

4 February 2020		ITEM: 9
Children's Services Overview and Scrutiny Committee		
Schools' Performance		
Wards and communities affected: All	Key Decision: N/A	
Report of: Andrea Winstone, Strategic Lead, School Effectiveness and SEND		
Accountable Assistant Director: Michele Lucas, Assistant Director, Education and Skills		
Accountable Director: Roger Harris, Corporate Director Adults, Housing and Health and Interim Director, Children's Services		
This report is public		

Executive Summary

Thurrock continues to see an improving picture in attainment and progress outcomes for the majority of its children and young people in the early years and primary settings.

THE youngest pupils continue to do well compared to those nationally; with a higher proportion achieving a good level of development compared to those nationally. A Good level of development is the expected standard for children at the end of their reception year.

There has been significant improvement in the outcomes for pupils who are disadvantaged. In particular in the Early Years where more disadvantaged pupils achieved a good level of development in Thurrock compared with disadvantaged pupils nationally. (See below 4.5)

There have seen some significant improvements in Key Stage 2 (end of primary school) outcomes for the second year running. More pupils in Thurrock achieved the expected standard at the end of Primary than their peers nationally.

Pupils in Thurrock have also made on average better progress between the end of Key Stage 1 (age 7) and the end of Key Stage 2 (age 11) than the national averages. Therefore more pupils are entering secondary school at the expected or better standard than the national averages. (See Below 7.4)

However the Council recognises that more work needs to be done in secondary schools where fewer of our young people achieve 5 and above in English and Maths at GCSE compared to the national average. (See below 8.8)

Some of the schools will qualify for additional support from the Department for Education and or the Teaching schools. The Council will continue to offer challenge and support to all schools through the Annual Conversations to identify areas for development and support required from the Teaching Schools.

1. Recommendation(s)

- 1.1 **Children's Overview & Scrutiny notes the provisional outcomes of the summer 2019 tests and examinations and commends schools, pupils, and parents/carers on their achievements.**
- 1.2 **Children's Overview & Scrutiny consider how they would like to review progress of learners with SEND in light of the Ofsted Written Statement of Action.**

2. Introduction and background

- 2.1 The outcomes for Thurrock schools and academies is improving year on year. The target is 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)

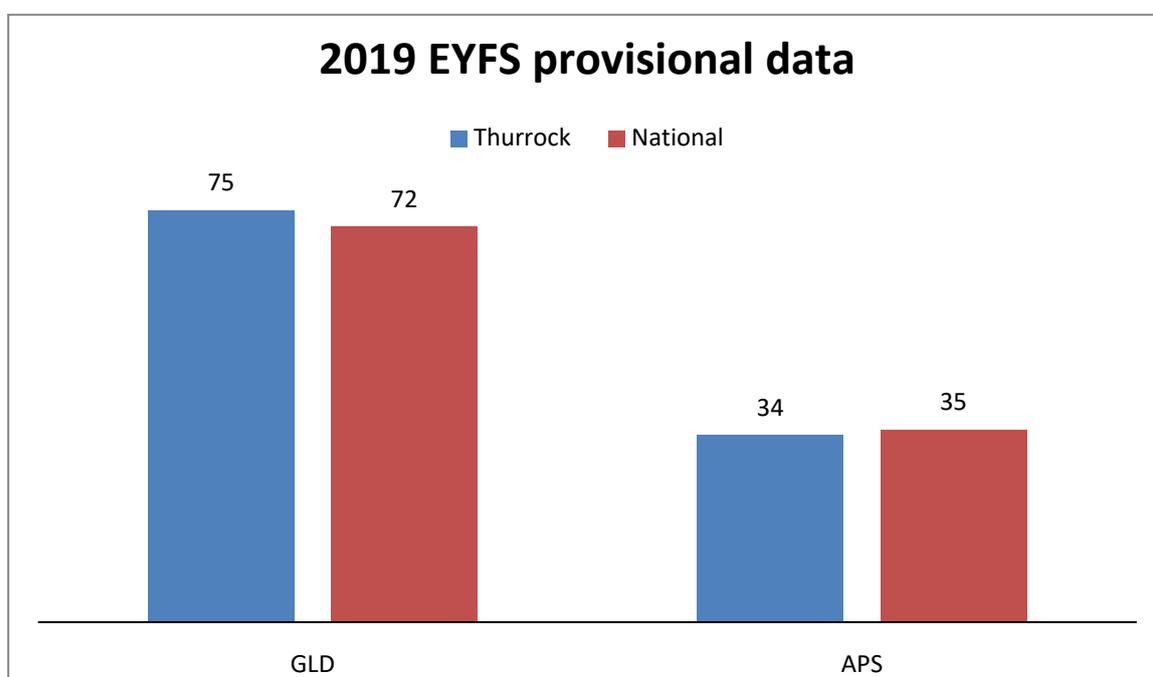
KS5 (18 years old)

- 2.2 As a result of a continued support for Early Years teaching & moderation in schools, outcomes at the end of **Reception (GLD – Good Levels of Development)** are above national for the seventh year in a row.
- 2.3 **Primary KS1** assessments have been reported as a standard since 2016 and therefore this year's data can be compared to the previous 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.
- 2.4 **Primary 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.
- 2.5 **Secondary KS4** - 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 have replaced the previous

measure of five good GSCE 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.

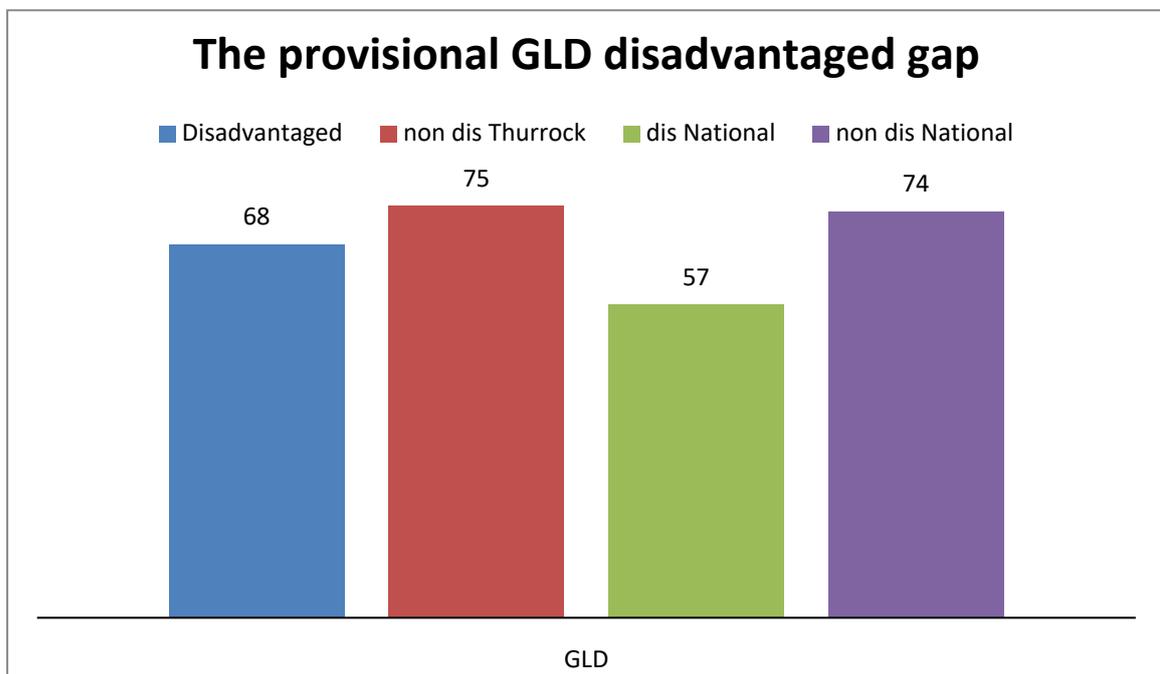
3. Early Years Foundation Stage (EYFS age 5)

- 3.1 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.
- 3.2 Early indications suggest that GLD in Thurrock has remained higher than the national average. (NA 72% and Thurrock 75%). This is broadly in-line with the previous year.



- 3.3 To reach the percentage of children making a good level of development (GLD), each child is assessed against 17 Early Learning Goals; whether she/he meets the level, has not 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.
- 3.4 The provision 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.

- 3.5 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 17%, whilst the gap for Thurrock pupils is 7%. This is the same as the previous year and demonstrates that more disadvantaged children achieve a good level of development in Thurrock compared to the national average.
- 3.6 There has been a focus in Early Years to improve the outcomes for the disadvantaged pupils and to close the attainment gap between disadvantaged children and their non-disadvantaged peers. The Government has provided schools and settings with additional Early Years Pupil Premium Funding to schools for this purpose. Schools and settings in Thurrock have worked well to close the gap.



- 3.7 The above chart demonstrates that more disadvantaged children in early years in Thurrock achieve a good level of development than their peers nationally. The gap between disadvantaged pupils and non-disadvantaged pupils in **Thurrock is 7%** compared to the **national gap which is 17%**. The narrow gap evidences the strength of early years in Thurrock, where almost every early education and childcare provider is judged to be at least good by Ofsted and therefore provide good early education for the high proportion of children that attend.

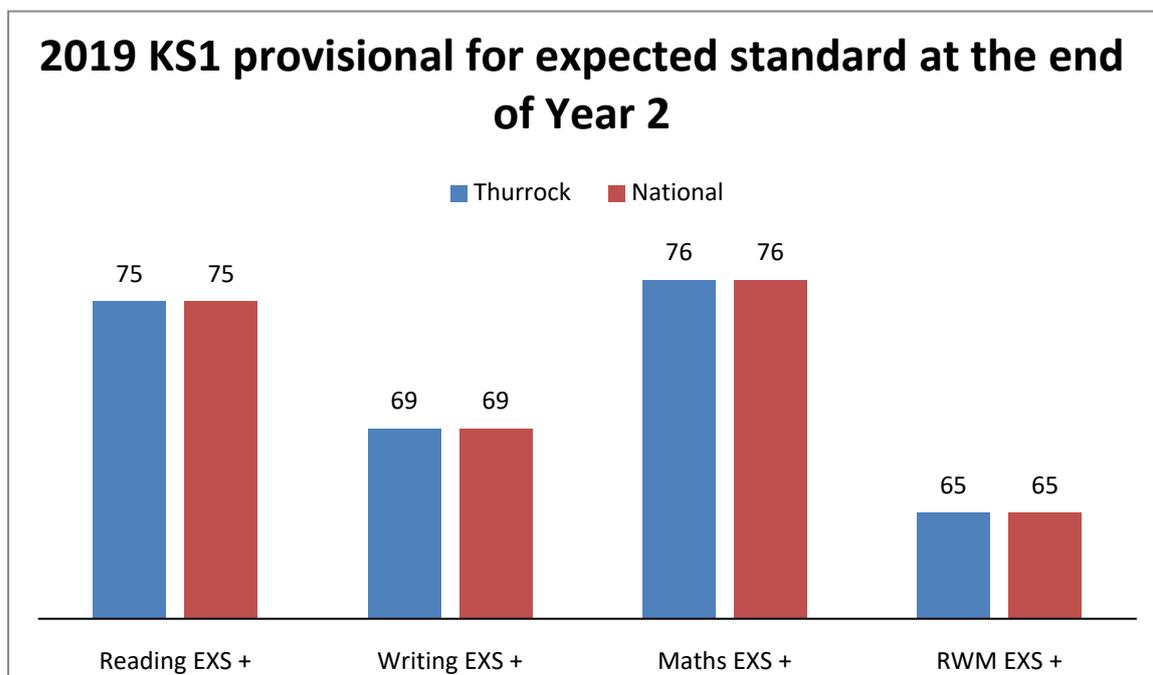
4. Year 1 Phonics (age 6)

- 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 fairly stable at 83% which is higher than the national average of 82%.

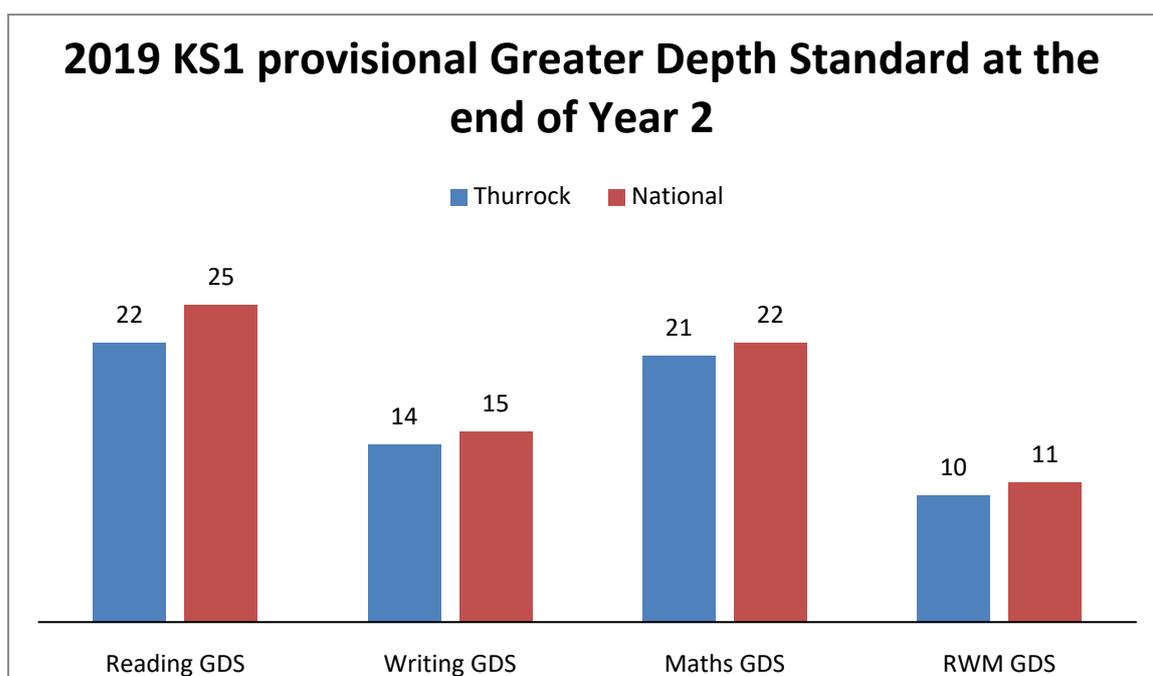
This data evidences that a high proportion of six years olds met the expected standard in phonics in year 1.

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 Thurrock results are in line with the national averages.

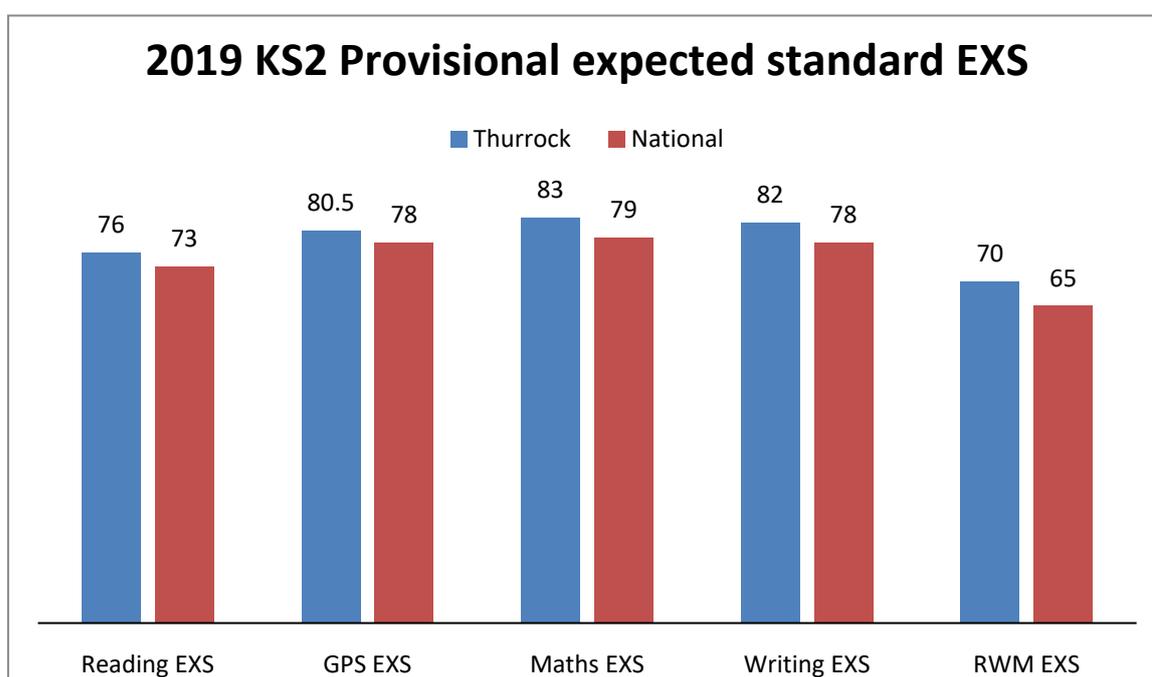


GDS- Greater Depth Standard, EXS – Expected Standard, RWM – % of children who achieved in all 3 measures of reading, writing & maths combined.

5.3 The percentage of pupils achieving the greater depth is broadly in line with the national average. 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 better than national averages in all areas.

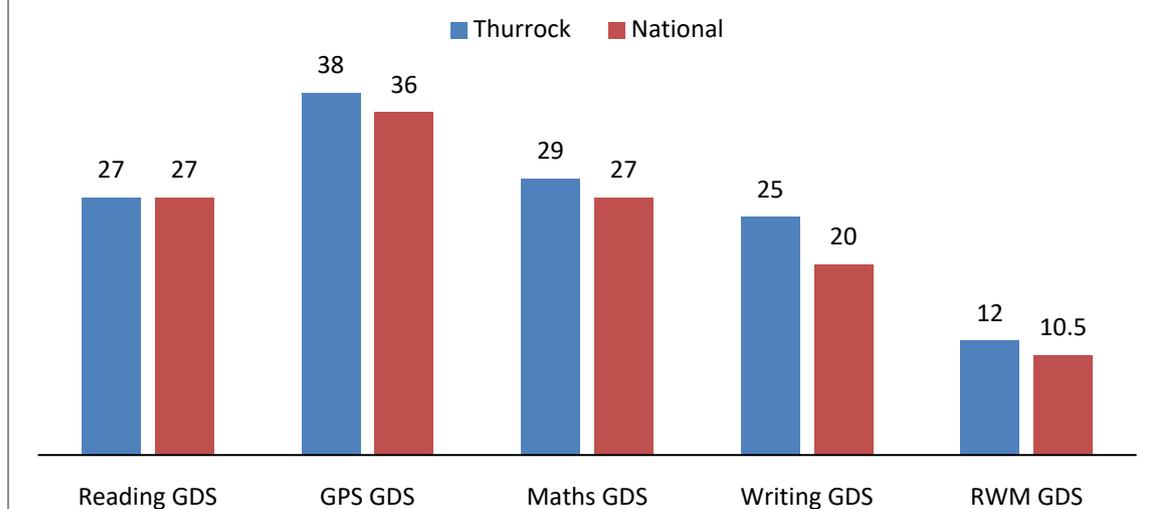


EXS- Expected standard, GPS – Grammar, Punctuation & spelling
RWM – Reading, writing & maths combined – pupils who have achieved the expected standard in all 3 areas

6.2 The four year trend, (2016-2019) for the percentage of pupils achieving the expected standard in reading shows a 17 percentage point increase.
The four year trend for the percentage of pupils achieving the expected standard in Grammar, Punctuation and Spelling demonstrates a 9 percentage point increase.

The four year trend for the percentage of pupils achieving the expected standard maths demonstrates 15 percentage point increase.
The four year trend for the percentage of pupils achieving the expected standard in writing demonstrates a 6 percentage point increase.

2019 KS2 provisional greater depth standard GDS at the end of Year 6



6.3 The percentage of pupils achieving greater depth has improved in all measures since 2017 and in most areas, (except reading which is in line) are now better than national. This is the first time in Thurrock that the combined measure of Reading, Writing and Maths combined measure has exceeded the national averages by 5%.

6.4 Between the end of their KS1 and the end of KS2 Pupils in Thurrock on average made better than expected progress than their peers nationally, evidenced through a positive progress score.

7. GCSE KS4 (age 16, year 11) provisional results

7.1 The nine number scale does not directly compare with the 8 letter scale and a grade 4 is equivalent to the old "C" grade.

New grading structure	Former grading structure
9	
8	A*
7	A
6	
5	B
4	C
	D
3	
2	E
1	F

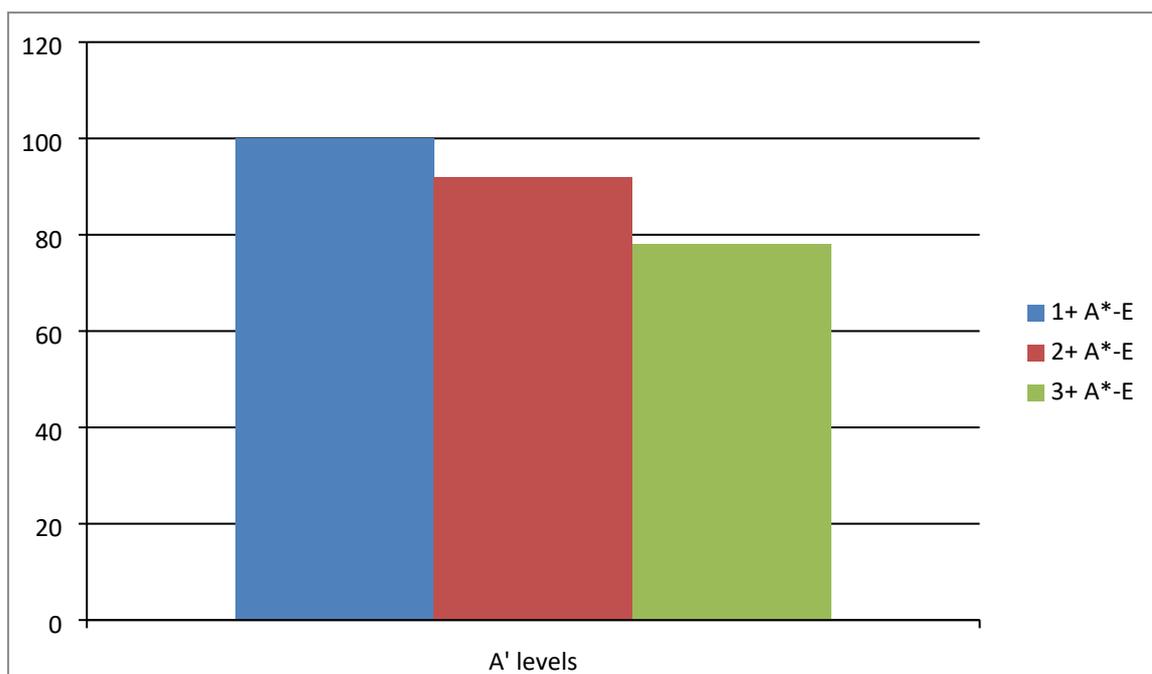
	G
U	U

- 7.2 Provisional GCSE data suggests that 73% of the pupils in Thurrock achieved a grade 4+ in English and 67% achieved a grade 4+ in maths (standard pass).
- 7.3 60% of students achieved a grade 4+ in both English and maths combined compared to 66% nationally.
- 7.4 The percentage of pupils achieving a grade 5+ in English and maths combined (strong pass) is lower than the national average. (Thurrock 38% compared to National 43%)
- 7.5 Progress 8 captures the progress a pupil makes from the end of primary school to the end of secondary school. It is a value added measure, which means that pupils' results are compared to the results of other pupils with the same prior attainment.
- 7.6 Attainment 8 measures the achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), three qualifications that count in the English Baccalaureate (EBacc) measure and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other approved non-GCSE qualifications.
- 7.7 The strategic priority for 2019-20 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.
- 7.8 KS4 Performance Indicators

	Thurrock	National
Attainment 8	43.5	46.7
Progress 8	-0.07	-0.02
9-5 English & Maths	38.1	43.3
9-5 English	54.9	60.7
9-5 Maths	45	49.2

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

The chart below shows the % of young people who were entered for A levels and passed more than 1, more than 2 or more than 3 'A' levels



8.1 There are three schools that entered 234 students for 'A' levels in 2019 which was 31% more than in 2018. Of these, 100% passed at least one 'A' level, 78% passed at least two 'A' levels and 66% passed at least 3 'A' levels.

8.2 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. Conclusion

9.1 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. Detailed 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.

9.2 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.

9.3 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 Assistant Director for Education & Skills with her senior education colleagues will be continuing the 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.

10. Reasons for Recommendation

- 10.1 Our new Education Support Strategy sets out how we are working with our community of schools to ensure that educational outcomes and pathways meet children and young people's needs.

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

- 11.1 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.

12. Implications

12.1 Financial

Implications verified by: **David May**
Strategic Lead Finance

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.

12.2 Legal

Implications verified by: **Lindsay Marks**
Deputy Head of Legal Social Care and Education

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 Section 13A Education Act 1996 to promote high standards and the fulfilment of potential.

iii) Section 22(3)(a) 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.

12.3 Diversity and Equality

Implications verified by: **Rebecca Lee**
Team Manager – Community Development and Equalities

While there are no direct implications arising from this report. It is important to note the statement at section 8.8 that sets out a commitment to ensuring Thurrock's young people achieve above the national average, that disadvantaged pupils make accelerated progress, so narrowing the gap, ensuring better further education, and career opportunities are available for all young people in the borough.

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

None.

13. 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.

14. Appendices to the report

None.

Report Author:

Andrea Winstone

Strategic Lead School Effectiveness and SEND