%	5%	78%	75%	3%

### Comparison of BME and WBRI

	LA 2015 old standard, level 4+		Gap	LA 2016 new standard EXS+		Gap
	BME (214)	WBRI (1906)		BME (269)	WBRI (1969)	
Reading	85%	89%	-4%	65%	65%	0%
Writing	86%	85%	1%	77%	76%	1%
Maths	89%	88%	1%	74%	72%	2%
Combined RWM	78%	80%	-2%	54%	54%	0%
SPaG	86%	81%	5%	78%	75%	3%

83. At the end of Key Stage 2, all measures show BME pupils equal or exceed the attainment of the White British cohort (and All Pupils) at the expected standard.

2016	2016 LA BME v WBRI gap%	LA Diff from 2015 BME v WBRI gap
Reading	0%	+4%
Writing	+1%	0%
Maths	+2%	-1%
Combined RWM	0%	%
SPaG	+3%	-2%

Within Stockton KS2 'BME v All pupils' gap progress data

	LA 2015 2 levels of progress and above Gap	LA 2016		2016 Progress Gap
		BME	All Pupils	
Reading	+1%	+0.2	-0.3	+0.5
Writing	-1%	+0.9	+0.4	+0.5
Maths	+2%	+1.7	+0.5	+1.2

	LA 2015 2 levels of progress and above Gap	LA 2016		2016 Progress Gap
		BME	WBRI	
Reading	+1%	+0.2	-0.3	+0.5
Writing	-1%	+0.9	+0.3	+0.6
Maths	+2%	+1.7	+0.4	+1.3

84. 54% of BME Year 6 children in Stockton achieved Combined Reading, Writing and Maths at the expected standard or above in 2016. At the end of Key Stage 2, all measures show BME pupils equal or exceed the attainment of the White British cohort (and All Pupils) at the expected standard. Key Stage 2 progress measures indicate BME pupils are making greater progress in reading, writing and maths, than WBRI and All Pupils.

KEY STAGE 4

Measure	2014 Stockton Gap BME in comparison to WBRI %	2015 Stockton Gap BME in comparison to WBRI %	2016 Stockton gap % BME in comparison to WBRI (data now includes English Literature)	Difference 2015/2016 %	2016 Difference between Stockton and national gap (2015) %
KS4 – L2 EM	+2.9%	+1.6%	-1.2%	-2.8%	NOT AVAILABLE
KS4 3LP Eng	+5.7%	+10.2%	+3.5%	-6.7%	NOT AVAILABLE
KS4 3LP Maths	+0.3%	-2.5%	+6.0%	+8.5%	NOT AVAILABLE
Attainment 8			+2.0%		NOT AVAILABLE
Progress 8			+0.4%		NOT AVAILABLE

85. 65.7% of Year 11 BME children in Stockton achieved 5 or more GCSEs A\*-C including English and Maths in 2016 and attained less highly in comparison to WBRI pupils with an increased attainment gap (% 5 or more GCSE A\*-C, including English and Maths).
86. Stockton's BME cohort is still making greater progress than the WBRI cohort in 3LP English, though the gap has reduced since 2015. BME pupils made even greater progress than the WBRI cohort in Maths in 2016.
87. There is great variability in BME outcomes between schools, and as yet data has not been made available from two academy chains; it should be noted that this may change the overall outcomes for BME groups.
88. Any overall LA figures include data based upon four schools that have provided data based upon 2015 conversion tables (rather than 2016 conversion tables); this data is therefore subject to change.
89. In 2016-17 we will offer training to secondary schools to strengthen assessment and target setting for (English as an Additional Language) EAL learners. This assessment is a new DfE requirement and will support schools in providing more precise intervention to further accelerate progress.
90. We continue to provide an Ethnic Minority Achievement network, which responds to the different demands of Primary and Secondary sector as well as updating EAL leaders on the most recent guidance on effective practice. We are offering 'New to EAL coordinator's role' training to enhance school leadership and management capacity. A revised EAL handbook, to include an Ethnic Minority Achievement audit for schools, is being prepared by EIS.

#### LOOKED AFTER CHILDREN AND YOUNG PEOPLE (LACYP)

91. LACYP Early Years, KS4 attainment continues to improve and is above the national LACYP average for 2015. Due to national changes in assessment at KS1 and 2, in line with the new national curriculum, it has not been possible to make comparisons with data from previous years. Phonics attainment has however decreased.
92. At KS5 the Virtual School and Youth Direction are currently working on a coherent system to evaluate progression and retention of LACYP on post-16 pathways.
93. LACYP progression to University is pleasing, with 18 students now studying Higher Education courses.
94. Preliminary data indicates that LACYP attendance and exclusion remain very favourable in comparison to national averages.
95. The Virtual School recognises the need to continue to close the attainment gap in all areas and ensure that all pupils make expected progress in line with their personalised learning, contextual issues and special educational needs.
96. It is nationally recognised that the system for measuring and comparing the progress of looked after children is problematic and often not of significance due to small or diverse cohorts. Stockton is currently part of the national initiative with NCER (National Consortium for Examination Results) to secure improved data for looked after children and young people. This will enable us to monitor our progress more accurately and work with schools in setting realistic and ambitious targets for our young people in care.

Early Years (EY) 903 cohort: 12 months plus, 8 pupils: 6 boys, 2 girls 1 pupil = 12.5%

#### Context of cohort

97. In 2016, 25% of EY had a special educational need (SEN), this is well below the national average for LACYP (67% in 2014).
98. 5 pupils (63%) were educated in Stockton schools and 3 pupils (37%) were educated out of the Borough. 2 pupils (25%) moved into an adoptive placement during the year.

Good Level of Development  
'Expected' in all the Prime areas and the Specific Areas of Literacy and Mathematics.

	2013	2014	2015	2016
Stockton LACYP	13%	33%	36%	38%
Stockton	41%	50%	59%	65%
National	52%	60%	66%	

### Achievement

99. In 2016 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 38%. This is below the national average for all children (66% in 2015) but demonstrates a four year improving trend and the gap between LACYP and all children has closed from -39% to -28%. Attainment on entry for these children was significantly below expectations and therefore progress is described as good.

Y1 Phonics Screening – 903 Cohort 12 mths. plus, 16 Pupils: 10 boys, 6 girls, 1 pupil = 6.25%

### Context of cohort

100. In 2016, 11 pupils (69%) in Year 1 have an SEN status, 3 pupil (19%) have an EHCP and 8 pupil (50%) require SEN Support

Phonic Screening				
Pass Year 1	2013	2014	2015	2016 16 pupils 2 dis-applied
Stockton LACYP	46%	42%	67%	50% (57%*)
Stockton	67%	67%	78%	83%
National	69%	74%	81%	Not available
National LACYP			No data	No data

### Phonics Screening

101. In 2016 50% of children achieved the expected standard in the Phonics Screening Check. This is lower than 2015 but this cohort has a high percentage (69%) of SEND pupils and 2 pupils (25%) were dis-applied from the test. \* Of those who took the test in Year 1, 57% met the standard set. Whilst the gap has narrowed over the last 3 years, the gap has increased in 2016 compared with the national outcome for all children.
102. There were two pupils who did not meet the standard in 2014/15 in the Year 2 cohort. In 2015/16 the school decided to dis-apply the pupils from the phonics test. Overall 75% of the Year 2 Cohort have now met the standard.
103. The Virtual 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 2016/17.



Key Stage 1 903 Cohort, 12 months plus, 8 pupils, 6 boys (75%) and 2 girls (25%) 1 pupil= 12.5%

Context of cohort

- 104. In 2016, 4 pupils (50%) of the KS1 cohort had a special educational need (SEN) this is well above the national average for all pupils and below the national average of LACYP (67% 2014). 1 pupil 13% has an EHCP and 3 pupils (38%) are at 'SEN support'.
- 105. 6 pupils (75%) were educated in Stockton schools and 2 pupils (25%) were educated out of the Borough. Of these 1 pupils 13% were educated in specialist provision.
- 106. 2 pupils (25%) were dis-applied from the test
- 107. Achievement KS1 LACYP – using the new national assessment systems –Expected Standard EXS+

2016 903 12mths Cohort EXS+	Stockton LAC 8 Pupils 1 pupil =12.5% 2 Dis-applied	Stockton LA
Reading	63% (83%)	76%
Writing	38% (50%)	68%
Maths	63% (83%)	76%
Combined RWM	38% (50%)	64%

- 108. It is not possible to compare the data from previous years due to the changes in the national age related assessment procedures. At present there is no national data available for all pupils or looked after children for 2015/16.
- 109. Preliminary data shows that in 2016 LACYP performed well below the LA average in reading, writing and maths. However, it is important to note that this is a small cohort (8 pupils) and data is therefore not statistically significant.
- 110. Taking into account that two pupils were dis-applied from the test, of the pupils who took the tests, 83% achieved EXS+ in reading, 50% achieved EXS+ in writing, 83% achieved EXS+ in maths and 50% achieved combined RWM.
- 111. The Virtual School has identified that writing is a key focus for identified pupils.
- 112. In 2014 only 33% of this cohort achieved a Good Level of Development GLD, in 2016 38% achieved EXS+ in CRWM and in reading and maths 63% achieved EXS+, therefore progress is described as good in reading and maths and expected in CRWM.

Key Stage 2 (22 pupils, 12 Boys 10 Girls) (903, 12mths plus cohort) 1 pupil = 4.5%

Context of cohort

- 113. In 2016, 16 pupils (73%) had a special educational need, this is significantly above the national average for all pupils and well above the national average of LACYP 67% in 2014. 7 pupils (32%) have an EHCP and 9 pupils (41%) require 'SEN Support'.
- 114. 7 pupils (50%) were educated in Stockton Schools and 7 pupils (50%) were educated in out of borough schools; of those 4 pupils (18%) attend a Special School and of these 1 pupil was dis-applied from the SATS tests.

## Achievement KS2

2016 KS2 903 12mths Cohort EXS+	Stockton LAC 22 PUPILS 1 pupil =4.5% 1 Dis-applied	Stockton LA 2016	National LAC 2016	GAP National LAC	National All pupils 2016	GAP National
Reading	23%	54%	Not available	Not available	53%	-20
Writing	59%	65%			66%	-7
Maths	36%	72%			70%	-34
Combined RWM	9%	54%			53%	
Spelling, Punctuation and Grammar	45%	75%			72%	-27

115. In 2016, preliminary data shows that writing is below national average and maths is significantly below the national average for all pupils. Taking into account the context and personalised needs of this cohort where 73% have a SEN status it is difficult to make a fair comparison between the two sets of data.
116. Progress data for this cohort is yet to be confirmed.
117. The Virtual School will ensure that all secondary schools, especially mainstream secondary schools, provide the appropriate support and intervention for all pupils who did not achieve the expected standard in Year 6.

## Key Stage 4 903 Cohort 12mths plus (18 pupils, 8 Boys, 10 Girls) 1 pupil =5.5% Context of cohort

118. In 2016, 12 pupils (67%) had a special educational need, this is above the national average for all pupils and in line with the national average of LACYP (67% in 2014). 9 pupils (50%) had a Statement/EHCP and 3 pupils (17%) required 'SEN Support'.
119. In 2016, 7 pupils (39%) attended a special school or alternative provision in line with their personalised needs. 1 pupil (6%) was placed in custody at the time of the exams and 1 pupil was unable to sit their exams due to injury.

## KS4 Achievement

KS4 903 cohort 12mths +	Stockton LAC13/14 21 pupils	Stockton LAC 14/15	Stockton LAC 15/16	National LAC 14/15	National All 14/15
5A*-C EM	15 (9.5%)	20%	22%	14%	54%
5A*-C	14%	33%	28%	18%	65%
5A*-G EM	48%	53%	67%	x	91%
5A*-G	57%	67%	67%	x	91%
3LP Eng	30%	53%	tbc	37%	71%
3LP Maths	14%	36%	tbc	30%	67%
4Lp English	15%	27%	tbc	x	x
4LP Maths	5%	14%	tbc	x	x

120. In 2016 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) has improved to 22%; this is well below the national average for all pupils (54 % in 2015) but well above the national outcome for all LACYP (14%) in 2015.
121. In 2016 an additional 22% of the cohort achieved either English or Maths at level 2 (A\*-C). Overall 28% of the cohort achieved English at L2 and 39% achieved level 2 in maths. At 5 A\*-C (L2) the school has attained 28%, this is slightly below the national outcome for all pupils in 2015 but significantly above the outcome for LACYP (18%) in 2015.
122. Attainment at the Level 1 EM (5A\*-G incl EM) is 67%; this outcome has improved since 2015 but remains well below the national average for all pupils – no data is provided to compare this with national outcomes for LACYP.
123. Of those in mainstream schools 4 out of 10 pupils (40%) achieved 5A\*-C including English and maths, 5 pupils (50%) achieved 5A\*-C, 9 pupils (90%) achieved 5A\*-G including English and maths. One mainstream pupil was unable to sit the exams due to injury. This compares positively with outcomes for all pupils and is significantly above outcomes for LACYP nationally in 2015.
124. One pupil who attended a specialist school for Social, Emotional and Mental Health Difficulties was supported by the Virtual School within school and the residential home with targeted 1-1 support and differentiated provision. Following his ongoing progress and ambition, after a long period of change and unsettlement, the pupil achieved 7 GCSEs at Level 2 A\*-C including maths at grade C.
125. Data pertaining to three or more levels of progress in English and maths has yet to be confirmed.
126. The school recognises that whilst KS4 attainment and achievement shows an upward trend this is still an area for further improvement.

#### KS5 Outcomes

127. The Virtual School is currently working with Youth Direction and the Care Leavers Team to implement an improved coherent system for tracking and reporting KS5 outcomes and progression for all the different cohorts within the Virtual School and Care Leavers Team. This improved reporting system will be available by the end of the Autumn Term 2016.

#### Higher Education

128. In 2015/16, 14 students attended Universities across the country. Of the three who completed their course in 2016, two obtained a first class degree, one has gone on to an HR job in London and one student has won a six month scholarship place for studio space with Hartlepool Borough Council. The third student graduated from their foundation degree at Manchester University and will continue to study there for a further year to complete the full degree. The remaining students will continue with their studies in 2016/17.

#### LACYP Attendance and Exclusions

129. Preliminary data shows that LACYP attendance continues to be above the national averages for all primary and secondary schools. LACYP persistent absence is aligned to that for all primary schools and significantly below that for all secondary schools. LACYP exclusion figures continue to be significantly below the average for LACYP nationally. In 2016, for LACYP, there were 51 days of fixed term exclusion; this is below the figure for 2015 (56.5 days).

#### PUPILS IDENTIFIED AS HAVING SPECIAL EDUCATION NEEDS (SEN)

130. There has been an increase in the % of SEN children achieving a Good Level of Development, though the gap in comparison to others has increased over the last 2 years as non-SEN pupils have made even greater improvement in GLD attainment.
131. At KS1, where there was an increase in pupils attending specialist SEN provision, SEN pupils made less progress than their peers.

132. At KS4, the SEN gap closes when pupils learn in a mainstream environment. For ALL SEN children (including those in Specialist provision) the gap has remained constant for the last 3 years at 51%-55%.
133. A transformation of SEN provision is being consulted upon at present which aims to ensure inclusive quality teaching and learning in inclusive mainstream provision, supported by early identification of need and intervention via Hubs.
134. Strengthening SEN support in schools is also a focus for improvement.
135. These outcomes reflect the results for children who have an Educational, Health and Care Plan (EHCP) and those identified as having 'Special Educational Needs Support' – this is a category of need for a child where the school makes additional provision. The results reflect only those children educated within Borough. Those in out of area provision are monitored individually through their annual reviews, but are not yet collated as a cohort. There is no national data for comparisons.

### EARLY YEARS

136. 19% of SEN children in Stockton achieved a Good Level of Development in 2016. The gap has increased over 3 years due to substantial increases in the % of non-SEN pupils achieving GLD. This year it is positive to note that SEN has also increased by a similar % (the cohort size has remained very similar).

	2014	2015	2016
SEN	14%	13%	19%
Non-SEN	55%	65%	70%
Gap	-41%	-52%	-51%

137. The Schools and SEN team have worked with all early year settings including Private and Voluntary settings and childminders to ensure early identification and intervention. This is proving to be very successful with more children being known to the Area Special Educational Needs Coordinator at an earlier point in their education.
138. Early Years Moving Forward documentation, part of the Stockton Transition Guarantee, has enabled teams across Schools and SEN to facilitate comprehensive transition between early years settings and schools. This continuity will enable practitioners to share information relating to the children with SEN so no time is lost between settings.

### KEY STAGE 1 – 2 PROGRESS

139. Headline outcome: SEN children in Stockton demonstrate progress that is less than their non-SEN peers.

Within Stockton KS1-2 SEN gap progress data

	LA 2015 2 levels of progress and above Gap	LA 2016		2016 Progress Gap
		SEN	Non- SEN	
Reading	-13%	-1.4	+0.1	-1.5
Writing	-11%	-2.2	+1.2	-3.4
Maths	-17%	-0.4	+0.9	-1.3

140. The new key stage 2 progress measures indicate that SEN pupils made most progress in maths and least progress in writing. This is opposite to the previous year where the gap between SEN and non-SEN progress was greatest in maths and least in writing.

141. Schools and SEN are embarking on a radical transformation of support for children with SEN. It is based on the vision that more children with SEN should experience excellent teaching and learning in an inclusive mainstream school within their community. Focussing on raising awareness and training class teachers to meet the needs of a diverse population is the most effective way to do this. Through the new hub models there will be the capacity to provide earlier intervention from skilled practitioners at the point of identification. This will mean less time is wasted and there are fewer opportunities for the gap between SEN and their peers to widen.
142. SEN support is a focus for Stockton. Restructure of the SEN and Engagement service to include a SEN Support focussed team of professionals who will facilitate early identification and intervention alongside support and challenge for schools to meet children's SEN needs when they first present. Real time individual progress data tracking has been established with all schools to enable the service to support schools quickly when required.

#### KEY STAGE 4

143. **Headline outcome:** The gap is closing between SEN and Non SEN pupils when these children are included in mainstream:
 

National gap data for 2015 KS2 – KS4 5 A\*- C inc E -31%.  
Stockton gap data for 2015 KS2 – KS4 5 A\*- C inc E -55%.  
In 2016 the Stockton gap was -38%
144. At Key Stage 4, attainment gaps (the % achieving 5 A\*-C GCSEs including English and Maths) have closed significantly when those children are following a mainstream curriculum. Some of the specialist provisions that our SEN children attend do not facilitate taking GCSE's until Y12 or Y13 so this data is not included in end of KS4 measures.

#### Not including In Borough Special Schools

145. For ALL SEN children (including those in Specialist provision) the gap has remained constant for the last 3 years at 51%-55%.
146. Restructuring of provision available in Stockton for SEN pupils, as detailed above, will have a positive impact on outcomes for pupils with SEN. More pupils will be able to have their needs met in local mainstream provision. Although the number of children in specialist provision in borough has remained constant (due to availability of places) we have more children accessing out of borough provision in the secondary sector year –on-year.

#### EXCLUSION AND ATTENDANCE

##### EXCLUSION

147. The percentage of permanent exclusions has been maintained with none from primary schools and a steady number from secondary schools at a rate just above the latest available secondary national averages. Primary Fixed term exclusions (FTE) are in line with the 2014/15 national average.
148. Secondary FTEs, largely of boys, have increased to above the national average, largely due to the impact of an increase in FTEs at Bishopsgarth School. This increase is due to the implementation of the Outwood Academy Trust model of behaviour management since the sponsorship of the school in June 2016. The increase in Northshore Academy exclusions has been due in part to several leadership changes over the academic year and the high turnover in staffing. The Attendance and Exclusion team offers robust challenge through register checks, individual pupil referrals and regular targeted weekly visits. Support and guidance is also offered through network meetings and training sessions.
149. This is set against a context of a national increase in both permanent and fixed-term secondary exclusion rates nationally in comparison to the previous year. There has not however been a national increase in primary school permanent exclusions.

## 0-11 Exclusions

150. There were no permanent exclusions from primary schools in 2015-16, a trend that has continued for over ten years.
151. In 2015-16 there were 77 fixed term exclusions from 22 schools. 47 individual children were excluded – one child was fixed term excluded from two schools. Of these 47 children, 42 were boys and 5 were girls.
152. One school (Harrowgate) had 12 exclusions, one school (Mandale Mill) had 11, another (Oxbridge) had 7 whilst all other schools FTE numbers ranged from 1 to 5. Of these, forty 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 nine.
153. Forty-one primary schools did not exclude in 2015-16.
154. In 2014-15 the national average for fixed term exclusions as a % of school population was 1.10% for fixed-term and 0.02% for permanent exclusion for 0-11 year olds. During 2015-16 Stockton primary schools fixed term exclusion rate as a % of the school population was better than national average at 0.45%.

## 11-16 exclusions

155. The table below shows secondary fixed-term and permanent exclusions as actual numbers of exclusions and as a percentage of the school population. Figures have been 'RAG rated' in comparison to the most recently available national averages for 11-16 year olds (2014/15).

School	FTEX 14/15		PEX 14/15		FTEX 15/16		PEX 15/16	
	Number	%	Number	%	Number	%	Number	%
All Saints CE Academy	40	5.71%	0	0.00%	37	5.25%	1	0.14%
Bishopsgarth School	105	19.06%	0	0.00%	404	73.45%	1	0.18%
Conyers School	31	2.86%	2	0.18%	43	4.13%	2	0.19%
Egglescliffe School	9	0.77%	0	0.00%	24	2.05%	0	0.00%
Ian Ramsey CE Academy	22	1.88%	0	0.00%	52	4.48%	2	0.17%
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%	210	32.71%	2	0.31%
Northfield School	111	8.15%	1	0.07%	59	4.46%	2	0.15%
Our Lady & St Bede's Catholic Academy	98	13.86%	2	0.28%	66	9.54%	1	0.14%
St Michael's RC Academy	68	8.01%	3	0.35%	101	12.10%	1	0.12%
St Patrick's Catholic College	44	8.41%	0	0.00%	67	13.24%	2	0.40%
The Grangefield Academy	26	3.51%	1	0.13%	20	3.41%	2	0.34%
Thornaby Academy	84	21.43%	2	0.51%	57	14.96%	2	0.52%
<b>Total</b>	<b>734</b>	<b>7.43%</b>	<b>17</b>	<b>0.17%</b>	<b>1140</b>	<b>11.88%</b>	<b>18</b>	<b>0.19%</b>

156. The table below shows the breakdown of secondary fixed-term exclusions by year group, gender and SEN status. It illustrates that approximately three quarters (73.9%) of all fixed-term exclusions were for boys.

Year Group	Boys		Girls		Total No FTEX.	Pupils' SEN Status			
	No Pupils	No FTEX	No Pupils	No FTEX		E	K	P	S
7	63	184	18	52	236	3	27	0	2
8	69	150	31	46	196	3	21	2	0
9	82	235	38	75	310	5	21	1	0
10	82	189	41	91	280	3	25	1	1
11	55	85	20	33	118	2	16	0	0

157. The number of permanent exclusions in 2015-16 was 18; an increase of 1 from the previous year. 11 of the 13 Stockton secondary schools permanently excluded children with 7 permanently excluding two children during the academic year. The overall 11-16 age permanent exclusion rate of 0.19% is above the national 2014/15 rate of 0.17%.
158. Of the 18 pupils permanently excluded, 17 were boys with permanent exclusions spread across all five year groups; 3 in year 7, 4 in year 8, 5 in years 9 and 10 and 1 in year 11.
159. In 2015-16 there were 1140 fixed term exclusions from secondary schools, an increase of 406 from the previous year. The exclusions came from 12 of the 13 schools.
160. Bishopsgarth had double the number of fixed term exclusions in comparison to any other secondary school, with 404 fixed term exclusions, 272 of which occurred during the summer term following the introduction of Outwood Grange policies, when 44 children had more than one exclusion. In response to this a range of LA officers have engaged with the Academy, including the Head of School and Executive Headteacher, to discuss concerns regarding numbers on exclusions, the use of repeat exclusions and individual pupil contexts, providing challenge and support with the aim of ensuring that Stockton schools remain appropriately inclusive whilst maintaining standards.

## ATTENDANCE

161. Primary school attendance in 2015/16 is on a par with the latest available national average figure for 2014/15. Overall primary persistent absence (PA) in 2015/16 is 0.52% above the national figure for 2014-15, with approximately half of primary schools having a PA figure which is lower than the national average of 2.1%. Primary school attendance is vulnerable to sickness bugs and holidays in term times.
162. Secondary school attendance is 0.87% below the 2014/15 national average of 94.7%; 6 secondary schools have an attendance rate in line with or better than the national average. There were 5 secondary schools with a persistent absence rate below the 2014-15 national average of 5.4%. Secondary attendance figures have been hit this year by the increased exclusions and the inclusion of Year 11 figures in the total, some schools have not been conscientious in keeping Year 11 students in school rather than allocating study leave.
163. Attendance figures remain unverified by census at the point of writing this report.

### 0-11 Attendance

164. Stockton primary schools had an overall average attendance of 95.8% in 2015-16 which is in line with the national average of 96% (2014-15 figure). This is based upon data collected from schools and is yet to be verified by census. The figures are for the full academic year for the first time to enable ease of comparison with the national published figures also taken over 6 half-terms. 30 of 61 primary schools achieved a school attendance rate which was equal to or above the 2014/15 rate.

165. Persistent absence was 2.62% in primary schools and therefore above the 2014/15 national average of 2.1%; 32 of 61 primary schools achieved a persistent absent rate lower than or equal to 2.1%.

#### 11-16 Attendance

166. Average attendance in secondary schools in 2015-16 was 93.83% (unverified data, over six half-terms) and below the national average attendance 2014-15 of 94.7%. Six secondary schools had an attendance rate which was better or in line with the 2014-15 national average.

<b>6-Half-Terms - 2015/16</b>				
<b>School</b>	<b>NOR</b>	<b>Attendance %</b>	<b>PA pupils</b>	<b>PA 85%</b>
All Saints CE School	704	96.12	29	4.12
Bishopsgarth School	550	92.30	88	16.00
Conyers School	1026	93.76	63	6.14
Egglescliffe School	1205	95.52	60	4.90
Grangefield School	410	94.66	27	6.50
Ian Ramsey CE School	1179	94.10	60	5.10
North Shore Academy	513	91.36	93	18.10
Northfield School	1061	95.23	28	2.60
Our Lady and St Bede's RC School	561	93.30	67	11.94
St Michael's RC School	839	95.00	56	6.67
St Patrick's Catholic College	402	91.80	58	14.40
Thornaby Academy	386	91.72	31	8.10
Ingleby Manor	214	95.04	11	5.14
LA AVERAGE	9050	93.83	671	7.4
<b>NATIONAL AVERAGE ATTENDANCE 2014/15</b>		<b>94.70</b>		

167. Five secondary schools have a persistent absence rate which is better than the 2014-15 national average rate of 5.4%.
168. Whole school attendance is significantly affected by exclusions in Bishopsgarth and North Shore Academy.
169. In addition to bespoke support and challenge by LA officers to schools, an annual Attendance and Exclusion Network will be held in December 2016 and will focus on reducing exclusions and the attendance of year 11 students, as these two factors significantly affect some secondary schools. The network event will promote good practice within the borough, the sharing of information and increased collaboration between schools.



## COMMUNITY IMPACT IMPLICATIONS

170. This report is for information only; its contents cover the outcomes at the end of each key stage for the different vulnerable groups of pupils in Stockton.

## FINANCIAL IMPLICATIONS

171. 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

172. None

## RISK ASSESSMENT

173. 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.

## COUNCIL PLAN POLICY PRINCIPLES AND PRIORITIES

174. 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.

## CORPORATE PARENTING IMPLICATIONS

175. 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

176. Not applicable – information item.

**Name of Contact Officer:** Diane McConnell  
**Post Title:** Assistant Director 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