

9 October 2018		ITEM: 8
Children's Services Overview and Scrutiny Committee		
Schools' Performance		
Wards and communities affected: All		Key Decision: Non-key
Report of: Andrea Winstone, School Improvement Manager		
Accountable Assistant Director: Michele Lucas, Interim Assistant Director for Learning, Inclusion and Skills		
Accountable Director: Rory Patterson, Corporate Director of Children's Services		
This report is public		

Executive Summary

Thurrock continues to see an improving picture in attainment and progress outcomes for its children and young people. We now have three years data for the end of KS2 which allow for trends to be recognised. The GCSE outcomes are more difficult to compare with previous years as more exams are transferred to the new 1-9 grading system (9 being the highest). The new grading system was introduced alongside a more demanding curriculum. Students can achieve English and maths combined with either passes in English language or English literature. This will replace the 5A* - C national measure. The data contained within this report is un-validated and may be subject to slight changes.

1. Recommendation(s)

1.1.1 That the Overview & Scrutiny Committee notes the provisional outcomes of the summer 2018 tests and examinations and commends schools, pupils, and parents/carers on their achievements.

2. Introduction and background

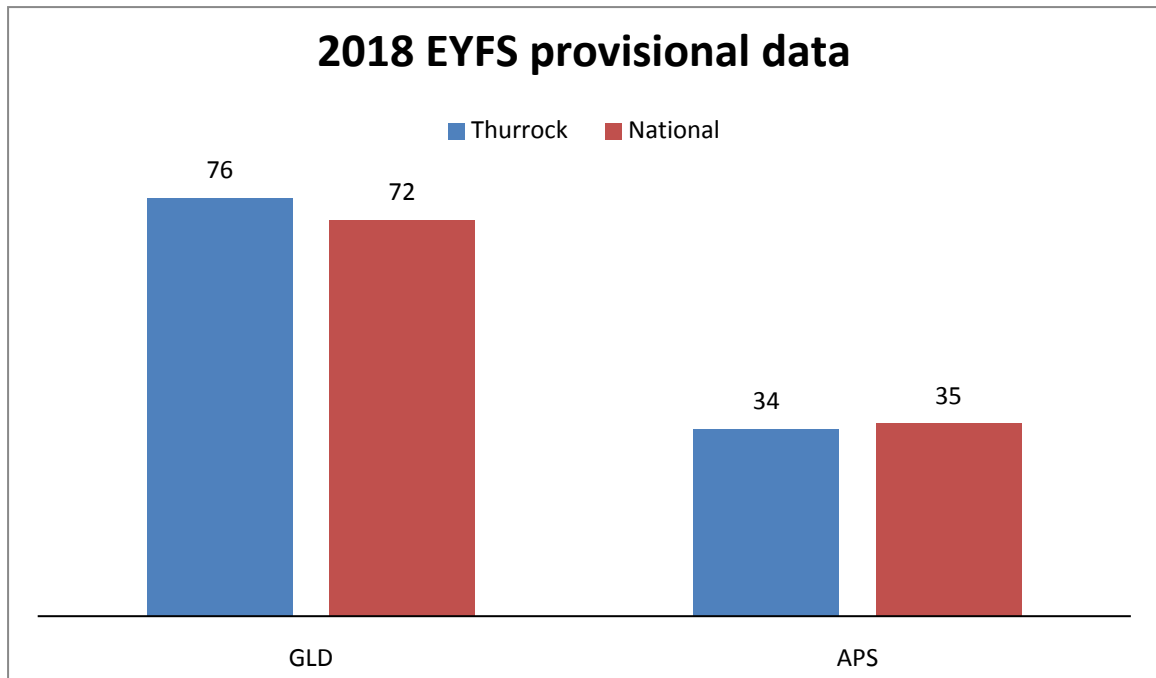
2.1 The target for Thurrock schools and academies is to be improving year on year and to be above the national averages in the end of year assessments in Reception, phonics in year 1, end of year 2 in key stage 1, end of year 6 in key stage 2, end of year 11 in key stage 4 and end of year 13 in key stage 5.

GLD (End of Reception- 5 year old)

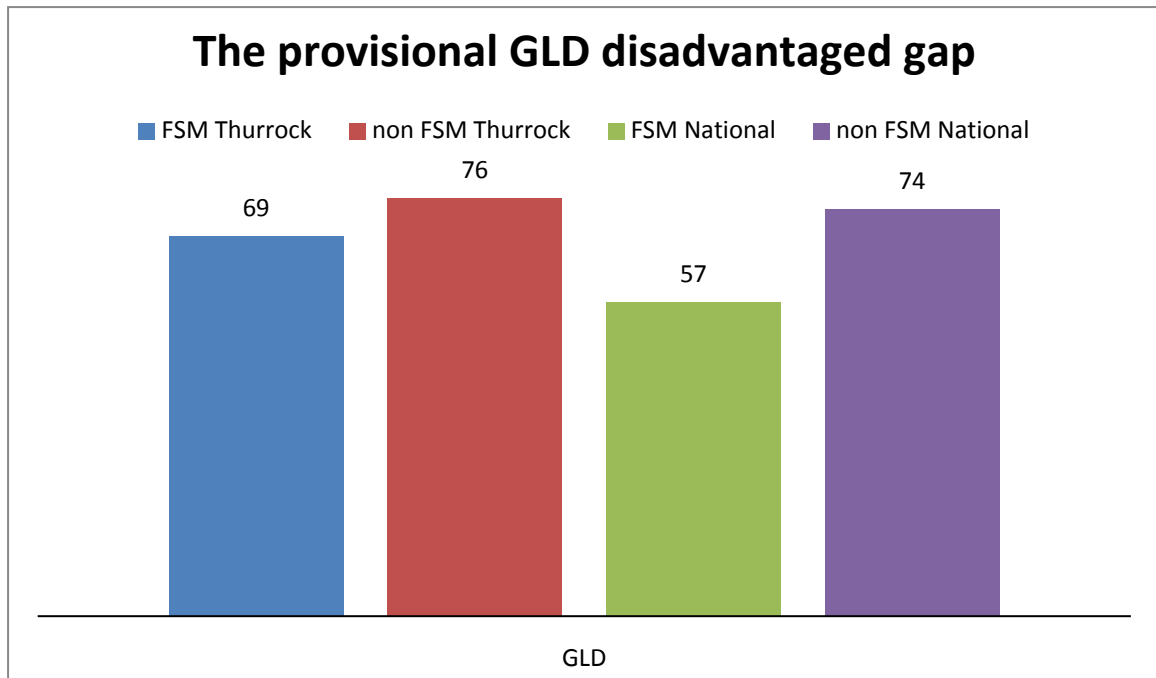
KS1 (7 years old)
KS2 (11 years old)
KS4 (16 years old)
KS5 (18 years old)

As a result of a continued support for Early Years teaching & moderation in schools, outcomes at the end of Reception (GLD – Good Levels of Development) are above national for the sixth year in a row.

- 2.2 KS1 assessments have been reported as a standard since 2016 and therefore this year's data can be compared to the previous two year's. The results continue to be based on teacher assessments which are informed by statutory end of key stage standardised assessment tasks (SATs). They also include a combined reading, writing and maths measure, in line with KS2 results.
- 2.3 In KS2 results of standardised assessment tasks are used to determine how pupils have attained and made progress in mathematics, reading and grammar, punctuation and spelling. Teachers also make teacher assessments in writing and science. A combined measure of the reading test, maths tests and writing teacher assessment is also included.
- 2.4 In KS5 the recently introduced Progress 8 measures schools not only on the results pupils achieve, but on how much progress they have made since they started secondary school. These will not be published until much later in the academic year and have replaced the previous measure of five good GCSE grades. Attainment 8 measures pupils' attainment across 8 qualifications including maths and English. A grade 4 in a single subject is considered a 'standard' pass whilst a grade 5 is a 'strong' pass. The key measure of combined English (EN) and mathematics (MA) is being used by the Department of Education this year and will be supplemented to include Progress 8 and Attainment 8.
- 3. Early Years Foundation Stage (EYFS age 5)**
The Good Level of Development (GLD) measure is awarded at the end of EYFS (Reception year), when a pupil has achieved at least expected in the prime areas of learning and in literacy and maths.
- 3.1 Early indications suggest that GLD in Thurrock has remained higher than the national average (NA 72% and Thurrock 76%). This is broadly in-line with the previous year.



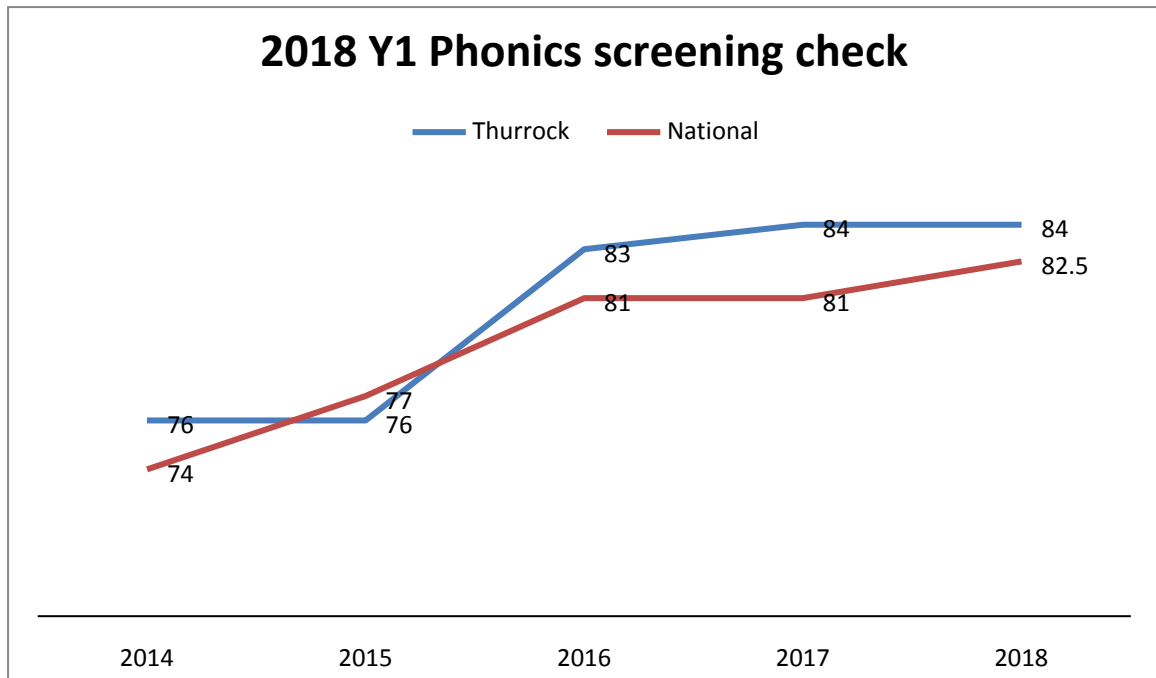
- 3.2 To reach the percentage of children making a good level of development, each child is assessed against 17 Early Learning Goals; whether she/he meets the level, has not yet reached the level or exceeded it, and points are awarded accordingly in a range 17 - 51. If a child meets every Early Learning Goal, she/he will receive at least 34 points.
- 3.3 The provisional GLD result for Thurrock is very encouraging as it puts the borough scores above the national and above others in the East of England region. This is an outcome of significant investment in school improvement staff for this phase and expertise in training and supporting staff in schools and settings.
- 3.4 The disadvantaged gap measures the percentage gap in GLD between the children eligible for free school meals and all other pupils. The target is to close the gap to ensure disadvantaged pupils achieve at least as well as their peers. The national gap remains high at 18%, whilst the gap for Thurrock pupils is 7%. This is a reduction on the previous year of 11%.



3.5 The narrow gap evidences the strength of early years in Thurrock, where all early education and childcare providers are at least judged to be good by Ofsted and therefore provide good early education for the high proportion of children that attend.

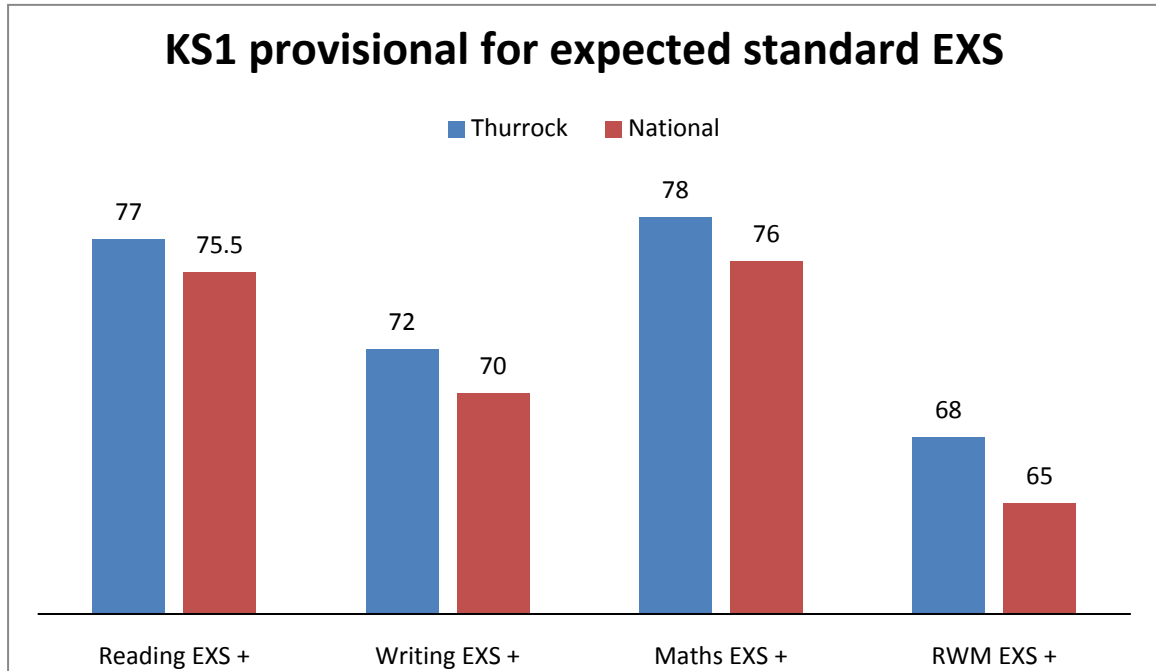
4. Year 1 Phonics (age 6)

4.1 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 remains at 84% which is higher than the national average of 82.5%.

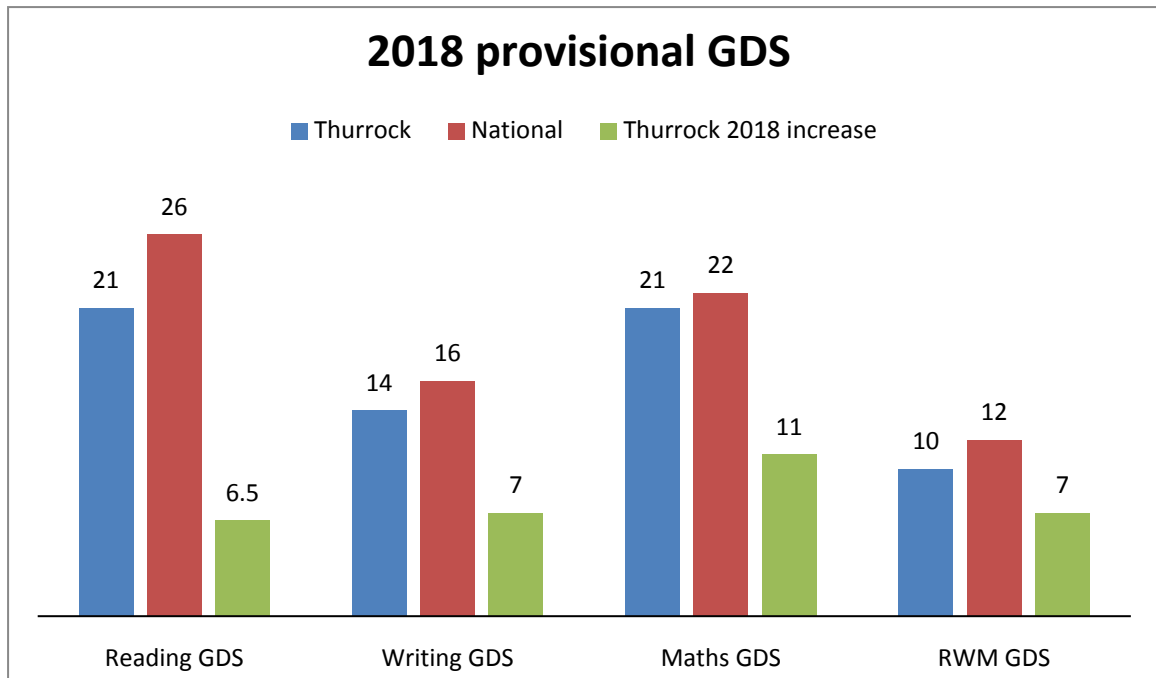


5. Key Stage 1 (age 7, year 2)

- 5.1 The results are still based on teacher assessments which are informed by standardised assessment tasks(SATs) in reading and maths.



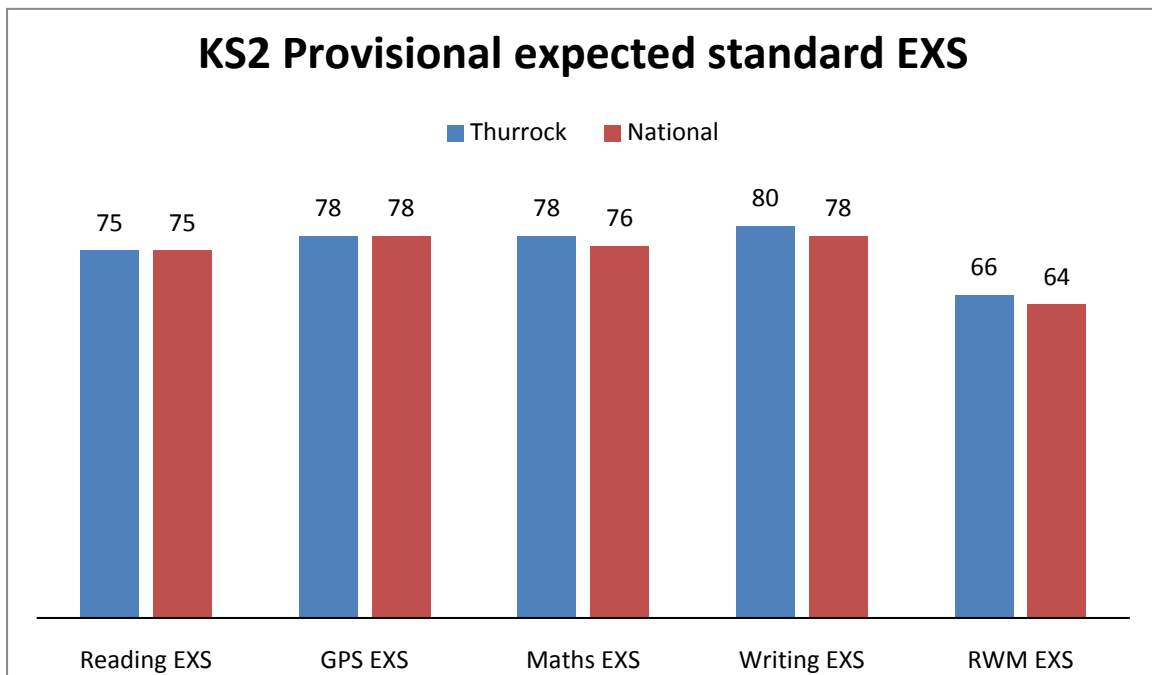
- 5.2 There has been a three year improving trend in all subjects at key stage 1 for the percentage of pupils achieving the expected standard.



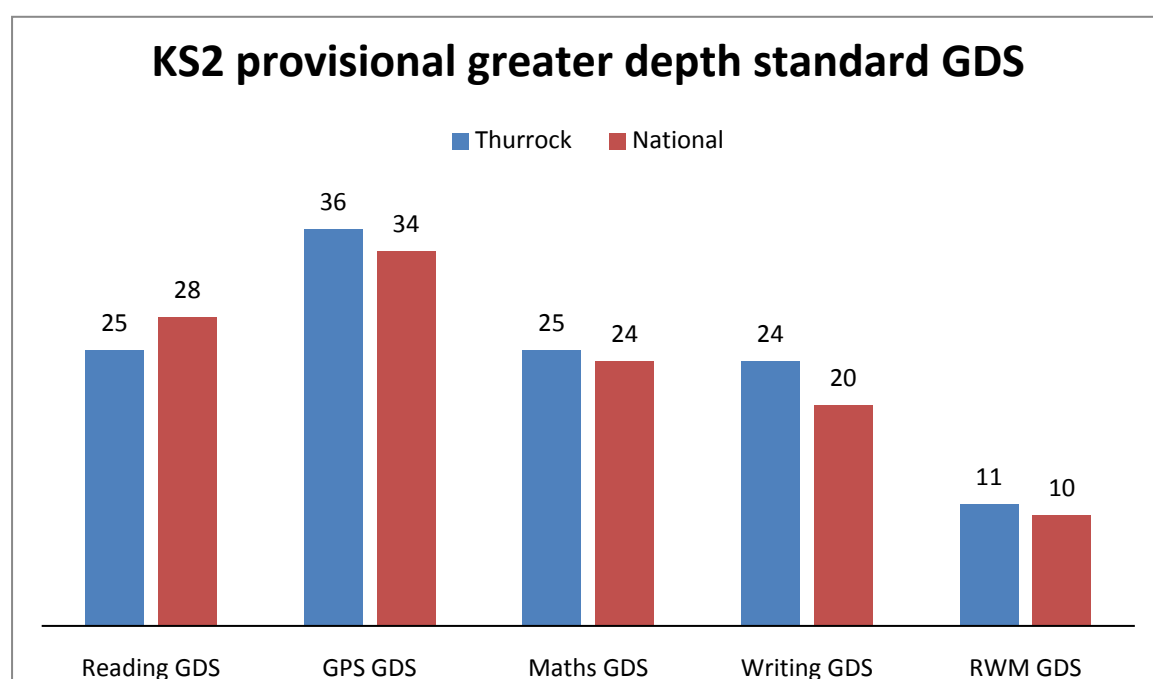
5.3 Whilst the percentage of pupils achieving the greater depth is lower than the national, Thurrock has seen a marked improvement on the previous year (green column). This is as a result of greater teacher confidence in the revised curriculum and a focus on ensuring more pupils achieve greater depth.

6. Key Stage 2 (age 11, year 6)

6.1 End of KS2 results have continued to improve. The outcomes for Thurrock are now in-line or better than national averages in most areas.

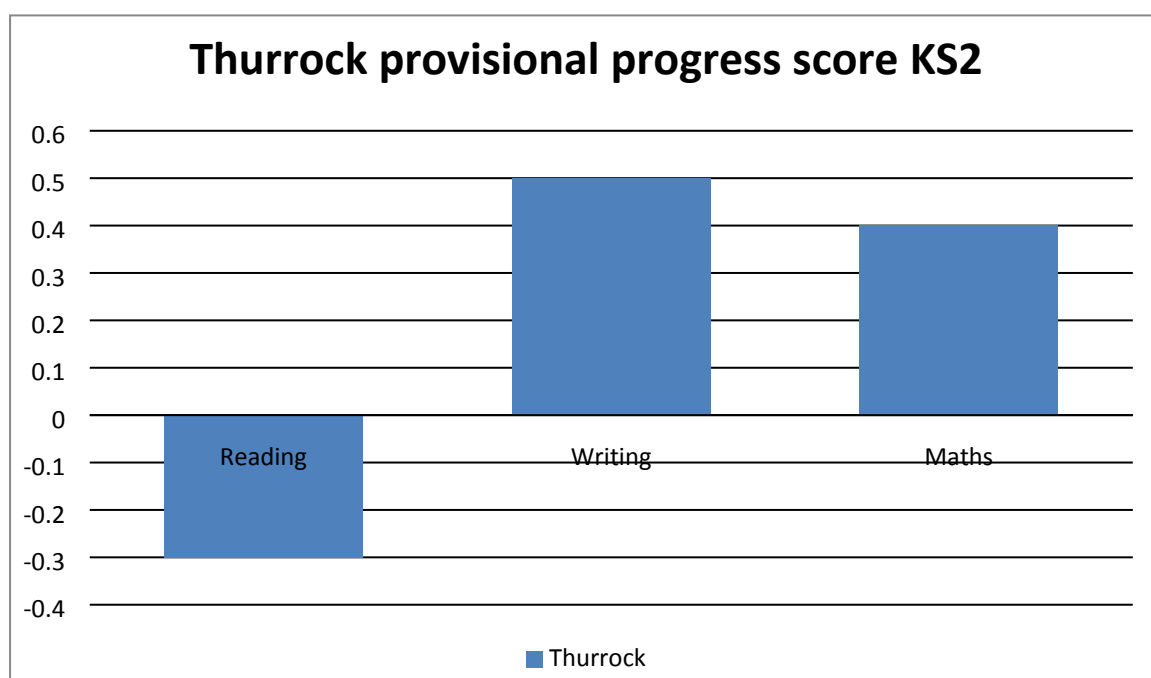


- 6.2 The three year trend, (2016-2019) for the percentage of pupils achieving the expected standard in reading shows a 13 percentage point increase.
- 6.3 The three year trend for the percentage of pupils achieving the expected standard in Grammar, Punctuation and Spelling demonstrates a 6 percentage point increase.
- 6.4 The three year trend for the percentage of pupils achieving the expected standard maths demonstrates 10 percentage point increase.
- 6.5 The three year trend for the percentage of pupils achieving the expected standard in writing demonstrates a 5 percentage point increase.

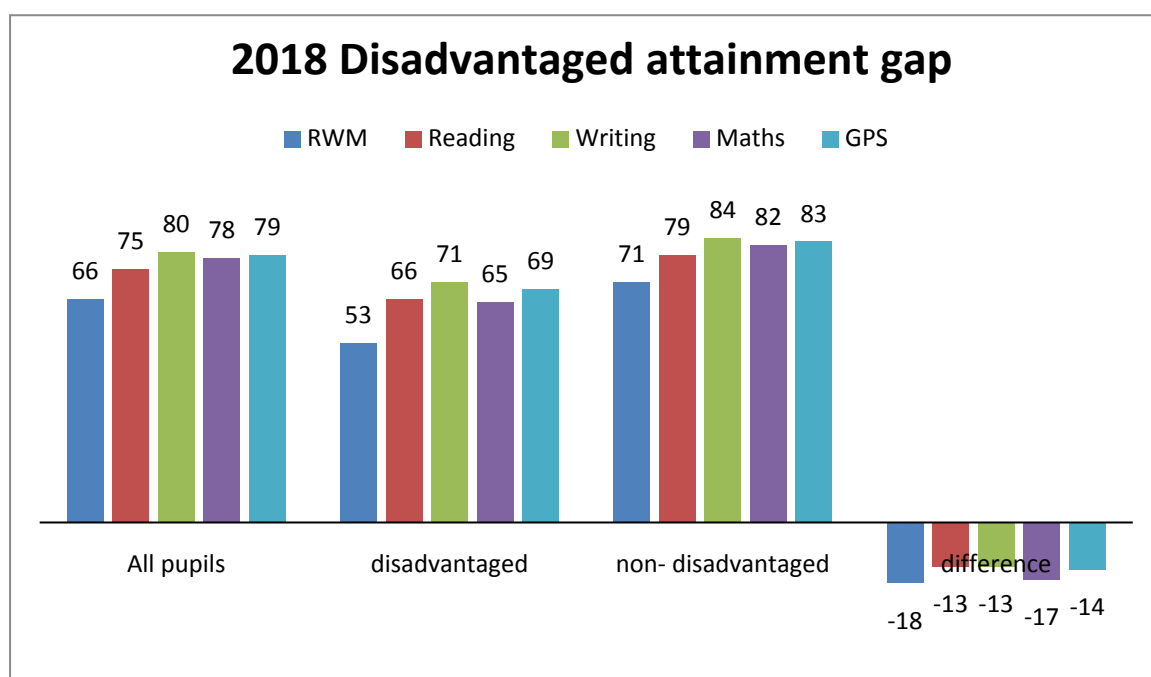


- 6.6 The percentage of pupils achieving greater depth has improved in all measures since 2017 and in most areas, (except reading) are now better than national. This is the first time these measures have exceeded national averages in Thurrock.
- 6.7 Schools continue to focus on the progress pupils make from their previous attainment group (KS1 data). Where a child has made expected progress in line with their peers from the same starting point they will have a 0 progress score. When a pupil has made less than expected progress they will have a negative progress score, and where a pupil has made more than expected progress they will have a positive progress score. Progress is published by the Department for Education early in the autumn term but indicative, un-

validated data suggests that pupils in Thurrock have an average progress score very close to 0 (national).



6.8 The disadvantaged pupils in year 6 do not achieve as well as their non-disadvantaged peers.



6.9 This remains a focus for all schools. There are number of schools who have closed or almost closed their disadvantaged gap and achieved at least the national standards: Belmont Castle Academy, Deneholm Primary, Harris Primary Chafford Hundred, Quarry Hill Academy and Shaw Primary Academy. The School Improvement Team will be analysing how these particular schools

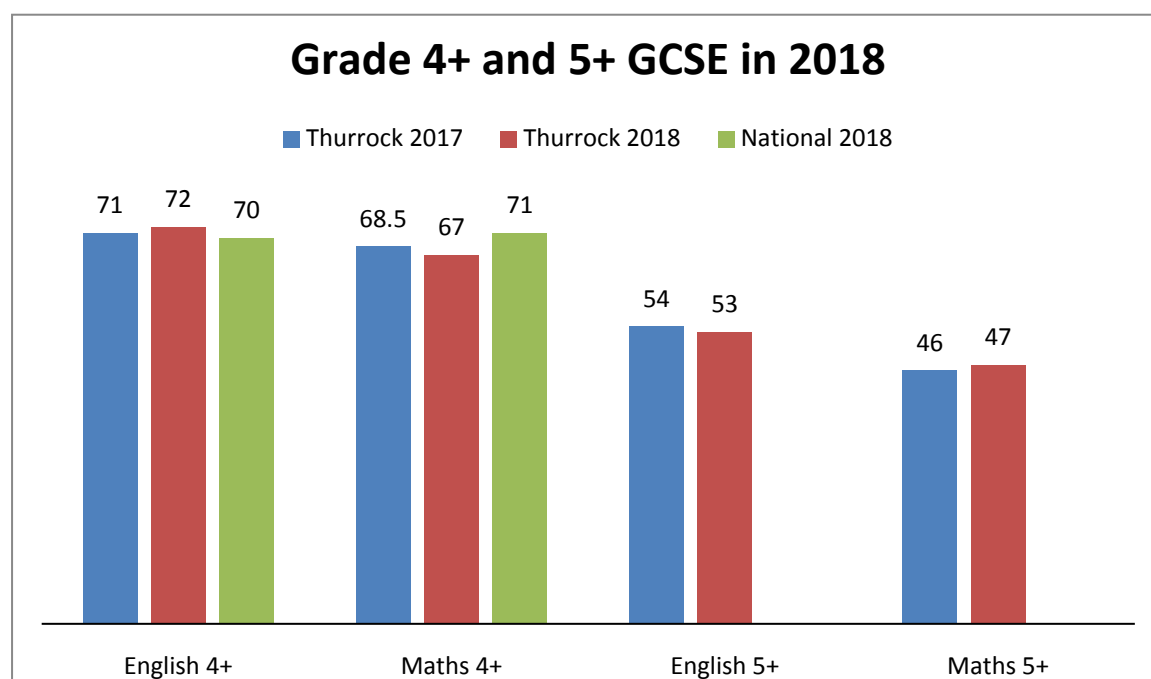
have achieved this in order to ensure more schools do the same in future years.

7. GCSE KS4 (age 16, year 11) un-validated results

- 7.1 The nine number scale does not directly compare with the 8 letter scale and a grade 4 will be equivalent to the old “C” grade.

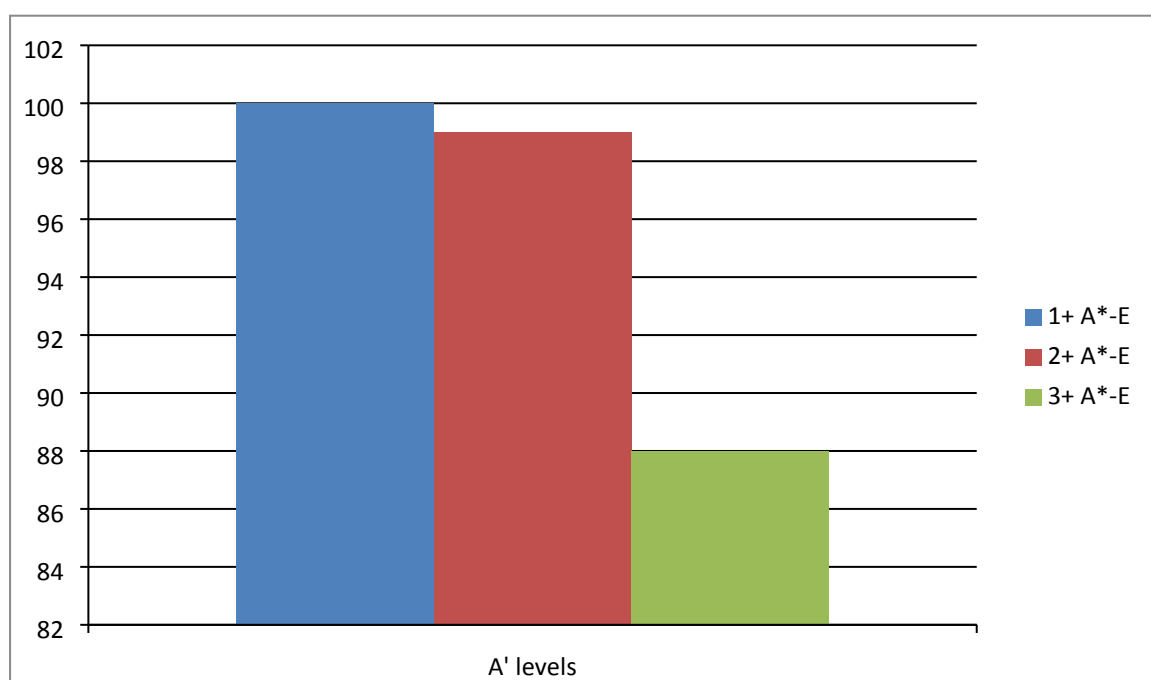
New grading structure	Former grading structure
9	A*
8	
7	
6	A
5	
4	
	B
	C
	D
	E
	F
	G
U	U

- 7.2 Early GCSE data suggests that 72% of the pupils in Thurrock achieved a grade 4+ in English and 67% achieved a grade 4+ in maths (standard pass).



- 7.3 In Thurrock provisional data shows that 62% of pupils achieved the combined English and maths grade 4+ measure, compared to 61% in 2017. The proportion of pupils who achieved the 'strong' combined English and maths grade 5+ increased by 1 percentage point in 2018.
- 7.4 There is still a wide disadvantaged gap in Thurrock at KS4. Only 56% of pupils eligible for free school meals achieved a grade 4+ in English and only 39% achieved a grade 5+. In maths only 52% of pupils eligible for free school meals achieved a grade 4+ in Maths and 35% achieved a grade 5+.
- 7.5 In the English and maths combined measure, 44% of pupils eligible for free school meals achieved a grade 4+ and 25% achieved a grade 5+.
- 7.6 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.
- 7.7 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.
- 7.8 These results remain un-validated and the first release from the DfE is due in late October and therefore not available at the time of writing this report. 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.
- 7.9 The strategic priority for 2018-19 is to ensure Thurrock's young people achieve above the national average and that disadvantaged pupils make accelerated progress, so narrowing the gap, ensuring better further education and career opportunities for all young people in the borough.

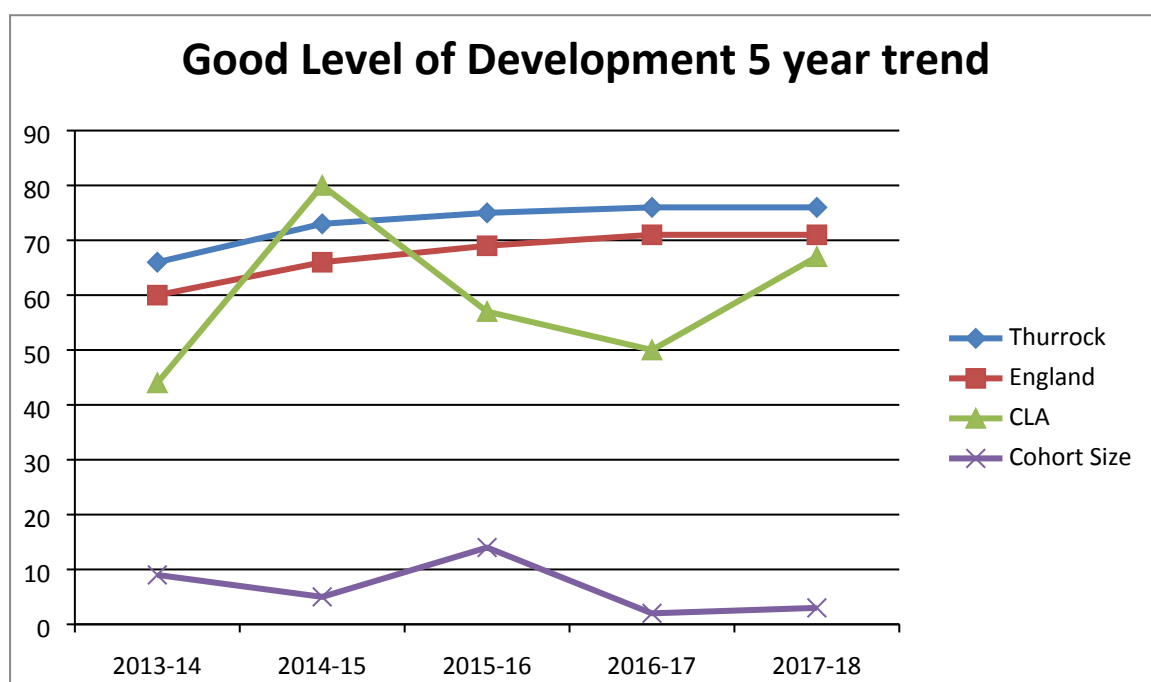
8. Key stage 5 (age 18) 'A' level results



- 8.1 Thurrock's 'A' level results are difficult to directly compare to previous years due to the move of Palmer's College to SEEVIC, and therefore now registered as an Essex County Council establishment. However, three sixth form establishments submitted results for 179 students. All students passed at least one 'A' level with a grade between A* - E. 98% of students passed two or more 'A' levels at with a grade between A* - E and 88% passed at least 3 'A' levels with a grade between A* - E.
- 8.2 Harris Academy Chafford Hundred had 94% of their students who achieved at least 3 'A' levels, whilst 86% of Gable Hall's students achieved three or more. At the Ockendon Academy 67% of students achieved at least 3 'A' levels.
- 8.3 Sixth form students also undertook Substantial Vocational Qualifications (SVQ). Of the 59 students who completed SVQs, 100% achieved at least 1 qualification, 89.5% achieved at least two qualifications and 68% achieved three or more.
- 8.4 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.

9. Early Years Foundation Stage [EYFS] 2018 - Indicative data

- 9.1 The GLD has fluctuated significantly over a 5 year period and this demonstrates the uniqueness and small size of each cohort. The size of each cohort shows that each child's result is worth a significant percentage amount. The diagram below illustrates the performance of Thurrock CLA against national and Thurrock non-CLA pupils. The Department for Education does not provide national data comparisons for Children Looked After in the area of a Good Level of Development.



- 9.2 For the 2017/18 academic year the provisional GLD result for Thurrock CLA demonstrates an improving trend of 67%, a 17% increase on the previous year. However, this result is based on 3 pupils who were in care for a period of 1 year or more. These 3 pupils [30%] of the cohort became CLA prior to April 2017. 1 of these pupils had SEND.
- 9.3 There were a further 7 pupils [70% of the cohort] who were in care at some stage during their reception year but these were in care for less than their academic reception year. 5 pupils [50%] became looked after in the summer term 2018 and a further 2 pupils [20%] became CLA in the autumn term. Of the 7 pupils who were in care for less than the academic year, none of these pupils achieved GLD. As they have not been in care for a long period, these pupils have gaps in their prior learning. This has caused developmental delay and their schools have been providing extra staffing and or interventions to support their learning and help them to diminish the difference. They have made good progress since becoming looked after. The Personal Education Plan has been used to identify areas for development and levels of intervention and support to meet needs.
- 9.4 The academic profile of the 2017/18 cohort saw that 50% of the 10 pupil cohort was applicable for Special Educational Needs and Disabilities [SEND]

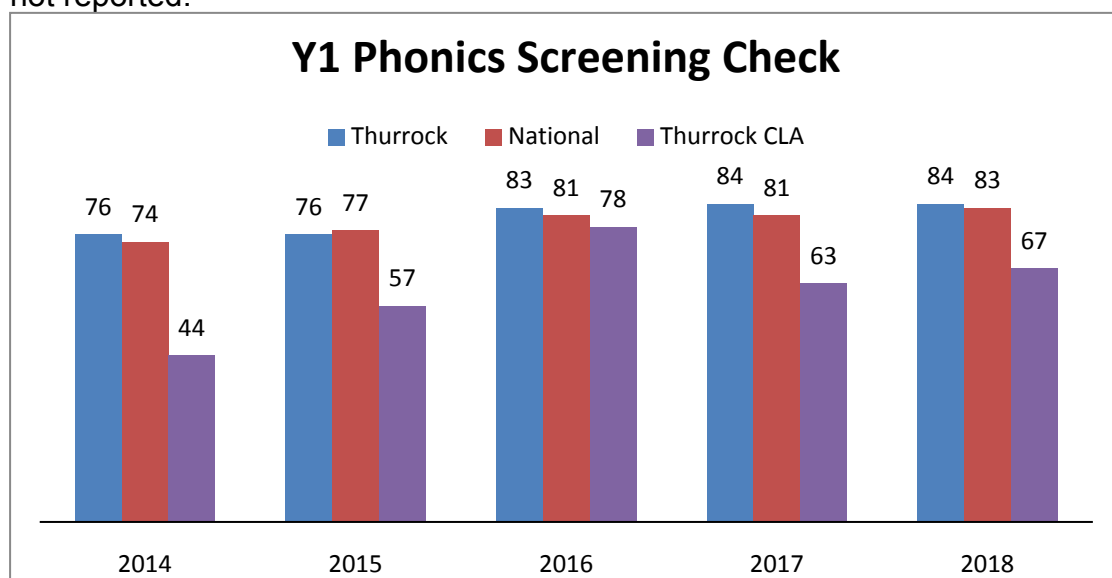
classification and they are receiving additional support in school. Pupils with SEND have specific learning needs and require extra support. Therefore, 50% of the cohort were working significantly below the national average according to development matters which assessed their learning at below their chronological age. In addition, these pupils had a larger gap to close in order to meet a Good Level of Development. They were provided with additional support in their schools through group and individual support interventions. It aided them in their progress and enabled them to catch up with their peers to make expected progress across the year, even if they did not meet the expected standards.

9.5 Year 1 Phonics Score Results 2018

- 9.5.1. The percentage of children who reached the expected standard has increased compared to the previous year. The cohort sizes are small year on year. This is illustrated in the table below:-

Year	Total Cohort Size	Number who passed
2015	7	4 pupils – 57%
2016	9	7 pupils – 78%
2017	8	5 pupils – 63%
2018	6	4 pupils – 67%

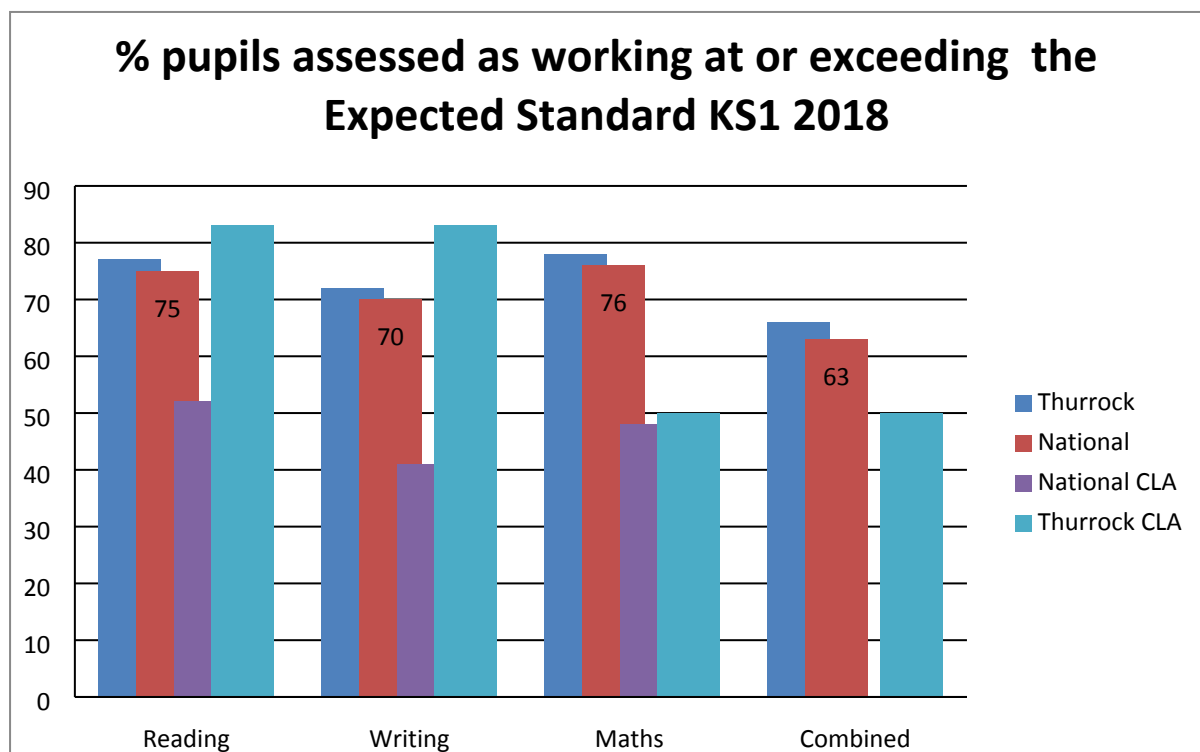
- 9.5.2. The graph below compares CLA attainment against Thurrock and National non looked after. There is no national data for CLA for comparison as this is not reported.



9.6 Key Stage 1 (age 7, year 2) 2018 - Non-Validated data

- 9.6.1 The reported data is based upon all pupils in the Virtual School year 2 cohort during this academic year. Specific analysis of those in care for 12 months or more will be provided by the DFE later in the year.

9.6.2 In the graph below, it is possible to see how Thurrock CLA performed against National and Thurrock non-looked after. The graph includes National CLA performance data for 2017 as a point of comparison as 2018 is not available at the time of this report.



Graph of Unvalidated Results Comparison for National and Thurrock Non-CLA

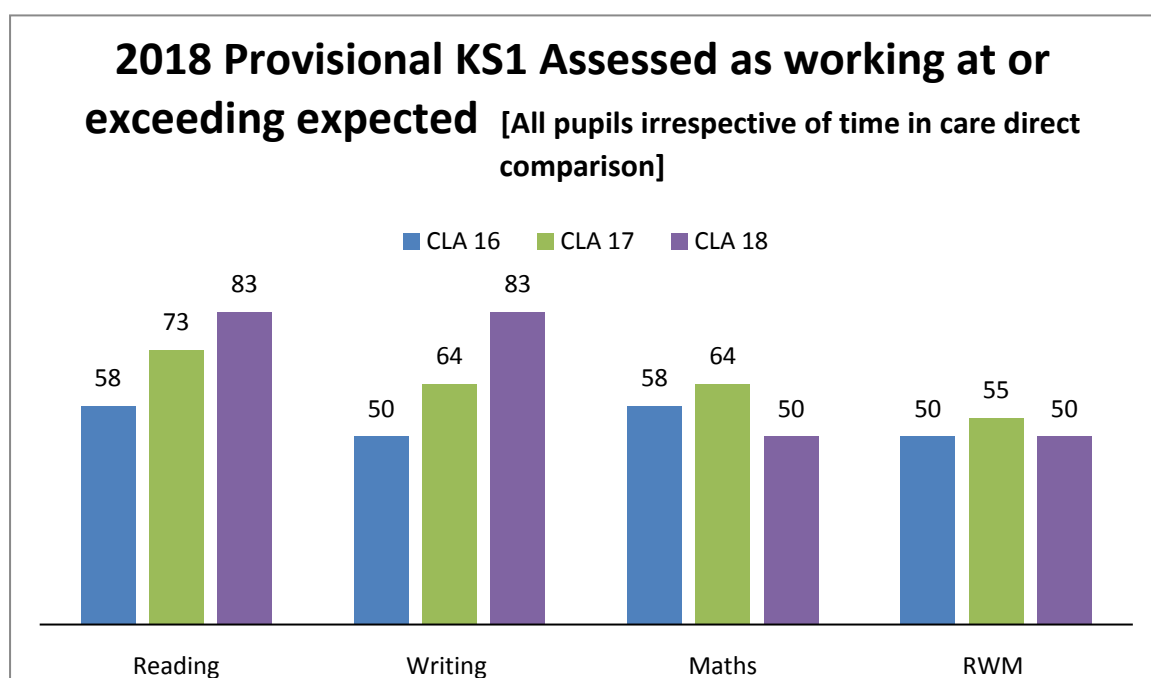
9.6.3 Table of Results of Thurrock CLA [6 pupils in cohort] 2018 – there were a further 2 pupils who were disapplied from SATs due to the severity of their SEND needs.

Subject	Number of Pupils	Percentage [2017]	National CLA [2017]
Reading	5	83%	52%
Writing	5	83%	41%
Maths	3	50%	48%
Combined	3	50%	Not provided

The above data is based upon a cohort size of 6 pupils. This is a very small data set for comparison particularly when comparing against very large numbers for Thurrock and all Year 2 Nationally.

9.6.4. Analysis of this data indicates that Thurrock CLA have performed better than their non-looked after peers in the areas of reading and writing. The area for development is maths as this has declined to 50% which has affected the overall reading, writing and maths combined score. Specific CLA 3 year trend is provided in the graph below as a point of comparison. The increase in

English scores is very good but a greater focus needs to be placed upon maths for improvement.

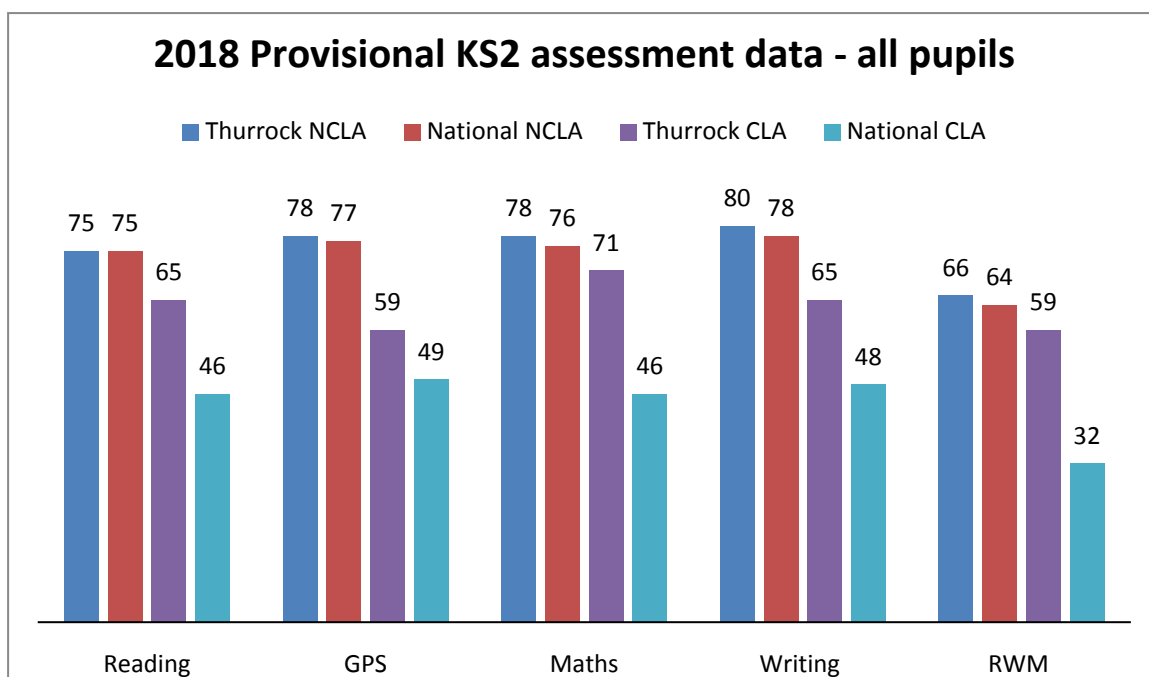


9.6.5 Contextual data for the cohort shows that all pupils who took SATs were in a Thurrock school. The 2 pupils who were dis-applied due to SEND attend provision out of borough.

9.7. Key Stage 2 SATS 2018 - Non-Validated Data

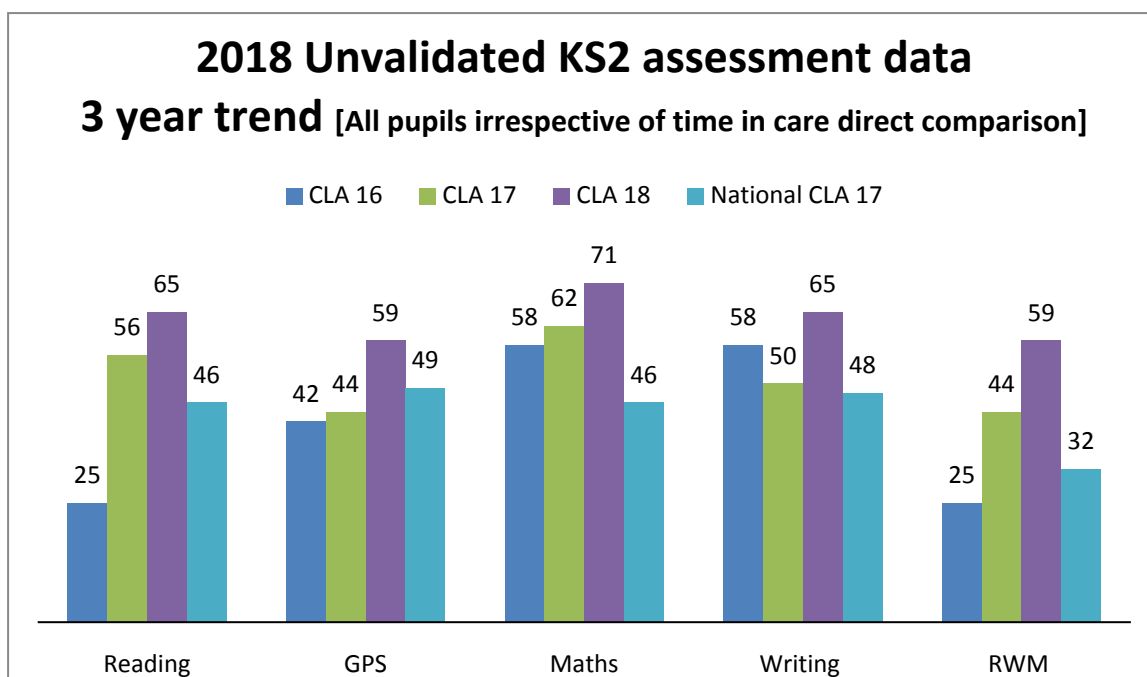
9.7.1 The cohort size for the 2018 Key Stage 2 SATS was 17 pupils. All pupils took their SATS this year and there were no pupils dis-applied. The results that are reported will be based upon those on the Virtual School roll during this academic year. Specific analysis will be available later in the year from the DFE which details those in care for 12 months or more.

9.7.2 For Thurrock CLA the statistics for those achieving the expected standard were as follows: reading 65%, GPS 59%, maths 71% and writing was 65%. The graph below illustrates the comparisons with non-CLA nationally and all pupils in Thurrock for 2018 results. National CLA statistical comparisons are based upon 2017 data as 2018 data is not available at the time of this report due to the time of publication of the Statistical First Release.



Graph of Indicative Results Comparison for National and Thurrock Non-CLA [2018]

- 9.7.3 Children Looked After were below all Thurrock and National children in all areas. However, consideration should be given that this is comparing 17 pupils with a large number of children across the country and the borough.
- 9.7.4 What is good news is the increase in the number of pupils reaching the expected standard in reading from 25% in 2016 to 56% in 2017 and in 2018 it is now 65%. There has been a significant increase in those pupils achieving a combined score in reading, writing and maths from 44% in 2017 to 59%. The graph also illustrates the comparison against last year's CLA national data in the absence of current national CLA data.
- 9.7.5 The available data shows that there has been a closing of the gap against non-looked after children and that the differences are being diminished.



9.8 Overall Standards for Primary Age Children Looked After

9.8.1 For every year group in this phase the attainment of Thurrock Children Looked After has improved from the previous year. We are successfully diminishing the difference against non-looked after children and we have demonstrated that our pupils are performing above the standards of those in the eastern region and national children looked after.

9.8.2 Those factors which have affected these improvements can be attributed to the following reasons:

- Increased staffing of the Virtual School team has enabled Thurrock to closely monitor the progress of our pupils through visits to the schools and attendance at key meetings such as Personal Education Plan meetings, Educational Health Care Plan reviews.
- Improved monitoring has increased the level of challenge and accountability for schools to demonstrate that they are providing appropriate provision and improving outcomes.
- Positive relationships with schools have been established which has facilitated an open and honest dialogue which focuses on the needs of the pupil.
- All staff members within the Virtual School team have a clear focus on what actions need to be taken to improve outcomes and they share the aspirations for improvement and strategies to support our pupils with schools, carers and social workers.
- There is a correlation between the stability of school placement and care placement for our pupils where those who have greater consistency will do better than those who have frequent changes. Wherever possible the Virtual School try to ensure that there is stability of school placement and where pupils have needed to change, the team has supported this transition.

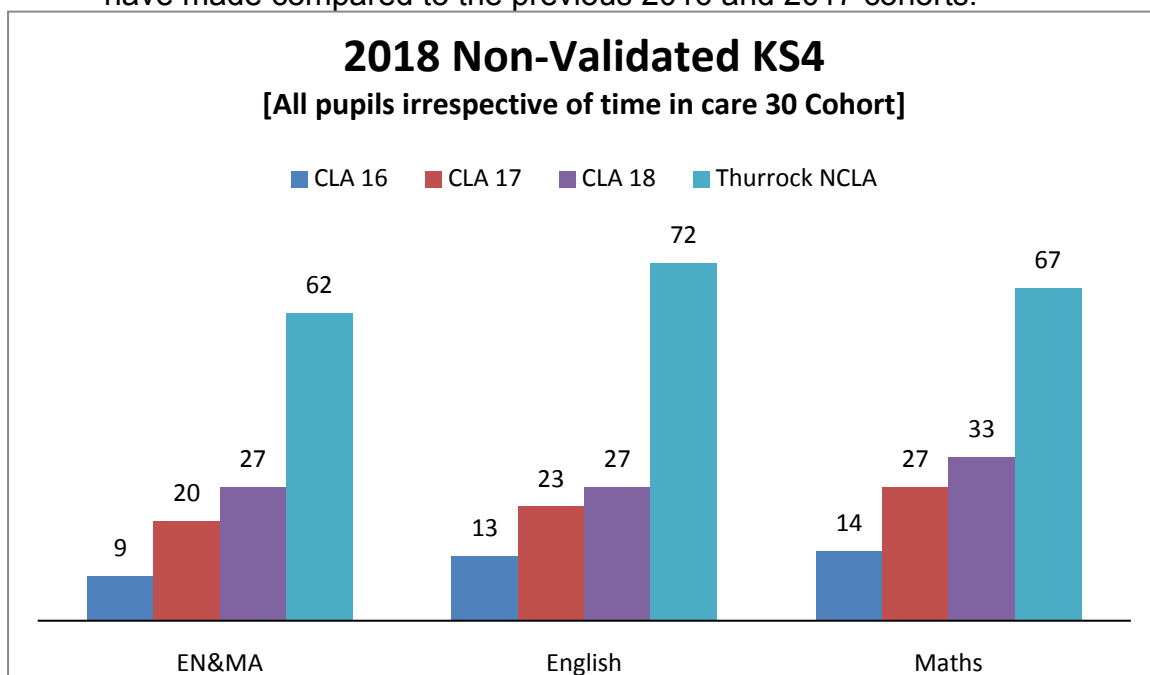
9.9 **Key Headline Data [Cohort of 30]:**

- There were a total of 30 pupils in the year 11 cohort and 17 pupils [56.6%] were eligible to take GCSEs in English and maths
- 8 pupils [27%] achieved English and maths combined for the equivalent of grade C [point 4] or above
- 8 pupils [27%] achieved English at grade 4 or above
- In Maths, 10 pupils [33%] achieved the expected standard or above.

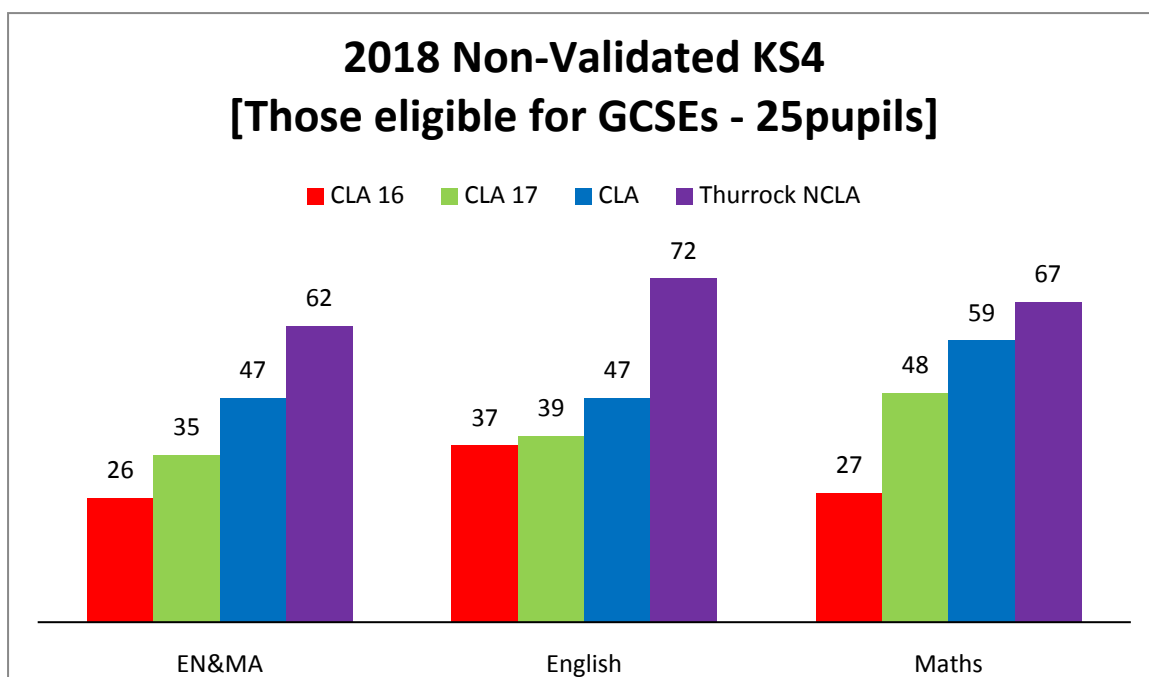
9.10 **Key Headline Data [Cohort of 17 eligible for GCSE maths and English]:**

- 8 pupils [47%] achieved English and maths combined for the equivalent of grade C [point 4] or above
- For English, 8 pupils [47%] achieved the expected standard or above
- In Maths, 10 pupils [59%] achieved the expected standard or above.

The graphs below demonstrate the improvements that Thurrock CLA pupils have made compared to the previous 2016 and 2017 cohorts.



Graph Depicts Comparison between Year 11 cohort across a 3 year period. It compares against Thurrock non-looked after.



Graph Depicts Comparison between Year 11 cohort across a 3 year period. It compares against Thurrock non-looked after.

9.10.1 The above data demonstrates that there has been a marked improvement in this years' attainment for the whole cohort and for those eligible for taking GCSEs. The two graphs illustrate an improving picture for Thurrock CLA and outcomes are improving. The attainment gaps are gradually decreasing against non-looked after.

9.11 Additional Information for Key Stage 4 Cohort

9.11.1 There are specific reasons as to why not all of the 30 pupils were able to sit GCSE qualifications. It is important that this report includes these young people and accounts for their educational outcomes.

9.11.2 20 pupils [67%] of our year 11 pupils looked after by the local authority attended a provision that was out of borough. There were 12 [40%] students were in specialist provision. Specialist provision includes alternative provision, residential specialist schools, and SEND schools. These placements matched the needs of the pupils at that time, based upon their social care and educational needs. Where possible these students sat formal qualifications which included GCSE, BTEC, functional skills or Entry Level exams. However, due to the nature of their needs, not all were able to sit either English or maths GCSE. It is important to note that these students obtained positive outcomes for them based upon their needs and their academic level or educational ability at the time.

10. Conclusion

10.1 Pupils and those who support them in and beyond school are to be praised for the progress that has been made again this year. It is important that the good

progress in many areas is now built on to ensure that in every subject, at every age, improvement which outstrips the national standard is made. Forensic analysis of data to target support and extensive use of school-to-school mechanisms in addition to interventions commissioned by the School Improvement Team, Teaching Schools and external consultants has proven to be effective.

- 10.2 Recruitment and retention of highly skilled teachers, leaders and governors remains a contributing factor where schools have found it more difficult to improve standards. The high rate of in year admissions is also a contributing factor.
- 10.3 A few multi-academy trusts have been reluctant to engage with the local school led school improvement system.
- 10.4 In response, a framework for school effectiveness has been developed and through this we hope to identify concerns and broker improvement to prevent schools falling into a category. The Corporate Director for Children's Services and his education colleagues will be undertaking an annual conversation with each school/ academy and free school in the borough in order to ensure a good understanding of strengths and areas of concern. Schools will be encouraged to work more collaboratively to share good practice and to engage with the CPD and school improvement offers from the three teaching schools.

11. Reasons for Recommendation

- 11.1 None.

12. Impact on Corporate Policies, Priorities, Performance and Community Impact

- 12.1 This report relates to the council priority Prosperity - a borough which enables everyone to achieve their aspirations - vocational and academic education, skills and job opportunities for all.

13. Implications

13.1 Financial

Implications verified by: **David May**
Management Accountant

There are no direct implications in this report.

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

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

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

13.2 Legal

Implications verified by: **Lucinda Bell**
Lawyer

Committee is asked to note the provisional outcomes contained in this report, and to offer commendations. No decision is required. Committee will be aware of the various overarching duties of the Council to promote high standards and the fulfilment of potential (s13A Education Act 1996 and to safeguard and promote the welfare of any child it looks after, including a duty to promote their educational achievement. This latter duty has recently been expanded to include those children who were previously looked after. The vulnerable and gender data will not be available until November and therefore we are unable to include implications at this point in time.

13.3 Diversity and Equality

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

There are no direct implications in this report.

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- i) A duty is imposed on the Council by S13A of the Education Act (EA)
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14. Other implications (where significant) – i.e. Section 17, Risk Assessment, Health Impact Assessment, Sustainability, IT, Environmental

14.1 None.

15. 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):

15.1 None.

16. Appendices to the report

16.1 Appendix 1 – Thurrock Attainment Summary 2018

16.2 Appendix 2 – Thurrock Provisional KS4 Results 2018

17. Report Author:

Andrea Winstone
School Improvement Manager
Children's Services