

Education, Inclusion & Achievement

Overview Report

Summary

This report gives an overview of the key achievements and challenges in 2025/26 for the Education, Inclusion & Achievement Service.

Key Achievements

1. Consistent academic results across education and VERY strong within the Tees Valley

The following is based on school reported data and is provisional. However, does paint a very positive and consistently strong picture overall.

For our pupils leaving Reception Class:

- a) 70.8% of children achieved a Good Level of Development (GLD) in 2026. This is a 1.3% increase in comparison with 2025, and 0.5% above the provisional regional average (70.3%). But, there is a need for further improvement in the next two years if Stockton-on-Tees is to meet the aspirational DfE target for 2028 (78.5%). It's worth noting that Schools that participated in the local authority programme on "School Readiness" improved their GLD outcomes by an average of 4.7%. This programme will continue in 2026-27 as part of the local authority School Readiness work and is already proving a popular training offer for schools.
- b) At the end of Year One, the proportion of Year 1 children meeting the standard in the phonics screening check was 80.5%. Although slightly below the national average, it is a 0.4% improvement in comparison with 2025.
- c) At the end of Key Stage Two, Stockton-on-Tees schools continue to perform well at the expected standard. Overall, 65.8% of pupils met the expected standard in reading, writing and maths. This was a 0.6% improvement in comparison with 2025, and over 2% above both regional and national averages.
- d) At GCSE Grade 4 and above, Stockton on Tees ranks 1st in the Tees Valley, ranks 1st North East of England and exceeded national average for this measure, 71.8% of students obtained a Grade 4 (or above) in all subjects compared with 67% Nationally. In addition, at GCSE Grade 5 and above Stockton on Tees ranks 1st in the Tees Valley,

ranks 1st North East of England and exceeded national average for this measure. 56.3% of students obtained a Grade 5 (or above) in all subjects compared with 52.1% nationally.

- e) At A level A*-E, the provisional “all ages” data, shows that 98% of Stockton on Tees students achieved a pass in all subjects exceeding national average (97.5%) and ranking 2nd in the Tees Valley for this measure.

2. Clear positive impacts of the “Skills for Success” programme and “Stockton Post 16 Partnership”

SKILLS FOR SUCCESS

This programme has been designed to boost skills, confidence and future aspirations of young people

It aims to complement the current curriculum and qualification route whilst minimising disruption to the pupil's education

There is a practical application of academic study, mentoring and industry visits – aligned to local business and industry need

The objectives of Skills for Success are to:

- Raise aspirations among disengaged young people
- Improve attendance, behaviour, and engagement in learning
- Reduce suspensions
- Provide exposure to various career opportunities
- Provide advice and guidance through mentorship
- Increase aspirations and provide clear options for progression
- Recognise a wider range of success, regardless of academic attainment
- To hear the student voice and act upon it, where appropriate
- Develop key life skills such as communication and confidence
- Recognise the needs of employers and support their future workforce requirements
- Reduce NEET over time.

These are some of the proven impact areas so far (variable for each learner):

- Raised aspirations among disengaged young people
- Improved attendance, behaviour, and engagement in learning
- Reduced suspensions
- Clearer options for progression

- Strengthened key life skills such as communication and confidence.

STOCKTON POST 16 PARTNERSHIP

This group has senior representation from all our Post 16 Providers and relevant Council Officers

Strategic Priorities:

- **Priority 1: Transitions Support**

Target support specifically towards those at risk of dropping out and/or becoming NEET.

- **Priority 2: Communications**

Establish clear understanding of our Post 16 offer and opportunities with our young people and their parent/carers.

- **Priority 3: Enrichment**

Equip young people with the life skills needed to independently support themselves.

- **Priority 4: Local Business & Investment and Careers in Stockton**

Build on strong working relationships with local business leaders to inspire aspiration amongst our Young People, allowing them to view Stockton as the place to succeed.

Improve our careers offer within Stockton, to ensure there are Post 16 opportunities that appeal to a range of different interests.

Create a greater awareness of these opportunities

- **Priority 5: Excellence for All**

Peer support and challenge to further improve Key Stage 5 outcomes at the higher grades

Working Groups convened to work collaboratively to deliver the strategic objectives

Monthly Post 16 Partnership meetings convened to drive innovation/ action forward and ensure accountability for action taken and impact.

These are some of the key areas of impact so far:

- **Priority 1: Transitions Support**

Strengthened partnerships with secondary schools, including SEN Academy Trust 2026-27

Strengthened partnerships with SBC Virtual School and EET Intervention

Transport (connectivity, cost, journey time) an emerging issue. Strengthened strategic engagement at local and regional level to improve this context

2026-27 additional priority identified: Transport

- **Priority 2: Communications**

PR campaign launched to raise awareness of Stockton Post 16 offer with young people and parent / carers, driven by Stockton Corporate Comms team.

Main tactic of PR campaign via a collaboratively designed flier, social media posting and Stockton News.

Increased pupil registration in Stockton Post 16 providers – significantly increased in SSFC (anecdotal evidence increased by 100% 2026-27).

- **Priority 3: Enrichment**

- **Cross reference Priority 4**

- **Priority 4: Local Business & Investment and Careers in Stockton**

Strengthened partnership of Stockton Business and Industry with Stockton Career Leads

Raised awareness of local Business and Industry with Stockton Careers Leads

Mentoring engagement with young people from Stockton Business and Industry

- **Priority 5: Excellence for All**

A level grades A*-A rank 1st in the Tees Valley

Strengthened collaboration to strengthen further KS5 quality of teaching, with specific reference to more able students

3. Positive Impact of “Be Kind to Your Mind” programme

The transition from primary to secondary school is a significant milestone for young people and can be particularly challenging for vulnerable pupils and those experiencing emotional wellbeing concerns.

Recognising the potential impact that anxiety, uncertainty and social pressures can have on a child's ability to successfully settle into secondary education, the School Support Team developed the Be Kind to Your Mind (BKTYM) Enhanced Transition Programme.

The programme provides targeted support designed to improve confidence, emotional wellbeing and readiness for learning before pupils begin Year 7.

The programme's key objectives are to:

- Improve emotional wellbeing and confidence.
- Reduce anxiety associated with starting secondary school.
- Strengthen relationships between pupils, families and schools.
- Facilitate early identification of emerging needs.
- Promote a smooth and successful transition into Year 7.
- Support positive engagement with education from the outset

The program is delivered during the final two weeks of the summer holiday, BKTYM offers pupils the opportunity to attend their new secondary school in small groups prior to the start

of term. This supportive environment enables children to become familiar with their new surroundings, meet key members of staff, develop peer relationships and build confidence ahead of September.

The programme combines school tours, wellbeing activities, question and answer sessions, structured physical activities and opportunities for pupils to discuss concerns about transition.

Parents and carers are also actively involved through information and support sessions, strengthening family engagement and ensuring children receive consistent support throughout the transition process.

To enhance longer-term impact, the programme includes a three-week wellbeing programme delivered during the first half term of Year 7. This enables schools to identify emerging needs at an early stage and provide timely support to pupils who may be struggling to settle into secondary education.

A key strength of BKTYM is its strong partnership approach. The programme is delivered through collaboration between the School Support Team, Alliance Psychology Services, HDFT 5-19 Team and secondary schools across Stockton-on-Tees.

Schools play a pivotal role by providing access to facilities, introducing key staff and creating welcoming environments that help pupils feel comfortable and supported before their first day.

The School Support Team also works closely with the Local Authority's HAF Team to maximise opportunities for participating children. Through HAF funding, pupils eligible for Free School Meals receive a packed lunch, while all participants benefit from organised sports activities delivered by local community providers.

Impact

The Be Kind to Your Mind Enhanced Transition Programme demonstrates how early intervention, innovative practice and strong partnership working can improve outcomes for children at a critical stage of their educational journey.

Impact varies according to each individual need; feedback from pupils who have benefited from the programme evidence the following:

- Greater confidence
- Strengthened resilience
- Improved readiness to learn.

4. The ASEND report acknowledges many effective areas and areas to be proud of within the service. Although the report states that there are “inconsistent experiences and outcomes” for children with SEND.

The report acknowledged there is clear ambition to improve outcomes for Children and Young People (CYP) with SEND. It also identified a shared vision and a co-ordinated, collaborative approach.

The report praised the service's use of accurate information in setting priorities for CYP. The multi-agency working was particularly praised for ensuring joined up support.

Stockton Parent Carer Forum's work was rightly acknowledged as was the work we do together on co-production.

A clear strength is the prioritising of the voice of CYP which has led to contributions to improvement plans and Preparation for Adulthood (PfA) resources.

The 0-19 services work on transitions was praised – in particular the “Grow Well, Grow Healthy” programme and “All Together” sessions which help children with SEND and their families prepare for next steps in their education.

There is a well co-ordinated offer for children who have sensory needs. For example, there is an OT programme which helps parents understand and support with sensory needs in the home.

Our Early Help Service was seen to provide effective support through close partnership working. As a result there is early identification of needs and timely intervention.

The effective working relationships between children's social care, education professionals and the Virtual School help to ensure the needs of children with SEND have their needs met.

The SEND caseworkers attached to schools are clearly doing a very good job. They provide a consistent point of contact and advice on how best to meet the needs of CYP. Specialist teachers provided by the SEND service were also praised for their support of school staff.

Our Pathway Development Centres which seek to prevent exclusion of CYP provide timely assessment and plans for next steps for this vulnerable group. This can support children well in their return to mainstream settings.

Early Years (EY) support was also praised and our Early Support Nursery clearly provides good support to other EY providers with outreach programmes.

There is a very good Personal Development (PD) offer, clearly valued highly by schools and settings. This has led to better rates of attendance for targeted CYP with SEND.

Our Risk Of NEET Indicator (RONI) helps us to provide effective oversight of children with SEND who are at risk of becoming Not in Education Employment or Training. This is helping us to support young people in making next steps appropriate to their needs.

The Alternative Provision (AP) in the borough is consistently monitored. Again, the service's use of CYP voices in informing our monitoring is mentioned positively.

Challenges

5. Fully understand the implications of the council financial settlement and continuing academisation within the schools sector. Make the necessary adjustments to ensure a nimble and pro-active service.

As of August 2026, 8 primary schools and one secondary school remain as Local Authority Maintained schools. This means that overall financial contributions to council services by maintained schools continues to fall.

Although some academies still buy into some council services, these are financial decisions made by those trusts and not services that the council statutorily provides.

A number of traded services are operated from within Education Inclusion and Achievement (EIA), these services are of high quality and could operate well within a competitive market, we need to look at how we can ensure that they are positioned to do so.

The council maintains all of its statutory services and continues to support all schools (particularly those who are maintained) in as many ways and as effectively as it possibly can, as evidenced in our provisional 2026 outcomes.

The current financial settlement to the council (over the next three years) means that EIA must look carefully to see which can be reasonably maintained given the resources available.

In this context there remains a strong commitment to ensure EIA can meet all its statutory duties and address the challenges outlined in this report in the most efficient and effective way.

6. Delivering the full LARP programme

Delivery of the Local Authority Reform Plan (LARP) requires the mobilisation of multiple improvement workstreams simultaneously and to support this we have employed a dedicated project manager for the first year of delivery to support coordination.

Expectations from Department For Education (DFE) are around demonstrating early progress by the end of October, meaning that much of the infrastructure for delivery needs to be established within a relatively short period and we are working at pace on this.

A large proportion of the actions require coordinated delivery across education, health, social care and wider partners, which increases the complexity of implementation. In addition, the Integrated Care Board (ICB) are integral partners to this improvement. They are working across 12 Local Authorities (LA) and it will be important for us to ensure we co-ordinate with the full regional approach where appropriate.

Several workstreams, such as Experts at Hand, depend upon specialist knowledge and expertise that is currently limited both locally and nationally, creating challenges in securing the right support at the right time for schools and recruitment and retention challenges for us.

Some actions require capacity from staff who are already managing statutory responsibilities and significant operational demand.

Robust governance, performance monitoring and reporting arrangements have been reviewed and re-established to monitor impact and maintain momentum.

Whilst challenging, the LARP provides us with a clear framework for improvement and an opportunity to strengthen partnership working, increase accountability and deliver long-term benefits for children and young people with SEND, this will begin by the delivery of experts at hand in the autumn term.

7. The number of young people becoming NEET within the Borough

As per the national picture, many young people within the Borough are becoming NEET. This issue remains a national and Stockton priority; it is well documented that Stockton on Tees has some particular challenges in this area.

Contextually, we have seen some success in the programmes outlined below.

- excellent improvement in the Post 16 offer thanks to the work of the Post 16 Partnership.
- Substantial success of the Tees Valley Youth Trailblazer project and Skills for Success
- Delivery of the ICB Work Well Programme and Connect to Work programme

We remain aspirational and recognise there is progress still to be made. Key indicators that a young person will become NEET are wide ranging and complex: lack of school readiness from the very start of Education, any significant breaks in education (exclusion, suspension), mental health difficulties, unmet SEND needs, significant childhood trauma, being a Child in Our Care. Children in these circumstances continue to need consistent help and support in ensuring that we do whatever we can to minimise their risk of becoming NEET. We continue to strive and secure earlier intervention with those children at risk of becoming NEET, including children not previously identified in the RONI.

8. Mirroring point 5, the ASEND report states that there are “inconsistent experiences and outcomes” for children with SEND and these are the areas where the service needs to focus.

There are a number of issues outlined with Education Health and Care Plans (EHCP):

EHCP's typically don't reflect CYP's social care and health needs well enough. Therefore reports don't accurately describe the support CYP require.

PfA is not yet built effectively into EHC plans. The plans need to be more ambitious and support provided for practitioners in understanding how they can help CYP with SEND meet their goals.

The aspirations of CYP in educational settings need to be better reflected in their reports. Some EHCPs need more up to date information to ensure there is effective multi-agency support.

Some parents and carers report concerns about transition from child services to adult services.

Moves between educational settings need to be better planned for CYP. There is not a consistently well understood partnership approach to transition for CYP with SEND.

There is limited residential provision within the Borough. This means that a number of children are being placed away from Stockton on Tees and away from their family.

The local partnership's approach to meeting SEND needs is not consistent across all educational settings. This inconsistency across schools in the Borough leads to a number of adverse outcomes – including high rates of suspensions and exclusions for children receiving SEND support.

CYP with SEND who have been excluded often wait too long for a return to full time education because there are not enough appropriate local places.

Emerging Issues

- 9 **There seems to be an emerging issue in Stockton (and across the North East) of a low proportion of young people achieving higher grades or achievement measures in national testing – when compared to National Averages. It's important to say that many results are still “school reported” and provisional. We also need to have a deep look at context. However – an initial look at data indicates that:**
- a) At Key Stage Two, at the Greater Depth measure, results are inconsistent over the last 3 years in Reading, Writing and Maths and the combined R,W,M scores. This year, in all areas (other than Writing) Stockton on Tees scored below the national average.
 - b) At GCSE Stockton on Tees is performing well in comparison to other North East and Tees Valley LAs. Contextually, the Tees Valley average for this measure is 3.1% and the North East average is 3.4%. However, the percentage of students who were awarded a level Grade 9 in all subjects was 4.2% compared to 5% nationally, which reflects the regional picture.
 - c) At A level, contextually, we ranked 1st in the Tees Valley and 5th in the North East. However, the percentage of students scoring A* - A in all subjects is 23.1% compared with 28.3% nationally, which reflects the regional picture.

We continue to be aspirational for our children and young people. Throughout 2026-27, relevant training and targeted support will be offered to schools; already our Post 16 leaders are working collaboratively to scope plans which will strengthen further our Post 16 outcomes.

Cabinet Member Approval

The Cabinet Member has been briefed on the contents of this report.

Stockton-on-Tees Plan – Progress 2026

Education, Inclusion & Achievement

Summary

Following Council agreement of the Stockton-on-Tees Plan in 2024, it was agreed that the Children and Young People's Select Committee would receive annual performance updates of the Tier 2 outcomes.

The indicators attached (Appendix 1) provide Children and Young People's Select Committee with an update on the Council's progress against the high-level outcomes identified in the Stockton-on-Tees Plan.

Recommendations

Children and Young People's Select Committee is recommended to note and comment on the update attached at Appendix 1.

Reasons for the Recommendations

1. To Ensure Transparency and Accountability:

Regular reporting against the Stockton-on-Tees Plan enables Members to monitor progress, assess the effectiveness of service delivery, and ensure that the Council remains accountable to residents and partners.

2. To Support Evidence-Based Decision Making:

The report provides an overview of outcomes, highlighting both achievements and areas requiring improvement. This evidence base supports informed decision-making and prioritisation of resources.

3. To Drive Continuous Improvement:

Identifying areas for improvement allows for timely intervention and the implementation of corrective actions. This promotes a culture of continuous improvement across services and contributes to better outcomes for communities.

4. To Align with Strategic Priorities:

Monitoring progress against the Stockton-on-Tees Plan ensure that the organisation remains focused on delivering its strategic objectives and that progress is aligned with the Council's vision and long-term goals.

5. To Inform Future Planning and Budgeting:

Insights from the report can inform future service planning, policy development, and budget setting, ensuring that resources are targeted effectively to meet community needs.

6. To Highlight and Celebrate Success:

Recognising areas of strong progression helps to motivate staff, share best practice, and reinforce the Council's commitment to delivering high-quality services.

Detail

1. The Stockton-on-Tees Plan (2024) set a Vision for the future of the Borough, developed with communities, for communities:
 - a. Our Vision: Stockton-on-Tees is home. It's a warm and friendly place where we welcome others and come together as a single community. We are a diverse and inspiring Borough, culturally rich and with confidence in a future that we can all share and be proud of. At the economic heart of the Tees Valley, we are a dynamic, safe and healthy place where everyone can grow and succeed. We will continue to work together to reduce inequalities and barriers to opportunity.
2. The wider plan was developed to reflect the drivers and priorities that can turn our Vision into reality, and included a picture of success, underpinned by key outcome measures (What success looks like – Stockton-on-Tees Borough Council).
3. Outcomes centre around our priority areas of:
 - **The Best Start in Life to Achieve Big Ambitions**
 - **Healthy and Resilient Communities**
 - **A Great Place to Live, Work and Visit**
 - An Inclusive Economy
 - A Sustainable Council
4. Appendix 1 provides the first year's progress report against key outcome measures, it includes:
 - a. The vision and priorities
 - b. Key indicators (current position and direction of travel)
 - c. Activity to date
 - d. Planned activity
 - e. Key metrics
5. This includes:
 - a. Areas where the Council performs above the national average, and demonstrates strong performance trends aligned to our ambitions:
 - % of attendance pupils of compulsory school age in Stockton-on-Tees schools (primary)
 - % of attendance pupils of compulsory school age in Stockton-on-Tees schools (special)
 - % of pupils with persistent absence – 10% or more missed (primary)
 - % of pupils with persistent absence – 10% or more missed (special)
 - % of pupils with severe absenteeism – 50% or more missed (primary)
 - Rate of permanent exclusions (special)
 - Rate of suspensions (primary)
 - Rate of suspensions (special)

- Rate of pupil enrolments with one or more suspensions (primary)
 - Rate of pupil enrolments with one or more suspensions (special)
 - % of pupils achieving Expected Standard in reading, writing and maths at KS2
 - % of CIN pupils meeting Expected Standard at KS2 in reading, writing and maths
 - % of CIOC achieving 9-4 in English and Maths at KS4
 - % of pupils achieving level 9-4 in English and Maths at GCSE with an EHCP
 - % of pupils achieving level 9-4 in English and Maths at GCSE with SEND Support
- b. Areas where the Council shows strong performance relative to national averages, however there is a need to manage local trends to improve outcomes:
- % of all SEND provision pupils (inc. EHCP) achieving Expected Standard at KS2 in reading, writing and maths
 - % of CIOC pupils meeting Expected Standard at KS2 in reading, writing and maths
- c. Areas where the Council demonstrates strong performance trends aligned to our ambitions:
- % overall attendance for SEND Support pupils in Stockton-on-Tees schools (primary)
 - % overall attendance for SEND Support pupils in Stockton-on-Tees schools (secondary)
 - % overall attendance for Children In Our Care (primary)
 - % overall attendance for Children In Our Care (secondary)
 - % persistent absence for Children In Our Care (primary)
 - % persistent absence for Children In Our Care (secondary)
 - % overall attendance for CINO (primary)
 - % take-up of 3 and 4-year old universal childcare offer
 - Number of supported internships
- d. Known areas of challenge, which form the basis of targeted activity to improve outcomes:
- % of attendance pupils of compulsory school age in Stockton-on-Tees schools (secondary)
 - % of pupils with persistent absence – 10% or more missed (secondary)
 - % of pupils with severe absenteeism – 50% or more missed (secondary)
 - % of pupils with severe absenteeism – 50% or more missed (special)
 - % overall attendance for EHCP pupils in Stockton-on-Tees schools (primary)
 - % overall attendance for EHCP pupils in Stockton-on-Tees schools (secondary)
 - % of persistent absence for pupils with SEND Support in Stockton-on-Tees schools (primary)
 - % of persistent absence for pupils with EHCP in Stockton-on-Tees schools (secondary)
 - % overall attendance for CINO (secondary)
 - % overall attendance for CP (primary)

- % overall attendance for CP (secondary)
- % persistent absence for CINO (primary)
- % persistent absence for CINO (secondary)
- % persistent absence for CP (primary)
- % persistent absence for CP (secondary)
- % of annual visits on time for pupils electively home educated (EHE)
- Rate of permanent exclusions (primary)
- Rate of permanent exclusions (secondary)
- Rate of suspensions (secondary)
- Rate of pupil enrolments with one or more suspensions (secondary)
- Rate of CIOC with 1+ suspension
- Rate of suspensions (SEND Support)
- Rate of suspensions (EHCP)
- Rate of SEND Support with 1+ suspension
- Rate of EHCP with 1+ suspension
- Rate of permanently excluded SEND Support
- Rate of permanently excluded EHCP
- Attainment 8 score for SEND pupils (inc. EHCP)
- Attainment gap between disadvantaged and non-disadvantaged at the end of KS2
- % of children with SEND Support achieving Good Level of Development at age 5
- % of children with EHCP achieving Good Level of Development at age 5
- % of young people aged 16-17 not in Education, Employment or Training
- % difference between the proportion of children eligible or not eligible for Free School Meals with a good level of development
- Attainment 8 KS4 average score for LA-maintained schools
- Number of SEND decision appeals to the tribunal
- Number of children with EHCP's in out-of-area education placements

e. Indicators that are specific to SBC with a positive trend:

- % of schools with pupils whose attendance is under 90% that receive a targeted discussion
- % of referrals for pupils missing from education resolved
- % of child entertainment and employment licences actioned on time
- % of unsatisfactory Electively Home Educated pupil cases returned to education in a school within 4 weeks
- % of term-time unauthorised absence referrals paid within timescales
- Average number of GCSE grades 4-9 achieved by pupils accessing Home and Hospital
- Number of pupils accessing local authority commissioned Alternative Provision with an EHCP
- Number of pupils accessing local authority commissioned Alternative Provision with SEND Support

- Number of pupils accessing local authority commissioned Alternative Provision with no identified SEN needs
- % of Year 11 pupils accessing LA-commissioned Alternative Provision who achieved a Maths and English qualification
- % of pupils accessing LA-commissioned Alternative Provision who achieve 9-4 in English and Maths at KS4
- Average number of GCSE grades 4-9 achieved by pupils accessing LA-commissioned Alternative Provision
- % of Alternative Provision providers meeting the local authority quality assurance threshold
- % of EHCP pupils accessing mainstream education
- Number of supported internships
- % of CIOC with a Personal Education Plan completed in statutory timescales
- % of Personal Education Plans assessed as good or better against quality assurance criteria
- % of children who remain in their placement following a Fair Access decision
- Number of LA-maintained primary schools requiring support to improve (less than expected/good in one or more areas at most recent Ofsted inspection)
- % of children with EHCP's in maintained or academy specialist placements

Community Impact and Equality and Poverty Impact Assessment

6. The Council Plan drew from a wide range of data and intelligence. But overall, it represents the voice of the Borough. It has been developed with communities, for communities. Intelligence has been gathered from:

- Our Residents Survey
- Conversations with Community Groups
- Face-to-face interviews
- Our Viewpoint Panel

7. Key themes from our conversation with communities, and which are reflected in the Council Plan are:

- Creating a Borough to be proud of that encourages more young people to stay here
- Creating employment opportunities and raising aspirations
- Creating safe communities and reducing anti-social behaviour in town centres
- Good Schools and Colleges
- Good transport links – including cycleways & pathways
- Joint working with communities and creating an inclusive Borough

8. Working closely with our communities and partners will help us meet the needs of our residents and make Stockton-on-Tees a place we can all be proud of. Some examples of how we will measure success include:

- The number of children in poverty
- **Educational attainment**

- Feelings of belonging in communities
- Crime rates & perceptions of crime
- Satisfaction with employment & accommodation
- Employment rates & productivity

Corporate Parenting Implications

9. The Stockton-on-Tees Plan's strategic priorities will support the Local Authority to deliver its statutory functions and enable it to be an effective Corporate Parent.

Financial Implications

10. The Stockton-on-Tees Plan is aligned with the Council's Medium Term Financial Plan. There are no financial implications as a direct result of this report. Financial Implications will be considered through any proposed action to deliver and approval sought at that point.

Legal Implications

11. Any and all legal implications will be identified through careful action planning throughout the delivery of the Stockton-on-Tees Plan noting, in particular, that growing pressures on communities and public services will require effective management of all Council's resources, and that, any decisions made pursuant to the Council Plan are also made in accordance with the law to minimise any risk of legal challenge.

Risk Assessment

12. The Stockton-on-Tees Plan provides the vision for the future of the Borough. The greatest risk associated with the Stockton-on-Tees Plan is that the development has not been sufficiently robust and that the wrong priorities have been identified. This risk has been mitigated by a detailed development process including considerable consultation with our communities, partners and internally with Members and officers.

Wards Affected and Consultation with Ward Councillors

All Stockton-on-Tees Wards are affected.

Background Papers

Council Plan (Council Report, November 2024)

Name of Contact Officer: Edwin Squire

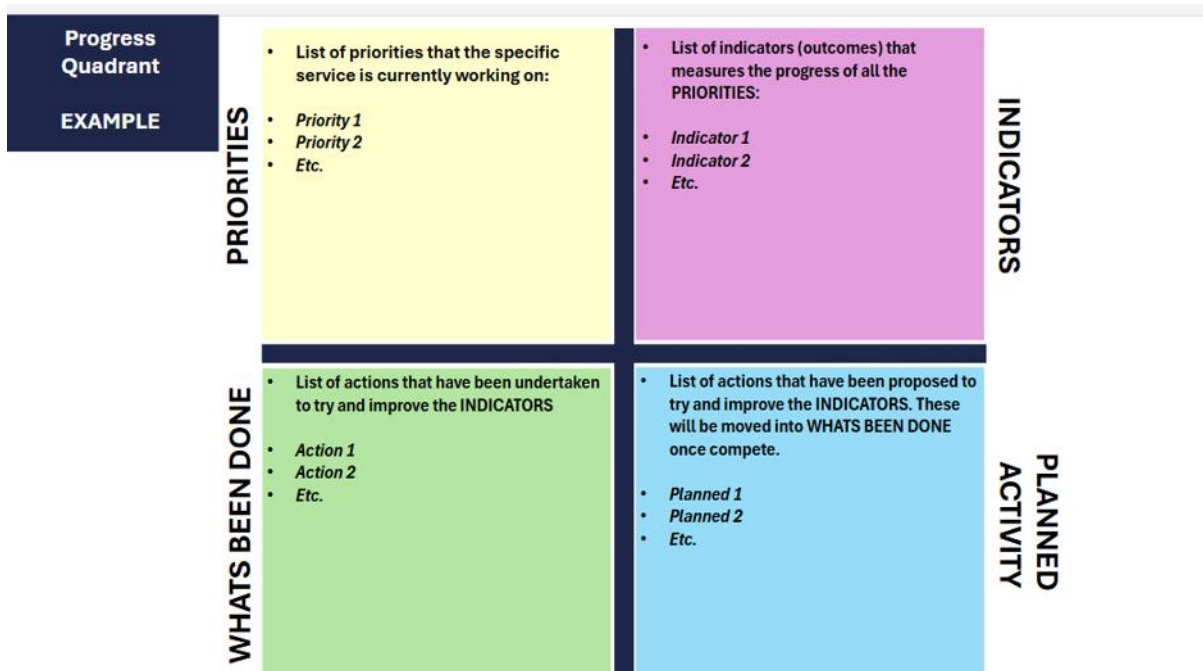
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Appendix 1 – Measuring Progress

a) The vision, priorities and key indicators



Education, Inclusion & Achievement

Service Priorities

THE BEST
START IN LIFE
TO ACHIEVE
BIG AMBITIONS

HEALTHY AND
RESILIENT
COMMUNITIES

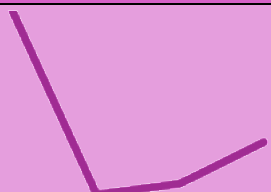
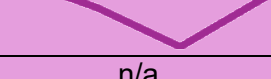
A GREAT PLACE
TO LIVE, WORK
AND VISIT

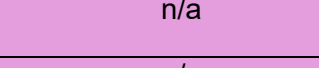
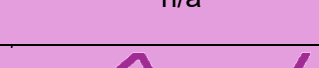
AN INCLUSIVE
ECONOMY

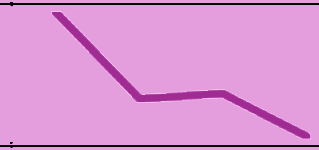
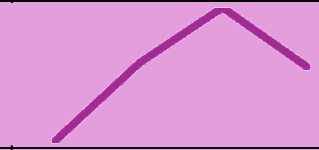
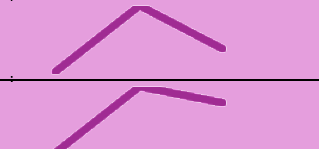
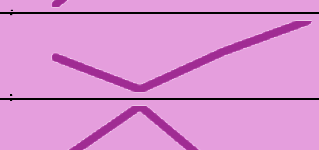
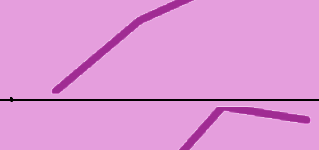
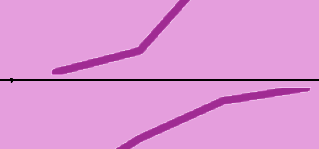
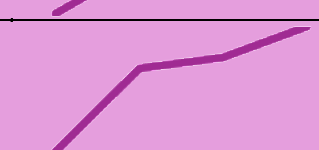
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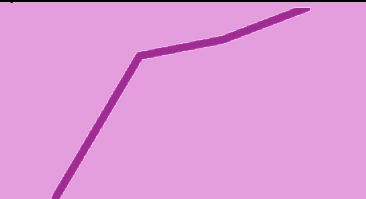
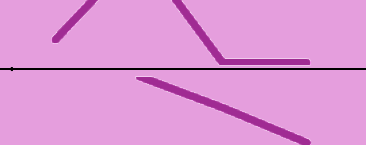
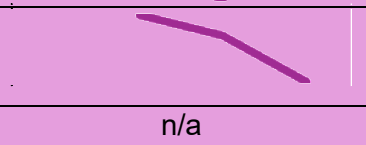
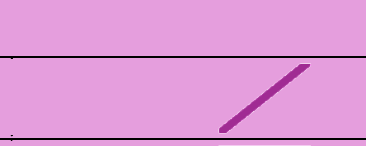
Unique Indicator Code	Priority	Linked to above priority				
SPEIA001	Strengthen attendance and reduce persistent absence through early identification and coordinated support	Yes	Yes	Yes	Yes	Yes
SPEIA002	Strengthen inclusion by reducing suspensions and exclusions through improved behaviour support and targeted early intervention	Yes	Yes	Yes	Yes	Yes
SPEIA003	Improve educational outcomes and narrow attainment gaps with a particular focus on disadvantaged pupils, SEND, and Children in Our Care	Yes	Yes	Yes	Yes	Yes
SPEIA004	Improve aspiration and opportunity: focus on strong progression to Education, Employment, and Training	Yes	Yes	Yes	Yes	Yes

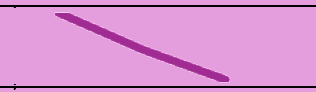
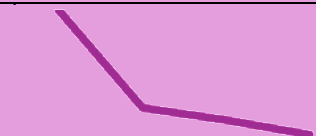
b) Key indicators (current position and direction of travel)

Number	Indicator	Latest period data	Trend (immediately previous year first)
1	% of attendance pupils of compulsory school age in Stockton-on-Tees schools (primary)	95.02%	
2	% of attendance pupils of compulsory school age in Stockton-on-Tees schools (secondary)	90.7%	
3	% of attendance pupils of compulsory school age in Stockton-on-Tees schools (special)	87.62%	
4	% of schools with pupils whose attendance is under 90% that receive a targeted discussion	85%	n/a
5	% of pupils with persistent absence – 10% or more missed (primary)	12.12%	
6	% of pupils with persistent absence – 10% or more missed (secondary)	27.1%	
7	% of pupils with persistent absence – 10% or more missed (special)	29.32%	
8	% of pupils with severe absenteeism – 50% or more missed (primary)	0.63%	
9	% of pupils with severe absenteeism – 50% or more missed (secondary)	4.8%	
10	% of pupils with severe absenteeism – 50% or more missed (special)	7.08%	
11	% overall attendance for SEND Support pupils in Stockton-on-Tees schools (primary)	93.2%	n/a
12	% overall attendance for SEND Support pupils in Stockton-on-Tees schools (secondary)	87.1%	n/a
13	% overall attendance for EHCP pupils in Stockton-on-Tees schools (primary)	90%	n/a
14	% overall attendance for EHCP pupils in Stockton-on-Tees schools (secondary)	82%	n/a
15	% of persistent absence for pupils with SEND Support in Stockton-on-Tees schools (primary)	19.6%	n/a
16	% of persistent absence for pupils with EHCP in Stockton-on-Tees schools (secondary)	43.4%	n/a
17	% overall attendance for Children In Our Care (primary)	96.6%	
18	% overall attendance for Children In Our Care (secondary)	89.5%	

19	% overall attendance for CINO (primary)	90.6%	
20	% overall attendance for CINO (secondary)	76.8%	
21	% overall attendance for CP (primary)	84.2%	
22	% overall attendance for CP (secondary)	63%	
23	% persistent absence for Children In Our Care (primary)	5.4%	
24	% persistent absence for Children In Our Care (secondary)	22.6%	
25	% persistent absence for CINO (primary)	35.3%	
26	% persistent absence for CINO (secondary)	67.5%	
27	% persistent absence for CP (primary)	53.5%	
28	% persistent absence for CP (secondary)	78.5%	
29	% of referrals for pupils missing from education resolved	93%	
30	% of child entertainment and employment licences actioned on time	98%	n/a
31	% of annual visits on time for pupils electively home educated (EHE)	68%	n/a
32	Rate of permanent exclusions (primary)	0.04	
33	Rate of permanent exclusions (secondary)	0.58	
34	Rate of permanent exclusions (special)	0.0	
35	Rate of suspensions (primary)	2.27	

36	Rate of suspensions (secondary)	51.49	
37	Rate of suspensions (special)	8.3	
38	Rate of pupil enrolments with one or more suspensions (primary)	0.96	
39	Rate of pupil enrolments with one or more suspensions (secondary)	10.62	
40	Rate of pupil enrolments with one or more suspensions (special)	4.22	
41	Rate of suspensions (CIN)	18.18	
42	Rate of CIN with 1+ suspension	6.01	
43	Rate of CIOC with 1+ suspension	9.98	
44	Rate of permanently excluded (CIN)	0.17	
45	Rate of permanently excluded (CIOC)	0	
46	Rate of suspensions (SEND Support)	50.85	
47	Rate of suspensions (EHCP)	37.76	
48	Rate of SEND Support with 1+ suspension	10.7	
49	Rate of EHCP with 1+ suspension	9.71	
50	Rate of permanently excluded SEND Support	0.70	

51	Rate of permanently excluded EHCP	0.48	
52	% of pupils achieving Expected Standard in reading, writing and maths at KS2	65%	
53	% of all SEND provision pupils (inc. EHCP) achieving Expected Standard at KS2 in reading, writing and maths	24%	
54	% of CIN pupils meeting Expected Standard at KS2 in reading, writing and maths	39%	
55	% of CP pupils meeting Expected Standard at KS2 in reading, writing and maths	NA	n/a
56	% of CIOC pupils meeting Expected Standard at KS2 in reading, writing and maths	35%	
57	% of CIOC achieving 9-5 in English and Maths at KS4	12.1%	
58	% of CIOC achieving 9-4 in English and Maths at KS4	18.2%	
59	% of pupils achieving level 9-4 in English and Maths at GCSE with an EHCP	16.2%	
60	% of pupils achieving level 9-4 in English and Maths at GCSE with SEND Support	42.9%	
61	KS4 Attainment 8 score for SEND pupils (inc. EHCP)	13.9	
62	Attainment gap between disadvantaged and non-disadvantaged at the end of KS2	-26.2%	
63	% of unsatisfactory Electively Home Educated pupil cases returned to education in a school within 4 weeks	90%	n/a
64	% of term-time unauthorised absence referrals paid within timescales	60%	
65	Number of pupils accessing Alternative Provision with SEND Support	53	
66	Number of pupils accessing Alternative Provision with no identified SEN needs	23	

67	% of Year 11 pupils accessing LA-commissioned Alternative Provision who achieved a Maths and English qualification	26	n/a
68	% of Alternative Provision providers meeting the local authority quality assurance threshold	98%	
69	% of children with SEND Support achieving Good Level of Development at age 5	23.8%	
70	% of children with EHCP achieving Good Level of Development at age 5	3.3%	
71	Number of supported internships	26	n/a
72	% of supported internships completed	100%	n/a
73	% of CIOC pupils progressing to Education, Employment or Training	76%	
74	% of young people aged 16-17 not in Education, Employment or Training	7.1%	
75	% difference between the proportion of children eligible or not eligible for Free School Meals with a good level of development	-26.2%	
76	% take-up of 2 year old Early Learning Childcare Offer	98.82%	
77	% of pupils meeting expected standard at KS2 (Combined Reading, Writing and Maths) for LA-maintained schools	58.1%	
78	Attainment 8 KS4 average score for LA-maintained schools	45	
79	Number of LA-maintained primary schools requiring support to improve (less than expected/good in one or more areas at most recent Ofsted inspection)	1	n/a
80	% of CIOC with a Personal Education Plan completed in statutory timescales	95.7%	
81	% of Personal Education Plans assessed as good or better against quality assurance criteria	76.5%	
82	% of children who remain in their placement following a Fair Access decision	94%	n/a
83	Number of SEND decision appeals to the tribunal	62	
84	Number of children in out of area education placements	497	n/a
85	% of children in maintained or academy specialist	25.3%	n/a

c) Activity to date

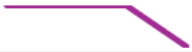
Ref.	Activity to date
52-61, 69-70, 77-79	Rationalised and streamlined CPD programme through a strategic mapping process into one accessible brochure and portal.
67, 71-74	Implemented “Skills for Success” programme and shared outcomes
71-74	Continued the strong, collaborative work of the Post 16 Partnership
1-10, 32-51, 63	Implemented full “Be Kind to Your Mind” programme and monitored
11-16, 46-51, 53, 59-61, 65, 69-70, 83-85	Prepared for and completed ASEND
29, 41-45, 63, 65-66, 73-74, 82	Begun work on establishing “Preventions Panel” to impact NEET and other issues
1-85	Put in place new SEND and Education Scorecard
1-85	Adjusted KPIs for each service within EIA to accurately reflect workstreams and further strengthen accountability

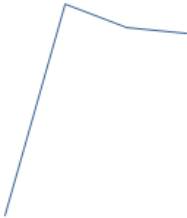
d) Planned activity

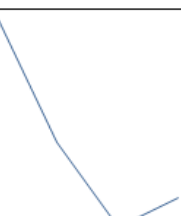
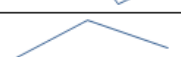
Ref.	Planned activity
11-16, 46-51, 53, 59, 60, 61, 65, 69-70, 83-85	Complete SEND improvement plan and submit to DfE
52-61, 67, 69-70, 75-77, 78-79	Analyse complete and verified academic results set and adjust CPD offer accordingly
32-51, 65-68, 82	Put in place Year One LARP measures and participate in monitoring programme
71-74, 63, 65, 66	NEET indicators fully embedded in SEND and Education scorecard and EIA response adjusted
1-85	Re-model SLT meetings and complete full analysis of service to ensure it is responding well to changing education arena
71-74	Work with North East LA neighbours on finding more solutions for care leavers not becoming NEET

e) Key Metrics

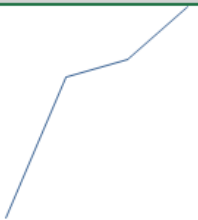
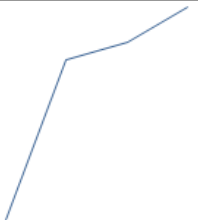
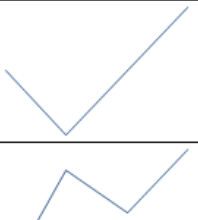
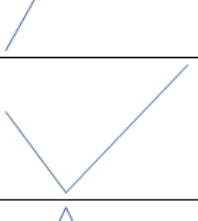
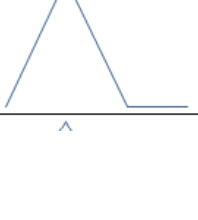
Service Priority	T1 Link/s	Unique Indicator Code	Indicator	Polarity	Previous next 2 periods of data		Immediately previous data	Latest data	Direction of travel	Trend
SPEIA001	T1003	T2EIA01	% of attendance pupils of compulsory school age in Stockton-on-Tees schools (primary)	High is Good	96.7%	94.4%	94.5%	95.02%	↑	
SPEIA001	T1003	T2EIA02	% of attendance pupils of compulsory school age in Stockton-on-Tees schools (secondary)	High is Good	90.46%	89.85%	90.1%	90.7%	↑	
SPEIA001	T1003	T2EIA03	% of attendance pupils of compulsory school age in Stockton-on-Tees schools (special)	High is Good	85.99%	87.07%	87.81%	87.62%	↓	
SPEIA001	T1003	T2EIA04	% of schools with pupils whose attendance is under 90% that receive a targeted discussion	High is Good				85%	→	
SPEIA001	T1003	T2EIA05	% of pupils with persistent absence – 10% or more missed (primary)	Low is Good	18%	15.24%	14.25%	12.12%	↓	
SPEIA001	T1003	T2EIA06	% of pupils with persistent absence – 10% or more missed (secondary)	Low is Good	30%	29.92%	29.56%	27.1%	↓	
SPEIA001	T1003	T2EIA07	% of pupils with persistent absence – 10% or more missed (special)	Low is Good	38%	33.39%	32.61%	29.32%	↓	
SPEIA001	T1003	T2EIA08	% of pupils with severe absenteeism – 50% or more missed (primary)	Low is Good	0.54%	0.70%	0.75%	0.63%	↓	
SPEIA001	T1003	T2EIA09	% of pupils with severe absenteeism – 50% or more missed (secondary)	Low is Good	3.13%	4.22%	4.84%	4.80%	↓	
SPEIA001	T1003	T2EIA10	% of pupils with severe absenteeism – 50% or more missed (special)	Low is Good	7.58%	6.85%	5.88%	7.08%	↑	
SPEIA001	T1003	T2EIA11	% overall attendance for SEND Support pupils in Stockton-on-Tees schools (primary)	High is Good				93.2%	→	
SPEIA001	T1003	T2EIA12	% overall attendance for SEND Support pupils in Stockton-on-Tees schools (secondary)	High is Good				87.1%	→	
SPEIA001	T1003	T2EIA13	% overall attendance for EHCP pupils in Stockton-on-Tees schools (primary)	High is Good				90.0%	→	
SPEIA001	T1003	T2EIA14	% overall attendance for EHCP pupils in Stockton-on-Tees schools (secondary)	High is Good				82%	→	
SPEIA001	T1003	T2EIA15	% of persistent absence for pupils with SEND Support in Stockton-on-Tees schools (primary)	Low is Good				19.60%	→	

SPEIA001	T1003	T2EIA16	% of persistent absence for pupils with EHCP in Stockton-on-Tees schools (secondary)	Low is Good				43.40%	➡	
SPEIA001	T1003	T2EIA17	% overall attendance for Children In Our Care (primary)	High is Good	96.1	96.3	95.9	96.60%	⬆	
SPEIA001	T1003	T2EIA18	% overall attendance for Children In Our Care (secondary)	High is Good	88.9	88.2	88.2	89.50%	⬆	
SPEIA001	T1003	T2EIA19	% overall attendance for CINO (primary)	High is Good	90.7	89.7	90.4	90.60%	⬆	
SPEIA001	T1003	T2EIA20	% overall attendance for CINO (secondary)	High is Good	79.4	70.9	69.4	76.8	⬆	
SPEIA001	T1003	T2EIA21	% overall attendance for CP (primary)	High is Good	88.9%	89.0%	88.8%	84.2%	⬇	
SPEIA001	T1003	T2EIA22	% overall attendance for CP (secondary)	High is Good	71.3	62.7	72.6	63%	⬇	
SPEIA001	T1003	T2EIA23	% persistent absence for Children In Our Care (primary)	Low is Good	6.40	n/a	10.90	5.40%	⬇	
SPEIA001	T1003	T2EIA24	% persistent absence for Children In Our Care (secondary)	Low is Good	26.50	27.60	30.90	22.60	⬇	
SPEIA001	T1003	T2EIA25	% persistent absence for CINO (primary)	Low is Good	34.40	37.70	31.80	35.30	⬆	
SPEIA001	T1003	T2EIA26	% persistent absence for CINO (secondary)	Low is Good	61.80	72.20	70.60	67.50	⬇	
SPEIA001	T1003	T2EIA27	% persistent absence for CP (primary)	Low is Good	37.90	30.60	35.60	53.50	⬆	
SPEIA001	T1003	T2EIA28	% persistent absence for CP (secondary)	Low is Good	68.40	73.20	74.50	78.50%	⬆	
SPEIA001	T1003	T2EIA29	% of referrals for pupils missing from education resolved	High is Good		88.50	88.00	93%	⬆	
SPEIA001	T1003	T2EIA30	% of child entertainment and employment licences actioned on time	High is Good				98%	➡	
SPEIA001	T1003	T2EIA31	% of annual visits on time for pupils electively home educated (EHE)	High is Good				68%	➡	

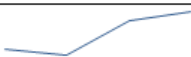
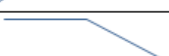
SPEIA002	T1003, T1009	T2EIA33	Rate of permanent exclusions (primary)	Low is Good	0.03	0.04	0.02	0.04	↑	
SPEIA002	T1003, T1009	T2EIA34	Rate of permanent exclusions (secondary)	Low is Good	0.27	0.63	0.59	0.58	↓	
SPEIA002	T1003, T1009	T2EIA35	Rate of permanent exclusions (special)	Low is Good	0	0	0	0	→	
SPEIA002	T1003, T1009	T2EIA36	Rate of suspensions (primary)	Low is Good	0.92	0.97	1.83	2.27	↑	
SPEIA002	T1003, T1009	T2EIA37	Rate of suspensions (secondary)	Low is Good	26.58	45.28	57.27	51.49	↓	

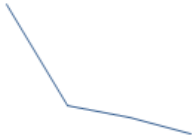
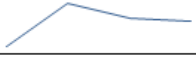
SPEIA002	T1003, T1009	T2EIA38	Rate of suspensions (special)	Low is Good	15.18	10.4	10.65	8.3	↓	
SPEIA002	T1003, T1009	T2EIA39	Rate of pupil enrolments with one or more suspensions (primary)	Low is Good	0.46	0.42	0.74	0.96	↑	
SPEIA002	T1003, T1009	T2EIA40	Rate of pupil enrolments with one or more suspensions (secondary)	Low is Good	8.75	10.74	12.13	10.62	↓	
SPEIA002	T1003, T1009	T2EIA41	Rate of pupil enrolments with one or more suspensions (special)	Low is Good	4.91	4.43	4.11	4.22	↑	
SPEIA002	T1003, T1009	T2EIA42	Rate of suspensions (CIN)	Low is Good	16.62	22.83	18.8		↓	
SPEIA002	T1003, T1009	T2EIA43	Rate of suspensions (CIOC)	Low is Good	20.9	10.6	19.7		↑	
SPEIA002	T1003, T1009	T2EIA44	Rate of CIN with 1+ suspension	Low is Good	5.59	6.14	6.01		↓	

SPEIA002	T1003, T1009	T2EIA45	Rate of CIOC with 1+ suspension	Low is Good	7.03	4.27	7.48	9.98	↑	
SPEIA002	T1003, T1009	T2EIA46	Rate of permanently excluded (CIN)	Low is Good	0.22	0.46	0.17		↓	
SPEIA002	T1003, T1009	T2EIA47	Rate of permanently excluded (CIOC)	Low is Good	0	0	0		→	
SPEIA002	T1003, T1009	T2EIA48	Rate of suspensions (SEND Support)	Low is Good	22.85	40.27	49.69	50.85	↑	
SPEIA002	T1003, T1009	T2EIA49	Rate of suspensions (EHCP)	Low is Good	22.58	25.80	39.83	37.76	↓	
SPEIA002	T1003, T1009	T2EIA50	Rate of SEND Support with 1+ suspension	Low is Good	7.39	9.06	10.28	10.7	↑	
SPEIA002	T1003, T1009	T2EIA51	Rate of EHCP with 1+ suspension	Low is Good	6.67	8.08	8.94	9.71	↑	

SPEIA002	T1003, T1009	T2EIA52	Rate of permanently excluded SEND Support	Low is Good	0.46	0.62	0.64	0.70	↑	
SPEIA002	T1003, T1009	T2EIA53	Rate of permanently excluded EHCP	Low is Good	0.00	0.36	0.40	0.48	↑	
SPEIA003	T1003	T2EIA60	% of pupils achieving Expected Standard in reading, writing and maths at KS2	High is Good	64%	63%	64%	65%	↑	
SPEIA003	T1003	T2EIA61	% of all SEND provision pupils (inc. EHCP) achieving Expected Standard at KS2 in reading, writing and maths	High is Good	18%	23%	21%	24%	↑	
SPEIA003	T1003	T2EIA62	% of CIN pupils meeting Expected Standard at KS2 in reading, writing and maths	High is Good	36%	31%	35%	39%	↑	
SPEIA003	T1003	T2EIA63	% of CP pupils meeting Expected Standard at KS2 in reading, writing and maths	High is Good	NA	50%	NA	NA	→	

SPEIA003	T1003	T2EIA64	% of CIOC pupils meeting Expected Standard at KS2 in reading, writing and maths	High is Good	41%	64%	35%	35%	➡	
SPEIA003	T1003	T2EIA65	% of CIOC achieving 9-5 in English and Maths at KS4	High is Good		11.7	6.3	12.10%	⬆	
SPEIA003	T1003	T2EIA66	% of CIOC achieving 9-4 in English and Maths at KS4	High is Good	27.9%	29.5%	19.6%	18.2%	⬇	
SPEIA003	T1003	T2EIA67	% of pupils achieving level 9-4 in English and Maths at GCSE with an EHCP	High is Good	12.1%	14.9%	12.7%	16.2%	⬆	
SPEIA003	T1003	T2EIA68	% of pupils achieving level 9-4 in English and Maths at GCSE with SEND Support	High is Good	43.9%	36.3%	43.1%	42.9%	⬇	
SPEIA003	T1003	T2EIA69	KS4 Attainment 8 score for SEND pupils (inc. EHCP)	High is Good	11.8	11.8	11.1	13.9	⬆	
SPEIA003	T1003	T2EIA70	Attainment gap between disadvantaged and non-disadvantaged at the end of KS2	Low is Good		-22.7%	-23.8%	-26.2%	⬆	
SPEIA003	T1003	T2EIA71	% of unsatisfactory Electively Home Educated pupil cases returned to education in a school within 4 weeks	High is Good				90%		
SPEIA001	T1003	T2EIA72	% of term-time unauthorised absence referrals paid within timescales	High is Good			58.3%	60%	⬆	
		T2EIA73	Average number of GCSE grades 4-9 achieved by pupils accessing Home and Hospital	High is Good		4.8	3.8	4.6	⬆	
SPEIA003	T1003	T2EIA74	Number of pupils accessing local authority commissioned Alternative Provision with an EHCP	Neutral			53	53	➡	
SPEIA003	T1003	T2EIA75	Number of pupils accessing local authority commissioned Alternative Provision with SEND Support	Neutral			23	23	➡	
SPEIA003	T1003	T2EIA76	Number of pupils accessing local authority commissioned Alternative Provision with no identified SEN needs	Neutral			26	26	➡	

SPEIA003	T1003	T2EIA77	% of Year 11 pupils accessing LA-commissioned Alternative Provision who achieved a Maths and English qualification	High is Good	Not available	Not available	Not available	59.00%	➡	
SPEIA003	T1003	T2EIA78	% of pupils accessing LA-commissioned Alternative Provision who achieve 9-4 in English and Maths at KS4	High is Good	Not available	Not available	Not available	16.00%	➡	
SPEIA003	T1003	T2EIA79	Average number of GCSE grades 4-9 achieved by pupils accessing LA-commissioned Alternative Provision	High is Good	Not available	Not available	Not available	1	➡	
SPEIA003	T1003	T2EIA80	% of Alternative Provision providers meeting the local authority quality assurance threshold	High is Good	Not available	Not available	93%	98.00%	⬆	
SPEIA003	T1002	T2EIA81	% of children with SEND Support achieving Good Level of Development at age 5	High is Good	23.2%	21.5%	25.6%	23.8%	⬇	
SPEIA003	T1002	T2EIA82	% of children with EHCP achieving Good Level of Development at age 5	High is Good	2.2%	2.0%	3.0%	3.3%	⬆	
SPEIA003	T1002	T2EIA83	% of CIOC achieving Good Level of Development at age 5	High is Good	46.2%	31.3%	57.1%	36.4%	⬇	
SPEIA003	T1003	T2EIA84	% of EHCP pupils accessing mainstream education	High is Good				59.7%	➡	
SPEIA004	T1004, T1014	T2EIA85	Number of supported internships	High is Good				26.00	➡	
SPEIA004	T1004, T1014	T2EIA86	% of supported internships completed	High is Good				26.00	➡	
SPEIA004	T1004, T1014	T2EIA90	% of CIOC pupils progressing to Education, Employment or Training	High is Good	89%	82%	76%		⬇	
SPEIA004	T1004, T1014	T2EIA91	% of young people aged 16-17 not in Education, Employment or Training	Low is Good	5.4%	7.0%	7.3%	7.1%	⬇	
SPEIA003	T1002	T2EIA93	% difference between the proportion of children eligible or not eligible for Free School Meals with a good level of development	Low is Good		-20.1%	-20.0%	-26.2%	⬆	
SPEIA003	T1002	T2EIA95	% take-up of 3 and 4-year old universal childcare offer	High is Good				98.82%	➡	
SPEIA003	T1003	T2EIA96	% of pupils meeting expected standard at KS2 (Combined Reading, Writing and Maths) for LA-maintained schools	High is Good	Different schools	Different schools	62%	58.1%	⬇	

SPEIA003	T1003	T2EIA97	Attainment 8 KS4 average score for LA-maintained schools	High is Good	49.2	45.9	45.5	45	↓	
SPEIA003	T1003	T2EIA98	Number of LA-maintained primary schools requiring support to improve (less than expected/good in one or more areas at most recent Ofsted inspection)	Low is Good				1	→	
SPEIA003	T1003	T2EIA99	% of CIOC with a Personal Education Plan completed in statutory timescales	High is Good	86.2%	92.7%	92.5%	95.7%	↑	
SPEIA003	T1003	T2EIA100	% of Personal Education Plans assessed as good or better against quality assurance criteria	High is Good	73%	78.9%	76.9%	76.5%	↓	
SPEIA002	T1003, T1004	T2EIA107	% of children who remain in their placement following a Fair Access decision	High is Good				84%	→	
SPEIA003	T1003, T1004	T2EIA108	Number of SEND decision appeals to the tribunal	Low is Good	63	46	50	62	↑	
SPEIA002	T1003, T1004	T2EIA110	Number of children with EHCP's in out-of-area education placements	Neutral				497	→	
SPEIA003	T1003, T1004	T2EIA111	% of children with EHCP's in maintained or academy specialist placements	Neutral				25.3%	→	