

AGENDA ITEM

REPORT TO CABINET

SEPTEMBER 2016

**REPORT OF
CORPORATE
MANAGEMENT TEAM**

CABINET REPORT

SCHOOL PERFORMANCE 2015 - 2016

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

SUMMARY

This report presents a headline, summary analysis of performance in the academic year 2015 – 2016 against all the key stages for all providers in the Borough.

RECOMMENDATIONS

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

DETAIL

PRIMARY PHASE - Early Years and Foundation Stage

1. Children are assessed from entry to school through to the end of Reception Class against the Early Years Foundation Stage Profile (EYFSP). Children are assessed against a series of 17 Early Learning goals, 9 of which are called 'Prime' areas (considered to be the areas which support all learning) and 8 'Specific' areas, (which are said to support children's successful participation in society) 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'. This measure is key for comparisons across schools, areas and nationally.
2. A new funding stream, 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. Subsequently a new key measure in the Early Years Foundation Stage is the GLD of FSM children. As Schools Forum agreed that funding will be allocated to Stockton-On-Tees' schools one term retrospectively, outcomes have not yet been affected by this funding – the figures below offer a baseline in order to measure impact in the future.

Headline outcome: 65% 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
Stockton	41%	50%	59%	65%
National	52%	60%	66%	National data to follow

3. A further increase of 6% on 2015 (24% increase in 3 years) is positive and shows the impact of focused training for schools and settings. There is an upward trajectory in Early Years Outcomes – each of the 17 individual areas has improved year on year. Outcomes for the specific aspect 'reading' have improved by 13% over 3 years, 'writing' by 17%, 'number' by 19% and 'shape, space and measures' by 16%. The prime area 'speaking', identified by many schools as a concern in terms of children's development on entry to school, has improved by 13%. However, the outcome in 2016 is likely still to be below the national average and therefore remains a key focus for 2016-17, even though the statutory requirement for schools to complete the EYFSP has been removed.

Headline outcome: 52% of disadvantaged children in Stockton achieved a Good Level of Development 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

4. The new key measure for the GLD of disadvantaged children was introduced in 2015. Although this was improving, it was evident that the gap between disadvantaged children and non-disadvantaged children was too large and getting larger. This has been a focus over the last academic year and the improvement in closing the gap, as well as a 14% increase in the proportion of disadvantaged children achieving GLD, is evidence of the impact of actions taken. However, the gap is still too large and this remains an area for focus across the Schools and SEN team.
5. Continued improvements to the quality of EY settings and childminder provision has also impacted on children's school readiness, enabling faster progress once they start school. As of 1st August, 100% of early years settings (private and voluntary providers) and 98 % of childminders are rated as good or better in Ofsted inspections, meaning that overall 98% of early years childcare and learning is rated good or better.
6. Work will continue to ensure high quality early provision by working with all providers (including all private and voluntary providers and all schools). Further work to develop effective partnerships between schools and settings will be a key focus for next year, including the introduction of a transition guarantee (Moving Forward 0-5) to ensure that the needs of all children, especially the most vulnerable, are met. This will be crucial as we prepare to deliver the entitlement to 30 hours free childcare for working parents from September 2017.

Phonics (Key Stage 1)

7. 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	2012	2013	2014	2015	2016
Stockton	55%	67%	75%	78%	83%
National	58%	69%	74%	77%	National data to follow

8. The proportion of Year 1 children meeting the standard in the phonics screening check has increased year on year since the tests began. 83% of Year 1 children reached the standard in 2016, a rise of 5% in comparison to 2015 and 6% above the national average for 2015.
9. Those children who do not meet the standard in the phonics screening check at the end of Year 1 (or who do not take the test at this time) are required to take the check at the end of Year 2. 69% of children who took the test in Year 2 met the standard at this time, compared to a 2015 national average of 64%. In all, 93% of children who completed KS1 in 2016 had met the standard (3% above the national average for 2015).

KS1 Headline outcomes

10. Assessment arrangements for the end of Key Stage 1 (when children are age 7) were significantly different in 2016 as this was the first year of assessments to reflect the new curriculum which became statutory in September 2014. These new assessments do not compare to the old assessments as levels are no longer in use. Comparisons with previous years' outcomes are therefore unreliable.
11. Teacher assessments at the end of Key Stage 1 are informed by tests in reading, spelling, punctuation and grammar (SPaG), and maths. However, test outcomes are not necessarily in line with teacher assessments and are not routinely reported. The requirement to do the SPaG paper was withdrawn after it was noticed that the paper had previously been published on the DfE website.
12. 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). In science, attainment can be recorded as EXS or 'standard not met' (NM). 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. In order to make the assessment, teachers had to assess each child against a specific set of criteria. In order to award the judgement, teachers had to have evidence that the child could meet all criteria and all criteria from any lower standard. This 'secure fit' model is substantially different to the 'best fit' model of previous assessments.

	LA 2015 old standard, level 2b+	LA 2016 new standard EXS+	National 2016	Difference from national 2016
Reading	82%	76%	To follow	To follow
Writing	72%	68%	To follow	To follow
Maths	79%	76%	To follow	To follow
Combined RWM	68%	64%	To follow	To follow

13. Given that assessments are based on a different curriculum and different criteria, comparisons with 2015 are not particularly relevant. However, comparisons with national outcomes show that the LA has exceeded the national average in all areas (to be confirmed, this is based on early incomplete data) Also, only 50% of this cohort achieved a Good Level of Development at the end of the EYFS in 2014. Given that 64% achieved the expected standard in all areas at the end of Key Stage 1, this suggests good progress overall.
14. The outcomes for disadvantaged children show that, although overall the gap with non-disadvantaged children has become wider, the gap for each individual subject area has narrowed slightly. This is because the dip in the proportion of disadvantaged children reaching the expected standard at the end of the key stage was less than for non-disadvantaged children, but a substantial number of children in both groups did not achieve the expected standard in all subjects.

	LA 2015 old standard, level 2b+		Gap	LA 2016 new standard EXS+		Gap
	DS	Non-DS		DS	Non-DS	
Reading	70%	87%	-17%	66%	81%	-15%
Writing	56%	78%	-22%	57%	73%	-16%
Maths	67%	84%	-17%	66%	80%	-14%
Combined RWM	76%	88%	-12%	51%	69%	-18%

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

Key Stage 2

16. Assessment arrangements for the end of key stage 2 (when the majority of children will be 11 years old) were also different in 2016. As in key stage 1, this was the first year of assessment under the new curriculum. However, while children at the end of key stage 1 have been taught this curriculum throughout their time in school, children at the end of key stage 2 had only had the new curriculum for the final two years of primary school. Outcomes from the new assessments cannot be compared to outcomes from previous assessments since the curriculum is significantly different and expectations have been deliberately raised.
17. Levels are no longer in use. Instead, children are assessed against an 'expected standard'. In reading and maths, the assessment is made against performance on a test. The 'raw score' achieved in the test is converted to a 'scaled score' which ranges between 80 and 120. A scaled score of at least 100 is required to meet the expected standard (EXS). Where this is not achieved, the standard is not met (NM). Writing is assessed through two separate assessments: a test in Spelling, Punctuation and Grammar (SPaG) and a teacher assessment (TA) of writing completed as part of ongoing teaching and learning. The outcome of the SPaG

test is reported as a separate entity and does not form part of the accountability measure for the school. The 'expected standard' for SPaG is calculated in the same way as for maths and reading. The teacher assessment of writing is made in a similar way to the key stage 1 assessments in that teachers had to have clear evidence that children were clearly able to meet all elements of the criteria used to describe the standard awarded (and any preceding standard). 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 are also a range of pre-key stage standards for children working well below the expected standard.

18. The key indicator of attainment is Combined Reading, Writing and Maths (CRWM) using the results of the reading and maths test and the TA of writing. To meet this measure, children must meet the expected standard in all three areas.
19. The outcomes of assessments at the end of Key Stage 2 are also used to measure progress across Key Stage 2. The progress of individual children is assessed in relation to the difference between their scaled score at the end of key stage 2 and their attainment at the end of key stage 1. Progress scores for individual children will not be reported, however; an overall progress score will be calculated for each school and will form part of the accountability measure for the school. A new benchmark of 'sufficient progress' will be set once outcomes are known.
20. The original floor standard set for 2016 reflected the floor standard in 2015. The attainment element of the floor standard was for 65% of children to reach the expected standard in CRWM. The progress element was to be set in relation to the proportion of children in a school making 'sufficient progress' in all subjects. However, since the national average attainment for CRWM was considerably lower than the floor standard (53%) the floor standard is likely to be reviewed.

KS2 Headline outcomes

	LA 2015 old standard, level 4+	LA 2016 new standard EXS+	National 2016	Difference from national 2016
Reading	88%	65%	66%	-1%
Writing	85.3%	76%	74%	+2%
Maths	88.1%	72.3%	70%	+2.3%
Combined RWM	79.2%	53.5%	53%	+0.5%
SPaG	81.3%	75.5%	72%	+3.5%

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

	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%

22. The SPaG test results are pleasing because although they appear lower than previous years, they are still above the national average. The impact of good SPaG teaching is also evident in writing outcomes above the national average since teacher assessment under the new system was increasingly weighted towards accurate spelling, punctuation and grammar.
23. Improving pupils' attainment at the end of Key Stage 2, particularly in reading and particularly for disadvantaged children, will be a focus for 2016-17. Some interesting work with the library service has already begun.

SECONDARY PHASE - Key Stage 4

24. Stockton has 13 mainstream secondary schools twelve of which are now academies and one Free School. In addition, there are two secondary special academies and one Pupil Referral Unit. The overall results include outcomes from all of these providers.
25. Young people take GCSEs and other equivalent examinations at the end of Key Stage 4. These national examinations are graded on an A* - G or comparable scale. Young people who achieve 5+ A* - C are deemed to have reached the Level 2 threshold. Those who achieve 5+ A* - G have reached the Level 1 threshold.
26. There are significant changes to the KS4 performance tables in 2016. The previous headline measure of 5+A*-C including English and Maths, will be removed from the main performance tables as will the percentage of pupils making expected progress in English and maths.
27. Instead, the new headline measures which will appear in the secondary performance tables in 2016 will be:
- Progress 8
 - Attainment 8
 - The percentage of pupils achieving A*-C in English and maths (currently a C grade, grade 5 when new GCSEs in English and mathematics are first reported in performance tables in 2017)
 - Percentage of pupils achieving the English Baccalaureate
 - The percentage of pupils entering the English Baccalaureate
 - The percentage of students staying in education or employment after key stage 4
28. Although not key headline measures, further changes to the 2016 performance tables and measures include:
- Two new indicators will be published as additional information, looking at the percentage of pupils entering more than one language qualification and the percentage of pupils entering physics, chemistry and biology.
29. The principle national measure of success is based on Progress 8. Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment nationally.
30. The national 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 national Floor Standard. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.
31. The table below gives the published provisional results for the schools and academies in the Borough for the key performance indicators based on 2016 data.

	% A*C EM		Progress 8		Attainment 8		% achieving the English Baccalaureate		% entering the English Baccalaureate	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
England - all schools	56.0%	58.7%	0	0	48.06	48.2	24.0%	22.8%	36.2%	36.6%
Stockton LA	61.0%	63.4%	-0.19	-0.17	48.4	49.8	25.60%	27.1%	38.8%	40.2%
All Saints	81.0%	80.4%	0.05	0.06	56.78	57.83	41.0%	37.7%	75.2%	84.0%
Bishopsgarth	49.0%	36.9%	-0.45	-0.40	39.31	39.88	12.0%	9.9%	39.0%	30.0%
Conyers	65.0%	67.7%	0.03	-0.04	54.59	54.83	35.0%	34.8%	47.8%	52.0%
Egglescliffe	76.0%	88.0%	-0.03	0.10	55.29	58.23	41.0%	44.6%	57.7%	51.0%
Grangefield	53.0%	57.1%	-0.37	-0.08	44.93	48.79	6.0%	12.4%	11.1%	30.0%
Ian Ramsey	56.0%	68.8%	-0.10	0.16	52.27	54.83	33.0%	38.9%	40.8%	59.0%
North Shore	48.0%	26.2%	-0.36	-0.70	37.68	37.64	6.0%	9.3%	23.9%	17.0%
Northfield	65.0%	63.8%	-0.04	-0.13	48.55	47.93	21.0%	24.6%	27.7%	29.0%
Our Lady and St Bede	74.0%	84.8%	0.06	0.67	50.77	58.50	33.0%	35.2%	37.4%	37.0%
St Michael's	70.0%	65.5%	-0.09	-0.29	52.51	52.12	27.0%	17.5%	33.1%	28.0%
St Patrick's	66.0%	53.7%	-0.25	-0.68	51.68	47.50	36.0%	16.8%	50.4%	31.0%
Thornaby	29.0%	54.5%	-0.74	-1.08	39.43	39.20	4.0%	6.5%	15.1%	26.0%

33. Out of the 12 schools with Y11 cohorts, 4 have positive Progress 8 scores which means on average the pupils in these schools have performed better than pupils nationally from the same starting points.

34. The results this year demonstrate huge gains for some schools; Our Lady and St Bede, have improved dramatically - their results are significantly above national and their Progress 8 score on 0.67 is exceptional.

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

36. In all other key measures, Stockton has outperformed national averages particularly notably in the percentage of pupils gaining A*C in English and maths and the percentage of pupils entered for and achieving the English Baccalaureate. However, some schools individually, still fall under both LA and national averages.

36. For the first time in 2016, a formal category of 'Coasting Schools' will be adopted by the DfE due to the Education & Adoption Act, 2016. Coasting schools are those that consistently fail to

ensure pupils reach their potential. The 'coasting' definition will capture school performance over 3 years. In 2016 it will consider performance in 2014, 2015 and 2016 and a school will only be identified as coasting if it is within the coasting definition in all three years.

37. For secondary schools in 2016, the definition will apply to schools which:
- in 2014 and 2015 had fewer than 60% of children achieving 5+ A*-C GCSEs including English and maths, and below the median percentage of pupils making expected progress in English and mathematics; and
 - in 2016 the school's Progress 8 score is below -0.25.

Currently, only one school in Stockton – Bishopsgarth - is predicted to be labelled 'coasting' by DfE.

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

POST 16 EDUCATION

39. Stockton has two schools and two colleges with A Level provision. The **4 Stockton providers** are Conyers Academy, Egglecliffe School, Stockton Riverside College (SRC) and Stockton Sixth Form College (SSFC).

40. The headline measures in 2016 for Post 16 performance have changed from 2015. However, the new performance tables will not be published until January and March 2017 and so comparable measures to 2015 will be given here until the release of the new performance tables' data.

41. (The new measures will include: **progress** (a value added progress measure for academic and Applied General qualifications and a combined completion and attainment measure for Tech Level qualifications); **attainment** (average point score per entry, expressed as a grade and average points); **progress in English and maths for students without a good GCSE pass in these subjects** (the average change in grade separately for English and Maths); **retention** (proportion of students who are retained to the end of their main programme of study); **destinations**.)

42. The A level achievement measures to report are:

- The percentage of students who attain pass grades A* - B and the percentage of students who attain pass grades A* - E.
- The percentage of students achieving A levels in facilitating subjects. (Facilitating A-levels are ones that are commonly needed for entry to leading universities. They are: Biology, Chemistry, Physics, Mathematics, Further Mathematics, Geography, History, English Literature and Classical or Modern Languages.)
- Overall achievement (measured using average point scores (APS) where the following tariff is applied:

A*	300	A	270	B	240	C	210	D	180	E	150
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- APS per entry is the average points achieved by the school or college per subject entry
- APS per student is the average points gained by each student when their individual A Level grades are combined.

43. Egglecliffe has performed very well with another increase in the highest grades of A*-B with a 6% increase to 67%. The percentage of A level students achieving 3 A levels at grades AAB or higher (in at least 2 facilitating subjects) has also seen a rise to 25% which is 10% higher

than the 2015 national average. Egglecliffe's average point score per A level entry has increased by 30 points to 239, 23 points above 2015 national average.

44. Conyers has also continued their strong performance in the percentage of A level students achieving 3 A levels at grades AAB or higher (in at least 2 facilitating subjects) by achieving 19%, 4% higher than 2015 national average. However, other results have fallen with highest grades of A*-B falling by 8% to 52% and average point score per A level entry falling 10% to 214.
45. The performance of Stockton Sixth Form College at A level is below that of the sixth form schools. Their performance for the percentage of students at A level achieving the highest grades of A*-B at 34.6% has remained static from 2015. Other key measures have seen falls of the percentage of A level students achieving at least 3 A levels at A*-E, falling 27.4% to 36.6 and the percentage of A level students achieving at least 2 A levels at A*-E falling by 17.5% to 71.5%. However, it is to be noted that many of Stockton Sixth Form College students complete combined A level and level 3 vocational equivalent qualifications. This means students are still achieving level 3 qualifications that will allow entry into universities but the performance tables now do not take into consideration combined A level and equivalence. For example, performance of A*-B would be at 47% (rather than 34.6%) if combined qualifications were counted. Stockton Sixth Form College have had increases in some key areas in 2016. The percentage achieving an A*-E grade has risen by 4.2% to 98.2% and average point score per A level entry has increased by 30 points to 223.4.
46. At Stockton Riverside College, for A Level provision, there has been a disappointing decline in the high grade percentage (for grades A*-B) in 2015/16, compared with the previous year, of 6.4% points, from 41% to 34.7%. The College has seen the achievement rate increase at both A Level and AS Level in 2015/16, compared with 2014/15 outcomes from 94.4% to 94.7% and from 79.5% to 81.8% respectively. Also, for AS Level provision, high grade performance has improved, from 25% achieving grades A*-B in 2014/15, to 30%. This may bode well for the achievement of this cohort next year, when they complete their A Level courses.
47. Students are also offered alternative accreditation largely in the form of BTEC qualifications. These qualifications tend to be more vocationally based and a wide range of them are traditionally delivered by the colleges. Performances at vocational qualifications are very strong across the providers. Data for the vocational qualifications has not yet been collated and submitted from the colleges; it will be reported on when received.

Table shown below:

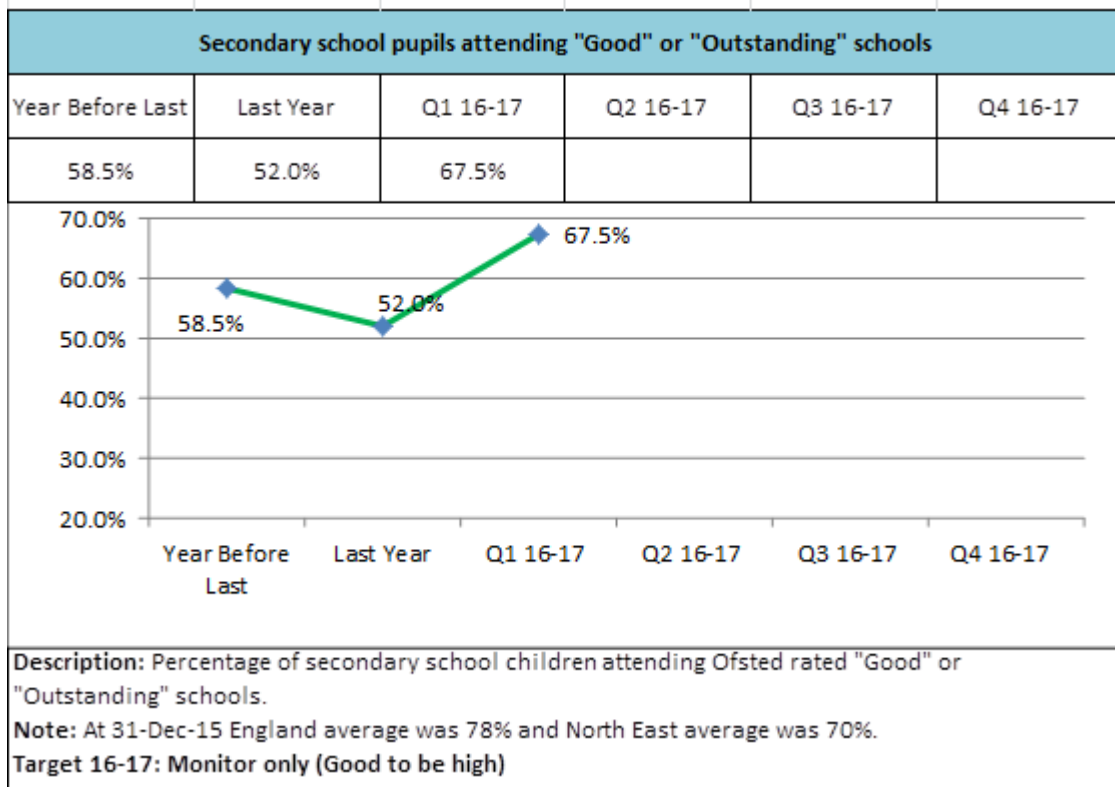
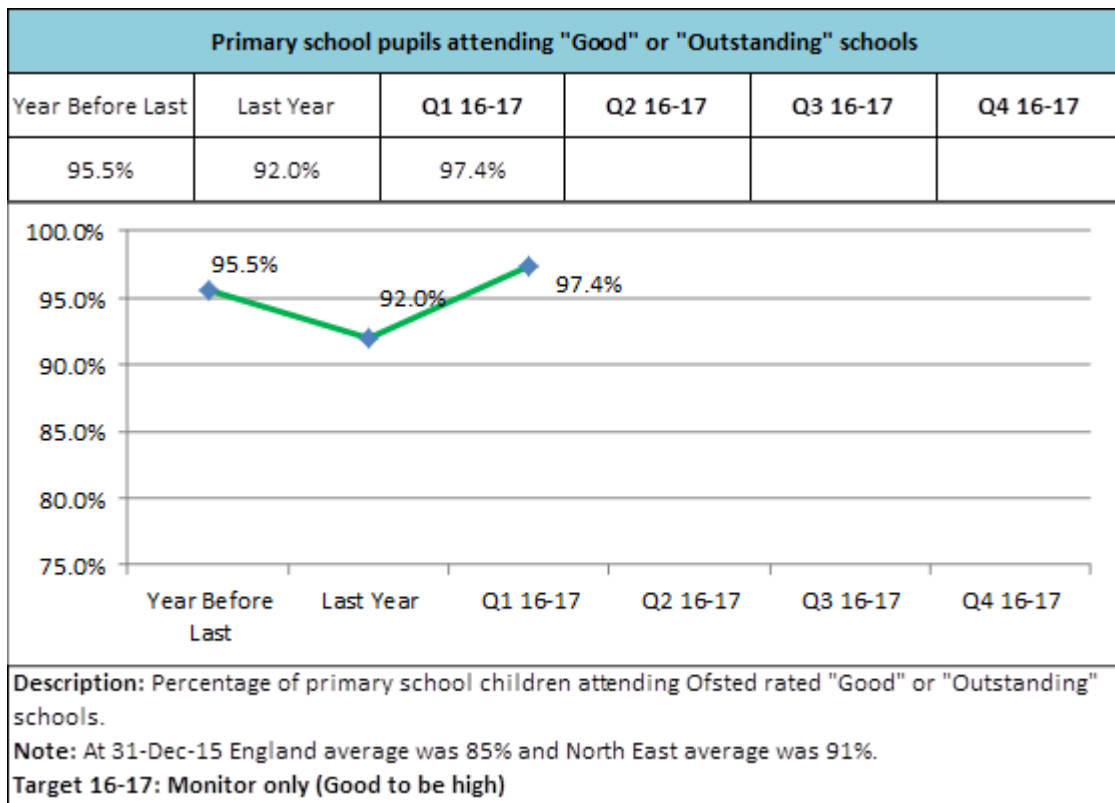
	Conyers			Eggescliffe			SSFC			SRC			LA			National		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Number of students at the end of A level study	99	81	96	119	109	135	258	215	232	185	165	205	661	570	463	***	***	
Total Number of A-Level Entries	310	262	268	366	328	392	643	702	494	506	430	498	1825	1722	1154	***	***	
% A-Level Entries A*-B	52.9%	60.3%	52%	51.4%	61.3%	67%	32%	32.1%	34.6%	37.2%	41%	34.7%	40.9%	44.9%	45.1%	52.2%	***	
% A-Level Entries A*-E	98.7%	100%	99%	98.6%	99.1%	100%	98%	94%	98.2%	98.4%	98%	96.8%	98.4%	96.9%	98.3%	98%	***	
Average point score per A level entry	218.6	225.3	214	220.6	230.9	239	195	193.4	223.4	201	208.3	206.2	205.2	164.1	220.4	215.5	216.1	
Average point score per A level student (full-time equivalent)	803.6	841.7	785	764.6	790.2	695	677.6	654.8	475.7	690.3	693.1	618.6	716.7	502.4	608.3	787.1	778.3	
% of A level students achieving at least 3 A levels at A*-E	95%	98%	84%	91%	89%	83%	70%	64%	36.6%	79%	83%	50.2	79.9%	49.8%	57%	79.5%	78.7%	
% of A level students achieving 3 A levels at grades AAB or higher (in at least 2 facilitating subjects)	9%	17%	19%	17%	17%	25%	2%	3%	3.2%	8%	7%	4.4%	7.4%	8.2%	10.2%	15%	14.7%	

*** Not available

IMPACT OF LOCAL AUTHORITY MONITORING, SUPPORT AND CHALLENGE

48. The performance of the primary schools in Stockton continues to be very strong. All maintained schools are presently judged by Ofsted to be good or better whilst two academies in Stockton are judged to be 'Requiring Improvement' in their recent inspection. Six primary schools were inspected by Ofsted in 2015-2016. Five of these were maintained schools all of which continued to be judged as Good under the new Ofsted inspection framework introduced in September 2015. The one Academy primary, which held a Good Ofsted judgment prior to academy conversion, was also judged to be Good. As more primary schools convert to academy, more schools have no current Ofsted judgement. (Five primary schools will have converted to academy status during 2015-2016 giving a total of 17 primary academies - 27% of primary schools). The challenge is, therefore, to ensure that the monitoring, challenge and support mechanisms of the Local Authority extend to academies to sustain effectively the high quality of performance and maintain the strong Ofsted outcomes.
49. During 2015-2016 four Stockton secondary schools had an Ofsted inspection; two maintained schools and two academies:
- Northshore Academy was judged as Requiring Improvement for a second time.
 - Bishopsgarth School was judged to be Requiring Improvement for a second time and converts to academy status on 1st September 2016.
 - Thornaby Academy was judged to be in Special Measures.
 - Northfield school were judged as Good.
50. At the time of writing this report, of our 16 secondary schools, 6 do not currently have an Ofsted judgement due to their conversion to academy status, and one as a Free School. Of the 10 remaining, 2 are judged outstanding, 3 good.

The tables below show the number of pupils now attending good or better schools.



51. Ofsted inspection outcomes for settings and Child minders currently stand as follows:

Settings	100% graded as Good or Better
Child minders	98% graded as Good or Better
Overall (All settings and Child minders)	98% graded as Good or Better

52. Of 400 child minder, 4 have an Ofsted judgement of Requires Improvement. These 4, as well as newly registered providers, are receiving additional support to ensure that the standard of provision is at least Good. A new cycle of inspections begins on 1st September 2016. In order to maintain the above high standards, the service will continue to provide support and training to providers.
53. Stockton continues to engage with a Tees wide collaboration to improve standards. The Transforming Tees; Education and Skills Challenge launched in September 2015 has started to offer strategies, seminars and the opportunity to share progress towards improving performance across the Tees authorities. Stockton Education Improvement Service arranged and led the first two conferences attended by school leaders and teachers from across the Tees Valley and the NE, on raising achievement in secondary Maths and English. The 'Transforming Governance Group' has been active throughout the year in evaluating Ofsted reports, developing the monitoring the quality and standards of Governance and providing support and challenge for governance across Stockton.
54. Much preparation has been invested to set up Raising Achievement Partnerships (RAPs) which are being launched from September 2016. The ten primary and two secondary partnerships, each comprising a group of Headteachers and an LA Leadership Development Partner will meet throughout the year, share good practice, priorities for improvement and strategies to promote improvement. A robust protocol of school-to-school challenge and support will be promoted through the Raising Achievement Partnerships to complement existing monitoring and challenge as identified in the School Improvement Framework. More information can be found in **Appendix 1**.
55. As an element of the School Improvement Framework, the first year of the Key Stage 2/3 Transition Guarantee has almost been completed. All secondary schools have attended primary Key Stage 2 moderation, primary schools have shared Year 6 pupil attainment, curriculum and pastoral information in an increasingly uniform manner using the Stockton SPriNT Tracker or equivalent. Year 6 pupils have worked in English and Maths exercise books following the SATs and will continue to use these exercise books in the first month of Year 7 in all schools to provide additional information to their Year 7 teachers. A common Transition Week was held in the summer term.
56. The Transition Guarantee will now be reviewed with all interested parties to build upon practice and impact in 2016/17. In addition a 0-5 Transition Guarantee is being launched with pre-school and primary schools which is intended to further support 'school readiness' for reception children. A post-16 Key Stage 4/5 Transition Guarantee is also under development.

COMMUNITY IMPACT IMPLICATIONS

57. 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

58. There are no financial implications to the report.

LEGAL IMPLICATIONS

59. There are no legal implications to the report.

RISK ASSESSMENT

60. 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

61. 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

62. 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

63. 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.