

14 November 2017		ITEM: 6
Health & Wellbeing Board		
Schools' Performance		
Wards and communities affected: all	Key Decision: all	
Report of: Roger Edwardson – Strategic Lead, School Improvement , Learning & Skills		
Accountable Head of Service: Roger Edwardson		
Accountable Director: Rory Patterson, Corporate Director of Children's Services		
This report is public		

Executive Summary

Raising achievement in all areas of education remains a key priority and the Council has seen considerable success in the last five years as attainment and progress have risen significantly, particularly in the primary sector. However a new curriculum was introduced in 2015 and new assessment procedures applied last year which resulted in national curriculum levels being abandoned and new more rigorous tests being introduced. As a result comparisons can only be made between this years' data and the last academic year. A new system of grading GCSEs has been introduced this year in English literature, English language and maths with numbers 1-9 replacing letters (9 being the highest). Students can achieve combined English and maths with either English language or literature. The English and maths exams were more rigorous this year because coursework has been abandoned in favour of an end of curriculum test.

1. Recommendation(s)

- 1.1 That the Health & Wellbeing Board notes the provisional outcomes of the summer 2017 tests and examinations and commends schools, pupils, and parents/carers on their achievements**
- 1.2 That the board recognises that data can't be compared to previous years due to a change in curriculum and assessment methods.**

2 Introduction and Background

- 2.1** The target for Thurrock Schools and Academies is to be improving year on year and at least above the national average at end of year assessment in Reception, Phonics in Y1, KS1, KS2, KS4 and KS5 and to reduce the gaps in attainment for vulnerable children.
- 2.2** As a result of a continued support for Early Years teaching & moderation in schools, outcomes at the end of Reception (GLD – Good Levels of Development) are above national for the fifth year running.

GLD (End of Reception- 5 year old)

KS1 (7 year old)

KS2 (11 year old)

KS4 (16 year old)

KS5 (18 year old)

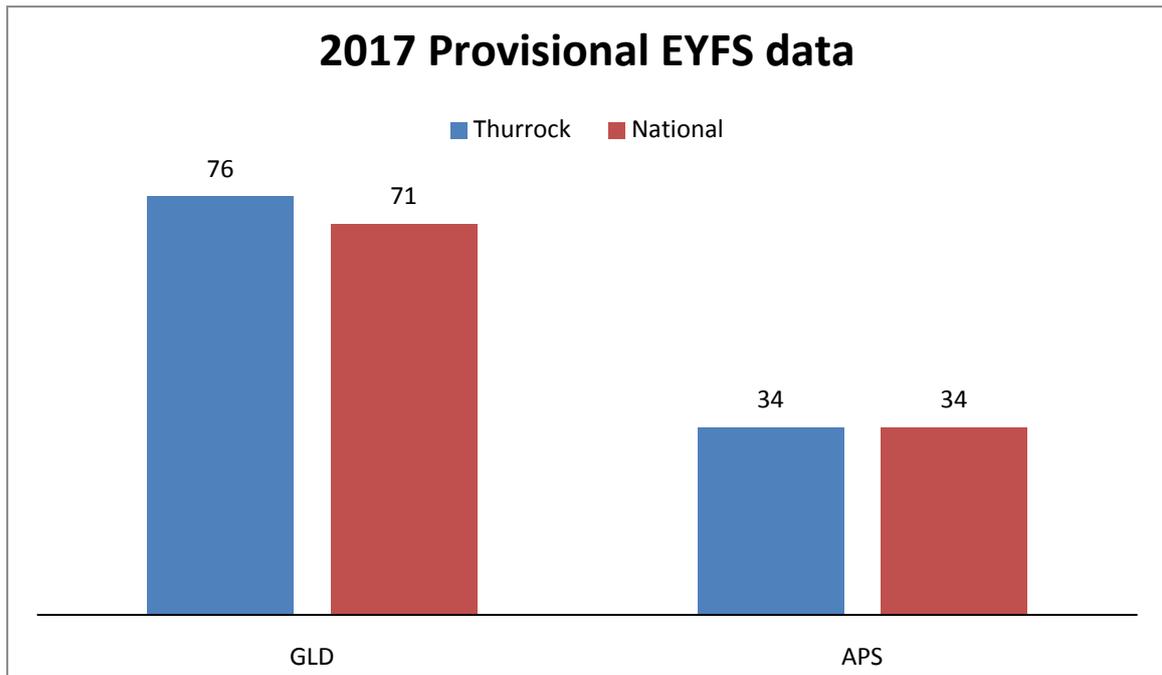
- 2.3 KS1 assessments have been reported as standard since 2016 and therefore this year's data can only be compared to last year's. The results are still based on teacher assessments and for the first time this year include a combined reading, writing and maths measure.
- 2.4 In KS2 a new more challenging national curriculum was introduced three years ago. This has been assessed by new tests for reading and maths and a teacher assessment of writing since 2016, therefore we are able to compare this year's results with last year's.
- 2.5 The 2017 GCSE results show an improvement on last year. The key measure of combined English (EN) and mathematics (MA) is being used by the Department of Education this year and will be supplemented to include Progress 8 and Attainment 8 (see graphs).

3. Issues, Options and Analysis of Options

- 3.1 None

4. Early Years Foundation Stage (EYFS age 5)

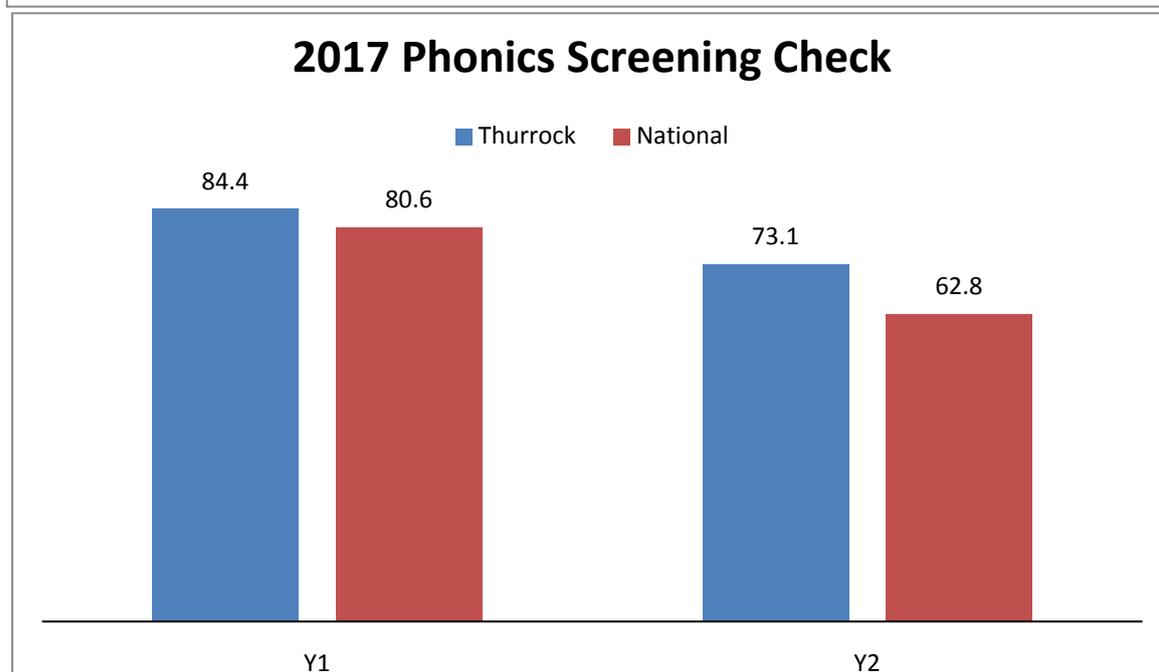
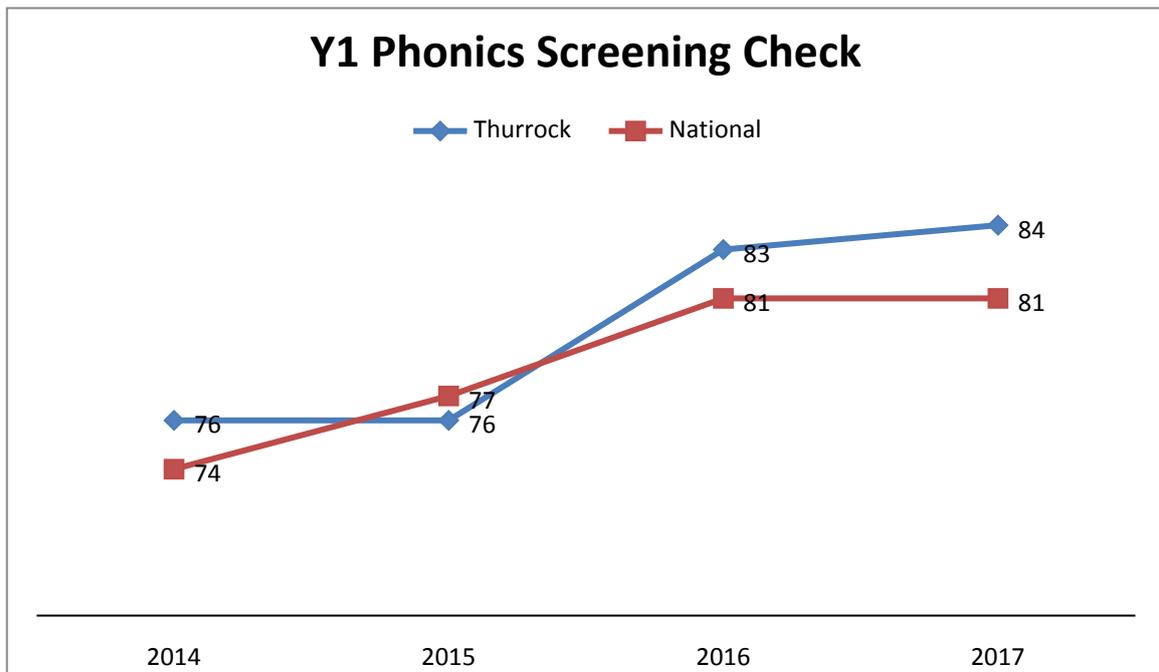
- 4.1 The Good Level of Development (GLD) measure is awarded at the end of EYFS when a pupil has achieved at least the expected level in the entire prime areas of learning and in literacy and mathematics.
- 4.2 Early indications suggest the GLD has risen again and exceeds the national average for the fifth year. (NA 71% and Thurrock 76%)



- 4.3 To reach the percentage of children making a good level of development, each child is assessed against 17 Early Learning Goals; whether she/he meets the level, has not yet reached the level or exceeded it and points are awarded accordingly in a range 17 - 51. If a child meets every Early Learning Goal, she/he will receive at least 34 points.
- 4.4 The provisional GLD result for Thurrock is very encouraging as it puts the borough scores above the national and above others in the East of England region. This is an outcome of significant investment in school improvement staff for this phase and expertise in training and supporting staff in schools and settings.
- 4.5 The inequality gap measures the percentage gap in achievement between the lowest 20% of achieving children (mean score), and the median score for all children. Thurrock was 5.1 percentage points below the national average in 2014 at 28.8%. The gap last year improved by 0.9%. Last year saw the gap close by a further 1.9 percentage points to 26%. 2017 national data is not yet available for this indicator.
- 4.6 The national gender gap remains with 77% of girls achieving a GLD compared to only 62% of boys; a gap of 15%. In Thurrock the gap is narrower at 12%, with 82% of girls achieving a GLD compared to 70% of boys. The gap has reduced by 4% since 2016.

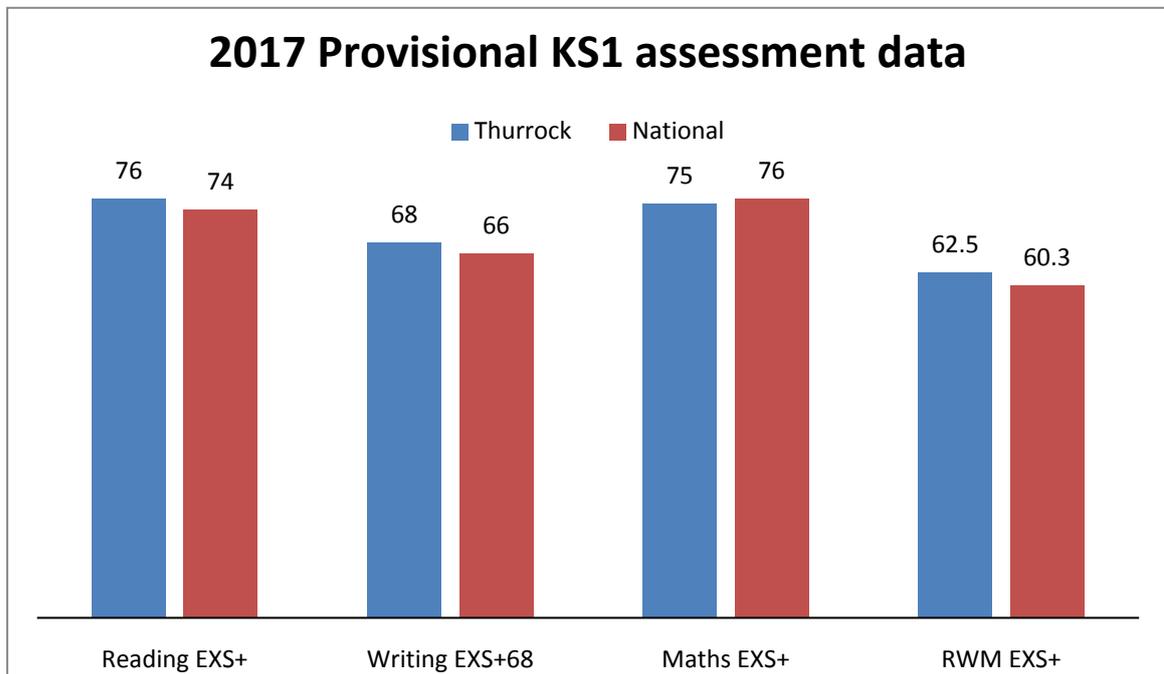
5 Year 1 Phonics (age 6)

- 5.1 The year 1 phonics screening check is undertaken in June by all year 1 pupils and those pupils in year 2 who did not achieve age related expectations whilst in year 1. The percentage of children who reached the expected standard has risen by 1 percentage point; the national average has remained the same as 2016. Thurrock average is now above national by 3 percentage points.

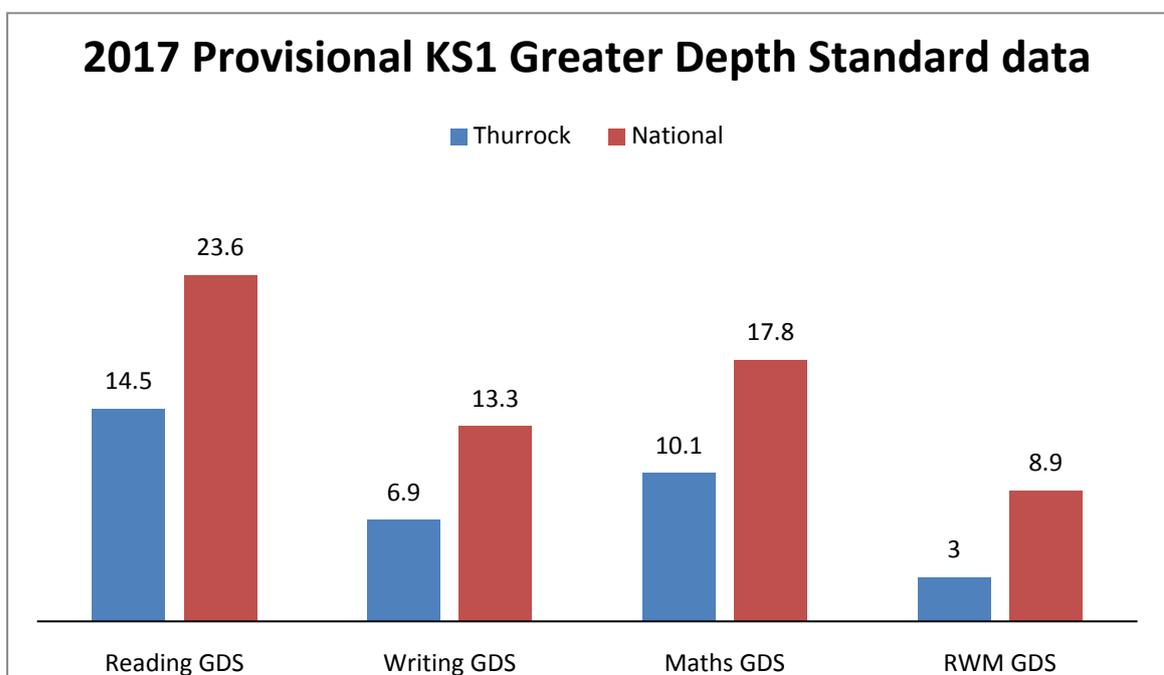


6 Key Stage 1 (age 7, year 2)

6.1 The results are still based on teacher assessments which are informed by standardised assessment tasks (SATs).



6.2 In most areas the Thurrock averages are two percentage points above the national for the percentage of pupils achieving the expected standard, except in mathematics.

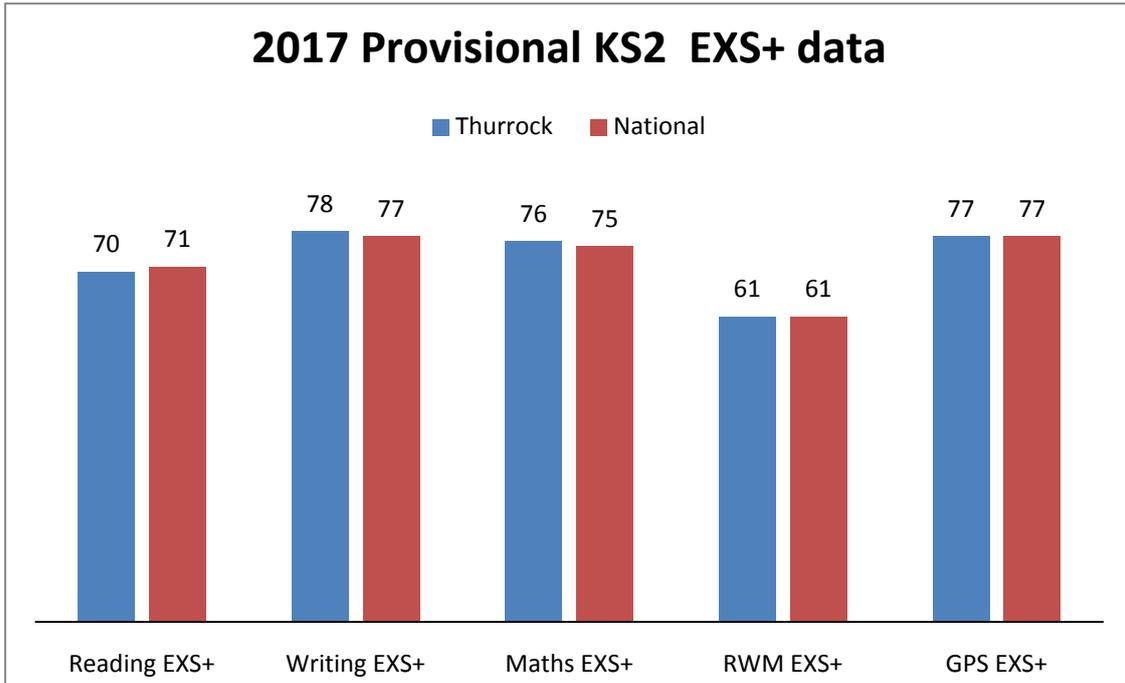


6.3 The percentage of pupils assessed to be working at greater depth is low compared to

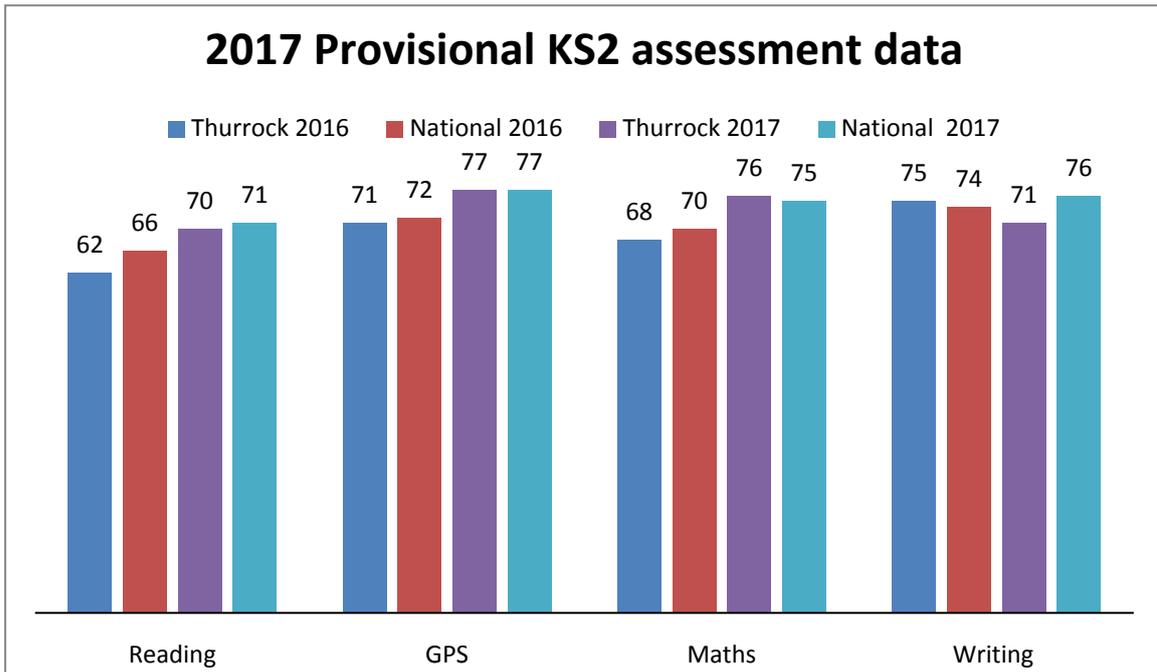
those nationally. This could be due to teachers not feeling confident in using the interim assessment frameworks as well as a new more rigorous curriculum. This will be a focus for all schools this year.

7 Key Stage 2 (age 11, year 6)

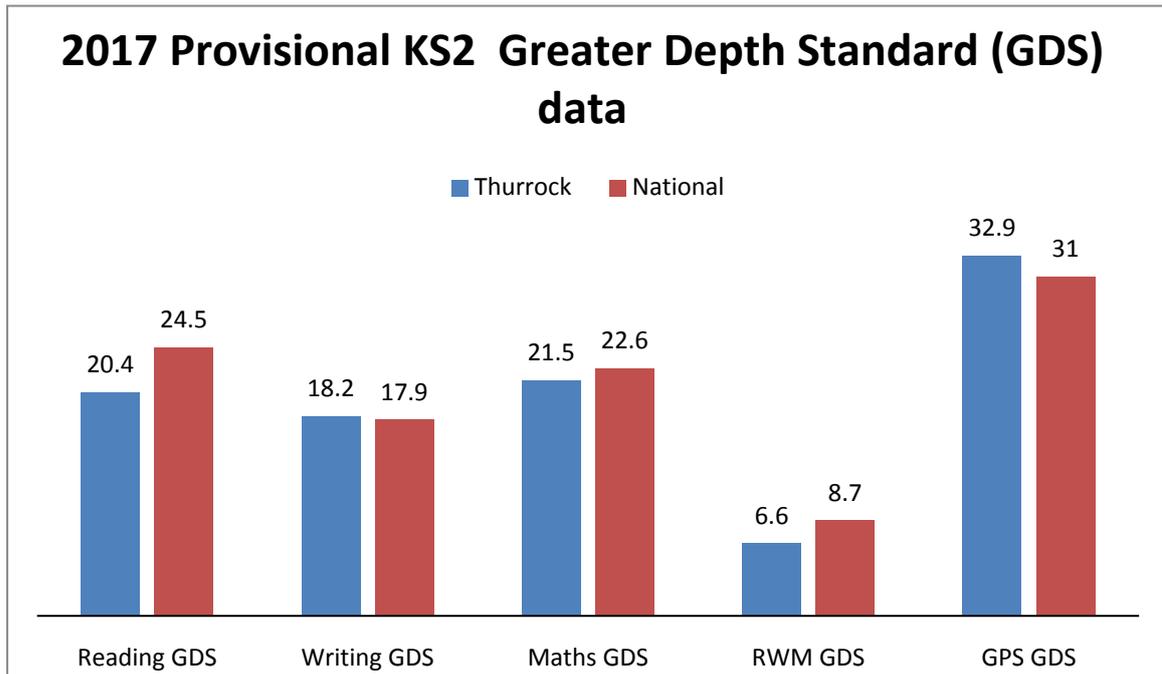
- 7.1 In mathematics, the proportion of pupils reaching the expected standard nationally is 75%, up by 5 percentage points. In Thurrock, attainment at the expected standard in the mathematics tests increased by 7 percentage points from 71% to 78% in 2017. This is a significant improvement and has been a focus for Thurrock schools in the last year.
- 7.2 Attainment at the expected standard in grammar, punctuation and spelling (GPS) is 77% nationally, compared to 73% in 2016. In Thurrock, attainment at the expected standard in the grammar, punctuation and spelling test increased by 7 percentage points from 71% to 78% in 2017. Attainment in GPS is the highest of all test subjects. This is a significant improvement.
- 7.3 The proportion reaching the expected standard in the writing through teacher assessment (TA) is 76% nationally, compared to 74% in 2016. In Thurrock the proportion of pupils reaching the expected standard in the writing (TA) is 71%, compared to 75% in 2016. This is disappointing but reflects more accurate teacher assessments than in previous years.
- 7.4 The average scaled scores also show that on average performance has increased across all subjects from 2016. The average scaled score in grammar, punctuation and spelling is higher than in the other subjects.
- 7.5 The combined reading, writing and maths measure for Thurrock is in line with the national data. This outcome is a significant increase on last year and represents a closing of the gap.



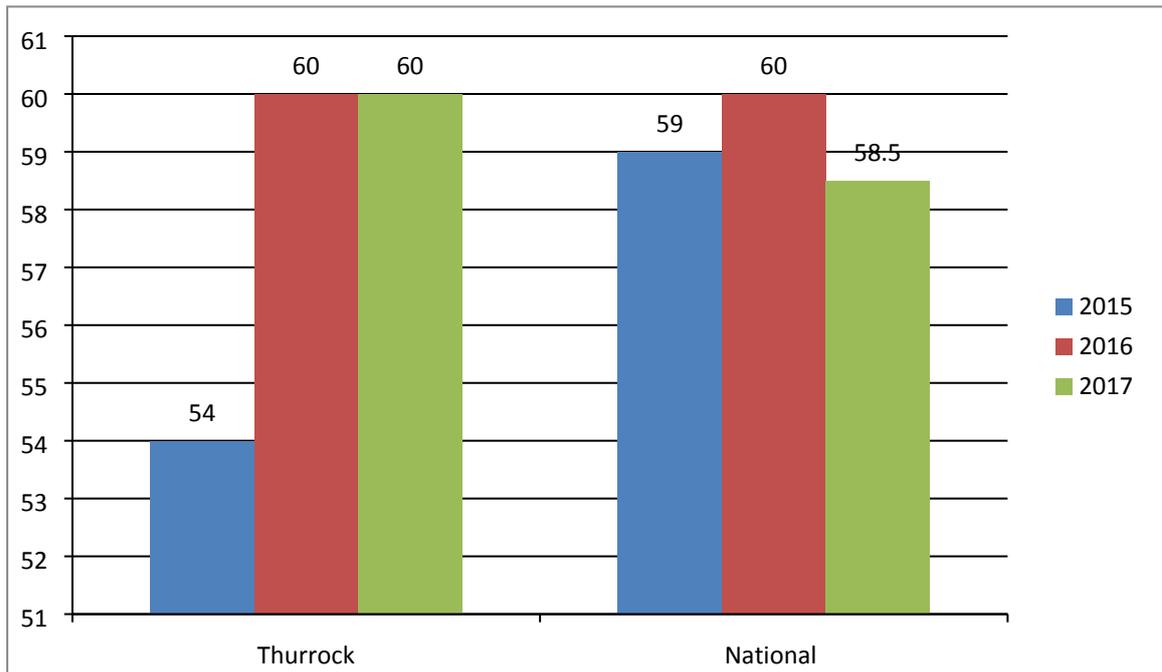
7.6 (RWM – Reading, writing and maths combined, GPS – Grammar, punctuation and spelling test)



7.7 Two Year trends



8 GCSE KS4 (age 16) – un-validated results



A*-C (9-4 in 2017) in both English and maths

8.1 National averages for 2017 were released in October.

8.2 Provisional results for Thurrock schools and academies shows an improvement from

last year in terms of combined results for English and mathematics. The provisional results indicate 60% of pupils achieved the benchmark which would show this year's performance is above the new national average for all schools in the country.

- 8.3 Early GCSE results from our schools suggest that 60% of the Thurrock entry gained a pass grade in English and maths combined. This moves the performance in Thurrock schools even closer to the National Average of state funded schools (63.5%). The exams and the grading system have changed this year making it difficult to determine how this year's results compare with previous years. There are now two GCSE grading systems running alongside each other for the next few years. As the reforms are phased in, our young people received a mix of letters and numbers. Pupils will be awarded numerical grades (from 9 (high) to 1 (low)) in the new English language and literature and in maths GCSEs today, but they will still receive A*- G in all their other subjects. The nine number scale does not directly compare with the 8 letter scale and a grade 4 in the three subjects named above will be equivalent to the old "C" grade.
- 8.4 As part of changes to the secondary accountability system Progress 8 and Attainment 8 will be key measures of school performance in 2017. They have replaced the old 5+ A*-C including English and maths headline measure, and the existing expected progress measures, for all schools.
- 8.5 Progress 8 captures the progress a pupil makes from the end of primary school to the end of secondary school. It is a value added measure, which means that pupils' results are compared to the results of other pupils with the same prior attainment. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.
- 8.6 Attainment 8 measures the achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), three qualifications that count in the English Baccalaureate (EBacc) measure and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other approved non-GCSE qualifications.
- 8.7 The performance tables will be adjusted in line with these new accountability measures and breakdowns will be amended accordingly. For the majority of schools, the performance tables will only show Progress 8 and Attainment 8 data for 2016, as this is the first year that they will be held accountable to the new measures.
- 8.8 These results remain unvalidated and the first release from the DfE is due in October. The Department for Education will confirm national figures this autumn. These results are provisional and are currently subject to appeals by a number of schools across the borough.
- 8.9 Significant changes to GCSE have occurred this year. The scoring system changes from the current range of A*-E pass grades to a 1-9 framework where 9 is equivalent to the "A*" grade in English and mathematics. The other foundation subjects have continued to use the A-U nomenclature.
- 8.10 The strategic priority for 2017/18 is to ensure young people achieve above the

national average and that pupils in receipt of pupil premium make accelerated progress so narrowing the gap in performance for low income families.

9 Key Stage 5 – “A” level results

- 9.1 Students taking A-levels in Thurrock have maintained the positive performances of recent years.
- 9.2 Palmers’ College again maintained an impressive 97% pass rate for the fifth year in a row with 20 subjects gaining a perfect 100% pass rate. The Stanford & Corringham 6th Form Centre also celebrated another good year of GCE Advanced Level and Vocational results as achievement hit a new high. The subject pass rate was 100% and all students achieved two or more passes. 44% of entries achieving an A*, A or B grade.
- 9.3 At The Ockendon Academy and Studio School the overall pass rate was 93% with a significant number of students achieving the higher grades A*- C at 70% of the entry and 40% A*-B grades.
- 9.4 Harris Academy Chafford Hundred reported 100% of their students passed their A-levels for the second year in a row. 120 students at the Academy collected an excellent set of A-level results. Overall, 100% of entries across the 27 subjects on offer achieved pass marks, with 52% achieving A*-B grades. Ormiston Park Academy has seen the number of students going to university increase, more A-Level entries than ever before and more students achieving higher grades. Similarly, vocational outcomes were its best yet, with more students than ever achieving Distinction* grades. The academy achieved a 96% overall pass rate and a 51% pass rate at A*-B.
- 9.5 Thurrock Careers continues to offer impartial information advice and guidance about future career pathways. There is always a Personal Adviser (PA) available for support in school and opportunities for further help can be obtained through The Inspire Youth Hub.

10 Looked After (CLA)

10.1 Foundation Stage – 5 Year Olds

	2012/2013	2013/2014	2014/2015	2015/2016	2016/17
Cohort Size	6	9	5	11	2
Good Level of Development	17%	44%	80%	64%	50
National Figure	62%	62%	65%	69%	71

- 10.2 Although there were seven children in this cohort at the start of the 2016-2017 academic year, by the end of the year this had been reduced to 2 pupils. Of these 2 pupils one child achieved a GLD whilst the other did not.

11 Year 1 Phonics Score Results 2017

- 11.1 The year 1 phonics screening check is undertaken in June by all year 1 pupils and those pupils in year 2 who did not achieve age related expectations whilst in year 1.
- 11.2 The percentage of children who reached the expected standard has decreased compared to the previous year. In 2017 there were 8 pupils in the cohort and 5 pupils [63%] passed the screen.

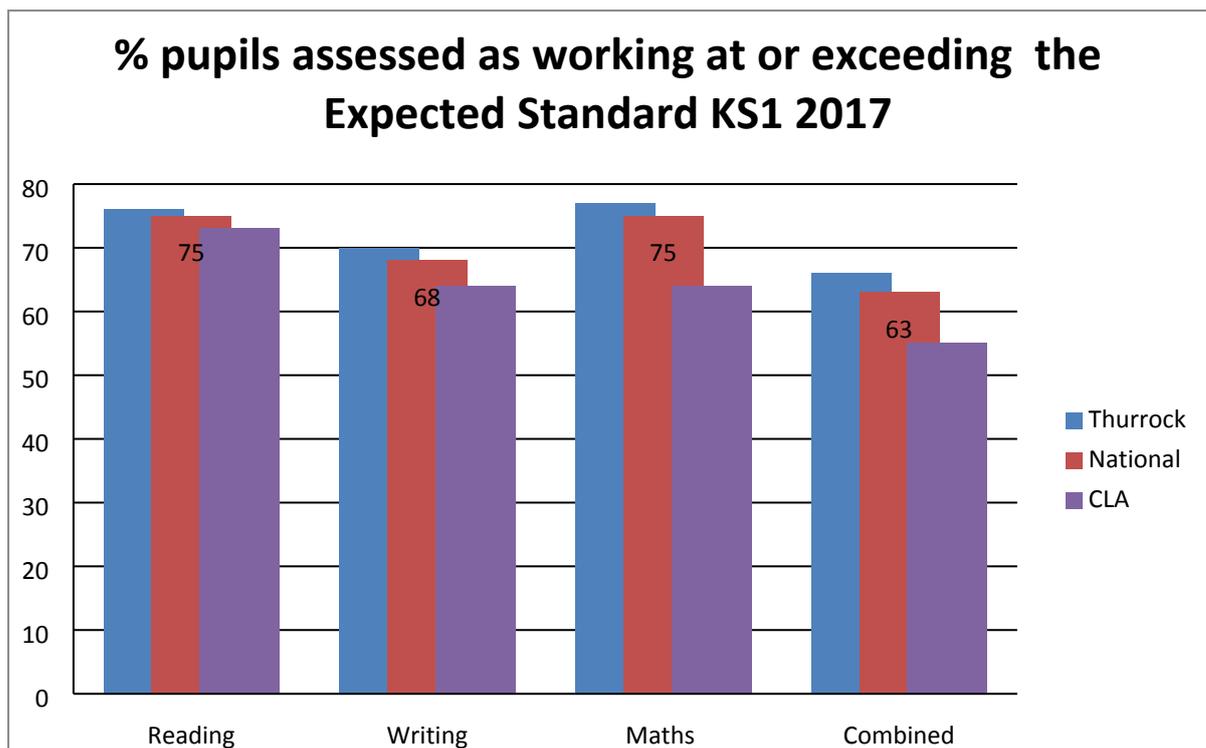
Year	12 Total Cohort Size	13 Number who passed
2015	7	4 pupils – 57%
2016	9	7 pupils – 78%
2017	8	5 pupils – 63%

- 11.3 This year the Virtual School will continue to discuss with schools their phonics provision to ensure that those who did not reach the expected standard are supported during Year 2. 3 pupils [63%] passed. The two who failed are currently going through the EHCP process but they have improved on their score from the previous year. The Virtual School require schools to monitor and evidence progress in phonics to measure those on track and those needing extra support. This process worked very effectively last year.

12 Key Stage 1 – 7 year olds

- 12.1 From 2016, KS1 assessments are no longer reported as levels and cannot be compared to previous years. In the table and graph below, it is possible to see how Children Looked After performed against National and Thurrock non-CLA.

13 Subject	14 Number 15 of Pupils	16 Percentage [2017]	17 National [2016]	CLA
Reading	8	73%	50%	
Writing	7	64%	37%	
Maths	7	64%	46%	
Combined	6	55%	Not provided	



12.2 Comparison for National and Thurrock Non-CLA [2017].

12.3 The above data is based upon a cohort size of 11 pupils and the difference compared to non-CLA is diminishing. What is difficult to gauge is a comparison with those who are looked after nationally due to lack of data at the time of this report.

13 Key Stage 2 SATS 2017- Unvalidated Data

13.1 KS2 results are no longer reported as levels: each pupil receives their test results as a scaled score and teacher assessments based on the standards in the interim framework.

13.2 The cohort size for the 2017 Key Stage 2 SATS was **16 pupils**. There were a further 7 pupils who were disapplied from SATS due to the setting they attended or SEND needs. For Thurrock CLA the statistics for those achieving the expected standard were as follows: reading 56% [9 pupils], GPS 44% [7 pupils], maths 62% [10 pupils] and writing was 50% [8 pupils].

13.3 The graph below illustrates the comparisons with non-CLA nationally and all pupils in Thurrock for 2017 results. National CLA statistical comparisons are not available at the time of this report due to the time of publication of the Statistical First Release.

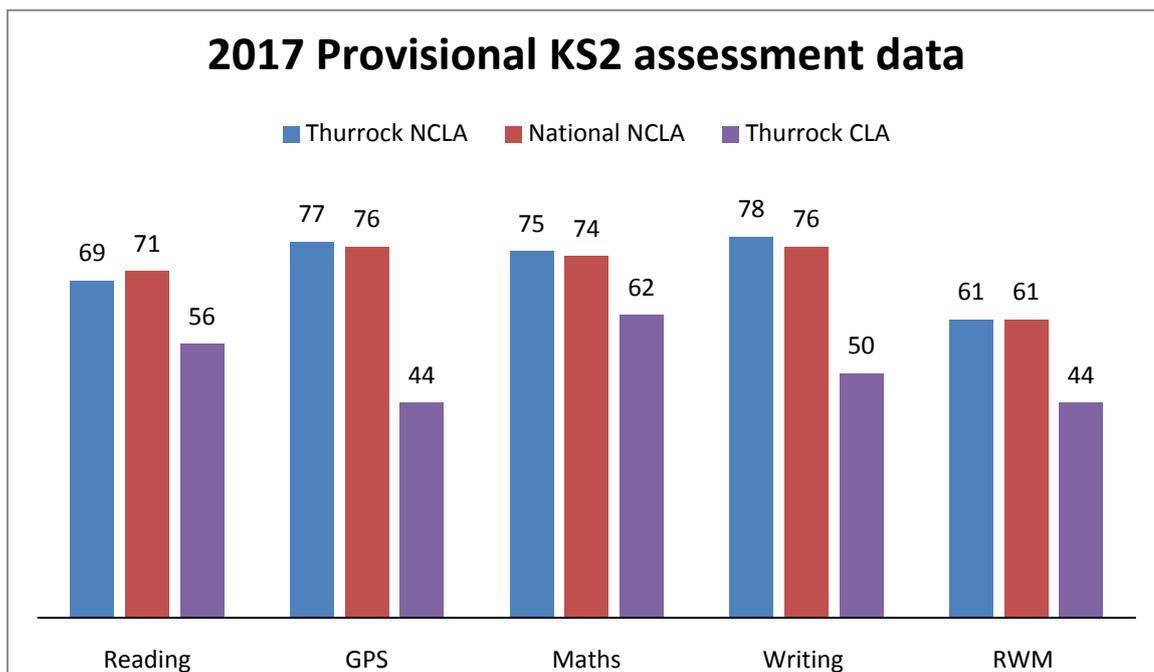
Reading 56%

Writing 50%

Maths 62%

GPS 44% (Grammar, punctuation and spelling)

Combined 44% (Thurrock average 61%)



13.4 Monitoring and tracking was extensive for this cohort of pupils. Schools were required to provide termly tracking data and evidence how pupil premium plus was supporting learning and progress. 15 pupils out of the 16 who took their tests [94%] made at least expected progress from their prior attainment at Key Stage 1. Some made greater than expected progress. The Year 6 cohort contained 6 pupils [37%] out of the 16 entered for SATS with SEND. As mentioned above, pupils with SEND have additional learning and/or emotional needs which affect their learning and this affected their attainment within the harder tests. However, these pupils made at least expected progress except for 1 pupil as mentioned above.

14 Key Stage 4 GCSE Results for CLA 2017 - Unvalidated results

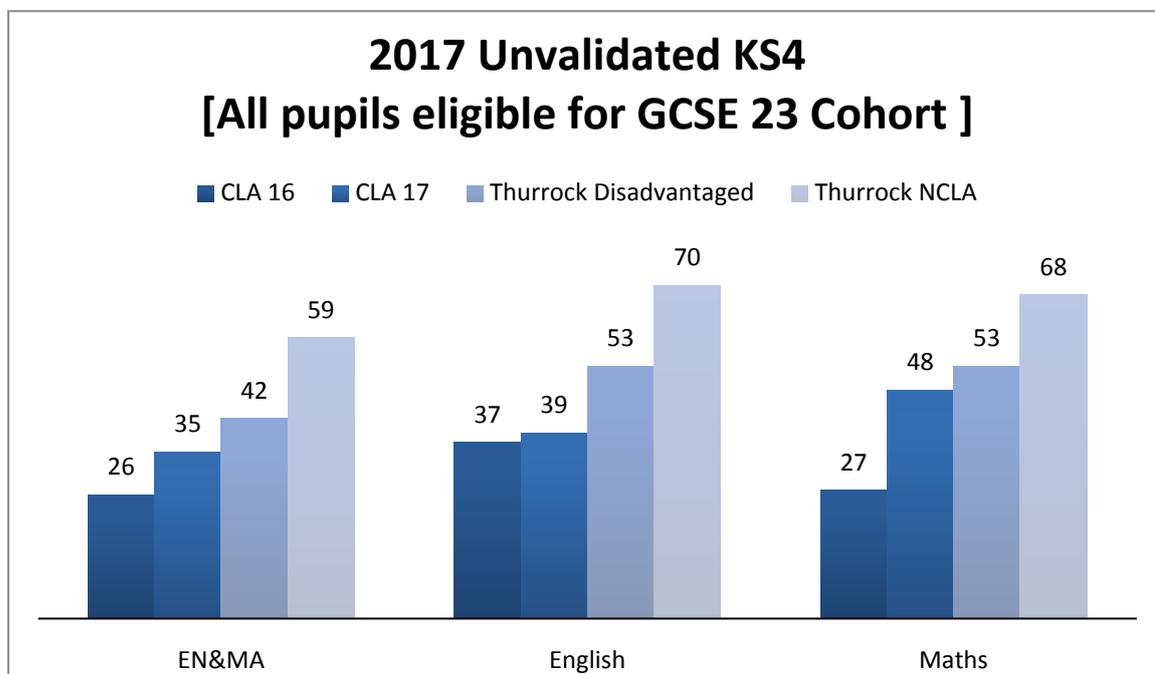
14.1 The following section of this report includes the 2017 data for GCSE. Progress 8 and Attainment 8 is not being reported in the following section due to the availability of data at the time of this report being compiled. The 2017 will include the performance of all pupils in the 2016-2017 Year 11 Virtual School cohort irrespective of the length of time in care. The data used for this report is currently unvalidated data.

15 Key Headline Data [Cohort of 40]:

15.1 There were a total of 40 pupils in the year 11 cohort and 23 pupils [57.5%] were eligible to take GCSE exams. Although the cohort is reduced from last year's size of 55 pupils to 40, more students were eligible for taking GCSEs this year which is an improvement from the previous academic year as a result of the reduction in UASC. 8 pupils [20%] achieved English and maths combined for the equivalent of grade C level 4 or above.

16 Key Headline Data [Cohort of 23 eligible for GCSE]:

- 16.1 Unvalidated data shows that 5 pupils [22%] of the total cohort achieved 5 A*-C grades at GCSE including English and Maths. 8 pupils [35%] achieved English and maths combined for the equivalent of grade C [point 4] or above For English language, 7 pupils [30%] achieved the expected standard or above In English literature, 9 pupils [39%] achieved the expected standard or above In Maths, 11 pupils [48%] achieved the expected standard or above.



17 For the year 2017/18 the Virtual School is:

- 17.1 Providing half termly Designated Teacher Forums, monthly social worker forums and termly foster carer forums to promote the educational outcomes of pupils by communicating key messages and training and to provide information advice and guidance for individual cases.
- 17.1.1 Supporting social care to minimise the change of school or college when their placement changes.
- 17.1.2 Actively seeking to expand our team with professionals to build capacity and improve impact on outcomes for Children Looked After.

18 Reasons for Recommendation

- 18.1 None.

19 IMPACT ON CORPORATE POLICIES, PRIORITIES, PERFORMANCE AND COMMUNITY IMPACT

- 19.1 This report relates to the council priority to improve to create a great place for learning and opportunity.

20 IMPLICATIONS

20.1 Financial

Implications verified by: **Nilufa Begum**

Telephone and email: nbegum@thurrock.gov.uk
01375 652466

There are no direct implications in this report.

This report requires the Committee to note its contents only. No decision is required. However, there are relevant general duties on the Council, of which are:-

- i) A duty is imposed on the Council by S13A of the Education Act (EA)
- ii) 1996 duty to promote high standards and the fulfilment of potential.
- iii) S22(3)(a) of the Children Act 1989 imposes a duty on the Council to safeguard and promote the welfare of any child it looks after, and this includes in particular a duty to promote their educational achievement.

The vulnerable and gender data will not be available until November and therefore we are unable to include implications at this point in time.

20.2 Legal

Implications verified by: **Lucinda Bell**

Telephone and email: Lucinda.bell@BDTLegal.org.uk

There are no direct implications in this report.

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- i) A duty is imposed on the Council by S13A of the Education Act (EA)
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The vulnerable and gender data will not be available until November and therefore we are unable to include implications at this point in time.

20.3 Diversity and Equality

Implications verified by: **Rebecca Price**
Community Development

Telephone and email: reprice@thurrock.gov.uk

There are no direct implications in this report.

This report requires the Committee to note its contents only. No decision is required. However, there are relevant general duties on the Council, of which are:-

- i) A duty is imposed on the Council by S13A of the Education Act (EA)
- ii) 1996 duty to promote high standards and the fulfilment of potential.
- iii) S22(3)(a) of the Children Act 1989 imposes a duty on the Council to safeguard and promote the welfare of any child it looks after, and this includes in particular a duty to promote their educational achievement.

The vulnerable and gender data will not be available until November and therefore we are unable to include implications at this point in time.

21 Other implications (where significant) – i.e. Section 17, Risk Assessment, Health Impact Assessment, Sustainability, IT, Environmental

21.1 None.

22 RISKS

22.1 Schools, including academies that do not meet the floor standard are at risk of inspection by Ofsted and intervention by the relevant accountable body.

22.2 A failure to raise standards will exacerbate recruitment and retention difficulties and make it harder for children and young people to reach age related expectations and to progress to further education, training and employment in the jobs that growth in the borough will generate.

23 CONCLUSION

23.1 Pupils and those who support them in and beyond school are to be praised for the progress that has been made again this year. It is important that the good progress in many areas is now built on to ensure that in every subject, at every age, improvement which outstrips the national standard is made. Forensic analysis of data to target support and extensive use of school-to-school mechanisms in addition to interventions commissioned by the Thurrock Education Alliance, the School Improvement team and external consultants has proven to be effective;

23.1.1 Where schools have found it more difficult to improve standards a number of contributory factors may be identified;

23.1.2 Continuing recruitment and retention issues at all levels including at leadership level;

23.1.3 Further changes to the curriculum and assessment regimes;

23.1.4 Achieving a consistently high standard of teaching and learning;

23.2 None.

24 Appendices to the report

24.1 2017 Data Spreadsheets for provisional data

25.2 Appendix 1 – Thurrock Attainment Summary



Copy of Thurrock
Attainment Summary

25.3 Appendix 2 – Thurrock Provisional KS4 Results 2017



Thurrock Provisional
KS4 Results 2017.xls

25 Report Author:

Roger Edwardson

Strategic Lead - School Improvement, Learning and Skills

Children's Services