

13 October 2016		ITEM: 5
Children's Services Overview and Scrutiny Committee		
Educational Attainments		
Wards and communities affected: All	Key Decision: All	
Report of: Rory Patterson, 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: Rory Patterson, 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 four years as attainment and progress have risen significantly, particularly in the primary sector. However a new curriculum was introduced in 2014 and new assessment procedures were introduced in 2015 which have resulted in national curriculum levels being abandoned and a new system and more rigorous tests being introduced. As a result comparisons can't be made between previous years' data and the last academic year.

1. Recommendation(s)

- 1.1 That the Overview & Scrutiny Committee notes the provisional outcomes of the summer 2016 tests and examinations and commends schools, pupils, and parents/carers on their achievements.**
- 1.2 That the Committee recognises that data can't be compared to previous years due to a change in curriculum and assessments.**

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 fourth year running.

Early Years – Foundation Stage

KS1 (7 year old)

KS2 (11 year old)

KS4 (16 year old)

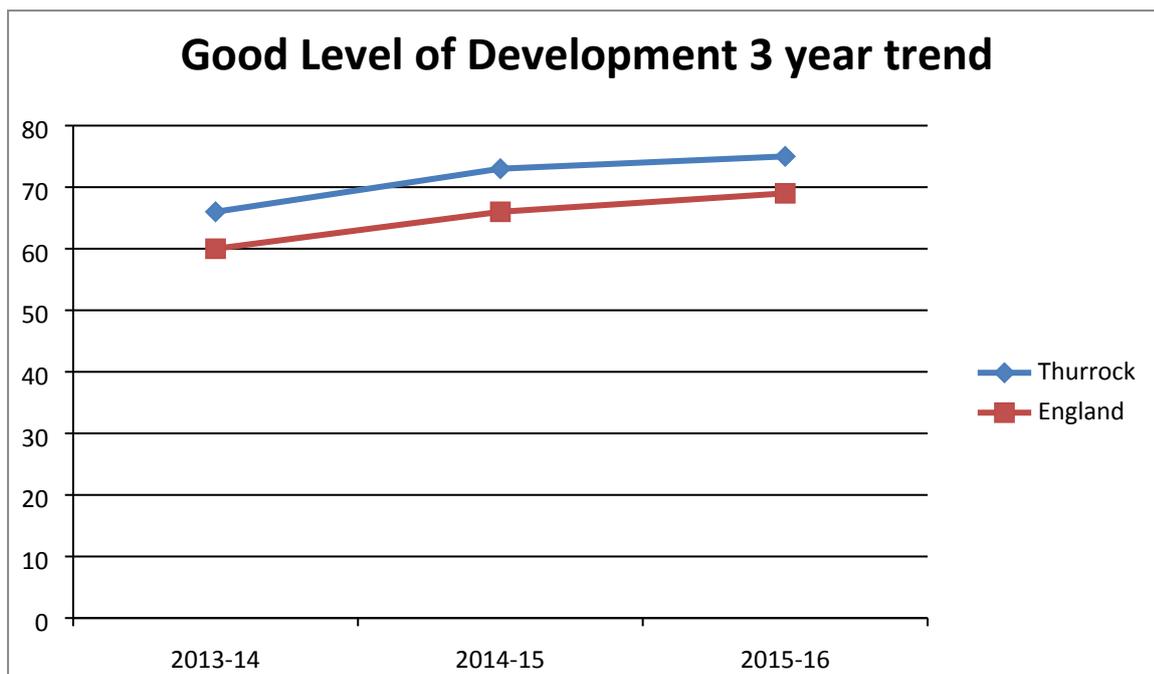
KS5 (18 year old)

- 2.1.2 In 2016 KS1 assessments are no longer reported as levels and cannot be compared to previous years. National Curriculum levels have been replaced by National Standards in the interim Teacher Assessment Frameworks, which are only to be used in 2016 and 2017. The results are still based on teacher assessments and for the first time this year include a combined reading, writing and maths measure. Grammar, punctuation and spelling assessments were not included this year due to an error at STA.
- 2.1.3 In 2016, the new more challenging national curriculum, which was introduced in 2014, was assessed by new tests and interim frameworks for teacher assessment. 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. Progress data will be released by the DfE in December.
- 2.1.4 2016 GCSE results show a significant improvement on last year moving the overall performance close to the 2014 results (previously in line with the National Average (NA). The key measure of 5+GCSE's with English (EN) and mathematics (MA) is not being used by the Department of Education this year preferring to consider Progress 8 and Attainment 8 (see graphs). This report attempts to report the improvement on previous years.

3. Issues and Options

3.1 Early Years Foundation Stage (EYFS age 5)

- 3.1.1 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 all of the prime areas of learning and in literacy and mathematics.
- 3.1.2 The GLD has risen again and exceeds the national average by six percentage points.

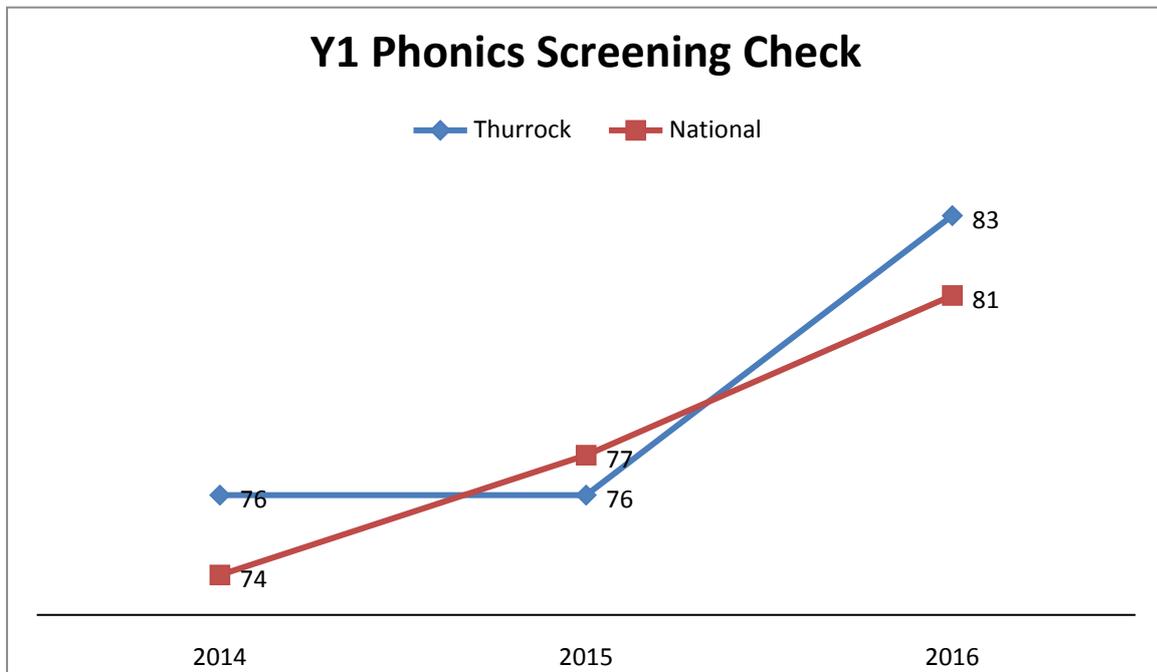


- 3.1.3 To reach the percentage of children making a good level of development, each child is assessed against 17 Early Learning Goals; whether she/he meets the level, has not yet reached the level or exceeded it and points are awarded accordingly in a range between 17 to 51. If a child meets every Early Learning Goal, she/he will receive at least 34 points.
- 3.1.4 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. 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.
- 3.1.5 The Average Total Points has remained the same.
- 3.1.6 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%. This year has seen the gap close by a further 1.9 percentage points to 26%. 2016 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.
- 3.1.7 There was a significant improvement in GLD performance for boys in 2014 and this figure has continued to rise over the last three years, the current GLD achievement for 2016 being 3% higher than 2015. Performance for girls has also improved, by 2% in 2016, with GLD results for both genders likely to remain significantly higher than the national average.

2015-16	GLD	Average Total Points
Thurrock (All)	75%	34.2
- Boys	67%	33.2
- Girls	83%	35.3
National (Estimated)	69%	n/a

3.2 Year 1 Phonics (age 6)

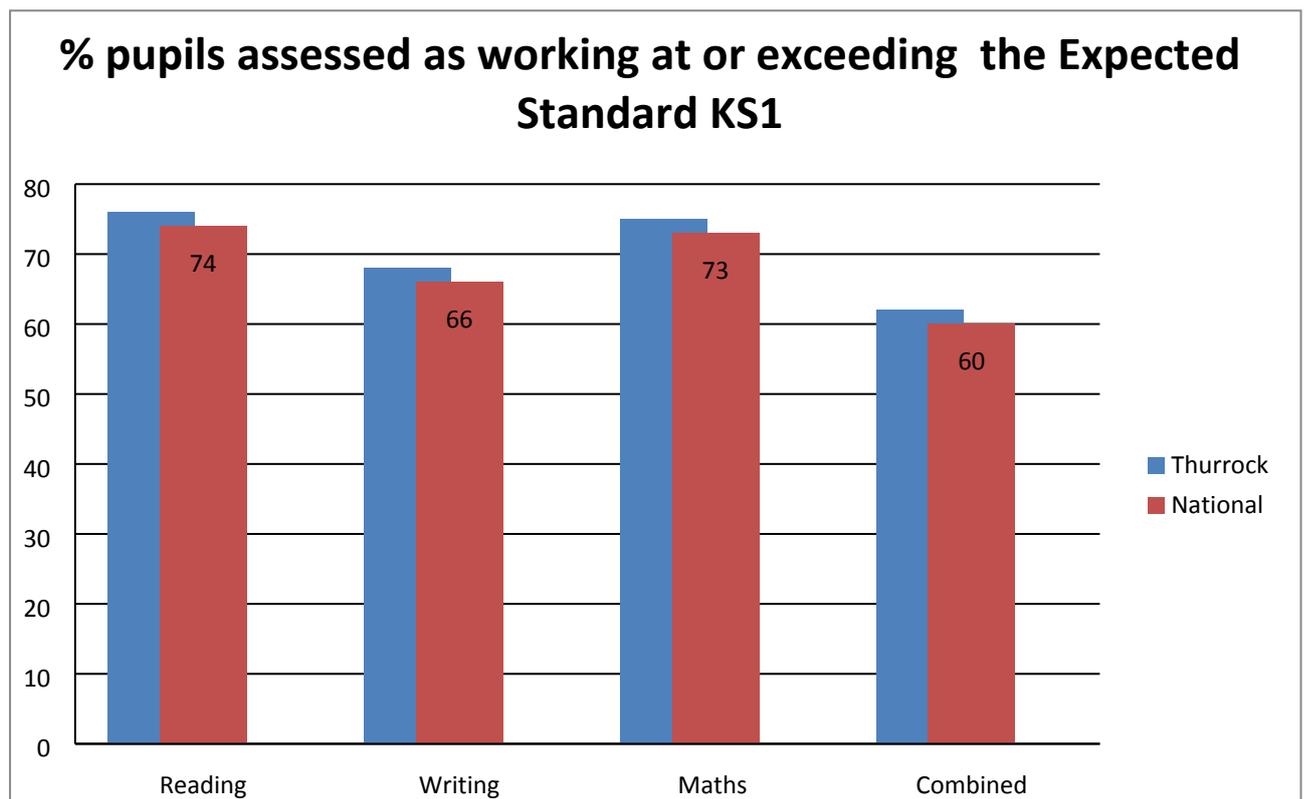
3.2.1 The year 1 phonics screening check is undertaken in June by all year 1 pupils and those pupils in year 2 who did not achieve age related expectations whilst in year 1. The percentage of children who reached the expected standard has risen by 7 percentage points; the national average has risen by 4 percentage points. Thurrock averages are now above national by 2 percentage points.



3.3 Key Stage 1 (age 7, year 2)

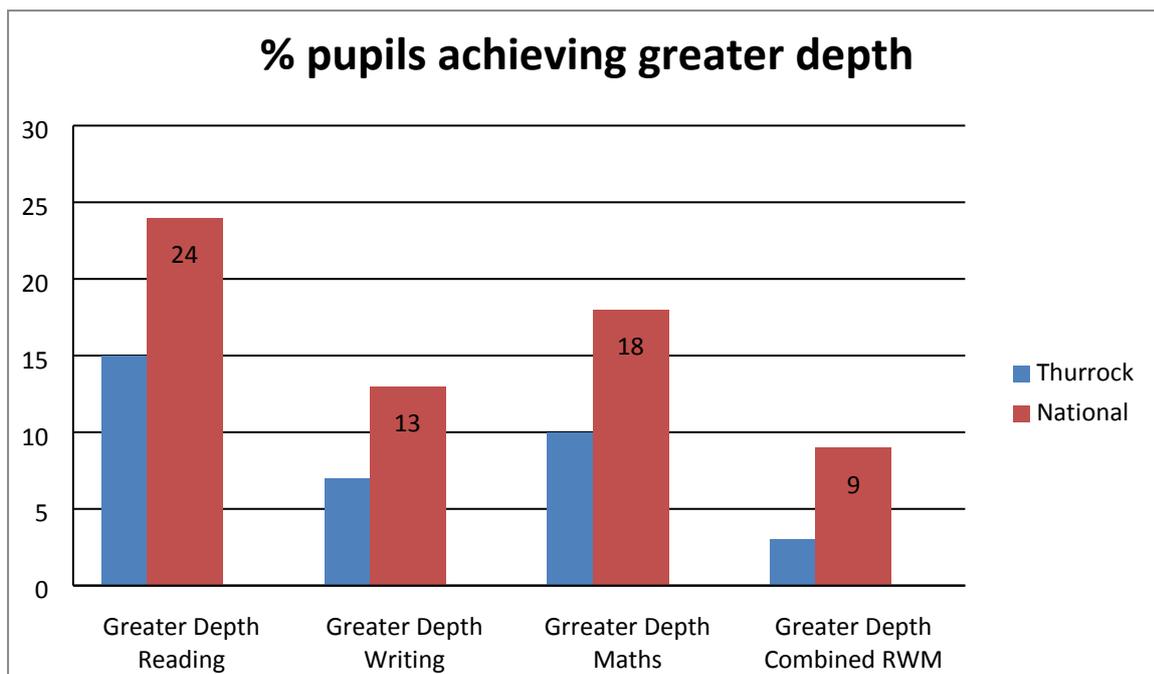
3.3.1 In 2016 KS1 assessments are no longer reported as levels and cannot be compared to previous years. National Curriculum levels have been replaced by National Standards in the interim Teacher Assessment Frameworks, which are only to be used in 2016 and 2017. The results are still based on teacher assessments and for the first time this year include a combined reading, writing and maths measure. Grammar, punctuation and spelling assessments were not included this year due to an error at STA.

3.3.2



3.3.3 In all areas the Thurrock averages are two percentage points above the national for the percentage of pupils achieving the expected standard.

3.3.4 For the first time in 2015 teachers have assessed pupils against the interim teacher assessment frameworks. Pupils working above the national expected standards were assessed to see if they were working at 'greater depth'. This can't be compared to previous years' Level 3 National Curriculum data.



3.3.5 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 for the first time as well as a new more rigorous curriculum.

3.4 Key Stage 2 (age 11, year 6)

3.4.1 In 2016, the new more challenging national curriculum, which was introduced in 2014, was assessed by new tests and interim frameworks for teacher assessment. 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.

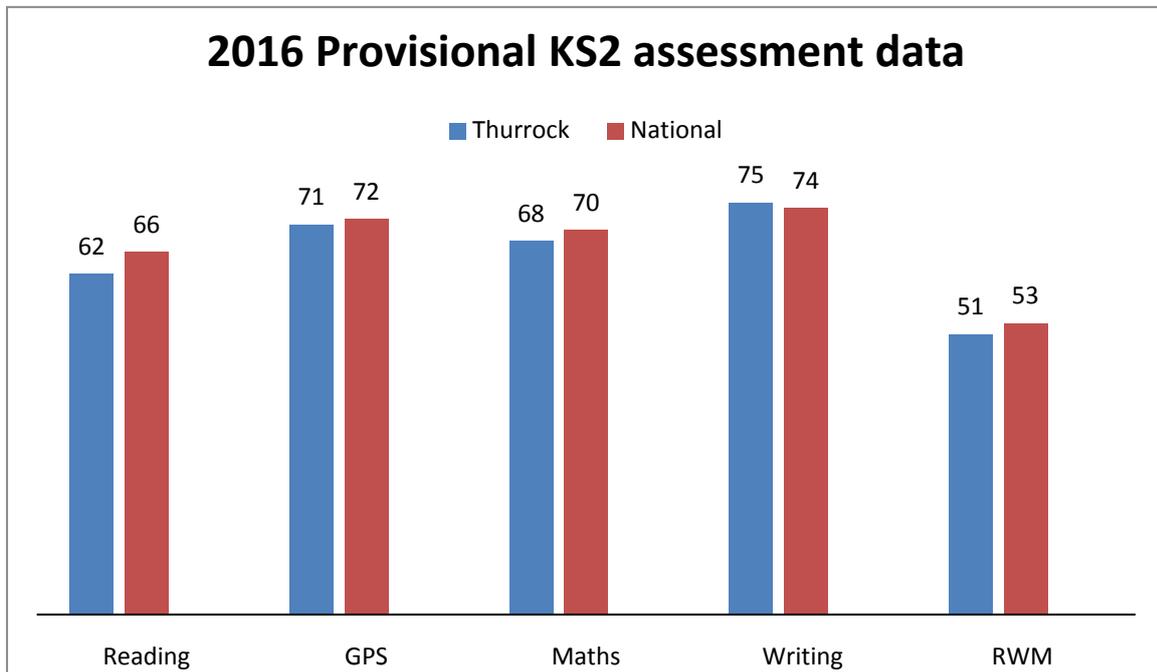
3.4.2 The expected standard in the tests is a scaled score of 100 or above. Attainment nationally in the tests is highest in grammar, punctuation and spelling (GPS) at 72% and lowest in reading at 66%. At 74% attainment in the writing teacher assessment is higher than in any of the test subjects.

3.4.3 Last year, to achieve a level 4 (the previous expected standard) pupils would have needed to get 46 per cent in their maths tests and 36 per cent in reading. This year, under the new, tougher standards, those percentages have increased to 54.5 per cent for maths, and 42 per cent for reading. GPS has remained the same at 61 per cent.

3.4.4 In Thurrock, reading was 62%, GPS was 71%, in maths 68% and in writing was 75%. This is close to the national average and is within 2 percentage

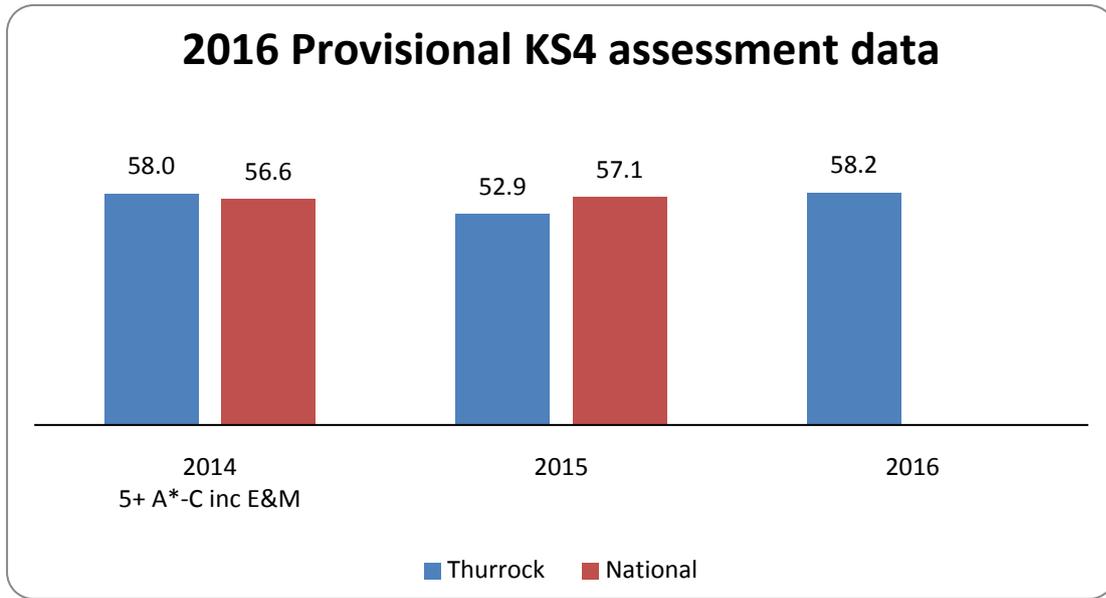
points of the combined reading, writing and maths (Nationally the average is 53% and in Thurrock schools the average is 51%). This is different from the pattern seen in previous years where attainment at level 4b or above was highest in reading and lowest in grammar, punctuation and spelling.

3.4.5 We understand that pupils who don't meet the expected standard at the end of year 6 will, from next year (2017), might have to re-sit their English and maths SATs at secondary school. The government said the consultation on the proposals, which would see the resits introduced from December 2017, would go ahead as planned.



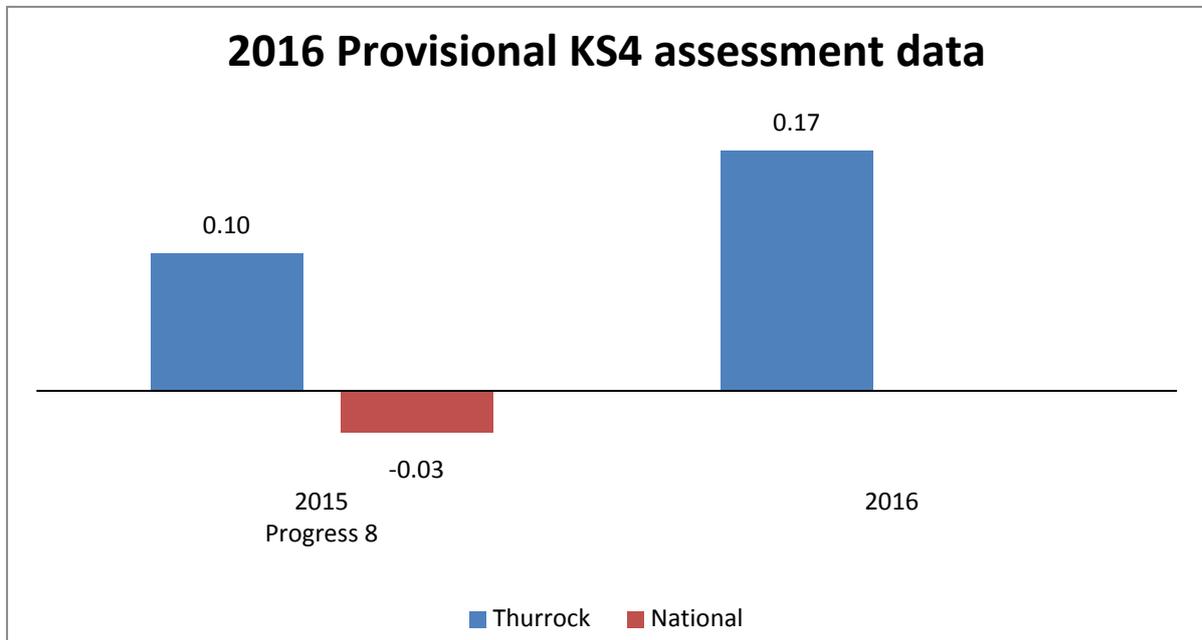
3.4.6 We are still waiting for progress data which the DfE has stated it will release in December.

4 GCSE KS4 (age 16) - Indicative results



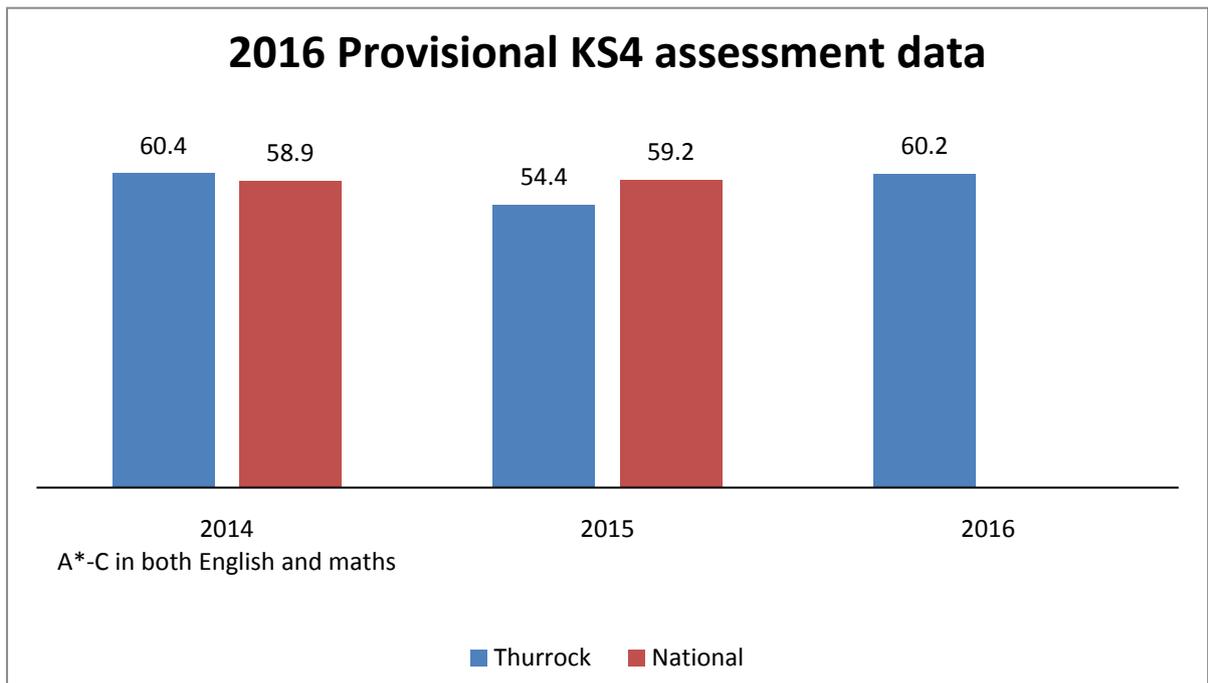
5+ A*-C inc E&M

	2014	2015	2016
Thurrock	58.0	52.9	58.2
National	56.6	57.1	??



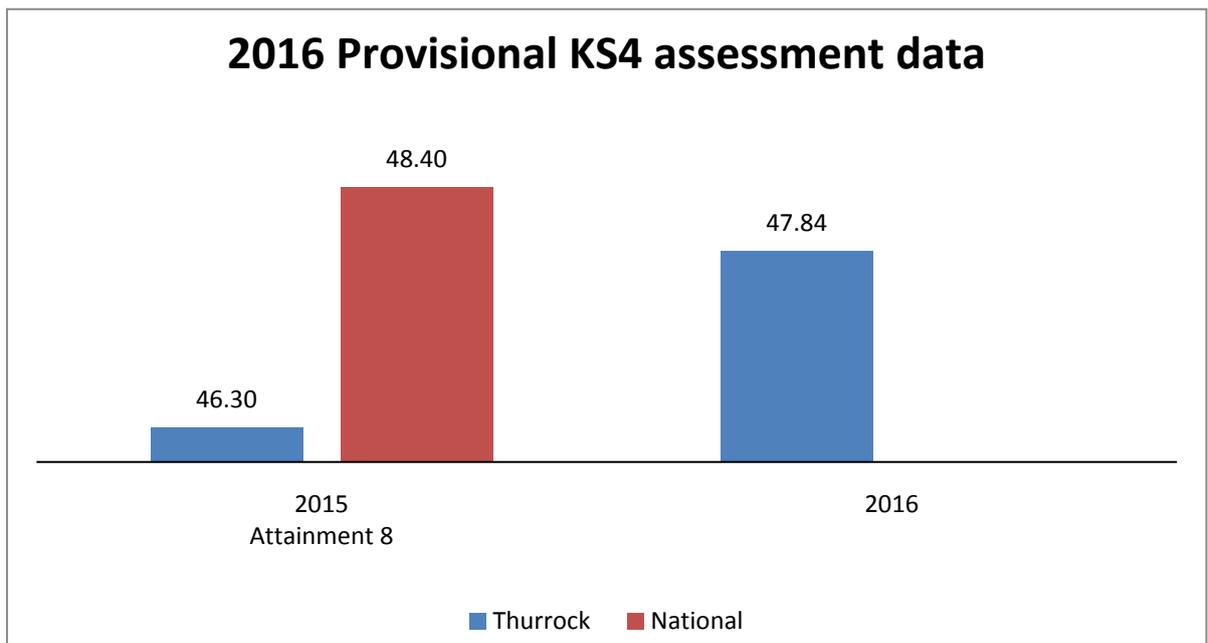
Progress 8

	2015	2016
Thurrock	0.10	0.17
National	-0.03	??



A*-C in both English and maths

	2014	2015	2016
Thurrock	60.4	54.4	60.2
National	58.9	59.2	??



Attainment 8

	2015	2016
Thurrock	46.30	47.84
National	48.40	???

- 4.1. Provisional results for Thurrock schools and academies shows a significant improvement from last year when results dropped to 53.2% for 5+ GCSEs including English and mathematics. The provisional results indicated more than 58% of pupils achieved the benchmark of 5 plus A*-C grades including English and Mathematics which would show this year's performance is likely to be in line with the new national average.
- 4.2 St Clere's School is the most improved with 78 per cent of students gaining the five or more higher level grades including English and maths. William Edwards School also improved on last year's results, with a 13 percentage point increase to 70 per cent. 84 per cent of Harris Academy students also gained the higher grades, which is in line with last year's good results.
- 4.3 As part of changes to the secondary accountability system Progress 8 and Attainment 8 will be key measures of school performance from 2016 onwards. They will replace the existing 5+ A*-C including English and maths headline measure, and the existing expected progress measures, for all schools.
- 4.4 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.
- 4.5 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.
- 4.6 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.
- 4.7 These results remain indicative 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.

4.8 Significant changes to GCSE are now published for use in 2017. 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.

4.9 The strategic priority for 2016/17 is to ensure young people achieve above the national average and that pupils in receipt of pupil premium make accelerated progress.

5 Children Looked After (CLA)

5.1 Foundation Stage – 5 Year Olds

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

5.1.1 There were 11 pupils in the cohort this academic year. Although previous data indicates that there is a decrease in attainment from the previous year, 7 pupils out of 11 achieved Good Level of Development [GLD]. The cohort size has increased significantly compared to the previous year although 6 pupils [54%] stopped being in care during this academic year. 10 pupils [91%] attended a Thurrock school. Progress for these children was in line with expectations based upon their individual PEP data and educational targets.

5.2 Key Stage 1 – 7 year olds

5.2.1 The testing system has changed for KS1 this year and, as a result of this, it is not possible to make comparisons with previous years' attainment data. There were 12 pupils in the cohort with 5 of these attending a Thurrock school. 4 pupils left care during the academic year. 1 pupil was disapplied from SATs due to significant Special Educational Needs and Disabilities (SEND).

5.2.2 The following percentages were achieved for those reaching the expected standard [figures based upon those eligible for the tests – 11 pupils]:-

Reading 63% [7 pupils]
Writing 55% [6 pupils]
Maths 63% [7pupils]
Combined 55% [6 pupils]

5.2.3 There are no national CLA data comparisons available at this time.

5.3 Key Stage 2 – 11 year olds

5.3.1 There were 14 children looked after in the total Year 6 cohort that Virtual School was responsible for with 8 pupils attending Thurrock schools which equates to 57% of the cohort. In total 12 pupils took their Standardised

Assessment Tests (SATs) and the following percentages were achieved for those reaching the expected standard:-

Reading 25% [3 pupils]
Writing 58% [7pupils]
Maths 58% [7pupils]
Combined 25% [3 pupils]

5.3.2 This year's Key Stage results have seen a dramatic drop nationally and this set of results is in line with this trend. There are no national CLA data comparisons at this time. Many of our pupils were working at age related expectations based upon teacher assessment but this did not translate in the rigorous testing process. One pupil made the equivalent of 3 years progress in the academic year and thus avoided being placed on an Education Health Care Plan (EHCP).

5.4 Key Stage 4 – 16 year olds

5.4.1 These figures represent the Virtual School Cohort responsibilities. These figures are indicative and will be finalised once the DFE data is released. The eligible cohort will be reduced based upon DFE criteria and the LA census return.

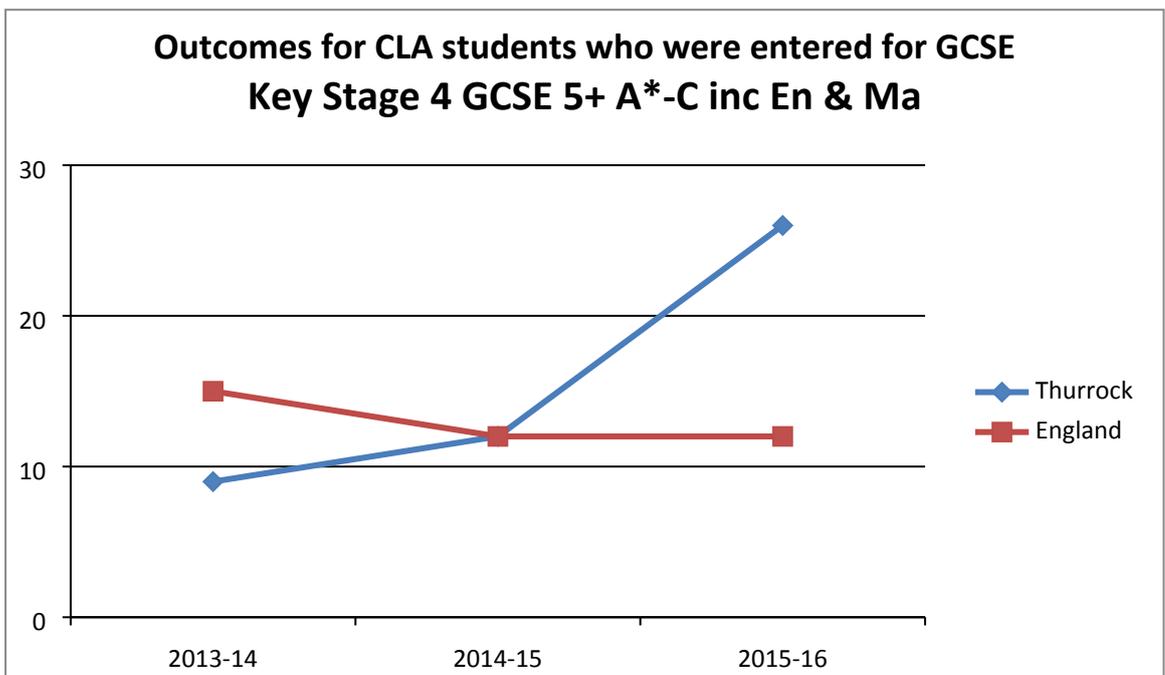
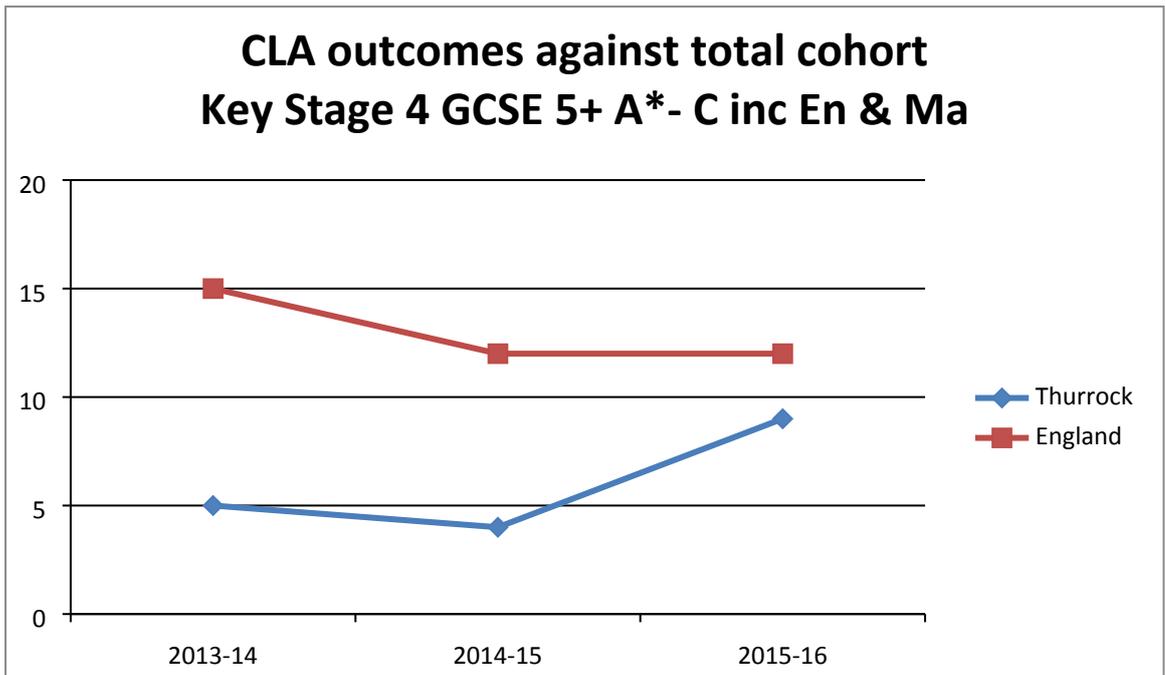
5.4.2 19 pupils were entered for GCSE from the Children in Care cohort of 55 pupils with 7 [17%] attending a local Thurrock school. All 7 were entered for examinations and all achieved a qualification in a range of subjects. From the total of the 19 pupils actually entered for GCSEs, 5 students [26.3%] gained 5 or more A*-C grades including EN and MA. This is an increase of from 12.5% in 2015 and 9% in 2014.

5.4.3 From the total cohort of 55 pupils, the 5 pupils who obtained 5 or more A*-C grades including EN and MA equates to 9% which is again an increase from previous years of 5%.

5.4.4 48 [83%] Year 11 pupils looked after by the local authority attended a provision out of borough, of which 17 [49%] students were in specialist provision. A total of 7 students [17%] did not sit formal qualifications. 3 of these have significant SEND and 4 pupils are resitting Year 11 and so were not eligible for exams this academic year. The remainder of the cohort sat a range of qualifications including entry level, functional skills, BTEC and maximum of 2 GCSEs.

5.4.5 Additionally 8 pupils [14.5%] achieved grade C or above in English and 8 pupils [14.5%] achieved grade C or above in Maths.

5.4.6 The number of pupils who were Unaccompanied Asylum Seeking Children [UASC] was 23 pupils [42%]. 2 pupils were able to sit GCSEs and the other students studied ESOL [English Spoken as Other Language].



5.5 Key Stage 5 – “A” level results

- 5.5.1 This year's provisional figures show that the percentage of A*-E passes in school sixth forms and at Palmer's College is 98 per cent. The percentage of grade A*-C passes for 2016 is 40 per cent. One-in-five students received an A* or A grade. Students taking A-levels in Thurrock have maintained the positive performances of recent years.
- 5.5.2 Palmer's 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 is also celebrating another good year of GCE Advanced Level and Vocational results as achievement hits 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.
- 5.5.3 At Ockendon School Academy and Studio School the overall pass rate is 93 per cent with a significant number of students achieving the higher grades A*-C at 70 per cent of the entry and 40 per cent gaining A*-B grades.
- 5.5.4 Harris Academy Chafford Hundred reported 100 per cent 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 per cent of entries across the 27 subjects on offer achieved pass marks, with 52 per cent achieving A*-B grades.
- 5.5.5 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.
- 5.5.6 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.

6. Reasons for Recommendation

- 6.1 None.

7. Impact on Corporate Policies, 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, Corporate Finance –
Children and Adult's**

There are no direct financial implications in this report.

8.2 Legal

Implications verified by: **Lucinda Bell**

Education Lawyer

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 Officer

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

Risks

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

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

9.1.1 Pupils and those who support them in and beyond school are to be praised 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, the School Improvement team and external consultants has proven to be 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
- further changes to assessment regimes
- achieving a consistently high standard of teaching and learning

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. The establishment of TRIADs in the primary sector is new and is designed and supported by HMI which should improve outcome in 2017.

9.1.4 The school improvement projects funded through the Education Commission budget are regularly monitored and the effectiveness and impact continues to be 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

Appendix 1 - KS4 Headline Summary 2016.

Appendix 2 - KS2 Headline Summary 2016.

Report Author:

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Strategic Leader School Improvement, Learning and Skills

Children's Services