

26 October 2010	ITEM 5
Children's Services Overview and Scrutiny Committee	
ACHIEVING AND SUSTAINING EXCELLENCE: STANDARDS IN THE EARLY YEARS, PRIMARY AND SECONDARY PHASES IN 2010	
Report of: Pat Barford, Interim Head of School Improvement	
Wards and communities affected: None	Key Decision: No
Accountable Head of Service: Carmel Littleton, Head of Learning and Universal Outcomes	
Accountable Director: Jo Olsson, Director of Children Education and Families	
This report is Public	
<p>Purpose of Report:</p> <ol style="list-style-type: none"> 1. To advise the Committee of standards reached in assessments and examinations in schools for pupils aged from 5 to16 and how these compare with regional and national outcomes with reference made to the Local Area Agreement (LAA). 2. To indicate the presenting issues in 2010/2011 for school improvement at school level and for local authority improvement teams. 3. To indicate the nature of the changing role in the future of such local authority teams in the context of a change of government in 2010. 	

EXECUTIVE SUMMARY

Average standards of attainment in Thurrock's primary phase schools are below national average. Average standards in primary schools have been below national average for several years. The rate of improvement is too slow to bridge the gap between Thurrock's standards and those of schools regionally and nationally.

Average standards in secondary schools are above national average for the first time in 2010 and have improved swiftly over the last three years.

In both primary and secondary phases, more disadvantaged children and young people perform significantly less well than their peers.

Thurrock is challenged to improve standards rapidly in primary schools in partnership with head teachers and governors and to maintain the upward trajectory in secondary schools in the context of changing relationships between local authorities and schools in their area brought about by the policies of the new government and in the context of reducing budgets.

This report does not deal with standards in special schools, the pupil referral unit or with standards post 16.

1. RECOMMENDATIONS

1.1 To note the contents of this report.

1.2 To consider and comment upon the contents of this report.

2. INTRODUCTION/BACKGROUND

2.1 This report describes outcomes for children and young people in Thurrock aged 5 to 16 in relation to their performance in assessments and tests - 'academic' performance. The factors that are taken into account relate to the quality of school provision for the curriculum, teaching and learning and the leadership of both of those.

Wider provision that impacts on children's performance in school that could be described as care guidance and support is not part of this report, although it is acknowledged that the quality of this type of provision in school is vital and is often provided in partnership by the local authority's wider children's services partners.

2.1.1 In the autumn term, an education bill will be published that will make significant changes to the relationship between local authorities and the schools in their area. This report provides brief commentary on the likely implications of those changes alongside the challenges facing local authorities and their partners in the requirement to reduce budgets in both the short and long term.

2.1.2 Average standards for the Council area at all stages in the primary phase are below the level of the national average and compare unfavorably with other comparator authorities in the East of England and with Thurrock's statistical neighbours. Standards in secondary schools are at or above national average and compare very favourably with comparator authorities and with authorities in the eastern region.

2.2 EARLY YEARS

2.2.1 The early years landscape is a complex one. The early years phase of a child's life lasts from their birth to 31 August in the year they have their fifth birthday. A child's experience may be very varied. Some children experience care in the home from a parent, relative or child minder. Some children attend private daycare facilities including child minders. Some children attend nursery school either one attached to and managed by a school or one operated independently in the private, voluntary or independent sector (PVI). Some children's centres provide childcare and some do not. The families of some small children will access the wider services that are available in children's centres and some will not.

What is beyond doubt is that the quality of the child's experience in early years will have a powerful influence on that child's success in school and even later in life.

2.2.2 All providers of childcare are registered with and inspected by Ofsted. Where children's centres provide childcare they are subject to Ofsted inspection. Only with effect from May 2010 have children's centres been inspected in regard to the broader offer they make.

There are fifteen children's centres in Thurrock. All of these Centres are managed separately from the schools they are linked to and the local authority runs all of them with its partners. Children's Centre provision is under review and subject to separate reporting.

The early years foundation stage (EYFS) curriculum and assessment arrangements were introduced relatively recently as a statutory requirement by the previous government. The framework is now under review by ministers with effect from early July 2010 with a final report due spring 2011 and implementation from September 2012.

The review will cover the following themes:

- Scope of regulation – whether there should be one single framework for all early years providers;
- Learning and development - looking at the latest evidence about children's development and what is needed to give them the best start at school;
- Assessment - whether young children's development should be formally assessed, and at what age, and what this should cover;
- Welfare - the minimum standards required to keep children safe and to support their healthy development.

2.2.3 At the end of a child's time in a reception class at school when they are assessed for the early years foundation stage profile, they will have received a very different experience. For example, some children will have been in school in the reception class for only two terms.

As a consequence, the early years foundation stage outcomes have to be viewed with caution. The local authority is required to moderate the early

years foundation stage outcomes and to report to the Qualifications and Curriculum Development Agency (QCDA) the results of that moderation. QCDA is soon to be abolished but in 2010/2011 is continuing to oversee this moderation.

Data was collected from schools in July 2010 about the outcomes of the early years assessments of children in reception classes in the thirty-nine settings: six mainstream infants' schools; two special schools and thirty-one mainstream primary schools. Twenty-one settings have an attached nursery, including a nursery attached to Treetops Special School.

National data becomes available for detailed comparison purposes only in December so comparisons for now are with 2009 outcomes.

2.2.4 In 2009, just over half of all children nationally reached a good level of development (see appendix (i) for definition). Local authorities are divided into four groups for accountability purposes according to the proportion of children in their area who reached a good level of development

%	Thurrock	Thurrock schools
4 19-46	45% in 2009	20 (69%)
3 47-51	50% in 2010	0
	National average 52% 2009	
2 52-56		4 (10%)
1 57-72		12 (31%)

Thurrock's performance was in the bottom quartile in 2009 and might move to the one above in 2010 with the proviso that the cut off points may shift if there is any uplift in the national summary data and indications show this has increased by 4%. Outcomes school by school are polarised as can be seen in the third column, but a significant majority of Thurrock schools report only around one third of children reaching the benchmark.

2.2.5 Target setting at national level is undergoing a great deal of change at present and an announcement was made in February of this year that the Public Service Agreement (PSA) system of performance management for government departments and the national indicators for local authorities will be abolished. The national targets below are those that relate to the early years and illustrate the key features of assessment of early years performance (an explanation of how standards in the early years are calculated is given in the appendix):

- PSA 10: to increase the proportion of young children achieving a total points score of at least 78 across all 13 Early Years Foundation Stage Profile (EYFSP) scales - with at least 6 in Communication, Language and Literacy Development (CLLD) and Personal, Social and Emotional Development (PSED) scales - by an additional 4 percentage points from the 2008 results by 2011.
- PSA 11: to improve the average (mean) score of the lowest 20% of the Early Years Foundation Stage Profile (EYFSP) results, so that the gap between that average score and the median score is reduced by an additional 3 percentage points from 2008 results by 2011.

In Thurrock

PSA 10 has increased by 4.7% to 49.5%, below the Local Area Agreement (LAA) target of 51% but a significant improvement.

PSA 11 The gap between the score of one fifth of children with the lowest performance in the score they achieve on the 13 strands of learning with a possible score of nine on each (117) with an actual score of 73 as the benchmark¹ has reduced by 4.7% to 31.9% and is a significant improvement but short of the LAA target of 26%

The average score in Thurrock is 87/117. The average score of the lowest one fifth is 59/117, below six (the expected score) on each of the thirteen scales, indicating that a child is not ready for Key Stage 1 and will need extra support to reach age expected milestones.

- 2.2.6 Thurrock's challenge is the same as the national challenge in early years. Boys, pupils with an entitlement to free school meals (the proxy for social disadvantage) pupils with special educational needs, pupils for whom English is a second language all perform significantly less well than their peers. Children from some minority ethnic communities nationally perform less well than their white peers whilst others do better.

In 2009 in Thurrock, almost half of children with no entitlement to free meals reached a good level of development. Only around one third of children with an entitlement to free meals did so. Each year around 2,000 children are assessed in Thurrock with around 250 children entitled to free meals. This represents 13% of children, just under the national average of 15%.

- 2.2.7 There are a total of seven children in care in Reception in 2010 who had their EYFS assessments last summer

- One pupil was in the bottom 20% for the LA
- Six pupils are at or above 80 total points
- Three pupils have 78+ points and 6+ in PSE and CLL

- 2.2.8 Caution needs to be exercised at school level because the number of children being assessed is so small and therefore totals can be turbulent year on year. School improvement partners (SIPs) report on early years outcomes and are in a position to analyse more closely with head teachers and early years specialists just how well the school is doing to promote an excellent start for children as preparation for Key Stage one.

2.3 KEY STAGE ONE

- 2.3.1 In 2010, 1,841 children in Thurrock experienced their Key Stage one learning in one of thirty nine settings, mainly primary schools including two all through special schools and in addition in one of six infants schools. The largest

¹ The point below which the one fifth of lowest performing children are to be found shifts annually for each local authority according to the overall results for all of the children in the area.

cohort or group in any one school is ninety children with the smallest being nineteen. In either case, caution needs to be exercised in making comparisons year on year at school level because each child represents between one and five percent.

- 2.3.2 The Department for Education has issued the Qualifications and Curriculum Development Agency (QCDA) with a continued remit to ensure the consistency and reliability of the 2010/11 Key Stage 1 dataset by continuing the local authority role in moderation of schools' assessments.

The data published by the Department for Education research and statistics branch use the achievement of a level 2 and above as the benchmark. Although a level two is divided into three categories (see background explanation in the appendix i), a level 2 is the main indicator when making national baseline comparisons.

2.3.3 READING

In 2009, 84% of children nationally achieved a level 2 or better in their reading assessment.

In 2009, 82.8% of children in Thurrock achieved a level 2 or better in their reading assessment.

In 2010, the Thurrock figure increased by 0.6% so Thurrock children continue to score around one percentage point less than children nationally so this is broadly average. Only six schools were below national average. To reach national average only around an additional eighteen Thurrock children would need to have scored a level 2.

2.3.4 WRITING

In 2009, 81% of children nationally achieved a level 2 or better in their writing assessment.

In 2009, 76.9% of children in Thurrock achieved a level 2 or better in their writing assessment.

In 2010, the Thurrock figure decreased by 0.6% so Thurrock children continue to score around four percentage points less than children nationally so this is significantly below national average. Seventeen schools, almost half, were below national average including the larger schools. To reach national average around an additional seventy-two Thurrock children would need to have scored a level 2.

2.3.5 MATHEMATICS

In 2009, 89% of children nationally achieved a level 2 or better in their mathematics assessment.

In 2009, 89.5% of children in Thurrock achieved a level 2 or better in their mathematics assessment.

In 2010, the Thurrock figure decreased by 0.5% to 89%, so Thurrock children continue to score around the same as children nationally. Around ten schools were below national average. Twenty-one schools achieved over 90% of children with level 2.

- 2.3.6 In order to be securely in the level 2 standard of performance, a child needs to score a level 2B and this is the emphasis made in the support and challenge role the local authority exercises in relation to schools.

In 2010

- L2B+ Reading has increased by **1%** to **69%** and meets the LAA target (National in 2009 72%)
- L2B+ Writing has decreased by **1%** to **54%** and just under the 55% LAA target (National in 2009 60%)
- L2B+ Maths has increased by **1%** to **73%** and over the LAA target of 72% (National in 2009 74%)

- 2.3.7 Similar to the early years outcomes, vulnerable groups in key stage 1 are

- Boys
- Children with an entitlement to free school meals
- Children from minority ethnic communities
- Children with special educational needs

For example, national statistics for 2009 show that only 71% of children with an entitlement to free school meals achieve a level 2 or better in their reading in 2009, against 87% of children with no such entitlement. In the case of writing the gap was even wider – 66% against 81% and there was a 10% gap in mathematics.

Children with an entitlement to free school meals are more likely than their peers to embark on Key Stage 2 with a level 1 and more likely to require personalised attention and intervention to support them to their age related benchmarks.

As is the case in the transition from reception to year 1, effective transition from Key Stage 1 to Key Stage 2 is vital and all the more so for children less secure in their learning.

2.4 KEY STAGE 2

- 2.4.1 All of the schools in Thurrock held the SATs tests in 2010 in order to ensure that there was a genuine sample for analysis and for the local authority to maintain its database. It was recognised that children and their teachers had prepared hard - not to mention families that had supported sons and daughters to be ready. Thurrock was the only local authority in the East of England region that had 100% of schools use the tests.

2.4.2 The key indicator for Key Stage 2 is the achievement of a level four or above in both English and mathematics. This year 2010, 74% of children nationally reached the benchmark and this was the LAA target for Thurrock. In Thurrock it was 68% of the 1,921 pupils who sat their SATs tests in May. This is significantly below average.

Therefore 1,306 children met the benchmark. To reach national, 1,421 children were needed to reach the national standards so 115 children. It can be seen from the calculation of how many children are needed to meet the benchmark at EYFS, Key Stage one and now in Key Stage two that the number of children missing their benchmark increases at each key stage.

2.4.3 Much is made of the ranking of Thurrock against other local authorities. This table shows how narrow the bands are:

REGION	%	LEVEL	4+	IN	RANGE	GAP
	MATHEMATICS AND ENGLISH				(LAs)	
NORTH EAST	74				80 71	09
NORTH WEST	72				81 68	13
YORKSHIRE & HUMBERSIDE	72				78 68	10
EAST MIDLANDS	73				76 74	02
WEST MIDLANDS	74				82 68	14
INNER LONDON	74				77 69	08
OUTER LONDON	76				85 70	15
SOUTH EAST	73				80 69	11
SOUTH WEST	74				79 71	08
EAST OF ENGLAND	72				78 66	12
THURROCK	68					
NATIONAL	74					

2.4.4 Below is the list of Thurrock's statistical neighbours with the percentage of pupils achieving a level four or above in both English and mathematics shown in brackets:

Medway (67); Dudley (see table below no results); Telford & Wrekin (72); Swindon (73); Havering (76); Lancashire (76); Kent (70); Wigan (79); Northamptonshire (71); Bolton (76).

2.4.5 This table shows Thurrock's ranking over time in relation to national and regional averages. The improvement is there but it is too slow and too small.

	JULY 2008	JULY 2009	JULY 2010	CHANGE
THURROCK	65	66	68	+3
ENGLAND	72	72	74	+2
EAST OF ENGLAND	72	71	72	0
STAT NEIGH	71	71	73	+2
RANK LA	141/150	147/152	119/132*	
QUARTILE	4	4	4	
RANK STAT NEIGH	11/11	10/11	9/10	

*The denominator becomes 132 in 2010 because the following authorities had their data suppressed in 2010 owing to their boycott of SATs.

Barnet	Enfield	Salford
Bradford	Hartlepool	Sefton
Brighton and Hove	Kensington and Chelsea	Southend-on-Sea
Calderdale	North Lincolnshire	Stoke-on-Trent
London, City of	North Tyneside	Torbay
Cornwall	Redcar and Cleveland	Wakefield
Dudley	Rutland	

2.4.6 ENGLISH AT KEY STAGE 2

Attainment in Thurrock fell by 1% overall (boys remained the same, girls dropped 2%) although nationally there was no change. Thurrock's performance in English has declined over the last three-year period. Thurrock is around 5% points behind national, rather than the target of 1% difference in the LAA.

Just as nationally, the proportion of children achieving the expected level has increased for writing but decreased for reading. Girls continue to perform better than boys in English, reading and writing. Five schools are below the floor target. This means that fewer than 65% of children achieve a level 4 in their English test. So in a class of thirty children, there were around ten who missed the benchmark.

Poor reading and writing scores at primary school are strongly and significantly associated with later low achievement.

2.4.7 MATHS AT KEY STAGE 2

There was a 2% increase overall (2% increase by girls, 1% increase by boys) against 1% nationally and girls' and boys' performance is the same. Mathematics has improved over the last three years. Six schools were below the floor target and four of these are below the floor target in English as well. This means that fewer than 65% of children achieve a level 4 in their mathematics test. So in a class of thirty children, there were around ten who missed the benchmark.

In maths, Thurrock is around 4% behind national although the LAA target was a 2% gap. A 4% gap is significant and all the more a concern since Key Stage one standards were at national.

2.4.8 ENGLISH AND MATHS

Thurrock matched the national rise of 2% and the gap with between boys and girls widened to 8%, wider than the national gap of 5%. There were six schools below the floor target of 55% for English and mathematics together.

2.4.9 MAKING PROGRESS FROM KEY STAGE ONE TO KEY STAGE 2

If a child moves from a level 2 to a level 4 from age 7 to 11 they will have made two levels of progress. It is this that is measured and reported upon in the national statistics.

In English in 2010, pupils in Thurrock made broadly the same progress as pupils did nationally. Having a lower starting point at the end of Key Stage 1, Thurrock children continue to score less than their peers nationally. To meet and exceed national average Thurrock children need to make better than average progress.

Progress in mathematics is around national levels and with a more secure foundation from Key Stage 1 standards are nearer to national average than they are in English.

Using other progress measures that take a school's context into account, children's progress in Thurrock's primary schools is less on average than schools nationally.

Needless to say, there are schools that perform significantly better than average – but Thurrock needs the rest to be as good as the best.

2.5 KEY STAGE THREE

With the abolition of compulsory testing in 2009 of pupils aged fourteen it is increasingly difficult to make school-by-school or area-by-area comparisons. Some schools have shortened the period of key stage three to two years and assess pupils at the end of year eight, their second year in their secondary school. Other schools retain the practice of assessing at the end of year nine. Some schools use tests and some rely on teacher assessment.

As a consequence it is not possible to conclude with any degree of certainty how much progress young people are making in their first years at secondary school other than on an individual school basis.

2.6 KEY STAGE FOUR

2.6.1 The section of the report deals in the main with the standards pupils reach at age 16 at the end of Key Stage 4 in mainstream secondary schools. The outcomes for pupils in special schools are not reported upon here. Those outcomes are complex and cannot be compared meaningfully with the attainment outcomes of pupils in mainstream schools. No information is included about the outcomes for young people who were in the Pupil Referral Unit. These will be reported upon separately.

2.6.2 None of the secondary schools in Thurrock is a community school. All are foundation schools. Foundation schools enjoy greater autonomy than community schools but not to the degree enjoyed by academies. Foundation schools remain local authority maintained schools.

Some foundation schools are voluntary aided schools and in Thurrock these are faith schools. Some foundation schools are those that became grant maintained in the early 90s in the wake of the 1988 Education Reform Act - opted out - and then subsequently altered their status when this programme was removed from statute by the School Standards and Framework Act 1998.

All community schools – primary, secondary and special - have the option to investigate and assume foundation status. Trust schools by definition are foundation schools. Becoming a foundation school and acquiring a Trust lead to a change in governance of the school such that the governing body:

- Becomes the employer of the school staff.
- Becomes the admissions authority for the school within the requirements of the school admissions code.
- Takes on ownership of the school’s land and assets.

2.6.3 The secondary schools in Thurrock are listed in the table below in alphabetical order as follows

1. School name
2. Percentage of pupils entitled to free school meals
3. Percentage of pupils from minority ethnic communities
4. Standard number (number to be admitted in each year group and published in the admission arrangements) and the total per cohort

	1	2	3	4	
1	CHAFFORD HUNDRED	11%	07%	180	
2	GABLE HALL	9%	08%	242	
3	GRAYS CONVENT	8%	41%	124	
4	HASSENBROOK	12%	09%	150	
5	ST CLERE’S	8%	13%	201	
6	THE GRAYS	17%	23%	180	
7	THE OCKENDON	21%	16%	180	
8	WILLIAM EDWARDS	8%	17%	240	
				1457	TOTAL

SPECIAL SCHOOLS WITH SECONDARY AGED PUPILS

	1	2	3	4
1	BEACON HILL	19%	26%	NOT APPLICABLE
2	TREEPTOPS	38%	07%	NOT APPLICABLE

ACADEMIES

	1	2	3	4	
1	THE GATEWAY	34%	17%	180	
2	ORMISTON PARK	32%	11%	180	
				260	TOTAL

The Ormiston Trust sponsors both of the academies. Both were set up under arrangements laid down by the previous government and are thus ‘traditional’ academies that replaced a school or schools deemed to be failing.

2.6.4 The mainstream foundation schools do not have individual sixth forms. Gable Hall, Hassenbrook and St Clere's work in partnership in the newly created Stanford and Corringham Sixth Form Centre. Academies as a condition of their establishment must have sixth forms but in the case of both of Thurrock's academies the sixth forms are in a very early stage of development.

2.6.5 The standard of pupil attainment on entry to the secondary schools is closely related to the proportion of pupils with an entitlement to free school meals - the higher the free meal entitlement in the school the lower the attainment of the pupils on entry. It can be seen that the impact of the standards reached in the primary schools is crucially important in the next and final stage of young people's compulsory education.

Schools with the lowest standards on entry are

- Gateway Academy
- Ormiston Park Academy
- The Grays

2.6.6 KEY ELEMENTS OF SECONDARY SCHOOL STANDARDS

From mid 2008, the key indicator for standards of attainment in secondary schools has been the achievement of five or more GCSE or equivalent passes at A*-C including English and mathematics, National Indicator 75². Achieving five or more GCSE or equivalent passes at A*-C is termed a level two qualification. A level two qualification including English and mathematics is a vital part of a young person's portfolio of achievement that will lead onto the next stage of their education, training or employment. Without this qualification a young person is more likely to become NEET – not in education, employment or training. Nationally around half of all sixteen year olds meet the benchmark.

At the same time that this new benchmark was introduced, the notion of a 'floor' of 30% of pupils reaching this standard in schools was defined as part of a national programme of intervention called the National Challenge. This programme has ended and the additional funding allocated to schools in the programme ceases in March 2011. It is intended that by then there will be no schools in the country falling below this level.

The Public Service Agreement (PSA) Target for this measure is 53% of pupils by 2011 and this has been met in 2010.

National statistical data is published by DFE that allows comparisons to be made across the country and with similar local authorities. The detail of the 2010 data related to Key Stage 4 is to be published on 21 October 2010 and is later than the date of the creation of this report. Headline figures for 2010 are included in the table below.

² National Indicator 75 is part of the performance management arrangements referred to in 2.2.5 above.

2.6.7 THURROCK'S PERFORMANCE: NATIONAL INDICATOR 75

	SCHOOL	SCORE %	FREE SCHOOL MEALS %
1	CHAFFORD HUNDRED	79	07
2	GABLE HALL	70	10
3	GRAYS CONVENT*	68	06
4	ST CLERE'S	67	04
5	WILLIAM EDWARDS	67	05
6	HASSENBROOK	64	11
	<i>NATIONAL 2009**</i>	<i>50</i>	<i>13</i>
	<i>NATIONAL 2010 +5%</i>	<i>55</i>	
	<i>THURROCK 2009</i>	<i>47</i>	
	<i>THURROCK 2010 +10%</i>	<i>57</i>	
7	THE OCKENDON	46	20
8	THE GATEWAY ACADEMY***	44	19
9	ORMISTON PARK ACADEMY***	38	23
10	THE GRAYS	30	16

Schools are listed in rank order with the percentage of pupils in the cohort that sat the examinations entitled to free school meals indicated in the third column.

* Girls only. In 2009 nationally, 54% of girls achieved this benchmark as against 46% of boys.

** 50% of pupils in all schools nationally met the benchmark in 2009. In foundation schools, 57% of pupils met the benchmark. The least disadvantaged schools nationally scored 63% and the most disadvantaged 38%.

*** In academies 38% of pupils met the benchmark in 2009. 'Traditional' academies were by definition the most disadvantaged schools.

This indicator improves nationally by about 1.5% per year. In 2010, however, the improvement was 5% on 2009. Six out of the ten Thurrock schools have performed significantly above the national average and four are significantly below. It can be seen that the level of disadvantage is a key feature - the polarized performance that was seen in the early years foundation stage is reflected in the secondary school outcomes.

In 2008, Thurrock's performance was below the national average by 6%. In 2009, Thurrock's performance was around national average. An overall 10% increase in one year is a remarkable achievement and a challenge to schools in 2011 to maintain this steep trajectory that places Thurrock slightly above the national average overall. The four most disadvantaged schools are significantly below national average but all show improvement over three years. Schools 8, 9 and 10 have the pupils with the lowest starting points joining them in year 7 and the highest proportion of free school meal entitlement.

2.6.8 The impact of disadvantage continues to be felt at this important Key Stage, the final one in a young person's compulsory education. In 2009, the

Thurrock year eleven cohort consisted of 1,879 young people. Of these, 208 young people were entitled to free school meals.

Only 18% of these young people achieved five or more GCSE or equivalent passes at A*-C including English and mathematics. Only Bedford in the East of England region scored lower with 17%. Thurrock's gap is wider than the national gap between the achievement of the benchmark by pupils with a free school meal entitlement and those that do not. Thurrock's gap in 2009 was 32%. The national gap was 24%. It will be possible when the database is developed this term to link examination results with individual pupils across the whole authority to examine whether the gap has been closed in 2010.

2.6.9 FIVE OR MORE GCSE OR EQUIVALENT PASSES AT A*-C (LEVEL TWO)

Before 2008, this was the commonly used indicator of a school's success. Standards in this indicator have improved significantly over the last years nationally and in Thurrock because of the growing diversification of the curriculum offered that has engaged young people and given them a greater chance of success in a wider range of examinations. Success in this indicator is evidence of overall quality and type of provision in relation to both teaching and the curriculum. Most of Thurrock's schools do significantly better than pupils nationally.

Where schools have decided to retain a more traditional curriculum at key stage four with more general qualifications as opposed to vocational and applied learning they are likely to score lower on this indicator. The standards measure at GCSE has not risen as fast as equivalent qualifications that are vocational and applied courses such as BTEC.

	SCHOOL	SCORE %	FREE SCHOOL MEALS %
1	CHAFFORD HUNDRED	100	07
2	THE OCKENDON	96	20
3	GABLE HALL	94	10
4	ST CLERE'S	92	04
5	ORMISTON PARK ACADEMY	91	23
6	THE GATEWAY ACADEMY	88	19
7	WILLIAM EDWARDS	87	05
8	GRAYS CONVENT	81	06
	<i>NATIONAL 2009</i>	<i>70</i>	<i>13</i>
	<i>NATIONAL 2010+ 4%</i>	<i>74</i>	
	<i>THURROCK 2009</i>	<i>79</i>	
	<i>THURROCK 2010+5%</i>	<i>84</i>	
9	HASSENBROOK	69	11
10	THE GRAYS	58	16

The differences in the rankings in this table as opposed to the one before that included English and mathematics show that English and mathematics are of particular importance for pupils with an entitlement to free school meals. The gap in their attainment in these subjects and that of their peers without the same entitlement grows wider at each successive key stage.

Young people who at age 16 are without a level 2 are unlikely to gain it later. For young people in Thurrock aged 19 in 2009, 70% had achieved a level 2.

However, the figure for young people without the entitlement of free school meals the percentage was 76% and for young people with the entitlement it was 49% - a gap of 27%.

Nationally, 79% of pupils achieved their level 2 by 19, but only 57% of young people with free meals entitlement. Again, the gap in Thurrock is wider.

2.6.10 SUCCESS AT LEVEL ONE

Level one qualifications are those that are equivalent to GCSE passes at grades D to G. Nationally in 2009, 92% of young people achieved five or more GCSE or equivalent passes at grades D to G. The figure in Thurrock was 94% with an impressive 96% in 2010 from a below average position in 2008. Individual school scores ranged from 92% to 100%. This is a good general indicator of the inclusive nature of a school

2.7 UNDERSTANDING DISADVANTAGE³

2.7.1 The most commonly used proxy to indicate levels of socio economic disadvantage in education is that of the free school meal entitlement. As can be seen from the suite of benefits below that are required to receive free school meals, the entitlement is closely linked to levels of pay and to employment. The average entitlement for the Borough is close to the national average of 15%. It can be seen from appendix (iv) that the proportion of children entitled to free school meals is increasing.

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit

Child Tax Credit, provided claimants are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue & Customs) that does not exceed £16,040.

2.7.2 It was the intention of the previous national government to extend the free school meal entitlement as part of wider initiatives about child poverty and pilot projects were begun in local areas where more than 35% of children were entitled to free meals. The project has been cancelled. Consultation by DFE has just ended about the use of a pupil premium in 2011/2012 as a financial adjustment to school budgets to reflect the disadvantage at individual pupil level.

2.7.3 Data from the Department for Work and Pensions shows that there is an under claiming of the benefits that lead to free school meals, so the proportion of claimants in Thurrock may be depressed. Anecdotal evidence from the

³ The arguments made in this section are taken from the 2007 report from the Centre for Analysis of Social Exclusion London School of Economics entitled Understanding Low Achievement in English Schools by Geeta Kingdon and Robert Cassen ©. The Joseph Rowntree Foundation also publishes the report.

team administering the free meal entitlement in Thurruck shows that older pupils in particular are reluctant to take their meals and to draw attention to themselves. In schools with very high levels of entitlement this is not an issue. The DFE statistical tables show that 15% of pupils in Thurrock are eligible for free meals but 12% actually take them.

2.7.4 It is generally understood that the entitlement to free meals increases the risk of a child or young person failing to meet age related benchmarks and this is described in this report. What is less commonly understood is that the impact of a free meal entitlement is not uniform for different group of learners.

Almost all ethnic minority groups manage economic disadvantage better than White British children and young people and the fact of free school meal entitlement is less of a risk to their achievement than for the indigenous group.

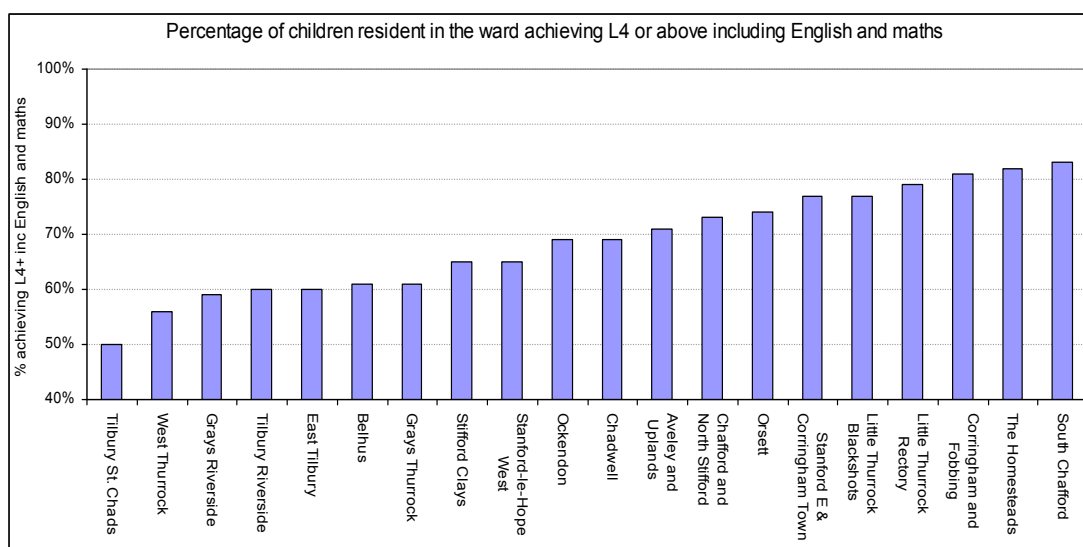
2.7.5 The higher the proportion of other pupils with a free school meals entitlement in the peer group the greater the mitigation of the potential effect of the free school meals entitlement. This is relevant to Thurrock where pupils with free meals are seldom in a school where there are many such pupils.

2.7.6 Low achieving white pupils are 'hard to reach' and less amenable to policy interventions than other low achieving groups.

2.7.7 Other significant factors that, combined with the free school meal entitlement heighten the risk of underachievement are

- The proportion of adults in the neighborhood with low or no qualifications;
- The proportion of adults in employment;
- Single parenthood and
- The quality of the neighborhood itself - for example in the range of 'things to do'.

2.7.8 Place of residence in Thurrock outweighs all factors, including school attended. The chart below shows starkly the impact on attainment at the end of Key Stage two that residence in a more deprived area has.



2.8 ACHIEVING AND SUSTAINING EXCELLENCE

2.8.1 What are the factors that lead a school to excellence and ensure that it remains excellent, in particular when working in a context of disadvantage?

In 2009, Ofsted published a report *Twenty Outstanding Primary Schools- Excelling Against the Odds*. The document charts a journey from firstly achieving excellence to secondly sustaining excellence and thirdly sharing excellence in collaboration with others. Common to all of the schools described in the sample were the following features

- High quality leadership and partnership with other schools and agencies
- Skilled teachers.
- Pupils treated as individuals, using data and information effectively.
- Energy and innovation.
- Partnership with parents.

The two highlighted features are those that have most relevance to practice in Thurrock and are a policy focus in 2010/2011.

2.8.2 The companion to this primary report published in the same year related to twelve outstanding secondary schools all of which similarly found themselves in very challenging circumstances *Twelve Outstanding Secondary Schools- Excelling Against the Odds*.

Common to these schools are the following factors

- They excel at what they do, not just occasionally but for a high proportion of the time;
- They prove constantly that disadvantage need not be a barrier to achievement;
- They put students first, invest in their staff and nurture their communities;
- They have strong values and high expectations that are applied consistently;
- They fulfill individual potential through providing outstanding teaching, rich opportunities for learning and encouragement and support for each student;
- They are highly inclusive;
- Their achievements do not happen by chance;
- They operate with a very high degree of internal consistency;
- They are constantly looking for ways to improve further;
- They have outstanding and well-distributed leadership.

The list above unfortunately tends to indicate the obvious and does not invite a very robust dialogue for local challenge. However, other text in the report is more relevant to Thurrock's current position.

Sharing excellence is the key to success through

- System leadership.
- Partnering another school facing difficulties and improving it.

- Acting as community leader to broker relationships across other schools.
- Developing and leading a successful school improvement.
- Partnership.
- Working as a change agent and expert leader: National Leader of Education.

Since there is disparity of outcomes across the secondary sector, regardless of the root of those disparities, the Thurrock challenge is to develop a secondary system where there is collective responsibility for all of the pupils, most especially the most disadvantaged. All of the features above under the heading of sharing excellence are those that will inform the discussions to be held with head teachers in the first instance about how changes to school improvement relationships will be implemented in Thurrock in 2011 and beyond.

2.9 EXCELLENT LOCAL AUTHORITIES

What are the factors that make any local authority excellent?

- Collaborative relationships between the LA and their schools.
- Clear roles and responsibilities agreed between the LA and the school leadership team.
- Contact-based and context-driven understanding of the needs of each school.
- Continuity of staffing in LA school improvement teams.
- Coordination and communication between the LA and the school
- Leadership.
- Creating self-sufficiency, not dependency in school leadership
- Teams.
- Challenging as well as supporting schools.
- Creating effective leaders by coaching and capacity building.

Keating, A., Marshall, H. and Rudd, P. (2009). *Local Authorities and School Improvement: the Use of Statutory Powers* (Research Summary). Slough: NFER.

These features are those that the Directorate is striving to achieve in its planning for the future.

2.10 SUPPORT AND CHALLENGE

Both of the academies are outside the ambit of local authority intervention. They are funded directly by DFE from funds debited from the local authority budget allocation although the method for doing this is yet to be determined for the future.

DFE provides school improvement partners for academies. Sponsors oversee the success of the academies in their group.

The Funding Agreement for Academies and its annexes remove the following requirements from academies:

- Pupil well-being and community cohesion;
- Designated teacher of children in care and any duty to have regard to any guidance on the role of the designated teacher for children in care;
- School development plan and target setting and the requirement to set targets for the same indicators as is required of maintained schools;
- Curriculum entitlement at key stage 4 and post-16 curriculum (14-19 curriculum entitlement), which is likely to result in a reduction in subjects offered particularly to lower ability pupils;
- The National Curriculum programmes of study;
- Careers education;
- Nutritional standards of the food and drink in maintained schools;
- Provision of information to parents and others in the form of a prospectus including specified information about the curriculum offer, SEN arrangements, absence rates, destinations of school leavers etc;
- The arrangement for sharing pupil performance information with the local authority, which is used for local strategic planning purposes;
- Pupil count for grant purposes- following the first year after conversion, the pupil count for grant purposes will be determined by the Secretary of State, and not based on a November estimate by the academy; and
- The requirement to use the standards fund money received from the local authority in accordance with any conditions specified in relation to the grant.

Some local secondary schools expressed interest last summer in academy status when DFE invited schools to do so. The number of local academies has not however increased. To date there has been no indication of any interest locally in free schools.

2.10.1 Secondary schools over the last ten years have been able to benefit from a range of central government programmes with a thematic thread of school-to-school improvement or collaboration that have brought with them significant additional investment in the form of specific grants:

- Excellence in Cities
- Leadership Incentive Grant
- Leading edge
- Training Schools
- Specialist Schools
- National Leaders of Education
- Gaining Ground
- National Challenge and National Challenge Trusts
- National Support Schools (also possible in primary schools)
- Academy chains
- Federations and trusts (also possible in primary schools)

The grants regime will end and budgets are to be restructured by the new government. National Strategies involvement in school improvement in both

primary and secondary will cease with the end in the government's contract with Capita in March 2011.

Primary schools were not the beneficiaries of as much largesse and have had to improve and develop from within their delegated budget.

2.10.2 The government is consulting currently about school funding in *Consultation on School Funding 2011-2012: Introducing a Pupil Premium*. The consultation ended on 18 October. This grant is of particular relevance to Thurrock since it is targeted at the most disadvantaged pupils with the means to define them part of the consultation. A separate grant for disadvantaged pupils will be sent to schools in September 2011 passported 100% by local authorities.

2.10.3 The broad sweep of 14-19 national centrally driven activity has been severely curtailed for example:

- Diploma entitlement will not be implemented.
- Cessation of the national support for the 14-19 workforce development and for curriculum.

2.10.4 The challenge to Thurrock and to schools in the area therefore - as we await the outcomes of the comprehensive spending review and the publication of a new Education bill - is to define how, if 'schools improve schools', the interests of those disadvantaged pupils who perform less well than their peers can be promoted and safeguarded. The challenge to the local authority is to define with schools the functions it will carry out and to carry out those functions as well as possible in support of children, young people and their families.

2.11 LEADERSHIP CHALLENGE IN PRIMARY PHASE SCHOOLS IN THURROCK

The recruitment and retention of head teachers for primary schools has been a challenge in Thurrock for some time now. It has been necessary on far too many occasions, sometimes in as many as one third of schools, to rely on temporary or interim arrangements. By contrast, the secondary schools experience no such difficulty. Consequently, this section of the report confines itself to the primary phase.

2.11.1 Temporary headships

There has been a reduction in the proportion of temporary headships in primary schools from 31% to 28% in 2009/2010. From September 2010 the proportion has reduced further to 16% owing to the appointment of four head teachers and one head teacher returning from maternity leave. Three of these appointments are of experienced head teachers and one has benefitted from being seconded as a temporary head teacher in a local school.

Six schools require temporary headship arrangements in September 2010. These include three junior schools and three primary schools. These are either very small schools or are subject to change under the Schools' Capital Strategy proposals.

The LA has been proactive in ensuring that temporary headship arrangements can provide strong leadership through brokering executive head teachers from within Thurrock and securing experienced interim head teachers externally.

2.11.2 Responses to advertisements

There were eleven primary headships advertised in 2009/2010. Two were re-advertisements. There was a range in the number of responses with four schools receiving four or more applications and these schools were able to shortlist a number of candidates and make strong appointments. However, six schools received one or no applications and the calibre of the candidates meant that the schools were not able to shortlist in all except one case.

2.11.3 Nationally⁴ and for the last ten years around one third of primary posts require re-advertisement. In the East of England it was 42% in 2009.

The following are the features that will most likely be a factor in a re-advertisement

- Faith schools;
- Coastal location;
- Challenging circumstances;
- Below average pay;
- Very large schools;
- Very small schools;
- Late entry to recruitment cycle;
- High cost housing area;
- Declining pupil numbers.

Needless to say schools in Thurrock can evidence several of these features. The introduction of the mandatory qualification for headship (the NPQH) in 2004 has led to strain on the market where candidates with that qualification become scarcer.

There is evidence that Key Stage 2 scores that are below average for the local area are a disincentive for applicants.

2.11.4 Retention

Five head teachers have left Thurrock since September 2009, all in the primary sector. Of these, two retired, one left headship and two moved to new headships in other local authorities, both reporting that they felt vulnerable as inexperienced heads of challenging schools.

Over the last four years there has been a high number of primary head teachers reaching retirement age and leaving Thurrock primary schools. As a result the local authority has a high proportion of relatively young head teachers. It is anticipated that only one primary head teacher will retire in the

⁴ Information here about national and regional trends is taken from the 25th annual survey by Education Data Surveys now 'owned' by the Times Educational Supplement

next year 2010/2011 as nationally we reach the end of the retirement boom. It is likely that the number of schools will reduce by two owing to amalgamations that are under consultation.

The 'pool' of suitable qualified and experienced candidates for primary headship is small. It is vital to retain talent where it is found and to ensure that leading in Thurrock is seen as a 'career high'.

In a sector of society such as schools, the leaders for the future are already working in education. If it takes around 15 years to reach headship, schools are now drawing on the skills of those who entered teaching in the second half of the 1990s. That was a period of declining interest in teaching, culminating in the recruitment of fewer than 28,000 trainee teachers in 2002.

Of these, only around 60% will have survived the training and entry to the job market leaving 16,800 potential future leaders. Split evenly between the sectors, this means about 8,000 in the primary sector. However, after allowing for post-entry departure rates of perhaps a further 20%, the final figure is probably closer to 6,000 than 8,000. One in four of these are likely to end up as a head teacher

Annual Survey of Senior Staff Appointments Education Data Surveys/TES 2010

2.12 GOVERNANCE

The governing body of a school shares responsibility for the leadership and strategic direction of schools. In 2009/2010, a temporary arrangement was in place to provide support to school governing bodies and in 2010/2011 a more robust arrangement will be in place. The majority of schools' Ofsted inspection reports show that leadership and governance are assessed as satisfactory in primary schools.

Thurrock requires leadership and governance to be at least good the make the kind of changes that need to be made.

Governors are the key players in recruitment to headship and to other senior leadership posts. It is often the case that the quality of governance will cause a head to remain in post or to leave so the skills and expertise of governing bodies cannot be left to chance.

4. ISSUES AND/OR OPTIONS

There are no issues other than those identified in other sections of the report.

5. CONSULTATION

A shorter version of this report that contained information about standards in 2010 for children aged 5 –11 was presented to the Children's Trust on 15 October 2010.

6. IMPACT ON CORPORATE POLICIES, PRIORITIES, PERFORMANCE AND COMMUNITY IMPACT

- 6.1 The standard of educational attainment by children and young people in Thurrock's schools is of fundamental importance to the realization of the council's aspirations for the community.

Together, we want to make sure that by 2020 Thurrock is the dynamic heart of the Thames Gateway, a place of ambition, enterprise and opportunity where communities and businesses flourish and where people are proud to be associated with the borough

Sustainable Communities Strategy

The effectiveness of the school improvement service in partnership with schools is central to the achievement of the council's objectives for its regeneration requires that all children and young people perform well in schools and colleges.

7. IMPLICATIONS

7.1 Financial

Implications verified by: **Yannick Stupples-Whyley**
Telephone and email **01375 652532**
ystupples-whyley@thurrock.gov.uk

There are no direct financial implications arising from this report.

6.2 Legal

Implications verified by: **Lee Bartlett**
Telephone and email **01375 652167**
lbartlett@thurrock.gov.uk

There are no legal implications arising from this report.

6.3 Diversity and equality

Implications verified by: **Samson DeAlyn**
Telephone and email **01375 652472**
sdealyn@thurrock.gov.uk

The securing of high standards of attainment for all children and young people is a priority for Thurrock Council. It is necessary to ensure that the directorate for Children, Education and families firstly monitors all outcomes for pupils in schools with reference to socio-economic factors and secondly deploys services to support children and their families most in need of support.

6.4 Other implications

There are no other implications.

7. CONCLUSION

- 7.1 Review and restructure of school improvement relationships with schools is an urgent priority.
- 7.2 For some time now, schools have worked together in a quasi-formal way in Clusters – see below in the appendix (iii) for the groupings. At this time, it is not possible to draw robust conclusions about the impact of the collaboration on the outcomes for each of the schools in the group and the nature of any accountability is not defined. The Cluster groupings reflect the roll out of policy and funding arrangements for extended services around five or six years ago. Collaboration on wider school improvement activities has grown from sharing planning for multi agency working.
- 7.3 It is the intention of the Directorate to consult with head teachers and governing bodies about the structures that will support families and children in localities and at the same time realize the aim of “schools improving schools’.
- 7.4 Significant work is planned in 2010/2011 on leadership policy, practice and succession planning to scaffold the school improvement focused activity.
- 7.5 There is a very wide range of centrally driven activity in the form of consultations that will shape future government policy and local provision:
- Munro review of child protection
 - Henley review of music education
 - Review of special educational needs and disability
 - School funding 2011-102012
 - Wolf review of vocational education
 - Teather review of early years
 - Review of national curriculum tests at key stage 2
 - James review of capital

Announcements are expected about pupil behaviour and about pupil referral units. Until the education bill is published the detail will not be known.

- 7.6 What is clear is that local authorities’ school improvement services will need to reshape and redefine what they do and how they do it. The partnership with schools will be significantly different from hitherto.
- 7.7 In 2010/2011, all of the above elements will be developed as the local authority goes forward with the challenge of managing very significant change mandated by the new government and with the core aim of meeting the Thurrock challenge.

We will use the evidence of our own experience and the evidence of the literature to shape new ways of working with our partners to maximize the life chances of all of the children and young people in Thurrock.

BACKGROUND PAPERS USED IN PREPARING THIS REPORT

None.

APPENDICES TO THIS REPORT

- (i) Information and clarification
- (ii) Vulnerable Groups of Learners
- (iii) Clusters
- (iv) Free school meal entitlement school by school

(i) INFORMATION AND CLARIFICATION

The **Early Years Foundation Stage Profile (EYFSP)** includes six areas of learning covering children's physical, intellectual, emotional and social development measured by 13 assessment scales, each of which has nine points.

Children who achieve a score of 78 points or more across the 13 assessment scales score an average of 6 points per scale.

When a child achieves this overall score and also achieves a score of 6 or more in each of the 7 scales in the Personal, Social and Emotional development (PSE) and Communication, Language and Literacy areas of learning (CLL), they are deemed to be reaching a **good level of development**.

In Key Stage 1 (national curriculum levels 1, 2 and 3 in years 1 and 2, ages 4-7), teacher assessments measure pupils' attainment against the levels set by the National Curriculum. They measure the extent to which pupils have the specific knowledge, skills and understanding that the National Curriculum expects pupils to have mastered by the end of Key Stage 1.

The National Curriculum standards have been designed so that most pupils will progress by approximately one level every two years. This means that by the end of KS1, pupils are expected to reach Level 2. **Most pupils are at level 2 by the end of Key Stage 1**

If, based on level judgments for attainment targets for reading, writing and mathematics, teachers reach an overall level 2 judgment, they should then consider whether the performance is just into level 2, securely at level 2 or at the top end of level 2. This refines the judgment into 2C, 2B or 2A.

Where teachers assess a pupil as having reached a higher standard, they can award a level 3. The Local Authority must by law moderate or check the accuracy of the key stage 1 assessments and must report to the Qualifications and Curriculum Development Agency (QCDA). The government has abolished this organization and as yet no information has been set out as to future arrangements.

In Key Stage 2, years 3, 4, 5 and 6 for ages 7 to 11 pupils sit national tests in English and mathematics.

Most pupils are at level 4 by the end of Key Stage 2 and some achieve a level 5.

If children achieve below these levels the likelihood of them achieving five or more GCSEs or equivalent at A*-C (their passport to further education) is significantly reduced.

(ii) VULNERABLE GROUPS OF LEARNERS

The former DCSF's revised statutory guidance for local authorities in England to identify children not receiving a suitable education says (paragraph 31):

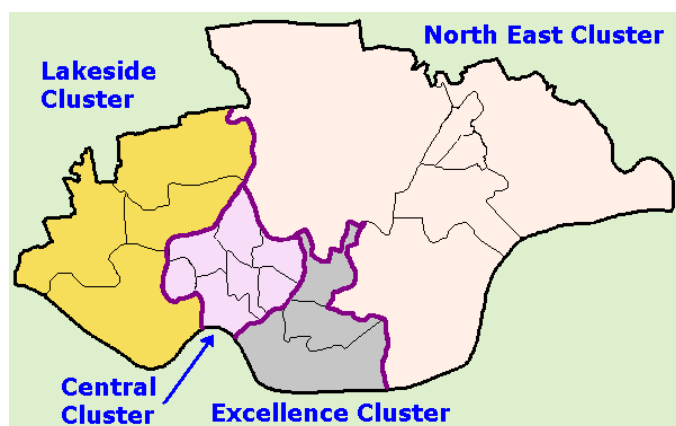
'Some children living in certain circumstances face more obstacles to achieving the five ECM [Every Child Matters] Outcomes and this can include not receiving a suitable education. Amongst these are (this list is not exclusive):

- children and young people under the supervision of the youth justice system;
- children from families fleeing domestic violence;
- children of homeless families, perhaps living in temporary accommodation, house of multiple occupancy or bed and breakfast;
- young runaways;
- children in families involved in anti-social behaviour;
- children who are on the child protection register;
- children affected by substance and/or alcohol misuse;
- unaccompanied asylum seekers; children of refugees and asylum seeking families;
- children in new immigrant families, who are not yet established in the UK and may not have fixed addresses;
- children of migrant worker families (who may not be familiar with the education system);
- children of families who can be highly mobile, e.g. parents in the armed forces, Gypsy, Roma and Traveler families;
- children who do not receive a suitable education whilst being educated at home
- children who have been bullied;
- children who have suffered discrimination on the grounds of race, faith, gender, disability or sexuality;
- children at risk of sexual exploitation, including children who have been trafficked to, or within the UK;
- children at risk of "honour"-based violence including forced marriage or female genital mutilation;
- looked after children/children in care;
- children who go missing from care;
- children who are privately fostered;
- young carers;
- teenage parents;
- children who are permanently excluded from school, particularly those excluded unlawfully e.g. for problematic behaviour or offending children whose parents take them abroad for a prolonged period;

- children who were registered with a school that has closed, and have not made the transition to another school;
- children of parents with mental health problems;
- children of parents with learning difficulties;
- children with long-term medical or emotional problems.

Taken from *Children missing from education: The actions taken to prevent children from missing education or becoming 'lost to the system'* Ofsted 2010

(iii) CLUSTERS



Central Cluster 13		Excellence Cluster 7	
Chafford Hundred Primary Primary	Warren	Chadwell St. Mary Primary	
Deneholm Primary Primary	Tudor Court	Herringham Primary	
Little Thurrock Primary infants	Thameside	Lansdowne Primary	
Quarry Hill Infants Juniors	Thameside	Manor Infant and Nursery	
Quarry Hill Juniors Infants	Stifford Clays	St. Mary's Catholic Primary	
St. Thomas of Canterbury Juniors	Stifford Clays	Tilbury Manor Junior	
Stifford Primary		Woodside Primary	
FREE SCHOOL MEALS ENTITLEMENT 11%		FREE SCHOOL MEALS ENTITLEMENT 26%	
Lakeside Cluster 10		North East Cluster 12	
Aveley Primary Primary	West Thurrock	Abbots Hall Primary	Giffards Primary
Benyon Primary Primary	Somers Heath	Arthur Bugler Infant	East Tilbury Infant
Bonnygate Primary		Arthur Bugler Junior	East Tilbury Junior
Dilkes Primary		Bulphan C/E Primary	
Holy Cross Primary		Corringham Primary	
Kenningtons Primary		Graham James Primary	
Purfleet Primary		Horndon on the Hill C/E Primary	
Shaw Primary		Orsett C/E Primary	
		St. Joseph's Catholic Primary	
		Stanford le Hope Primary	
FREE SCHOOL MEALS ENTITLEMENT 25%		FREE SCHOOL MEALS ENTITLEMENT 10%	

(iv) FREE SCHOOL MEAL (FSM) ENTITLEMENT IN THE PRIMARY PHASE

NOR =number on roll

	NOR 2010	FSM 2010	% FSM 2010
Arthur Bugler Infant	153	16	10.5
East Tilbury Infants	219	28	12.8
Manor Infants	188	52	27.7
Quarry Hill Infants	177	39	22.0
Stifford Clays Infants	238	18	7.6
Thameside Infants	216	48	22.2
Infant schools	1191	201	16.9

Arthur Bugler Junior	217	22	10.1
East Tilbury Junior	276	34	12.3
Quarry Hill Junior	258	41	15.9
Stifford Clays Junior	346	41	11.8
Thameside Junior	222	59	26.6
Tilbury Manor Junior	245	81	33.1
Junior schools	1564	278	17.8
Abbots Hall Primary	244	38	15.6
Aveley Primary	270	55	20.4
Benyon Primary	189	35	18.5
Bonnygate Primary	198	72	36.4
Bulphan Primary	70	5	7.1
Chadwell St Mary Primary	134	41	30.6
Chafford Hundred Primary	432	28	6.5
Corringham Primary	419	46	11.0
Deneholm Primary	364	86	23.6
Dilkes Primary	380	92	24.2
Giffards Primary	440	69	15.7
Graham James Primary	208	12	5.8
Herringham Primary	356	111	31.2
Holy Cross Primary	276	24	8.7
Horndon On The Hill Primary	195	13	6.7
Kenningtons Primary	292	49	16.8
Lansdowne Primary	551	233	42.3
Little Thurrock Primary	524	30	5.7
Orsett Primary	201	6	3.0
Purfleet Primary	319	125	39.2
Shaw Primary	311	120	38.6
Somers Heath Primary	192	38	19.8
St Joseph's Primary	274	12	4.4
St Mary's R.C. Primary	243	31	12.8
St Thomas Primary	624	24	3.8
Stanford-Le-Hope Primary	345	66	19.1
Stifford Primary	529	81	15.3
Tudor Court Primary	617	26	4.2
Warren Primary	476	18	3.8
West Thurrock Primary	210	41	19.5
Woodside Primary	361	41	11.4
Primary schools	10244	1668	16.3
Primary phase	12999	2147	16.5

(v) FREE SCHOOL MEAL ENTITLEMENT IN THE SPECIAL SCHOOLS

Beacon Hill	64	14	21.9
Treetops	229	76	33.2
Special schools	293	90	30.7

Not all of the children in the special schools will be Thurrock residents.

(vi) FREE SCHOOL MEAL ENTITLEMENT IN THE SECONDARY SCHOOLS

Chafford Hundred	819	88	10.7
Gable Hall	1,244	106	8.5
Gateway Academy	902	308	34.1
Grays Convent	617	51	8.3
Hassenbrook	775	90	11.6
Ormiston Park Academy	540	171	31.7
St Clare's	1,014	83	8.2
The Grays	900	149	16.6
The Ockendon	921	194	21.1
William Edwards	1,195	103	8.6
Secondary phase	8927	1343	15.0

A MAP OF DISADVANTAGE IN THURROCK

