

15 October 2015		ITEM: 8
Children's Services Overview and Scrutiny Committee		
School Results/School Performance		
Wards and communities affected: All	Key Decision: All	
Report of: Carmel Littleton - Director of Children's Services Roger Edwardson – Interim Strategic Leader School Improvement, Learning and Skills		
Accountable Head of Service: Roger Edwardson, Interim Strategic Leader School Improvement, Learning and Skills		
Accountable Director: Carmel Littleton, Director of Children's Services		
This report is public		

Executive Summary

Raising achievement in all areas of education remains a key priority and has seen considerable success in the last four years as attainment and progress have risen significantly, particularly in the primary sector. Further strategies have been put in place as a result of the recommendations from the Education Commission Report, the impact of which has been to place the local authority in a strong position when in comparison with other statistical neighbour local authorities. At primary level Thurrock is now rapidly improving and just below the national average for good and outstanding schools nationally. Secondary schools remain well above the national average for good and outstanding school.

1. Recommendation(s)

- 1.1 That the Overview & Scrutiny Committee notes the provisional outcomes of the summer 2015 tests and examinations and commends pupils, schools and parents/carers on their achievements.**
- 1.2 That the Committee recognises how the Education Commission recommendations and existing strategies have been best deployed to raise achievement and consider how these will raise still further across all key stages, especially at Key Stage 2.**
- 1.3 This report should be considered in conjunction with the Pupil Premium report to Overview and Scrutiny Committee.**

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 Phonics in Y1, KS1, KS2, KS4 and KS5 and to reduce the gaps in attainment for vulnerable children.

2.1.1 As a result of a continued support for Early Years teaching & moderation in settings and schools, outcomes for Early Years Foundation Stage (EYFS) are above national for the third year running. The outcomes for age related expectations at KS1 and KS2 demonstrate a three year upward trend and are now broadly in line with provisional national averages.

Early Years – Foundation Stage

KS1 (7 year old)

KS2 (11 year old)

KS4 (16 year old)

KS5 (18 year old)

2.1.2 The Thurrock results published by the Department of Education for KS2 are currently incorrect. This is due to an amalgamation of an infant and junior school to a primary school on 1st April. The DfE have not yet updated their dataset to include this change which means that the published data is currently missing this school's results. The results held by DfE for KS1 are missing one large school's entries, therefore they do not match LA held results. A request has been submitted to DfE to make the changes.

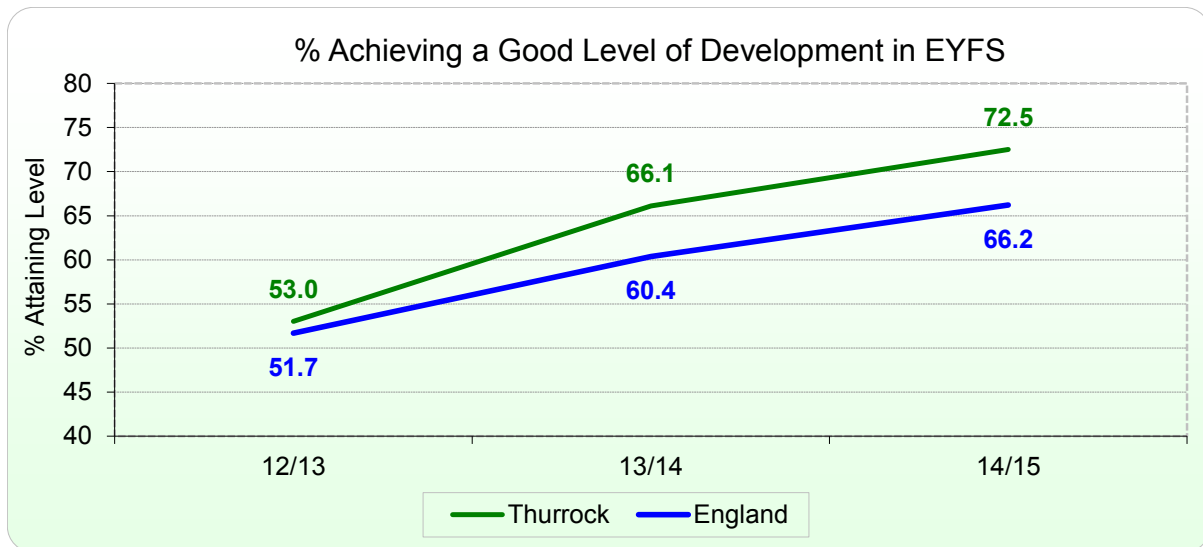
2.1.3 2015 GCSE results cannot be published for all year 11 pupils due to the significant number of appeals pending for English and mathematics.

3 Issues, Options and Analysis of Options

3.1 Early Years Foundation Stage (EYFS age 5)

3.1.2 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 all of the prime areas of learning and in literacy and mathematics.

3.1.3 The GLD has risen by almost 20% over three years and exceeds the national average by just under 7%. The gap to the national average has widened each year.



- 3.1.4 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 between 17 to 51. If a child meets every Early Learning Goal, she/he will receive at least 34 points.
- 3.1.5 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. As referred to at 2.1.1, 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.
- 3.1.6 The Average Total Points has increased by 0.6 points which has closed the gap to the national average.
- 3.1.7 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%. This year has seen the gap close by a further 0.9 percentage points to 27.9%. 2015 national data is not yet available for this indicator. Meaning that vulnerable children in the Early Years – Foundation stage perform better than the national average.

		2014	2015	Diff	2014 National	2014 Diff	2015 Nat Prov	2015 Diff	Gap Change
GLD	ALL	66%	73%	7%	60%	6%	66%	7%	1%
	Boys	59%	64%	5%	52%	7%	tba		
	Girls	73%	81%	8%	69%	4%	tba		
Average Total Points	ALL	33.7	34.3	0.6	33.8	-0.1	34.3	0.0	0.1
	Boys	32.7	33.1	0.4	32.6	0.1	tba		
	Girls	34.6	35.4	0.8	35.1	-0.5	tba		
Inequality Gap		28.8%	27.9%	-0.9%	34%	-6.1%	tba		

2015 National Data is provisional and based on 150 LAs

2014 National data is from published data in October 2014 for state funded schools only

2014/15	GLD	Average Total Points
Thurrock (All)	73%	34.3
- Boys	64%	33.1
- Girls	81%	35.4
National (Estimated)	66%	34.3

3.2 Year 1 Phonics (age 6)

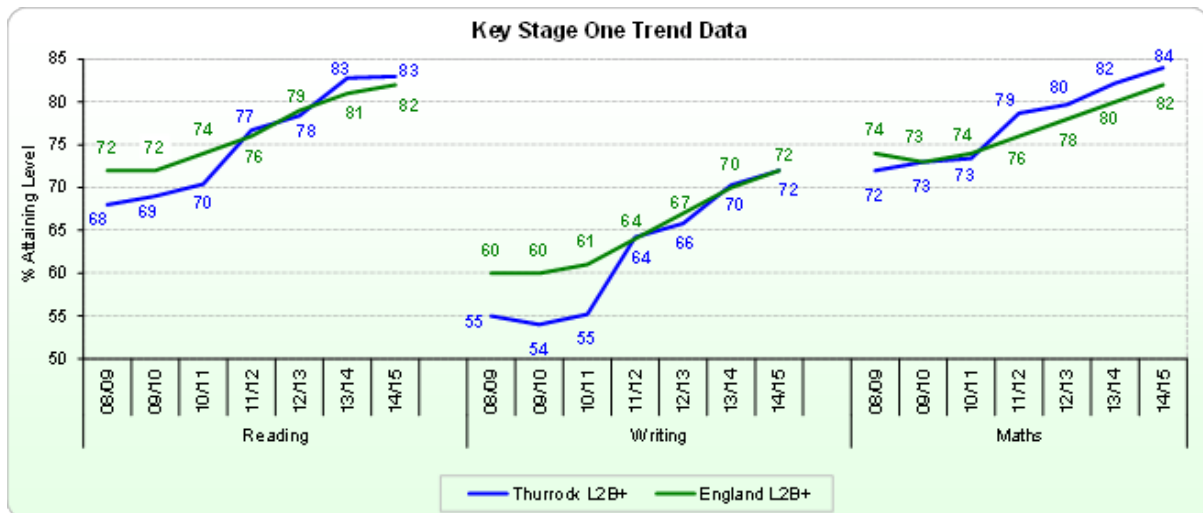
		2014	2015	Diff	2014 National	2014 Diff	2015 Nat Prov	2015 Diff	Gap Change
Year 1	ALL	76	76	0	74	2	77	-1	-3
	Boys	70	73	3	70	0	tba		
	Girls	82	80	-2	78	4	tba		
Year 2	ALL	66	67	1	66	0	66	1	1
	Boys	63	67	4					
	Girls	70	67	-3					

2015 National Data is provisional and based on 152 LAs

2014 National data is from published data in October 2014 for state funded schools only

3.2.1 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 remained the same as in 2014, however the national average has risen by 1 percentage point.

3.3 Key Stage 1 (age 7, year 2)



3.3.1 Provisional data was released by the DfE on 24th September 2015. However, there appears to be missing data for Thurrock which affects the performance at level 2+ and level 3+. The DfE has been contacted to correct this issue in a future update. Level 3+ results in 3.3.3 are based on Thurrock calculations rather than this provisional data.

3.3.2 This is the final year pupils will be awarded a national curriculum level. The age related expectation for this year group is a level 2B or above in reading, writing and maths. Thurrock's results for reading at 2B+ demonstrate a three year upward trend and at present is 1 percentage point above the provisional national average. The data for writing is in line with the provisional national average. Whilst the mathematics data is 1.9 percentage points below the national average, it has improved year on year. This remains a focus for a number of our schools.

3.3.3 At Level 3, the level achieved by pupils working above age related expectations, Thurrock data has improved significantly in all areas and is broadly in line with estimated national average. The gap has almost closed in reading, to within 1 percentage point in writing and is in line with the estimated national average for mathematics.

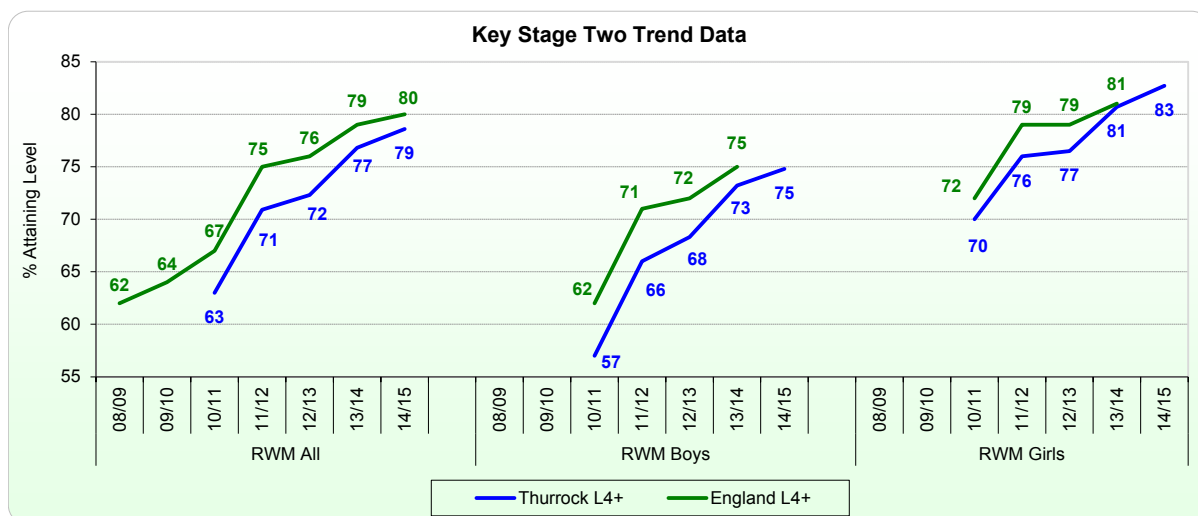
3.4 Key Stage 2 (age 11, year 6)

		2014	2015	Diff	2014 National	2014 Diff	2015 Nat Prov	2015 Diff	Gap Change	
Reading	L4+	87	89	2	89	-2	89	0	2	↑
	L5+	43	44	1	50	-7	48	-4	3	↑
Writing	L4+	85	86	1	86	-1	87	-1	0	→
	L5+	30	31	1	33	-3	36	-5	-2	↓
Maths	L4+	85	86	1	86	-1	87	-1	0	→
	L5+	37	38	1	42	-5	42	-4	1	↑
GPS	L4+	73	78	5	77	-4	80	-2	2	↑
	L5+	47	52	5	52	-5	55	-3	2	↑
RWM	L4+	77	79	2	79	-2	80	-1	1	↑
	L5+	20	20	0	24	-4	24	-4	0	→

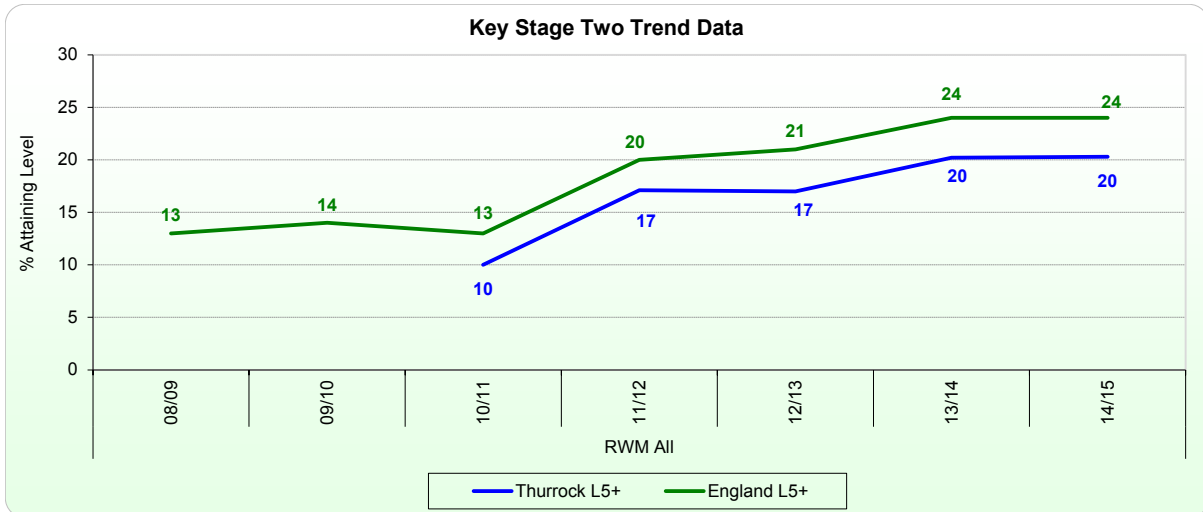
2015 National Data is provisional and based on 143 LAs

2014 National data is from published data in Dec 2014 for state funded schools inc academies & free schools (not PRUs)

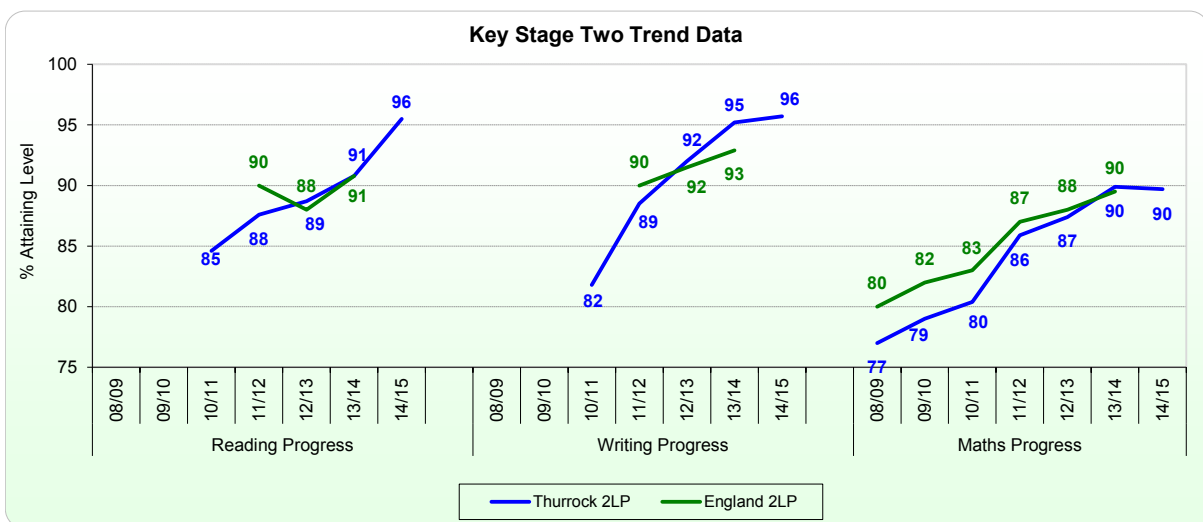
3.4.1 The upward trend for KS2 data continues in all measures. The combined measures of level 4+ (the expected level for the end of year 6) in reading, writing and mathematics increased by 1 percentage point nationally, whilst Thurrock’s data increased by 2 percentage points, resulting in the gap being narrowed to 1 percentage point



3.4.2 Level 5+ remains a focus for Thurrock schools and academies. Whilst Thurrock averages have improved in individual subjects, so have national averages and the gap remains 4 percentage points for reading, writing and maths at level 5+. This is an area which is being referred to the Thurrock Excellence Network.



3.4.3 The Government also monitors the percentage of pupils who make the expected progress from the end of key stage 1 to the end of key stage 2 in reading, writing and mathematics. As the national data for this measure is yet to be published for 2015, 2014 national data is used for comparison. In reading, writing and mathematics Thurrock's data for this year is higher than national data for 2014. On average the national data has risen by 1 percentage point per year (2013 & 2014) compared to Thurrock progress data which exceeds the 2014 national average in reading by 5%, writing by 3% and is in line with maths averages.



3.4.4 The percentage of children who make more than expected progress is higher in Thurrock in reading and writing than pupils nationally.

3.4.5 The Grammar, Punctuation and Spelling test results show that whilst national data improved by 3%, Thurrock data improved by 3.4% resulting in a narrowing of the gap.

3.4.6 Two schools fell below the Government floor standards. In both schools recruitment of teachers was a key issue. The school improvement team is supporting heavily in both schools and has commissioned one of the teaching schools to support.

4 GCSE KS4 (age 16)- Indicative results

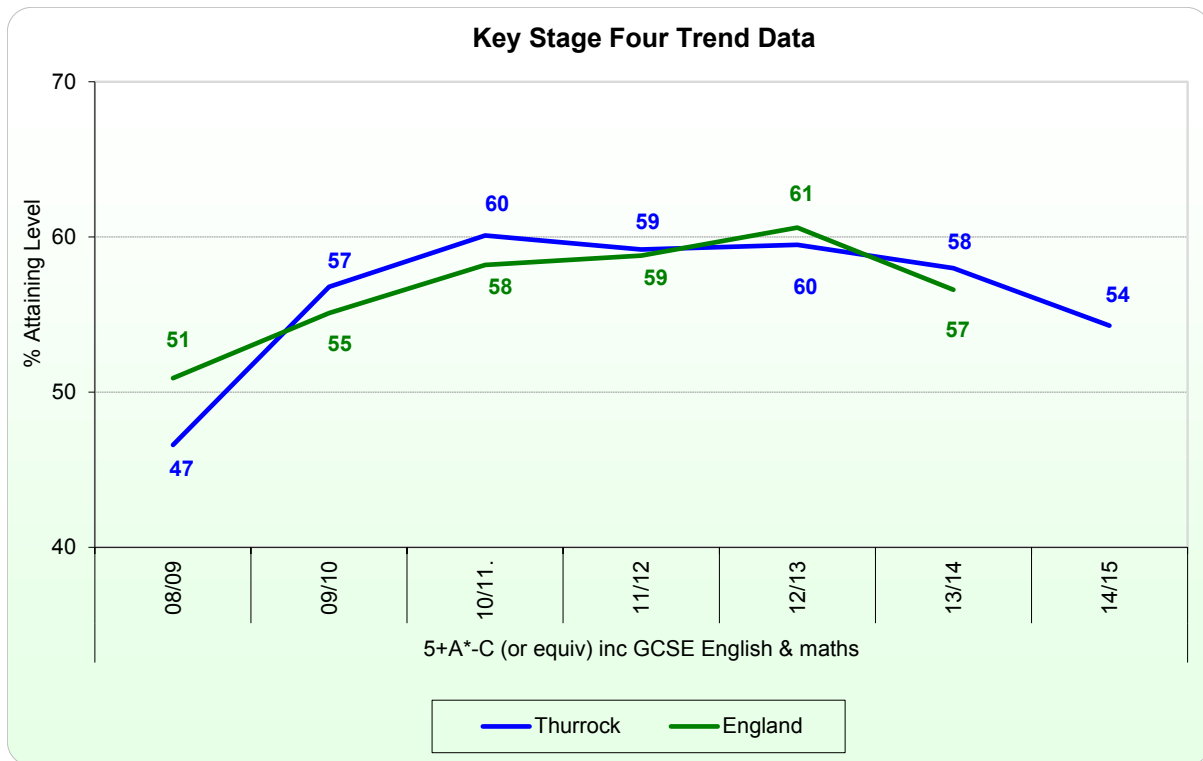
4.1.

Provisional results for Thurrock schools and academies shows a slight decrease from last year when results were over 1 percentage point above the national average for 5+ GCSEs including English and mathematics. This provisional result would show this year's performance is slightly below what is likely to be the new national average. In English and mathematics GCSE there are a number of schools seeking remarks and the above information may well change.

Grays Convent was the most improved school with 70% of pupils gaining 5 or more higher grade GCSEs including English and mathematics. This was 7 percentage points higher than in 2014. Hassenbrook and Ormiston Academies also improved whilst Gateway and William Edwards Academies matched the previous year's performance. These results remain indicative and the first release from the DfE is due in October.

Significant changes to GCSE are now published for use in 2016. 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.

The strategic priority for 2015/16 is to ensure young people achieve above the national average and that pupils in receipt of pupil premium make accelerated progress.



5 Children in Care

5.1 Key Stage 2 – 11 year olds

There were 13 children looked after in the total Year 6 cohort that Virtual School was responsible for with 9 pupils attending Thurrock schools which equates to 69% of the cohort. In total 10 pupils took their Standardised assessment tests (SATs) and the following percentages were achieved:-

Reading 70%
 Writing 70%
 Maths 80%
 Combined 70%

5.2 Key Stage 4 – 16 year olds

28 pupils were entered for GCSE from the Children in Care cohort of 42 pupils with 13 attending a local Thurrock school. All 13 were entered for examinations and all achieved a qualification in a range of subjects. Every mainstream school/academy in Thurrock included at least one looked after child in their Year 11 cohort and of the five predicted to gain 5 or more GCSE's, two students achieved 5 A*-C grades including English and maths. (40%)

15 Year 11 pupils looked after by the local authority attended a provision out of borough, of which 12 students were in specialist provision. All 15 Children in Care (CIC) were entered for examinations and all achieved a qualification in

a range of subjects. Three out of borough students attended main stream provision and 1 gained 5 or more A*-C Grades including English and Maths (33%).

In Total, of the 24 students actually entered for GCSE examinations in summer 2015, only 3 students gained 5 or more A*-C grades including EN and MA (12.5%), slightly improved on last year (9%)

The gap between predictions and actuals is 37.5%. Students who were predicted to obtain both English and Maths did not obtain both C grades or above with many narrowly missing their target by 1 grade. 25% achieved either a C grade or above in English or Maths although these students were not always the same. For example – a pupil achieved English but not maths or vice versa.

5.3 Key Stage 5 – “A” level results

A briefing on overall “A” level performance will be provided following the issue of the first indicative results from the DfE released on the 15th October.

6. Reasons for Recommendation

7. Impact on Corporate Polices, Priorities, Performance and Community Impact.

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

8. Implications

8.1 Financial

Implications verified by: **Kay Goodacre**
Finance Manager

There are no direct financial implications in this report.

8.2 Legal

Implications verified by: **Lucinda Bell**
Principal Solicitor Children’s Safeguarding.

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:-

A duty is imposed on the Council by s13A of the Education Act (EA) 1996 duty to promote high standards and the fulfilment of potential.

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.

8.3 Diversity and Equality

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

Information on the equality gap appears in section 3.1.7 of this report and says that vulnerable children in the Early Years – Foundation stage perform better than the national average for vulnerable children . The spring term report will present more granulated data regarding the performance of key groups.

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

8.4.1 Risks

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

8.4.3 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.

9. Conclusion

9.1 Pupils and those who support them in and beyond school are to be commended for the progress that has been made 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 and Excellence Network - School Improvement officers and external consultants has proved effective.

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

- continuing recruitment and retention issues at all levels
- the quality of leadership and of governance
- further changes to assessment regimes
- achieving a consistently high standard of teaching

9.1.3 In response, a number of strategies are already being adopted, such as working in partnership with and commissioning support from the Teaching Schools and engaging with more schools regionally in a systematic sharing of good practice. Support for governance has been given greater prominence with increased numbers of governors attending training leading to positive comments from Ofsted inspectors in reports.

9.1.4 The school improvement projects funded through the Education Commission budget are regularly monitored and the effectiveness and impact is being measured.

10. Background papers used in preparing the report (including their location on the Council's website or identification whether any are exempt or protected by copyright):

None.

11. Appendices to the report

None.

Report Author:

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Strategic Leader School Improvement, Learning and Skills

Children's Services