

CABINET ITEM COVERING SHEET PROFORMA

AGENDA ITEM

REPORT TO CABINET

DECEMBER 2017

REPORT OF SENIOR MANAGEMENT TEAM

CABINET REPORT

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

SCHOOL PERFORMANCE 2016 – 2017 for vulnerable pupils

1. Summary

This report presents a headline, summary analysis of performance in the academic year 2016 – 2017 against all key stages for all providers in the Borough for vulnerable pupils. It is informed by the latest available data, some of which remains unvalidated and compared to national averages where they exist. It includes performance outcomes for:

- Pupils in receipt of Pupil Premium Funding;
- Performance by gender;
- Black and Minority Ethnic children;
- Looked After Children;
- Children with Special Needs;
- Attendance and exclusion figures for Stockton.

2. Recommendations

1. Cabinet to note and comment as appropriate on standards and achievement across the Borough for vulnerable groups of children.
2. Cabinet to note the improving trends for pupils from vulnerable groups and in particular outcomes for disadvantaged pupils in primary school.
3. Cabinet to note the work under way for our Looked After Children and Young people but note the concern regarding their educational attainment.
4. Cabinet to note the concerns arising from increased use of exclusions, both fixed term and permanent, at secondary schools in 2016/2017. This will now be a focus for a scrutiny review.

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)

CABINET REPORT

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

SCHOOL PERFORMANCE 2016 – 2017 FOR VULNERABLE PUPILS

SUMMARY

This report presents a headline, summary analysis of performance in the academic year 2016 – 2017 against all key stages for all providers in the Borough for vulnerable pupils. It is informed by the latest available data, some of which remains unvalidated and compared to national averages where they exist. It includes performance outcomes for:

- Pupils in receipt of Pupil Premium Funding;
- Performance by gender;
- Black and Minority Ethnic children;
- Looked After Children;
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RECOMMENDATIONS

1. Cabinet to note and comment as appropriate on standards and achievement across the Borough for vulnerable groups of children.
2. Cabinet to note the improving trends for pupils from vulnerable groups and in particular outcomes for disadvantaged pupils in primary school.
3. Cabinet to note the work under way for our Looked After Children and Young people but note the concern regarding their educational attainment.
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Detail

DISADVANTAGED PUPILS

1. Disadvantaged Pupils are defined as 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.
2. It has been a particular priority for services in Stockton to improve the outcomes for this group of children. Disadvantage was the focus of a recent scrutiny review and the need to improve outcomes, particularly in the early years for this cohort was identified.
3. It is pleasing, therefore, that performance in the early years, and across all phases of education in most measures, has improved in 2016-2017 for disadvantaged pupils.

4. Good Level of Development (GLD) attainment for disadvantaged students has risen over four years from 33% to 56% whilst Good Level of Development attainment for non-disadvantaged students has also risen from 57% to 72% over the same period. The gap between disadvantaged and non-disadvantaged students is closing. Overall GLD attainment in Stockton Borough remains 2% lower than the 2017 national average (71%) but substantial progress is being made to improve this.

	2015	2016	2017
Disadvantaged	38%	52%	56%
Non-disadvantaged	64%	69%	72%
Gap (LA)	-26%	-17%	-16%
National gap	-17%	-21%	National data to follow

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.
6. At Key Stage 1 outcomes for disadvantaged children show that the proportion reaching the expected standard in all three areas has increased by 4% in comparison with 2016.
7. 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 gap is closing in writing and maths but remains the same in reading.

	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%	-12
Writing	58%	73%	-12%	61%	76%	-10
Maths	66%	80%	-11%	69%	81%	-9
Combined RWM	52%	69%	n/a	56%	72%	n/a

8. At key Stage 2, 46% of disadvantaged Year 6 children in Stockton achieved Combined Reading, Writing and maths at the expected standard or above in 2017. This is an 11% increase from the previous year.
9. Individual school outcomes vary, but overall both disadvantaged and non-disadvantaged pupils have improved outcomes in all areas. The in-LA gap is closing in reading and maths. 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%	57%	80%	Not yet available
Writing	65%	82%	-14%	66%	87%	
Maths	55%	82%	-21%	64%	85%	
Combined RWM	35%	64%	-25%	46%	73%	

The table below shows all primary school outcomes against disadvantaged pupils:

	KS2 Combined Reading, Writing & Maths: Expected Standard+								
	Eligible Pupils (2017)			2016			2017		
	Dis	Non-Dis	Gap	Dis	Non-Dis	Gap	Dis	Non-Dis	Gap
STOCKTON LA (including special schools)	33.2%	66.8%	***	34.7%	63.9%	-29.2%	46.2%	72.7%	-26.5%
Bader Primary	54.8%	45.2%	***	26.3%	25.0%	1.3%	8.7%	63.2%	-54.5%
Barley Fields	15.5%	84.5%	***	62.5%	67.3%	-4.8%	55.6%	73.5%	-17.9%
Bewley Primary	30.0%	70.0%	***	23.8%	78.9%	-55.1%	50.0%	78.6%	-28.6%
Billingham South Community Primary	52.5%	47.5%	***	28.6%	59.1%	-30.5%	46.9%	58.6%	-11.7%
Bowesfield Primary	62.1%	37.9%	***	12.5%	25.0%	-12.5%	27.8%	81.8%	-54.0%
Christ the King RC Primary	32.1%	67.9%	***	55.6%	75.0%	-19.4%	88.9%	89.5%	-0.6%
Crooksbar Primary	20.0%	80.0%	***	12.5%	53.3%	-40.8%	28.6%	67.9%	-39.3%
Durham Lane Primary	18.5%	81.5%	***	66.7%	70.8%	-4.2%	40.0%	86.4%	-46.4%
Eggescliffe CE Primary	7.4%	92.6%	***	0.0%	86.4%	-86.4%	100%	64.0%	36.0%
Fairfield Primary	30.9%	69.1%	***	60.0%	58.1%	1.9%	47.1%	78.9%	-31.9%
Frederick Natrass Primary Academy	61.5%	38.5%	***	33.3%	20.0%	13.3%	68.8%	80.0%	-11.3%
Hardwick Green Primary Academy	81.0%	19.0%	***	18.8%	0.0%	18.8%	52.9%	50.0%	2.9%
Harewood Primary	42.9%	57.1%	***	63.6%	80.8%	-17.1%	70.8%	78.1%	-7.3%
Harrow Gate Primary	40.5%	59.5%	***	17.9%	37.5%	-19.6%	35.3%	40.0%	-4.7%
Hartburn Primary	20.3%	79.7%	***	38.5%	62.3%	-23.8%	86.7%	91.5%	-4.9%
High Clarence Primary	80.0%	20.0%	***	8.3%	N/A	N/A	16.7%	0.0%	16.7%
Holy Trinity Rosehill CE Primary	11.7%	88.3%	***	50.0%	36.2%	13.8%	71.4%	60.4%	11.1%
Ingleby Mill Primary	13.3%	86.7%	***	62.5%	67.1%	-4.6%	66.7%	79.5%	-12.8%
Junction Farm	7.3%	92.7%	***	57.1%	90.0%	-32.9%	66.7%	84.2%	-17.5%
Kirklevington Primary	14.3%	85.7%	***	50.0%	93.3%	-43.3%	33.3%	88.9%	-55.6%
Layfield Primary	30.4%	69.6%	***	62.5%	68.8%	-6.3%	42.9%	56.3%	-13.4%
Levendale Primary	0.0%	100%	***	0.0%	74.1%	-74.1%	N/A	80.0%	N/A
Mandale Mill Primary	72.5%	27.5%	***	25.0%	60.0%	-35.0%	31.0%	27.3%	3.8%
Mill Lane Primary	60.0%	40.0%	***	27.8%	12.5%	15.3%	33.3%	50.0%	-16.7%
Myton Park Primary	16.7%	83.3%	***	66.7%	66.7%	0.0%	60.0%	64.0%	-4.0%
Norton Primary	43.4%	56.6%	***	40.0%	73.7%	-33.7%	34.8%	70.0%	-35.2%
Oakdene Primary	58.6%	41.4%	***	31.3%	87.5%	-56.3%	47.1%	83.3%	-36.3%
OLMHR	33.3%	66.7%	***	50.0%	75.0%	-25.0%	57.1%	71.4%	-14.3%
Oxbridge Lane Primary	50.0%	50.0%	***	19.2%	44.4%	-25.2%	40.9%	63.6%	-22.7%
Pentland Primary	65.5%	34.5%	***	29.6%	57.9%	-28.3%	31.6%	40.0%	-8.4%
Preston Primary	24.0%	76.0%	***	42.9%	86.7%	-43.8%	50.0%	78.9%	-28.9%
Prior's Mill CE Primary	13.4%	86.6%	***	23.1%	67.9%	-44.8%	44.4%	75.9%	-31.4%
Roseberry Primary	43.9%	56.1%	***	29.6%	38.7%	-9.1%	40.0%	90.6%	-50.6%
Rosebrook Primary	62.7%	37.3%	***	43.2%	33.3%	9.9%	48.6%	59.1%	-10.4%
St Bede's RC Primary	43.5%	56.5%	***	69.2%	41.7%	27.6%	80.0%	76.9%	3.1%
St Cuthbert's RC Primary	40.9%	59.1%	***	66.7%	68.4%	-1.8%	22.2%	84.6%	-62.4%
St Francis of Assisi CE Primary	3.3%	96.7%	***	0.0%	65.5%	-65.5%	0.0%	82.8%	-82.8%
St Gregory's Catholic Primary	63.3%	36.7%	***	11.8%	64.3%	-52.5%	68.4%	63.6%	4.8%
St John's CE Primary	64.3%	35.7%	***	38.1%	50.0%	-11.9%	44.4%	60.0%	-15.6%
St John's RC Primary	36.7%	63.3%	***	37.5%	68.4%	-30.9%	27.3%	47.4%	-20.1%
St Joseph's RC Primary, Billingham	31.3%	68.8%	***	28.6%	75.0%	-46.4%	50.0%	68.2%	-18.2%
St Joseph's RC Primary, Norton	11.6%	88.4%	***	80.0%	82.8%	-2.8%	60.0%	78.9%	-18.9%
St Mark's Elm Tree CE Primary	23.3%	76.7%	***	75.0%	66.7%	8.3%	71.4%	69.6%	1.9%
St Mary's CE Primary	23.1%	76.9%	***	100%	81.8%	18.2%	100%	80.0%	20.0%
St Patrick's RC Primary, Stockton	14.3%	85.7%	***	66.7%	91.9%	-25.2%	80.0%	96.7%	-16.7%
St Patrick's RC Primary, Thornaby	33.9%	66.1%	***	71.4%	72.4%	-1.0%	57.9%	81.1%	-23.2%
St Paul's RC Primary	10.0%	90.0%	***	0.0%	56.0%	-56.0%	0.0%	81.5%	-81.5%
St Thérèse of Lisieux RC Primary	3.2%	96.8%	***	100%	74.1%	25.9%	100%	86.7%	13.3%
The Glebe Primary	28.6%	71.4%	***	33.3%	59.1%	-25.8%	50.0%	53.3%	-3.3%
The Links Primary	13.8%	86.2%	***	50.0%	72.0%	-22.0%	75.0%	76.0%	-1.0%
The Oak Tree Academy	56.6%	43.4%	***	22.5%	23.1%	-0.6%	56.7%	65.2%	-8.6%
Thornaby CE Primary	32.6%	67.4%	***	15.8%	53.8%	-38.1%	42.9%	58.6%	-15.8%
Tilery Primary	72.5%	27.5%	***	37.0%	28.6%	8.5%	37.9%	54.5%	-16.6%
Village Primary	56.0%	44.0%	***	40.0%	58.3%	-18.3%	50.0%	54.5%	-4.5%
Whinstone Primary	22.5%	77.5%	***	15.4%	78.1%	-62.7%	40.0%	84.1%	-44.1%
Whitehouse Primary	20.4%	79.6%	***	42.9%	62.5%	-19.6%	36.4%	65.1%	-28.8%
William Cassidi CE Primary	24.1%	75.9%	***	0.0%	72.7%	-72.7%	42.9%	72.7%	-29.9%
Wolviston Primary	6.3%	93.8%	***	100%	71.4%	28.6%	100%	93.3%	6.7%
Yarm Primary	12.5%	87.5%	***	57.1%	60.9%	-3.7%	71.4%	69.4%	2.0%

10. Improvements have resulted from ongoing LA support to strengthen school leadership and management so that we know what the issues are and how to address them. Stockton produced resources used to support this include the Excellence in Inclusion, Pupil Premium Toolkit and Pupil Premium Audit. Training has also been provided via Closing the Gap Clusters, workshops, and the delivery of Pupil Premium Reviews to specific schools.
11. Improving KS2 pupils' attainment and progress, particularly in reading and for more able disadvantaged children, is a focus in 2017-18. The LA is continuing to work in partnership with EEF led North East Primary Literacy Campaign to deliver the Raising Achievement in Reading Project. Impact from this approach in 2016-17 was strong; in the first year of the project the average increase in reading at KS2 was 18%. We will continue to provide targeted staff training on the reading curriculum and pedagogy.
12. At key Stage 4, attainment of disadvantaged pupils has declined, as has attainment overall, largely due to the new examinations and measures. School level performance varies considerably, with some schools showing very strong performance and others a disappointing drop in performance. The outcomes from one academy, St Patrick's College, have a disproportionate impact on overall figures.
13. The percentage of Stockton Y11 disadvantaged pupils achieving GCSEs in both English and maths at grade 4 or above declined from a similar benchmark last year to 39.9%. Using this comparison, the attainment gap for this measure has widened. Without the data from St Patrick's College, this percentage increases to 48.1%.
14. Attainment of GCSEs in both English and maths at grade 4 or above for disadvantaged pupils has improved in 5 of 12 secondary schools, the greatest increase by 35.5%. Of these, three schools have both narrowed gaps and improved the attainment of both disadvantaged and non-disadvantaged pupils.

	Year 11 Number on Roll			2016 Combined English & Maths			2017 4+ in English & Maths		
	Dis	Non-Dis	Gap	Dis	Non-Dis	Gap	Dis	Non-Dis	Gap
All Saints Academy	12.7%	87.3%	***	66.7%	79.8%	-13.2%	64.7%	77.8%	-13.1%
Bishopsgarth	54.1%	45.9%	***	26.5%	45.9%	-19.4%	31.7%	60.8%	-29.1%
Conyers	18.5%	81.5%	***	58.8%	79.6%	-20.8%	62.5%	81.8%	-19.3%
Egglescliffe	11.4%	88.6%	***	66.7%	85.6%	-19.0%	51.9%	82.9%	-31.0%
Grangefield	46.8%	53.2%	***	46.6%	63.5%	-16.9%	55.2%	66.7%	-11.5%
Ian Ramsey CE	25.5%	74.5%	***	50.9%	73.5%	-22.5%	42.4%	68.6%	-26.2%
North Shore Academy	65.1%	34.9%	***	9.1%	48.8%	-39.7%	44.6%	60.0%	-15.4%
Northfield	25.7%	74.3%	***	36.8%	71.1%	-34.4%	36.4%	69.6%	-33.3%
St Patrick's RC	36.4%	63.6%	***	34.2%	64.9%	-30.7%	16.7%	65.1%	-48.4%
St Michael's RC	22.3%	77.7%	***	48.6%	66.4%	-17.8%	54.3%	76.2%	-21.9%
Our Lady & St Bede RC	25.9%	74.1%	***	70.7%	89.3%	-18.6%	60.0%	82.6%	-22.6%
Thornaby Academy	59.5%	40.5%	***	33.3%	66.7%	-33.3%	25.5%	75.0%	-49.5%
Stockton LA	30.1%	69.9%	***	41.4%	73.4%	-32.0%	39.9%	73.4%	-33.5%

- Green = increase in 2017 attainment in comparison to 2016.
- Red = decrease in 2017 attainment in comparison to 2016.

15. However, progress measures for disadvantaged pupils have improved.
16. The progress of disadvantaged pupils is -0.46 and non-disadvantaged pupils +0.07. Using this comparison, the progress gap for this measure is -0.53; this is an improvement from the previous year.
17. The progress overall for disadvantaged pupils has improved in 8 of 12 secondary schools, the greatest increase in North Shore Academy by +0.76. This is particularly pleasing as

66.3% of this cohort were identified as disadvantaged. Of these 8 schools, 3 schools have both narrowed gaps and improved the progress of both disadvantaged and non-disadvantaged pupils.

18. In order to improve outcomes for disadvantaged pupils further, the service will embed the effective use of Excellence in Inclusion and promote its use in targeted schools in order to identify and remove barriers to progress for vulnerable groups. The termly Closing the Gap Clusters to disseminate effective practice, resources and national/regional guidance are positive. Further work will be carried out with priority schools where gaps are wide; this will include Pupil Premium Reviews and Higher Achievement Reviews.

GENDER

19. Good Level of Development attainment in the early years for boys and girls has consistently improved for four consecutive years. The gap has also narrowed by 5%. 63% of boys and 76% girls in Stockton achieved a Good Level of Development in 2017.
20. At Key Stage 1, 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. 63% of boys and 72% girls in Year 2 in Stockton achieved Combined Reading, Writing and maths. 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 continues to be supported in 2017/2018 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.
21. At key Stage 2, the attainment for both boys and girls shows an improvement in all measures identified. The largest improvement is by 10% for both girls and boys. The gaps, however, have fluctuated between boys and girls as the table below demonstrates.

	LA 2016 % EXS+		Gap (rounded up)	LA 2017 % EXS+		Gap (rounded up)
	Boys	Girls		Boys	Girls	
Reading	62	70	-8	69	75	-6
Writing	71	82	-11	74	86	-12
Maths	74	71	+3	78	78	0
Combined RWM	51	57	-6	61	67	-6
SPaG	72	79	-7	75	84	-9

22. At Key Stage 4, the attainment of boys shows improvement over time and gaps in Stockton have narrowed. Individual school outcomes, however, vary widely. 60.8% of boys and 65.8% girls in Year 11 children in Stockton achieved GCSEs grade 4 or above in English and maths in 2017.
23. At key Stage 4, progress of boys has improved and boys achieved Progress 8 points overall of -0.28 and girls +0.09. Using this comparison, the progress gap for this measure is -0.37; this evidences an improvement for both boys and girls though the gap has widened as girls have improved more from 2016.
24. Progress 8 overall for boys has improved in 7 of 12 secondary schools, the greatest increase in North Shore Academy by 0.93. School level performance varies considerably, with some schools showing very strong performance and others a disappointing drop in performance.

25. 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.

BLACK AND MINORITY ETHNIC CHILDREN (BME)

26. The table below shows the cohort size of Black and Minority Ethnic children in Stockton.

Key Stage	Cohort Size 2015	Cohort Size 2016	Cohort Size 2017
EYFS	300	333	287
KS1	276	297	295
KS2	214	269	262
KS4	186	108 (for those schools who subscribe to BuSI Services)	174 (all Schools) 96 (schools subscribe to I&I – 9 schools)

27. In the early years a considerable amount of support has been invested to improve Black and Minority Ethnic children outcomes and give these children a flying start to their education. The Education Development Adviser Inclusion works in partnership with the Early Years team to enhance team capacity and has supported Early Years Leadership training via the Early Years Matters events.
28. The Early Years BME cohort shows a continued trend of improvement in attainment of Good Level of Development with 63% now reaching GLD. This is rising three year trend.
29. In Key stage 1 attainment at the expected standard or above has improved in reading, writing and maths from the previous year. KS1 gaps between BME and all pupils have decreased, with BME pupils out performing White British (WBRI) pupils in Reading, Writing and combined reading, writing and maths. In mathematics there is no gap.
30. At Key Stage 2, BME attainment at the expected standard or above has improved in reading, writing and maths from the previous year and more BME pupils met the expected standard than WBRI writing, maths and SPaG. However, fewer BME students met the standard in reading, with the gap between BME and all pupils increasing. Performance in reading will be a focus for this year. The difference in performance across the subjects is illustrated in the table below.

	LA 2016 new standard EXS+		Gap	LA2017 New standard EXS+		Gap
	BME (269)	All Pupils (2257)		BME	All Pupils	
Reading	65%	65%	0%	68%	72%	-4%
Writing	77%	76%	1%	82%	80%	2%
Maths	74%	72%	2%	81%	78%	3%
Combined RWM	54%	54%	0%	64%	64%	0%
SPaG	78%	75%	3%	86%	80%	6%

31. At KS4, BME Combined English and maths (L4+) attainment improved from the previous year. The attainment of BME students is 65.5%, All Pupils is 63.4% and WBRI 63.2%. BME students across Stockton Schools out-performed WBRI and All Pupils for Combined English and Maths.

32. In Stockton at Key Stage 4, BME Progress 8 average progress improved from the previous year. The Progress of BME students is +0.32, All Pupils is -0.09 and WBRI -0.13. In relation to Progress 8, BME students make greater than average progress and make greater progress than WBRI and All Pupils.
33. Training has been delivered to secondary schools to strengthen assessment and target setting for (English as an Additional Language) EAL learners and support schools in providing more precise intervention to further accelerate progress. We continue to provide an Ethnic Minority Achievement Network, which responds to the different demands of the Primary and Secondary sector as well as updating EAL leaders on the most recent guidance on effective practice. In addition we offer 'New to EAL coordinator's role' training to enhance school leadership and management capacity. A revised EAL handbook, including an Ethnic Minority Achievement audit for schools, has been designed and disseminated to primary and secondary EAL leaders. Bespoke targeted support and intervention, deployed via our primary school strategy meetings, has strengthened EAL leadership capacity in priority schools.

LOOKED AFTER CHILDREN and Young People (LACYP)

34. It is important to note that national data pertaining to looked after children and young people is only published at a national level using the 903 cohort – this refers to children that have been in care for more than 12 months or more. In many cases the number of pupils in each year group are low, not statistically significant and should not be used to benchmark against other data. Of the children in care pertaining to end of key stage data 78% were in the 903 cohort (12mths plus), as measured on the 31st March, a further 12% entered care during the year.
35. Children in care are not a homogenous group, mobility is pronounced, many factors impact on their educational achievement and there are high proportions that have a Special Educational Need. 55% of the 903 cohort (12mths plus) had a SEN status, this is significantly higher than for all pupils nationally.
36. Analysing attainment or progress alone does not always reflect the progress or impact of targeted support implemented by schools or the Virtual School. A key role of the Virtual School is to provide challenge and support to schools and settings. This was acknowledged by the Ofsted Report in 2016- 'Strong, incisive leadership and support and challenge by the Virtual School Headteacher to schools are helping to drive improvement in pupils' achievement and attendance'.....'the appointment of the EDA for LACYP in out of borough schools/Post 16 has impacted positively by providing increased challenge and support to OOB educational settings and Post 16 provision'
37. In 2016/17 the Virtual School carried out over 400 meetings to support our LACYP, a further 70 monitoring visits took place and 20 quality assurance visits were carried out in out of borough placements. In addition to this, 643 Personal Education Plans were quality assured by senior officers in School and SEN where further challenge and support was given where appropriate.
38. In early years, outcomes for LACYP have decreased. It must be noted that cohort sizes are very small - this cohort was 8 pupils - 5 pupils (63%) were educated in Stockton schools and 3 pupils (37%) were educated out of the Borough. 1 pupil (12.5%) moved into an adoptive placement during the year.
39. There has been a significant increase in Phonics attainment in Year 1. In 2017 67% of children achieved the expected standard in the Phonics Screening Check. This is significantly higher than 2016. The gap narrowed in 2015 but increased in 2016. In 2017 the gap has decreased compared with the national outcome for all children. Overall 67% of the Year 2 Cohort have now met the standard.

40. Key Stage 1 shows a decrease in attainment though remains above the national average for LACYP in 2016. In 2017 the cohort was 16 pupils, 9 pupils (56%) 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 (61% 2016). 4 pupils 13% have an EHCP and 5 pupils (26%) are at 'SEN support'. 11 pupils (69%) were educated in Stockton schools and 5 pupils (31%) were educated out of the Borough.
41. In 2015 36% of this cohort achieved a Good Level of Development, in 2017 31% achieved EXS+ in CRWM and in reading and maths 50% achieved EXS+, therefore progress is described as good in reading and maths and slightly below expected in CRWM. The Virtual School has identified that writing is a key focus for identified pupils.
42. At Key Stage 2 the cohort size is 31 pupils. 17 pupils (55%) had a special educational need; this is significantly above the national average for all pupils and well above the national average of LACYP 61% in 2016. 9 pupils (29%) have an EHCP and 7 pupils (35%) require 'SEN Support'.
43. 20 pupils (64%) were educated in Stockton Schools and 11 pupils (35%) were educated in out of borough schools; of those 6 pupils (19%) attend a Special School and of these 1 pupil was dis-applied from the SATS tests. Preliminary data shows that all areas are significantly below national average for all pupils and below that for national average of LACYP. Progress data for this cohort is yet to be confirmed.
44. 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.
45. At key stage 4 the cohort size was 23. 15 pupils (65%) had a special educational need, this is above the national average for all pupils and above the national average of LACYP (61% in 2016). 11 pupils (47%) have an EHCP and 4 pupils (17%) require SEN Support'. 14 pupils (61%) were educated in Stockton and 9 pupils (39%) were educated in out of borough schools: of these 9 pupils (39%) attended a special school or alternative provision in line with their personalised needs.
46. In 2017 attainment at the end of KS4 as defined by students achieving passes in English and Maths was 17%. This has decreased from 2016 but remains above the national average for LACYP (14% in 2016). 30% of the cohort achieved English Language or Literature at grade 4+ and 17% achieved maths at grade 4+. At grade 5+, 4 pupils (17%) achieved grade 5+ in English Language or literature and 1 pupil achieved grade 5+ in maths. No pupils achieved both English and maths at grade 5+. This data is below national averages for all pupils. National attainment and progress data for LACYP in 2017 has yet to be published.
47. **Of those in mainstream schools** 4 out of 14 pupils (29%) achieved 5A*-C including English and maths, and 7 pupils (50%) achieved English Language/Literature at grade 4 + The Virtual School recognises the ongoing need to reduce the gap between LACYP and all pupils.
48. Key Stage 5 data shows that the high percentages are on target to progress. Rigorous action is taken to support those who are NEET. All pupils in Year 11 in 2017 have progressed into education or training.
49. LACYP progression to university is pleasing, with 20 students now undertaking Higher Education courses. 9 students started university in 2016.
50. Preliminary data indicates that LACYP attendance and exclusion rates remain very favourable in comparison to national averages.

51. 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 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. The new data set will enable the Virtual School to undertake detailed analysis of end of key stage data in relation to such aspects of - time in care, Strengths and Difficulties scores, SEN status and number of care placements.
52. The national data for 2016/17 for LACYP has not yet been released, to that end; bench marking with local or statistical neighbours cannot take place at present. Stockton's Looked after pupils usually do well in comparison to national performance but are clearly underperforming in relation to their peers.

CHILDREN IDENTIFIED AS HAVING SPECIAL EDUCATIONAL NEEDS

53. Schools and SEN are continuing to transform 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 Enhanced Mainstream Schools there is 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.
54. SEN support is a focus for Stockton. Access to the newly created SEN Support focused team of professionals 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.
55. 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.
56. 26% of SEN children in Stockton achieved a Good Level of Development in 2017. The gap has reduced slowly over the last 2 years and it is positive to note for the second consecutive year the SEN increase in % GLD is similar to the non-SEN % increase. (The cohort size has remained very similar).

	2014	2015	2016	2017
SEN	14%	13%	19%	26%
Non-SEN	55%	65%	70%	75%
Gap	-41%	-52%	-51%	-49%

57. The Early Years Area SENCO has delivered training to all early year settings including Private and Voluntary settings and childminders to ensure early identification and intervention. The Local Authority hold a SEN register of all children identified in Early Years who may have SEN. This means their specific needs are identified at an earlier point in their education.
58. Early Years ONE Point panel has been introduced giving Early Years settings access to multi agency professionals for advice, support and High Needs Funding at point of identification of need.

59. Early Years Moving Forward documentation, part of the Stockton Transition Guarantee, has enabled teams across Schools and SEN to facilitate comprehensive transition between EY settings and schools. This continuity will enable practitioners to share information relating to the children with SEN so no time is lost between settings.
60. At the end of KS1 significantly fewer SEN children in Stockton reach age related expectation than their non-SEN peers however the percentage is above National SEN for all areas except Science. At this key stage, SEN children in Stockton demonstrate progress that is less than their non-SEN peers but the gaps are considerably narrower than national gaps.
61. At Key Stage 2, although there are still within LA gaps between SEN and Non SEN, these gaps are lower than the national SEN/ non-SEN gaps in reading, writing and maths (reading -1.4, writing -0.9, maths -1.1).
62. Again the Key stage 2 progress measures indicate that SEN pupils made most progress in maths and least progress in writing. Although this is mirrored nationally for SEN pupils, the LA gap is narrower than national and an improved gap from 2016.
63. At KS4, SEN pupils perform significantly less well than their peers, however, this gap closes slightly (comparing 4+ English and Maths with A*-C English and Maths) in 2017.
64. The progress pupils with SEN make is a more important measure than attainment. The table below shows the variable outcomes achieved by secondary schools for their SEN cohorts with some schools achieving very strong progress for these pupils – highlighted in green.

	Cohort size		Avg. Progress 8 Points - English			Avg. Progress 8 Points - Maths		
	SEN	Non-SEN	SEN	Non-SEN	Gap	SEN	Non-SEN	Gap
All Saints Academy	15	117	0.42	0.61	-0.18	-0.42	0.13	-0.55
Bishopsgarth	25	85	-0.59	-0.25	-0.33	-0.31	0.10	-0.42
Conyers	15	193	-1.38	0.22	-1.60	-0.45	0.01	-0.46
Egglescliffe	17	218	-0.03	0.18	-0.22	0.18	-0.02	0.20
Grangefield	32	88	-0.15	0.14	-0.29	0.35	0.07	0.29
Ian Ramsey CE	13	216	-1.33	-0.39	-0.94	-1.27	-0.27	-1.00
North Shore Academy	11	72	-0.86	-0.07	-0.79	-0.80	-0.18	-0.62
Northfield	40	216	-0.64	-0.05	-0.59	-0.61	-0.20	-0.41
St Patrick's RC	9	89	-1.36	-0.75	-0.61	-0.35	-0.52	0.17
St Michael's RC	8	149	-0.21	0.31	-0.52	-0.45	-0.28	-0.16
Our Lady & St Bede RC	13	98	0.29	0.45	-0.15	0.56	0.72	-0.15
Thornaby Academy	16	60	-1.27	-0.28	-0.99	-1.17	-0.79	-0.38
Stockton LA	279	1601	-0.83	0.03	-0.86	-0.52	-0.10	-0.42

65. For the SEN cohort Progress 8 English and Progress 8 Maths has been used as these are the most likely subjects SEN children will follow from the Progress 8 combination.

CHILDREN FROM SERVICE FAMILIES

66. In the 2017 Spring census the total number of children from service families in Stockton was 198 pupils; 144 were registered in primary schools, 53 in secondary schools and 1 in a special school. The number of children from service families in each primary school, including special schools, eligible for this Pupil Premium funding ranged from 0 to 15 pupils and 0 to 12 pupils for secondary schools.

67. There are 44 primary schools, 11 secondary schools and 1 special school which have children from service families on their roll according to the 2017 Spring census.
68. Currently the primary school with the greatest number of children from service families on roll is Whinstone (15 pupils). The secondary school with the greatest number of children from service families on roll is All Saints (12 pupils).
69. As cohorts in each school are very small, analysis of academic achievement is carried out on a school by school basis.
70. Each pupil is unique and therefore each requires support tailored to their specific need. General issues include the following:
- High mobility leading to
 - Difficulty in identifying special educational needs
 - Lack of continuity between SEN provision
 - Language difficulties (for children who have been learning in languages other than English)
 - Gaps in learning
 - Complications with public examinations and courses
 - Poor school transfer of information leading, for example, to lack of challenge
 - Social, emotional or behavioural needs triggered by the deployment of a parent to serve away from home; at times these can be abroad and very high risk locations.
71. General strengths which are exhibited from children of service families include:
- Resilience
 - Ability to adapt to change
 - The ability to socialise and make friends quickly
 - Independence/confidence
 - A wide range of experiences including different cultures, languages and travel
 - A range of ongoing differentiated challenge and support is in place which strengthen Leadership and Management systems including training, reviews, targeted support/ intervention and audit resources.

EXCLUSION AND ATTENDANCE

0-11 Exclusions

72. There were no permanent exclusions from primary schools in 2016-17, a trend that has continued for over ten years.
73. In 2016-17 there were 99 fixed term exclusions from 24 schools. 53 individual children were excluded. Of these 53 children, 45 were boys and 8 were girls.
74. Of these, 44 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 five.
75. In 2015-16 the national average for fixed term exclusions was 1.21% for fixed-term and 0.02% for permanent exclusion for 0-11 year olds. During 2016-17 Stockton primary schools fixed term exclusion rate was better than national average at 0.57%.

11-16 Exclusions

76. Exclusions from secondary schools have increased significantly in 2016/2017; both permanent and fixed term exclusions. The number of permanent exclusions in 2016-17 was 35; a significant increase from the previous year. 9 of the 13 Stockton secondary schools permanently excluded children. The overall 11-16 age permanent exclusion rate of 0.44% is above the national 2015/16 rate of 0.17%.

School	FTEX 15/16		PEX 15/16		FTEX 16/17		PEX 16/17	
	Number of exclusions	% of population	Number	% of pop.	Number	% of pop	Number	% of pop
All Saints CE Academy	37	5.25%	1	0.14%	70	9.86%	1	0.14%
Bishopsgarth School	404	73.45%	1	0.18%	1568	294.74%	9	1.69%
Conyers School	43	4.13%	2	0.19%	59	5.72%	3	0.29%
Egglescliffe School	24	2.05%	0	0.00%	53	4.54%	0	0.00%
Ian Ramsey CE Academy	52	4.48%	2	0.17%	75	6.43%	0	0.00%
Ingleby Manor Free School & Sixth Form	0	0.00%	0	0.00%	0	0.00%	0	0.00%
North Shore Academy	210	32.71%	2	0.31%	426	66.88%	5	0.78%
Northfield School	59	4.46%	2	0.15%	145	10.72%	4	0.30%
Our Lady & St Bede's Catholic Academy	66	9.54%	1	0.14%	112	15.20%	2	0.27%
St Michael's RC Academy	101	12.10%	1	0.12%	67	7.83%	2	0.23%
St Patrick's Catholic College	67	13.24%	2	0.40%	73	14.51%	2	0.40%
The Grangefield Academy	20	3.41%	2	0.34%	57	10.12%	3	0.53%
Thornaby Academy	57	14.96%	2	0.52%	253	67.83%	4	1.07%
Total	1140	11.88%	18	0.19%	2958	29.65%	35	0.44%

77. The table above shows the number of exclusions and then the percentage of exclusions against the total cohort size. For example, Bishopsgarth has issued 1,568 fixed term exclusions; their total pupil population is 532 and therefore the percentage of exclusions against cohort size is 294.74%. This is of concern to the council and will be shared with the Regional Schools Commissioner.
78. In response to this LA officers have engaged with the academies, including Heads of School, Executive Headteachers and Chief Executives of the trusts, to discuss concerns regarding numbers of 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.
79. These issues were also discussed at a conference on 15th June 2017 with all secondary schools and colleges present. Since then several actions have been taken:
- Training has been delivered to schools around the expectations of support for students in line with the recently revised Department for Education exclusion guidelines, Ofsted concerns regarding 'off-rolling' and the Tom Bennett report March 2017 'Creating a Culture: how school leaders can optimise behaviour'.
 - Guidance has been given to governors to challenge exclusions robustly and ensure all reasonable adjustments have been made for students.
 - The procedure for in year transfers has been withdrawn and a significantly different parent guide drafted to ensure moves are minimised and any relating to behaviour/bullying are intercepted.
 - The Managed Move protocols and processes have been revised.
 - Fair access protocols have been revised.

80. Peer support and challenge is established through a panel of school leaders which meets on a fortnightly basis to discuss children at risk of exclusion and agree school based responses. This panel – Pupil Inclusion Panel – is chaired by a school leader and has the authority to agree solutions which could include:
- recommendations for the referring school to implement further strategies or access support from LA services;
 - collaborative approaches between local schools to provide a full time education programme;
 - referral to other agencies;
 - a Managed Move to another school – using the updated protocol and paperwork;
 - consideration of admission to Bishopton;
 - An alternative provision placement.
81. The Pupil Inclusion Panel also links with the Solutions Panel– a multi-agency panel providing early help and interventions.
82. Additional places for alternative provision for students at risk of exclusion are being sourced as well as places for alternative curriculum to ensure students are maintained on a purposeful and motivating curriculum. The colleges are supporting with alternative curriculum options.
83. A scrutiny review of the role of education services within the council will examine further the council’s role in supporting vulnerable children and young people and promoting inclusion.

ATTENDANCE

84. Primary school attendance in 2016/17 is in line with national average figure for 2016/17. Overall primary persistent absence (PA) in 2016/17 is 0.5% below the national figure for 2016-17, with 34 of primary schools having a PA figure which is lower than the national average of 8.7%.
85. Secondary school attendance is 0.3% below the 2016/17 national average of 94.5%. 7 secondary schools have an attendance rate above national average. There are 7 secondary schools with a persistent absence rate above the 2016-17 national average of 12.8%. Secondary attendance figures continue to be negatively impacted by the increase in exclusions.
86. The Attendance team offers robust challenge through register checks, individual pupil referrals and regular targeted weekly visits. Support and guidance is also offered through training sessions and attendance case conferences.

87. Secondary attendance

2 Terms - 2016/17			
School	NOR	Attendance %	PA 90%
All Saints CE School	712	95.6	11
Bishopsgarth School	537	90.3	28.4
Conyers School	1039	95.3	11.2
Egglescliffe School	1165	95.5	10.2
Grangefield School	553	94.9	13.7
Ian Ramsey CE School	1161	94.9	13.3
North Shore Academy	650	91.8	26.8
Northfield School	1358	95.3	9.7
Our Lady and St Bede's RC School	739	93	18.5
St Michael's RC School	858	95	9.5
St Patrick's Catholic College	507	93.3	19.2
Thornaby Academy	374	91.9	28.9
LA AVERAGE		94.5	14.8
NATIONAL AVERAGE ATTENDANCE 2016/17		94.8	12.8

88. Five secondary schools have a persistent absence rate which is less than the 2016-17 national average rate of 12.8%.
89. Whole school attendance in Outwood Bishopsgarth has been significantly affected by fixed term exclusions.
90. 333 penalty notices for unauthorised leave of absence in term time have been issued since we reinstated the process in June following the supreme court judgement on the Isle of Wight case. Schools continue to attempt to tackle unauthorised leave of absence in term time by using the penalty notice procedure to get the message to parents that requests for leave of absence in term time are not only disruptive to a child's learning but can also affect the child's educational outcomes.
91. In addition to bespoke support and challenge by LA officers to schools, an Attendance Leaders Network will be re-launched this academic year to promote and share good practice, provide Ofsted updates and the direction of travel from DfE regarding attendance and related themes. It is hoped this event will assist with the drive forward to improve attendance in individual schools and across the Borough.

COMMUNITY IMPACT IMPLICATIONS

92. 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

93. The current service is being scrutinised, as detailed in a cabinet report in October 2017, due to the loss of the educational support grant. It is presently subject to a scrutiny review.

LEGAL IMPLICATIONS

94. None

RISK ASSESSMENT

95. 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

96. 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

97. This reports sets out the performance of our Looked after Children in order to inform how the council delivers its corporate parenting responsibility.

CONSULTATION INCLUDING WARD/COUNCILLORS

98. Not applicable – information item.

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Education related? Yes

Background Papers: Not applicable

Ward(s) and Ward Councillors: Not applicable

Property: No implications