

CABINET ITEM COVERING SHEET PROFORMA

AGENDA ITEM

REPORT TO CABINET

SEPTEMBER 2017

**REPORT OF SENIOR
MANAGEMENT TEAM**

CABINET DECISION

Children and Young People – Lead Cabinet Member – Councillor Mrs McCoy

SCHOOL PERFORMANCE 2016 - 2017

1. Summary

This report presents a headline, summary analysis of performance in the academic year 2016-2017 against all the key stages for all providers in the Borough.

There is a strong trajectory of improvement evident in performance of pupils in the primary phase. All maintained schools received strong inspection outcomes this year retaining their high standards. This reflects the impact of the work of the Education Improvement Service in monitoring, challenging, intervening and supporting the sector. It is also of note that disadvantaged pupils have performed well which has been a particular targeted area of work for the service.

Outcomes at secondary nationally are problematic due to changes in performance measures but the majority of schools in Stockton have fared very well. Improvements in secondary schools are now being reflected in Ofsted outcomes which have been very pleasing in Stockton with significant gains which buck the national trends. The number of Stockton pupils attending good or better schools has increased to 91.6%. A few academies remain a cause for concern.

Results at Post 16 are strong with our school sixth forms and colleges performing well against the new examinations. Performance at the two Stockton colleges continues to improve year on year.

2. Recommendations

1. Cabinet to note and comment as appropriate on standards and achievement across the Borough.
2. Cabinet to note the strong performance in Stockton schools. In particular, the performance in the primary phase of disadvantaged pupils which has been a particular area of work for the service and the marked increase this year in Stockton secondary schools judged good by Ofsted which is up 45% to 89%.
3. Cabinet to note the concerns around the performance of some Stockton secondary academies which will continue to be tracked.

3. Reasons for the Recommendations/Decision(s)

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)

CABINET DECISION

SCHOOL PERFORMANCE 2016 - 2017

SUMMARY

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There is a strong trajectory of improvement evident in performance of pupils in the primary phase. All maintained schools received strong inspection outcomes this year retaining their high standards. This reflects the impact of the work of the Education Improvement Service in monitoring, challenging, intervening and supporting the sector. It is also of note that disadvantaged pupils have performed well which has been a particular targeted area of work for the service.

Outcomes at secondary nationally are problematic due to changes in performance measures but the majority of schools in Stockton have fared very well. Improvements in secondary schools are now being reflected in Ofsted outcomes which have been very pleasing in Stockton with significant gains which buck the national trends. The number of Stockton pupils attending good or better schools has increased to 91.6%. A few academies remain a cause for concern.

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RECOMMENDATIONS

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

PRIMARY PHASE - Early Years and Foundation Stage

1. Children are assessed from entry to school to the end of Reception Class against the Early Years Foundation Stage Profile (EYFSP) against 17 Early Learning goals (9 'Prime' areas and 8 'Specific' areas) with three possible outcomes; emerging, expected and exceeding. Children are required to achieve at least 'expected' by the end of Foundation Stage. Children who achieve at least expected in all the Prime areas and Literacy and Mathematics from the Specific areas are said to have a 'Good Level of Development' (GLD).

2. The Early Years Pupil Premium (EYPP), which provides additional funding for children of families with incomes low enough to have previously made them eligible for free school meals (FSM) and also for Looked After Children was introduced to schools and settings from April 2015 and was allocated to schools the following term. Subsequently a new key measure in the Early Years Foundation Stage is the GLD of FSM children. This year's performance data is realistically the first where impact of the additional funding could be measured.

Headline outcome: 69% of children in Stockton achieved a Good Level of Development.

Good Level of Development					
'Expected' in all the Prime areas and Literacy and Mathematics from Specific area.					
%	2013	2014	2015	2016	2017
Stockton	41%	50%	59%	65%	69%
National	52%	60%	66%	69%	71%

3. An increase of 4% on 2016 (28% increase since 2013) shows the impact of targeted training for schools and settings. Excluding pupils in special and independent schools/settings, the figure is even more positive at 70%. Outcomes for the specific aspect 'reading' have improved by 14% over 5 years, 'writing' by 20%, 'number' by 21% and 'shape, space and measures' by 17%. The prime area 'speaking', identified by many schools as a concern in terms of children's development on entry to school, has improved by 14% over this time. Focused work on raising aspirations with all schools has ensured better assessment and tracking of development in key areas and action taken to ensure more children reach an overall 'good level of development' where possible. The proportion of children 'exceeding' the expected level of development has also increased in almost all areas. However, GLD is still likely to be marginally below the national average and so improving outcomes by the end of EYFS remains a key focus for 2017-18.

Headline outcome: 55% of disadvantaged children in Stockton achieved a Good Level of Development in 2017.

	2015	2016	2017
Disadvantaged	38%	52%	57%
Non-disadvantaged	64%	69%	72%
Gap (LA)	-26%	-18%	-15%
Gap (LA FSM vs Nat non-FSM)	-31%	-21%	National data to follow

4. Closing the gap in GLD of disadvantaged children has been an area for improvement since 2015; however, diminishing the difference between disadvantaged children and their non-disadvantaged peers remains an area for focus across the Schools and SEN team.
5. Work continues to ensure high quality early provision by working with all providers (including all private and voluntary providers and all schools). A transition guarantee (Moving Forward 0-5) has been introduced to ensure that the needs of all children, especially the most vulnerable, are met. The work to develop effective partnerships between schools, settings and other key partners (e.g. Health, Social Care, Early Help) remains key, with a particular focus on monitoring the impact of the provision of 30 hours free childcare across the EY sector.

Phonics (Key Stage 1)

6. 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.

Phonics Screening Check					
Met the standard Year 1	2013	2014	2015	2016	2017
Stockton	67%	75%	78%	83%	83%
National	69%	74%	77%	81%	National data to follow

7. The proportion of Year 1 children meeting the standard in the phonics screening check has increased year on year since the tests began, but has dipped marginally (less than 1%) in 2017. However, early indications are that the outcome will remain above national average.

KS1 Headline outcomes

8. New assessment arrangements for the end of Key Stage 1 (when children are age 7) were introduced in 2016, reflecting the higher expectations of the new curriculum which was introduced in September 2014.
9. Attainment in reading, writing and maths can be recorded as 'working towards the standard' (WTS), 'working at the expected standard' (EXS) or 'working at greater depth within the standard' (GDS). Where children are 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.

	LA 2016 Expected standard (EXS+)	LA 2017 Expected standard (EXS+)	National 2016 Expected standard (EXS+)	National 2017* Expected standard (EXS+)
Reading	76%	78%	74%	76%
Writing	68%	72%	65%	68%
Maths	76%	77%	73%	75%
Combined RWM	64%	68%	Not nationally reported	

10. Comparisons with national outcomes show that the LA has exceeded the national average in all areas for the second year (*based on early unvalidated data.) Also, only 59% of this cohort achieved a Good Level of Development at the end of the EYFS in 2015. Given that 68% achieved the expected standard in all areas at the end of Key Stage 1, this suggests good progress overall.
11. Although there is no official progress measure for Key Stage 1, one of the key areas for focus has been securing the achievement of more able pupils. The impact of this work is seen in increasing proportions of pupils achieving 'greater depth' and maintaining the LA's position above (or in line with) national averages (*to be confirmed, this is based on early unvalidated data.)

	LA 2016 Greater Depth within the standard (GDS)	LA 2017 Greater Depth within the standard (GDS)	National 2016 Greater Depth within the standard (GDS)	National 2017* Greater Depth within the standard (GDS)
Reading	25%	28%	24%	25%
Writing	14%	17%	13%	16%
Maths	18%	21%	18%	21%
Combined RWM	10%	12%	Not nationally reported	

12. Outcomes for disadvantaged children show that the proportion reaching the expected standard in all three areas has increased by 4% in comparison with 2016. This demonstrates the impact of a focus on tracking attainment across the curriculum to ensure that individual pupils attain more consistently where possible, alongside targeted support and intervention. The main comparison measure used nationally refers to the gap between LA disadvantaged pupils and non-disadvantaged pupils nationally. This information has not yet been published, but comparisons with 2016 national non-disadvantaged data are encouraging.

	LA 2016 new standard EXS+		Gap (LA DS vs Nat non- DS)	LA 2017 new standard EXS+		Gap (LA DS vs Nat non-DS)
	DS	Non- DS		DS	Non- DS	
Reading	66%	80%	-12%	66%	83%	Not yet available
Writing	58%	73%	-12%	61%	76%	
Maths	66%	80%	-11%	69%	81%	
Combined RWM	52%	69%	n/a	56%	72%	

13. Ensuring more children achieve the expected standard in **all** of reading, writing and maths will continue to be a focus for the Inclusion and 0-11 team in 2017-18, along with increasing the proportion securing greater depth in maths and raising attainment for disadvantaged pupils in reading.

Key Stage 2

14. Pupils are assessed against an 'expected standard' (EXS). As in key stage 1, attainment in writing can be recorded as 'working towards the standard' (WTS), 'working at the expected standard' (EXS) or 'working at greater depth within the standard' (GDS). There is also a range of pre-key stage standards for children working well below the expected standard.
15. The key indicator of attainment is Combined Reading, Writing and Maths (CRWM). To meet this measure, children must meet the expected standard in all three areas.
16. The outcomes of assessments at the end of Key Stage 2 are also used to measure progress between attainment at the end of key stage 1 and scaled score at the end of key stage 2. The national average progress measure is set at 0 for all subjects.
17. The floor standard for 2016 comprised 65% reaching the expected standard in CRWM and a progress element of -5 for reading and maths and -7 for writing. The 2017 floor standard for 2017 is not yet known. In 2016, a school was below floor if the attainment element was not met and if any of the three progress measures was not met.

KS2 Headline outcomes

ATTAINMENT	LA 2016 EXS+	National 2016	LA 2017 EXS+	National 2017	LA difference from 2016
Reading	65%	66%	72%	71%	+7%
Writing	76%	74%	80%	76%	+4%
Maths	72%	70%	78%	75%	+6%
Combined RWM	54%	53%	64%	61%	+10%
SPaG	76%	72%	80%	77%	+4%

18. These results present a positive picture in comparison with national averages. However, underlying data indicates that reading continues to be the subject area most responsible for pupils not achieving CRWM. Progress scores will be available in September.
19. Individual school outcomes vary widely, but overall both disadvantaged and non-disadvantaged pupils have improved outcomes in all areas. The in-LA gap is closing in most subject areas, but the national indicator (which compares LA disadvantaged pupils with non-disadvantaged pupils nationally) is not yet available.

	LA 2016 new standard EXS+		Gap (LA DS vs Nat non- DS)	LA 2017 new standard EXS+		Gap (LA DS vs Nat non-DS)
	DS	Non- DS		DS	Non- DS	
Reading	47%	75%	-25%	56%	80%	Not yet available
Writing	65%	82%	-14%	66%	86%	
Maths	55%	82%	-21%	64%	85%	
Combined RWM	35%	64%	-25%	45%	73%	

20. As in 2016, the SPaG test results align with teacher assessment in writing, indicating that teacher assessment is accurate and that pupils are able to embed their knowledge of spelling, punctuation and grammar into their independent writing.
21. Improving pupils' attainment at the end of Key Stage 2, particularly in reading and particularly for more able disadvantaged children, will be a continued focus for 2017-18. Though a full analysis of outcomes for Looked After Children is not yet available it is pleasing that three Y6 Stockton Looked After pupils achieved KS2 age-related expected standards across the board in reading, writing and maths and a Looked After child in Y1 achieved full marks in the phonics test. Performance for this group of children also remains a top priority for the service.

The table below details the key performance indicators for all primary schools. These are provisional results and may change.

2017 Stockton Primary Results

Estab No	School	EYFSP	Phonics	KS1	KS2			
		Good Level of Development	Y1 Expected Standard	CRWM Expected	CRWM Expected	Reading Progress	Writing Progress	Maths Progress
STOCKTON LA		69.3%	82.6%	67.5%	63.9%	0.2	1.0	0.9
NATIONAL		***	***	***	61.0%	0.0	0.0	0.0
2076	Bader Primary	73.2%	76.3%	72.7%	33.3%	1.5	-1.5	-0.6
3394	Barley Fields Primary	76.7%	91.0%	67.8%	70.7%	-1.1	1.5	0.1
2088	Bewley Primary	70.7%	80.0%	73.7%	70.0%	1.0	2.6	1.4
2005	Billingham South Community	63.9%	77.8%	49.2%	50.8%	-2.3	0.1	-1.4
2032	Bowesfield Primary	42.3%	45.5%	51.7%	48.3%	-1.0	-0.9	0.6
3327	Christ the King RC Primary	62.2%	86.7%	78.3%	89.3%	8.8	1.9	3.2
2304	Crooksbarrow Primary	73.2%	94.6%	69.4%	60.0%	1.3	0.6	0.1
2080	Durham Lane Primary	71.4%	87.1%	68.2%	77.8%	3.0	2.4	3.9
3004	Egglescliffe CE Primary	75.9%	89.5%	75.0%	66.7%	-2.0	1.0	-3.1
3393	Fairfield Primary	71.2%	63.3%	68.3%	69.1%	0.0	-1.5	0.8
2355	Frederick Nattrass Primary	59.5%	80.0%	55.3%	73.1%	5.2	0.6	4.2
2013	Hardwick Green Primary	64.6%	80.4%	48.3%	52.4%	-1.3	0.9	-1.7
3395	Harewood Primary	61.4%	93.3%	80.7%	75.0%	0.4	1.8	6.4
2344	Harrow Gate Primary	69.5%	79.4%	63.3%	38.1%	-2.6	2.0	0.0
2042	Hartburn Primary	85.1%	92.0%	77.0%	90.5%	2.3	3.3	4.6
2004	High Clarence Primary	41.7%	53.8%	37.5%	13.3%	-1.4	-1.5	1.7
3396	Holy Trinity Rosehill Primary	75.0%	81.7%	60.0%	61.7%	0.4	0.3	-0.8
2362	Ingleby Mill Primary	82.5%	91.4%	83.3%	77.8%	-0.8	-0.1	-0.5
2079	Junction Farm Primary	80.0%	92.6%	85.7%	82.9%	2.2	2.5	4.1
2085	Kirklevington Primary	58.3%	85.7%	55.6%	81.0%	4.5	4.4	1.8
2324	Layfield Primary	76.0%	75.0%	75.0%	52.2%	-0.4	-3.9	-0.7
2087	Levendale Primary	63.3%	69.2%	53.3%	80.0%	2.9	1.7	1.7
2371	Mandale Mill Primary	55.6%	72.9%	62.7%	30.0%	-2.9	0.5	-1.4
2030	Mill Lane Primary	55.2%	64.5%	55.9%	40.0%	-2.3	-0.2	-0.4
2003	Myton Park Primary	80.6%	80.6%	73.3%	63.3%	-2.6	-1.7	-2.2
2319	Norton Primary	68.3%	83.0%	72.3%	54.7%	-0.1	2.5	1.6
2000	Oakdene Primary	68.8%	84.4%	77.3%	62.1%	-0.7	2.8	2.7
3303	Our Lady of the Most Holy Rosary	67.9%	86.2%	69.0%	66.7%	-0.7	0.5	-1.5
2345	Oxbridge Lane Primary	50.0%	73.6%	51.8%	52.3%	-1.5	-1.6	1.7
2343	Pentland Primary	68.3%	79.5%	48.8%	34.5%	-3.1	-1.8	0.6
2022	Preston Primary	69.0%	87.0%	64.3%	72.0%	1.8	1.8	1.0
3000	Prior's Mill CE Primary	90.1%	93.5%	86.6%	71.6%	1.2	1.9	1.8
3397	Roseberry Primary	60.4%	75.0%	69.6%	68.4%	2.0	1.6	1.7
2017	Rosebrook Primary	56.7%	73.9%	59.3%	52.5%	-1.0	1.4	0.7
3317	St Bede's RC Primary	74.1%	82.1%	74.1%	78.3%	3.1	1.4	1.8
3312	St Cuthbert's RC Primary	71.4%	74.1%	66.7%	59.1%	-1.6	0.4	-2.3
2002	St Francis of Assisi CE Primary	75.0%	91.7%	81.4%	80.0%	2.9	2.3	4.0
2014	St Gregory's RC Primary	71.0%	96.7%	66.7%	66.7%	0.6	1.3	2.9
3001	St John's CE Primary (Baptist)	59.4%	83.9%	54.3%	50.0%	-0.3	3.3	2.1
3301	St John's RC Primary	63.3%	50.0%	19.2%	40.0%	-2.2	3.5	-2.7
3305	St Joseph's RC Primary, Billingham	66.7%	80.6%	56.7%	62.5%	-0.1	-2.1	-1.0
3313	St Joseph's RC Primary, Norton	73.8%	89.7%	68.9%	76.7%	2.9	2.6	2.3
2006	St Mark's Elm Tree CE Primary	71.2%	90.7%	73.9%	70.0%	0.2	1.9	-0.4
3383	St Mary's CE Primary	75.0%	90.0%	58.3%	84.6%	1.9	0.5	1.8
3316	St Patrick's RC Primary, Stockton	84.6%	97.5%	85.0%	94.3%	2.3	4.1	1.2
3325	St Patrick's RC Primary, Thornaby	58.2%	92.0%	68.5%	73.2%	2.2	3.5	1.9
3304	St Paul's RC Primary	73.3%	92.0%	56.7%	73.3%	0.4	1.5	0.8
3300	St Thérèse of Lisieux RC Primary	83.3%	86.7%	80.6%	87.1%	0.1	0.3	0.2
2057	The Glebe Primary	71.9%	83.9%	75.5%	52.4%	-1.5	-1.7	-1.9
2084	The Links Primary	85.7%	93.3%	83.3%	75.9%	2.4	1.7	-0.8
2015	The Oak Tree Primary	67.4%	84.3%	60.0%	60.4%	0.9	3.6	1.4
3002	Thornaby CE Primary	49.1%	81.4%	69.8%	53.5%	-1.0	2.1	-0.9
2363	Tilery Primary	57.9%	68.8%	50.0%	42.5%	-3.9	-2.3	-3.2
2075	Village Primary	80.8%	93.1%	76.7%	52.0%	0.6	1.0	4.2
2358	Whinstone Primary	78.0%	97.1%	65.0%	74.2%	-0.1	-0.3	2.3
2056	Whitehouse Primary	71.2%	83.3%	76.8%	59.3%	0.1	2.5	1.9
3392	William Cassidi CE Primary	78.3%	95.8%	70.6%	65.5%	0.3	1.3	0.8
2020	Wolviston Primary	75.0%	86.7%	78.6%	93.8%	3.9	1.3	3.1
2069	Yarm Primary	75.6%	90.2%	69.4%	69.6%	-1.8	-0.4	0.9
7000	Ash Trees	0.0%	0.0%	0.0%	0.0%	-2.3	-1.5	-1.9

LA figure including Special Schools

SECONDARY PHASE - Key Stage 4

22. Young people who achieve A* - C are deemed to have reached a Level 2 threshold. However, in 2017 English literature, English language and mathematics GCSEs will be graded on a scale of 9 to 1, with 9 the highest grade and 4 being a 'standard pass' grade. The new GCSE syllabuses include more challenging and knowledge-based content and are examined only at the end of the course.
23. **Grade 4- standard pass**
Grade 4 is the equivalent of the bottom two thirds of a grade C and represents a Level 2 pass.
24. **Grade 5 – Strong pass**
Grade 5 is the equivalent of the top third of grade C and the bottom third of grade B. It is one of the measures by which schools are judged and the grade used to calculate the English Baccalaureate and the percentage of pupils achieving English and maths.
25. The bottom of grade 7 is equivalent to the bottom of grade A.

Grading new GCSEs from 2017

Old grades	New grades
A*	9
A	8
B	7
C	6
	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	1
U	U

26. Headline measures in the secondary performance tables in 2017 will be:
- Progress 8 (this is not available at this time)
 - Attainment 8
 - The percentage of pupils achieving grades 5-9 in English and maths.
 - 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

Floor Standard

27. The floor standard in the secondary phase is measured by a Progress 8 figure of -0.5. Any school below the figure of -0.5 will be below the 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. In 2017, Progress 8 cannot be calculated until DfE publish conversion tables in October 2017.

28. The table below shows provisional 2017 results for the schools and academies in Stockton:

	% 4+ English & Maths		% 5+ English	% 5+ Maths	% 5+ English & Maths	% Ebacc entries Achieved		Average Attainment 8 Points - Overall	
	2016	2017	2017	2017	2017	2016	2017	2016	2017
All Saints Academy	80.4	75.4	79.9	62.7	59.7	38.4	29.1	57.9	49.7
Bishopsgarth	37.8	44.1	40.5	33.3	29.7	9.9	12.6	40.0	34.9
Conyers	68.2	76.7	69.8	53.0	45.1	34.8	29.3	54.9	49.3
Egglescliffe	88.4	78.9	75.9	64.6	58.2	44.6	35.9	58.3	53.8
Grangefield	57.6	61.3	58.1	39.5	33.1	12.4	8.9	48.8	44.1
Ian Ramsey CE	69.2	61.9	58.0	51.9	43.3	39.3	35.1	54.9	47.5
North Shore Academy	26.2	50.0	50.0	33.7	29.1	9.3	7.0	37.8	41.0
Northfield	63.8	60.7	59.9	36.6	32.3	24.6	16.3	48.1	44.2
St Patrick's RC	55.8	46.5	46.5	35.6	28.7	16.8	23.8	47.7	42.4
St Michael's RC	66.1	71.3	70.1	51.0	42.7	17.5	8.9	52.4	49.2
Our Lady & St Bede RC	85.6	76.7	69.0	64.7	59.5	35.2	18.1	58.8	53.2
Thornaby Academy	54.5	45.6	49.4	30.4	26.6	6.5	2.5	39.4	36.4
Stockton LA average	63.8	62.9	60.7	46.8	40.9	26.2	21.0	49.9	45.1
National 2017 (England - All Schools)	59.3					23.1		48.5	

29. Whilst it is hard to precisely compare results in 2017 with 2016 due to the new measures, grade boundaries have been adjusted to ensure the % of passes stays broadly the same at C/4 and A/7. Most Stockton schools have performed in line with their 2016 results. The percentage of pupils achieving grade 4 + in the new challenging English and maths GCSEs is 62.9% and is broadly in line with 2016 % A*-C English and Maths.

30. Our highest performing schools at 4+ English and maths are Egglescliffe 78.9%, Our Lady 76.7%, Conyers 76.3% and All Saint 75.4%. St Michael's has improved considerably to 71.3%, validating their recent 'good' Ofsted rating at Ofsted. Most of these same schools have achieved around 59% for combined 5+ English and maths although Conyers's achieved 45.1% for this measure.

31. Only 2-3% of pupils in the country have achieved the new top grade 9. Some Stockton schools however have performed very well in this top score. In Stockton 46 pupils achieved grade 9 in English Language, 56 a grade 9 in English Literature and 41 a grade 9 in maths. Schools including Egglescliffe, St. Michael's, All Saints and Ian Ramsey have performed particularly well in this measure and will be well above the national average.

32. North Shore Academy has increased 4 + grades in English and significantly increased in 4+ maths, in comparison to C grades 2016, achieving 50% for combined 4+ English and maths. North Shore has, however, not performed strongly at grade 5+ (29.1% for combined English and maths). This academy has appointed a new Principal and will be the focus for improvement for the new CEO of Northern Education Trust. The CEO has come from the Outwood Grange Academy Trust and has a robust agenda with Northern Education academies and a specific improvement plan for North Shore.

33. Other academies, St. Patrick's and Thornaby have not improved on poor performance in 2016.

St Patricks attained 46.5% in English and maths at 4+ English and maths and 28.7% at 5+. This multi academy trust, Our Lady of Light Catholic Academy Trust, was formed in 2015 with three Stockton Catholic primary schools. It was judged good as a maintained school in 2013 but its performance now puts it at risk in its next inspection. The diocese has recently put in place an Interim Executive Board (IEB) to replace the previous governance. A senior adviser from Stockton Education Improvement Service has been invited to sit on the IEB to add the necessary challenge.

Thornaby Academy achieved 45.6% in 4+ English and maths and 26.6% at 5+. The academy was re-sponsored in June 2016 to Teesside Learning Trust with Freebrough Academy, Redcar.

34. Bishopsgarth Academy has improved on its 2016 outcomes but attainment of pupils remains low. The school academised in January 2016 with Outwood Grange Academy Trust who had been working at the school since autumn 2015.
35. The performance of these academies will be raised with the Regional Schools Commissioner. A further report will be given to cabinet later in the year to track progress.

POST 16 EDUCATION

36. From 2016, **key headline measures** reported in the performance tables, covering 16 to 19 education are: **Progress** - a value added progress measure for academic and applied general qualifications and a combined completion and attainment measure for Tech Level qualifications and **Attainment** - average point score per entry, expressed as a grade and average points. Other measures include retention and destinations.
37. Average point score (APS) per entry is the average points achieved per subject entry by the school or college.
38. Additional measures reported are:
 - Best 3 A levels.
 - AAB in at least two facilitating subjects (Biology, Chemistry, Physics, Mathematics, Further Mathematics, Geography, History, English Literature and Classical or Modern Languages.)
 - Technical Baccalaureate.
39. Though the percentage of students attaining grades A* - B and A* - E are no longer reported in performance tables this data is included in this report to aid comparisons. However, it remains difficult to compare 2017 data to 2016 data due to the introduction of Linear A levels.
40. Whilst national and regional data is not yet available to allow a full comparison for the impact of new Linear A levels, self-reported measures for 2017 are as in the table below:
41. Egglecliffe has continued to show strong performance in A level average point score at 35.8 compared to the 2016 national average of 31.69 and an average grade of B- compared to the 2016 national average of C+. However, there has been a decrease in A level pupils gaining A* - B from 67% to 55.6% and in the percentage of A level students achieving 3 A levels at grades AAB or higher (in at least 2 facilitating subjects) from 22% to 15.3%. The percentage of A*-E grades remains strong at 99.4% and the invalidated progress score, whilst less than in 2016 remains positive at +0.03.
42. Whilst Conyers has seen an increase in the average points per A level entry which is still equivalent to a C+ grade, though for a reduced cohort number in comparison to 2016, there has been a decrease in the percentage of A* - B grades from 52.0% to 47.2%. There has also been a decrease in the percentage of pupils achieving 3 A levels at grades AAB or higher (in at least 2 facilitating subjects) from 21.8% to 10.7%. A strong performance for a small cohort of students studying vocational qualifications has been maintained at Conyers, with the average grade remaining Distinction*.
43. The performance of both of Stockton's post-16 college providers shows pleasing improvements.
44. Stockton Sixth Form College has made considerable improvement in average points score per A level, rising from an average C- to C and from 26.70 to 33.10 average points per entry. Also, there has been a very significant increase in the percentage of A*-B grades, from 34.6% to 47.0%. This places Stockton Sixth Form favourably in comparison to Stockton sixth form schools though the percentage of pupils achieving 3 A levels at grades AAB or higher (in at least 2 facilitating subjects) fell from 6.0 % to 2.0%.

45. Stockton Riverside College has also seen considerable improvement in A level outcomes in 2017. The average A level grade increased from C- to C+ in 2017 and the percentage of pupils achieving A* - B increased from 34.7% to 40.0%. There was an increase in the average grade for best 3 A levels from C to C+ and a considerable increase in the % of students achieving 3 A levels at grades AAB or higher (in at least 2 facilitating subjects) from 5.8% in 2016 to 10.0% in 2017. On several measures Stockton Riverside College therefore compares favourably with school sixth forms.
46. A wide range of vocational qualifications are traditionally delivered by the colleges. Performances at vocational qualifications are very strong across the providers. Data for these has not yet been collated and submitted from the colleges; it will be reported on when received.
47. Stockton's Learning and Skills Service delivered excellent outcomes for their small cohort of adult learners taking their GCSE maths and English with 89% pass rates for the combined English and maths GCES.

Post-16 results table is shown below:

3 - A Levels	Conyers		Egglescliffe		SSFC Stockton Sixth Form		SRC Stockton Riverside		LA		National (England)	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Number of A level entries	408	351	592	495	390	451	871	533	-		-	
APS per entry – A Level	31.97	33.14	36.05	35.84	26.70	33.10	26.50	32.10	29.44		31.79	
APS per entry as a grade	C+	C+	B-	B-	C-	C	C-	C+	C		C+	
% A*- B grades – A levels	52.0	47.2	67.0	55.6	34.6	47.0	34.7	40.0	45.1		-	52.9
% A*- E grades – A levels	99.0	99.0	100.0	99.4	98.2	99.0	96.8	98.3	98.3		-	97.9
% A level students achieving 3 A levels at grades AAB or higher in 2+ facilitating subjects	21.8	10.7	22.0	15.3	6.0	2.0	5.8	10.0	10.2		17.0	
Average grade for best 3 A levels	C+	C+	B-	B-	C	C	C	C+	-		C+	
APS for best 3 A levels	34.14	33.79	37.07	35.60	29.00	32.00	28.77	33.70	-		34.97	
VA progress score for A Levels	-0.17		0.29	0.03	-0.43	0.00	-0.34		-		0.00	0.00

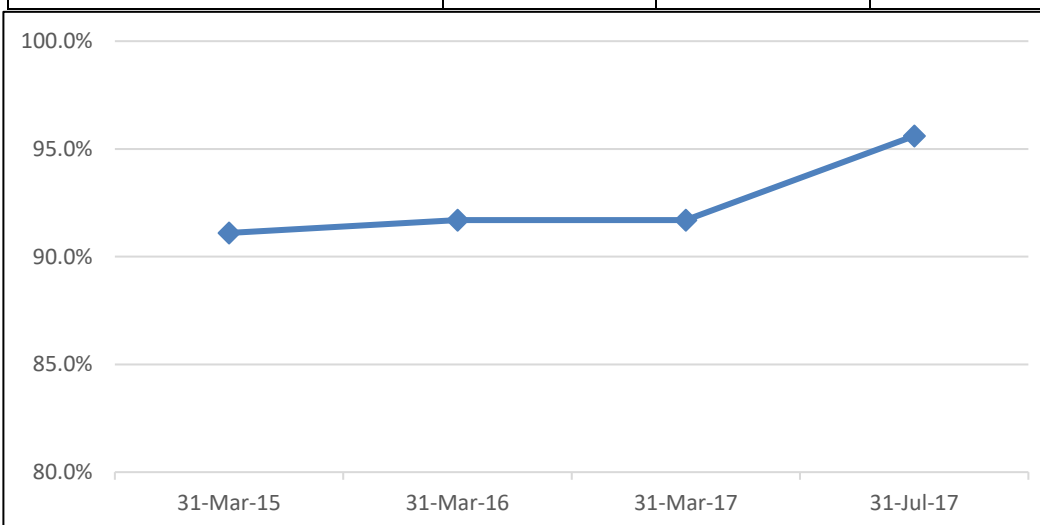
IMPACT OF LOCAL AUTHORITY MONITORING, SUPPORT AND CHALLENGE

48. The improvement in Ofsted judgements in Stockton has been significant this year and compares favourably to other NE local authorities both in terms of the % of schools judged good or outstanding as well as the % increase in this figure. Primary schools have maintained and improved the % of good or outstanding schools by 3% to 96%. This is against a wider context of schools not keeping a previously good judgement under the latest Ofsted inspection framework. The Education Improvement Service (EIS) has focused upon ensuring schools are well prepared for inspection as well as demonstrating robust evidence of impact upon any areas for improvement.
49. Secondary schools have shown a 45% increase in the % schools judged good or better, placing Stockton at 89% and with the highest figure for this measure in the North East by some margin and 10% above the England average.
50. This equates to 95.6% of Stockton primary pupils and 91.6% of secondary pupils attending a good or outstanding school as of 31 July 2017.
51. EIS has continued to focus upon providing the expertise and capacity to engage comprehensively and collaboratively with schools and academies. This has ensured the monitoring, challenge and support mechanisms impact upon the quality of school performance for those schools and academies that engage.
52. **Percentage of schools judged good or better 31 July 2017**
(Ofsted management information July 31 2017)

	All schools		Primary schools		Secondary schools	
	% schools judged good / outstanding July 2017	% change since June 2016	% schools judged good / outstanding July 2017	% change since June 2016	% schools judged good / outstanding July 2017	% change since June 2016
England	89	+2	91	+3	79	+2
North East	87	-2	91	-2	66	-2
Stockton	94(2nd)	+9	96(=3rd)	+3	89 (1st)	+45

(Rankings = of schools in NE region)

Primary School Pupils Attending "Good" or "Outstanding" Schools			
31-Mar-15	31-Mar-16	31-Mar-17	31-Jul-17
91.1%	91.7%	91.7%	95.6%

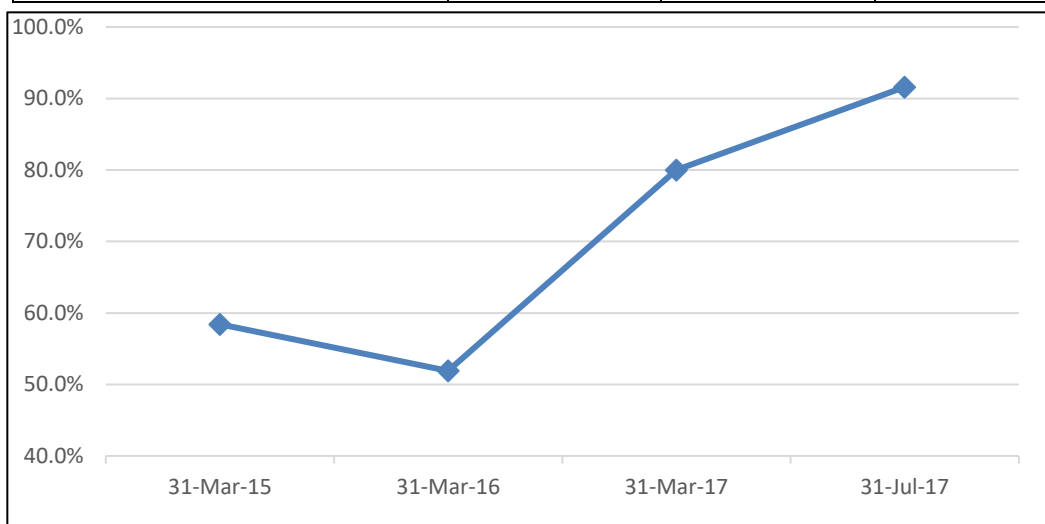


Description: Percentage of primary school children attending Ofsted rated "Good" or "Outstanding" schools (Source: Ofsted Management Information publications)

Note: At 31-Mar-17 England average was 90% and North East average was 91% (Source: Ofsted Data View)

Target 16-17: Monitor only (Good to be high)

Secondary School Pupils Attending "Good" or "Outstanding" Schools			
31-Mar-15	31-Mar-16	31-Mar-17	31-Jul-17
58.4%	51.9%	80.0%	91.6%



Description: Percentage of secondary school children attending Ofsted rated "Good" or "Outstanding" schools (Source: Ofsted Management Information publications)

Note: At 31-Mar-17 England average was 82% and North East average was 70% (Source: Ofsted Data View)

Target 16-17: Monitor only (Good to be high)

54. During 2016-17 fifteen primary school inspections took place in Stockton.
- Of the maintained schools, all were judged good, maintaining their previous judgement against a more challenging Ofsted framework: St. Mary's C of E, Billingham South, William Cassidi, Durham Lane, Fairfield, St Mark's C of E, Preston. The Village school was inspected at the end of the summer term and the Ofsted report will be published early in September.
 - Academies judged good include St. John the Evangelist RC (St Thomas of Canterbury Trust), St. Bede's Academy (Carmel Trust), Harrow Gate Primary Academy (Enquire Trust). St Gregory's Primary (Carmel Trust) improved from requiring improvement to good.
 - Norton Academy and The Oak Tree Academy (Northern Education Trust) both failed to convert to good in their inspections and maintained a judgement of requiring improvement.
 - Green Gates (Horizons Specialist Academy Trust) were judged to be requiring improvement from a previous good judgement.
55. In 2016-17 six secondary school inspections took place.
- 4 improved from requiring improvement to good: Bishopton (maintained PRU), St. Michael's RC (Carmel), Grangefield (Northern Ed. Trust), Westlands (Horizons Specialist Academy Trust).
 - Northshore Academy (Northern Education Trust) was judged to be requiring improvement for a second time.
 - Ingleby Manor Free School (Delta Trust) was judged as good in its first inspection.
56. There remain 4 secondary academies without a judgement: Our Lady (academised Jan 14); Ian Ramsey (academised Dec 14); Bishopsgarth (academised Jan 16); Thornaby (academised June 16). Inspections for Our Lady and Ian Ramsey are therefore expected imminently. St Patrick's Academy (academised Sept 15) retained its predecessor judgement of 'good' from its last inspection in 2013. It is also likely therefore to be inspected as an academy soon.
57. Continued improvements to the quality of EY settings and childminder provision have impacted on children's school readiness, enabling faster progress once they start school. As of 1st August, 98% of early years settings and 97 % of childminders are rated as good or better in Ofsted inspections, meaning that overall 97% of early years childcare and learning is rated good or better. 18 of 186 childminders now hold an Outstanding judgement. The team are currently working with one childminder judged inadequate in May 2017 and 1 of 60 settings with a requiring improvement judgement.
58. In the final year of the Transforming Tees collaboration Stockton has continued to engage with a Tees wide collaboration to improve standards through contributing to the Higher Achievement Review strategy, seminars and sharing good practice across the Tees authorities. As the Tees Valley Combined Authority Education and Skills Board takes shape, Stockton Education Improvement Service has collaborated with others, including Campus Stockton Teaching Alliance, to prepare and submit a number of bids to the TVCA and the Strategic Schools Improvement Fund to support Stockton's priorities.
59. The first year of school Raising Achievement Partnerships (RAPs), with each RAP comprising a group of headteachers and an LA Leadership Development Partner, has had a very positive reception over all as indicated by new primary and secondary schools opting to participate in 2017/18. The format of the partnerships is evolving and as ways of working have become familiar the degree of challenge and sharing of good practice has increased.

60. The recognised strengths of Stockton's Transition Guarantee have been built upon this year. The KS2/3 Transition Guarantee has been strengthened with increasing focus upon curriculum as well as pastoral transition. A 0-5 Transition Guarantee was launched with pre-school and primary schools to further support 'school readiness' for reception children with positive initial evaluations. A post-16 Key Stage 4/5 Transition Guarantee is being piloted for students moving to post-16 colleges in September 2017 and will be evaluated before proposed wider role out.

COMMUNITY IMPACT IMPLICATIONS

61. This report is for information only; its contents cover the outcomes at the end of each key stage for the whole of Stockton's pupils.

FINANCIAL IMPLICATIONS

62. There are no financial implications to the report.

LEGAL IMPLICATIONS

63. There are no legal implications to the report.

RISK ASSESSMENT

64. Educational attainment 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

65. This report responds to the Policy Principles in the Council Plan:
- Protecting the vulnerable through targeted intervention
 - Developing strong and healthy communities
 - Creating economic prosperity.

CORPORATE PARENTING IMPLICATIONS

66. The details of the performance of Looked After Children will be reported in a later report to Cabinet (October) when the data is available.

CONSULTATION INCLUDING WARD/COUNCILLORS

67. There has been no consultation as this report is for information only.

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Education related:
Yes.

Background Papers:
No.

Ward(s) and Ward Councillors:
All.

Property:
None