

17 January 2023		ITEM: 8
Children's Services Overview & Scrutiny Committee		
Educational Attainment Data 2021/22		
Wards and communities affected: All	Key Decision: N/a	
Report of: Andrea Winstone, Strategic Lead, School Effectiveness and Special Educational Needs / Disabilities		
Accountable Assistant Director: Michele Lucas, Assistant Director, Education & Skills		
Accountable Director: Sheila Murphy, Corporate Director, Children Services		
This report is Public		

Executive Summary

This report contains the first set of SATS & GCSE data since before the Covid 19 Pandemic. Children of all ages have been affected by the disruption. We are pleased to report that despite the disruption to their education, children in Thurrock have performed well when compared to their peers across the country.

Early years settings, schools and colleges should be recognised for ensuring stability, continuity and catching children up on their missed time in school.

It should also be noted that a higher proportion of Children in Thurrock with Special Educational Needs and Disabilities, and those who are Looked After by Thurrock, achieved the expected standard than their peers nationally.

1. Recommendation(s)

- 1.1 Children's Services Overview & Scrutiny Committee receive the provisional outcomes of the summer 2022 tests and examinations and commends early years' settings, schools, pupils, and parents/carers on their achievements.**
- 1.2 Children's Services Overview & Scrutiny Committee recognises the impact of Covid on our youngest children and how we are looking to support our early sector.**
- 1.3 Children's Services Overview & Scrutiny Committee formally thank our early years, school and colleges settings for the work that has ensured a range of positive outcomes for our children and young people.**

2. Introduction and Background

- 2.1 Outlined below is the first set of data for our children and young people across Thurrock since the Covid 19 pandemic. The target is to be above the national averages at the end of:
- Reception Early Years Foundation Stage Profile (EYFSP) assessments (5 years old)
 - phonics screening check in year 1, (6 years old)
 - end of year 2 SATs in key stage 1, (7 years old)
 - end of year 6 SATS in key stage 2, (11 years old)
 - end of year 11 in GCSEs key stage 4 (16 years old)
 - end of year 13 A Levels in key stage 5 (18 years old)
- 2.2 **At the end of the Reception** year children are expected to have reached a 'Good Level of Development' (GLD) when assessed against the Early Learning Goals in the Foundation Stage Profile. This measures their achievements against a number of goals across the EYFS curriculum.
- 2.3 **End of Y1 Phonics Screening Check** measures early reading decoding skills, where children are assessed at their ability to decode 40 words using their knowledge of letter sounds.
- 2.4 **End of KS1 assessments** are standardised assessment (SAT) tests and tasks 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.
- 2.5 **End of 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.
- 2.6 **End of KS4** 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 GCSE grades. Attainment 8 measures pupils' attainment across 8 qualifications including maths and English. A grade 5 is considered 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.
- 2.7 Covid-19 has had an impact in all key stages due to lockdowns, school closures, shielding, quarantine, online learning, etc.

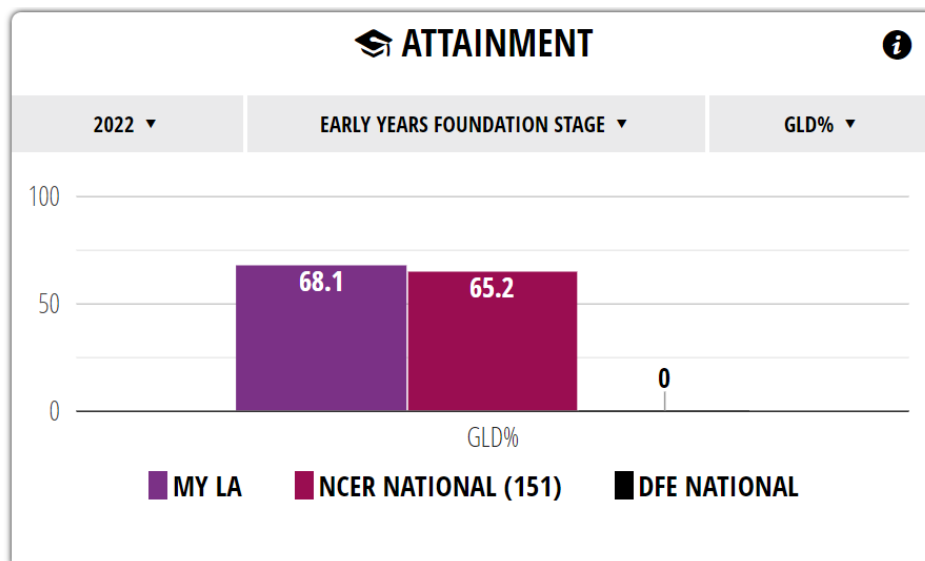
3. Early Years Foundation Stage (EYFS aged 5 end of reception year)

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.

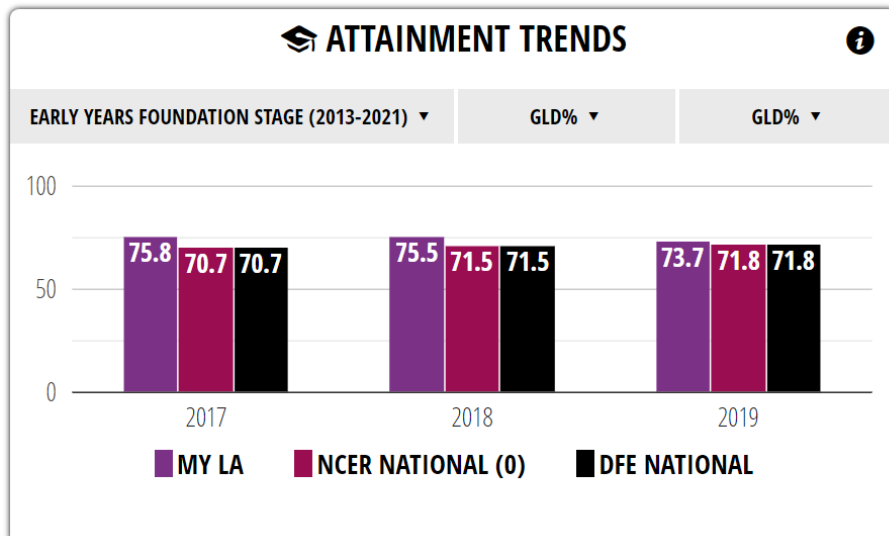
3.2 To reach the percentage of children making a good level of development (GLD), each child is assessed against 17 Early Learning Goals; whether she/he meets the level, has not reached the level or exceeded it and points are awarded accordingly in a range 17 – 51. If a child meets every Early Learning Goal, she/he will receive at least 34 points.

3.3 Comparisons should NOT be made between previous data and the most recent data as, due to Covid, the children's previous experience and access to provision would have been very different. 2022 Data demonstrates the impact of Covid. However, Thurrock's data remains above the national averages.

3.4



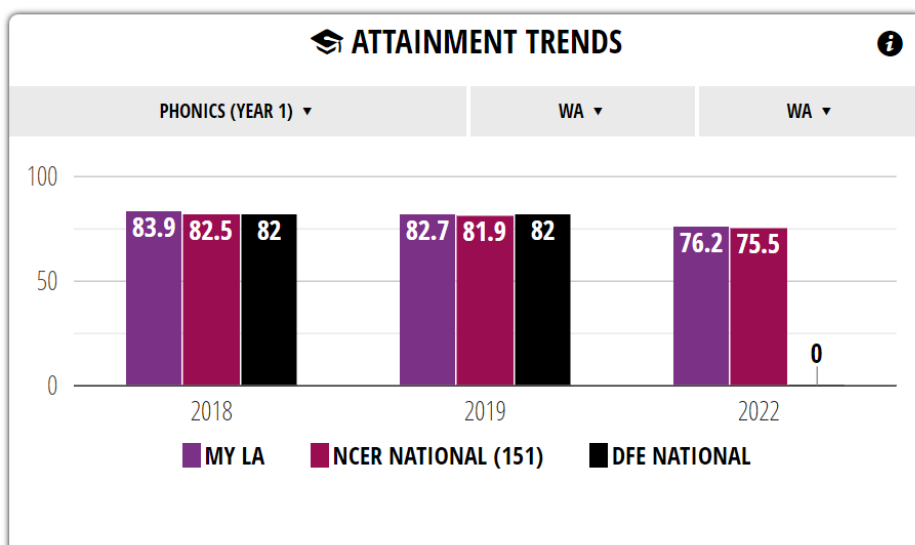
3.5



3.6 All areas of learning have been affected by the pandemic and settings are being supported to develop them but most specifically communication and language. Early language development takes place in a range of settings including playgroups, parent & toddler groups and general socialisation. During the pandemic much of this was lost and, as a result, we are seeing significant language delays in our early years cohorts.

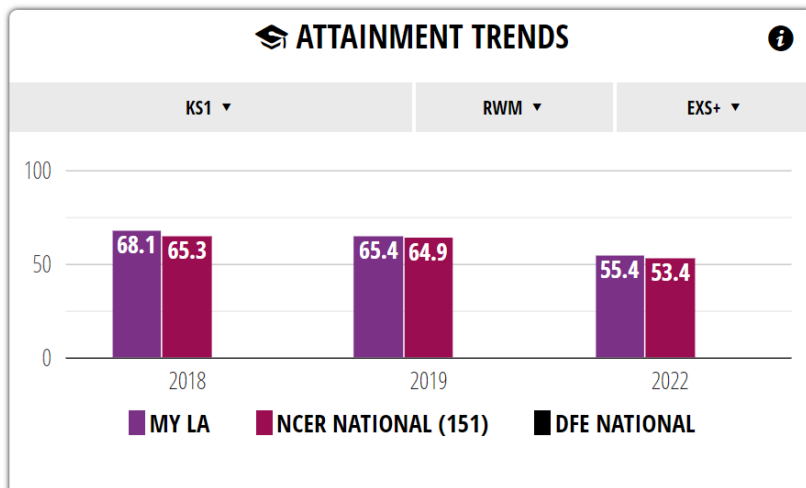
3.7 To address some of these challenges, the School Effectiveness Early Years Team is working closely with all Early Years Providers to support them to further develop their knowledge and skills around addressing speech, language and communications difficulties and delay. This work has been co-funded by the Integrated Care Board and will remain a key focus for the forthcoming year.

3.8 **Y1 Phonics Screening Check**



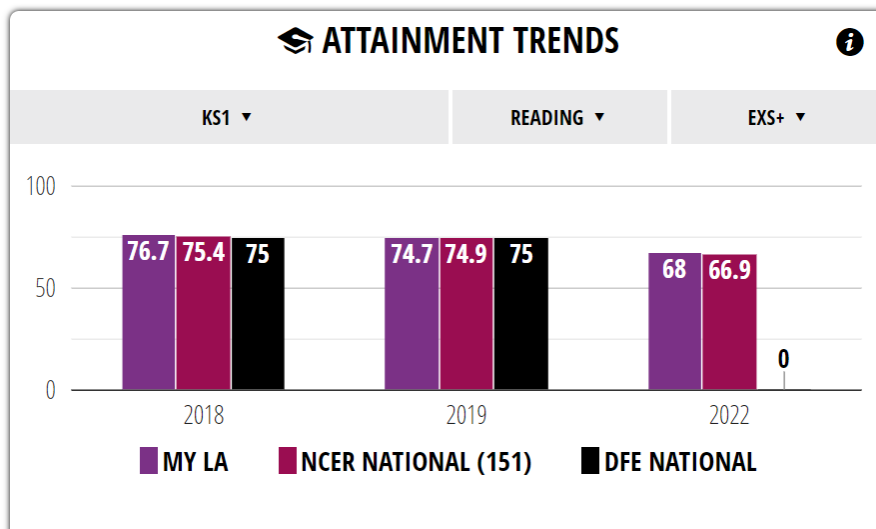
3.9 These children will have had a very disrupted nursery/ pre-school and Reception year. Online learning is more difficult for children in early years. However, many children in Y1 passed their phonic screening check. In line with previous years, Thurrock averages are very slightly higher than national averages.

3.10 KS1 Teacher Assessment

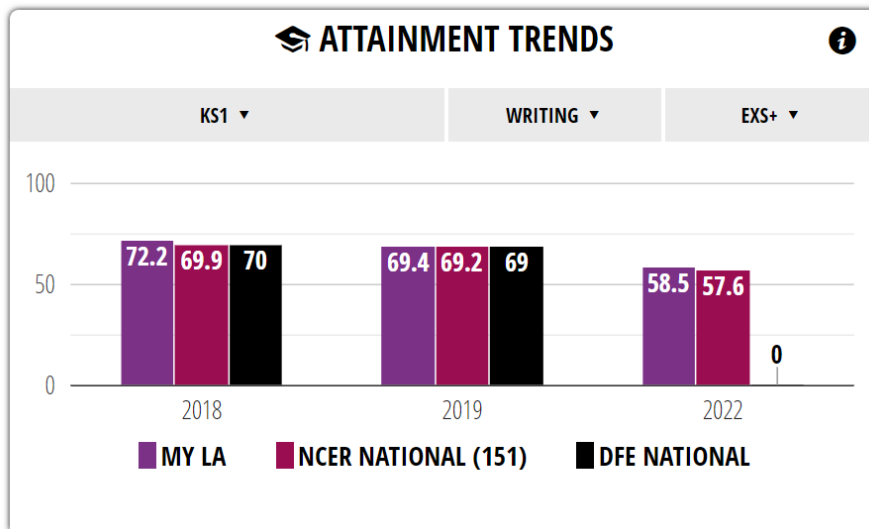


The above chart shows the outcomes for children at the end of the infant stage (KS1) in reading, writing and maths combined. This shows the percentage of pupils who achieved the expected standard in all 3 subjects.

3.10.1

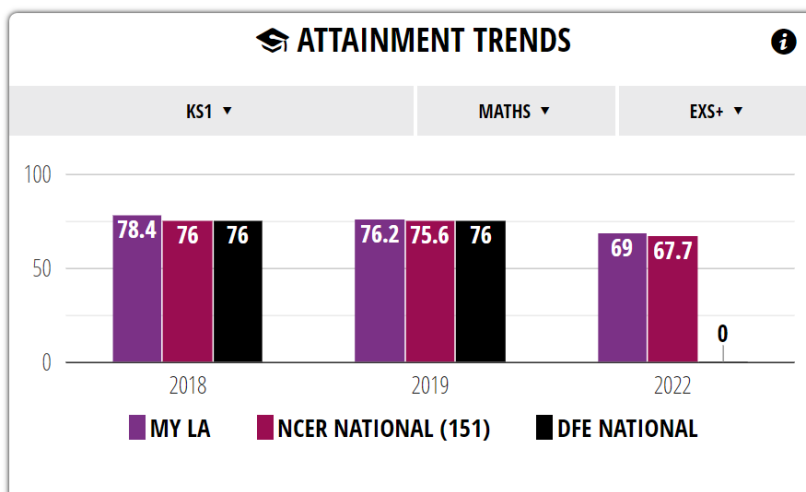


3.10.2

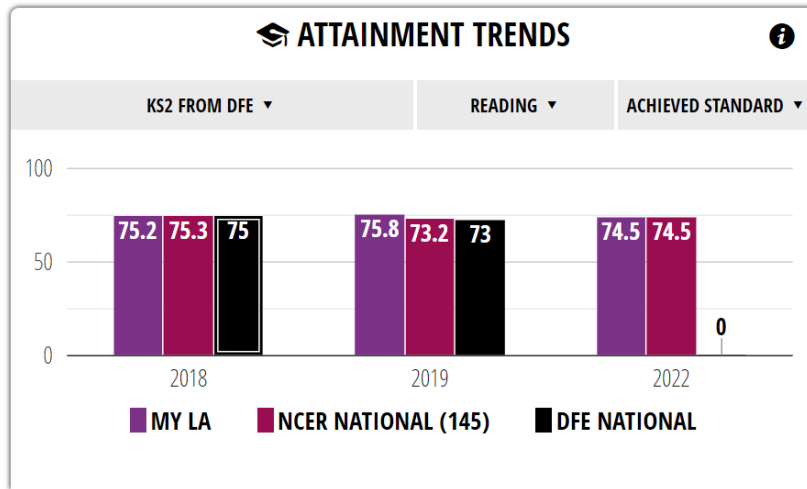


Writing skills develop after reading skills and are much harder to teach remotely so the impact of Covid can be seen more in writing and accounts for the lower combined data.

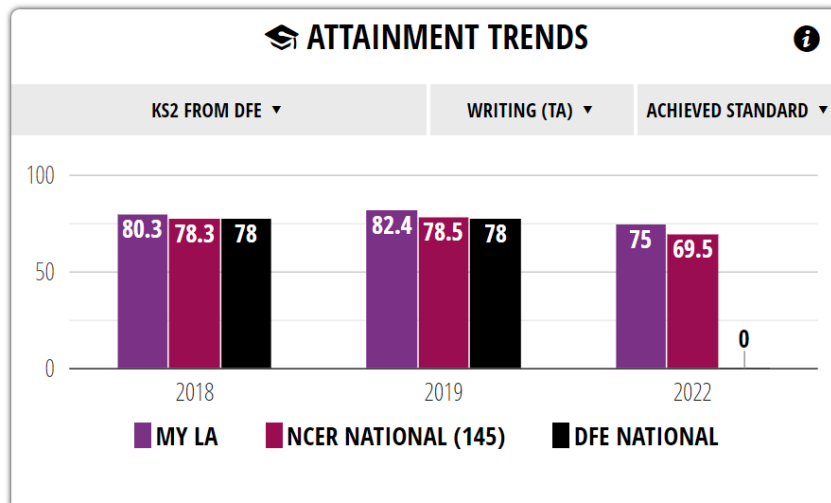
3.10.3



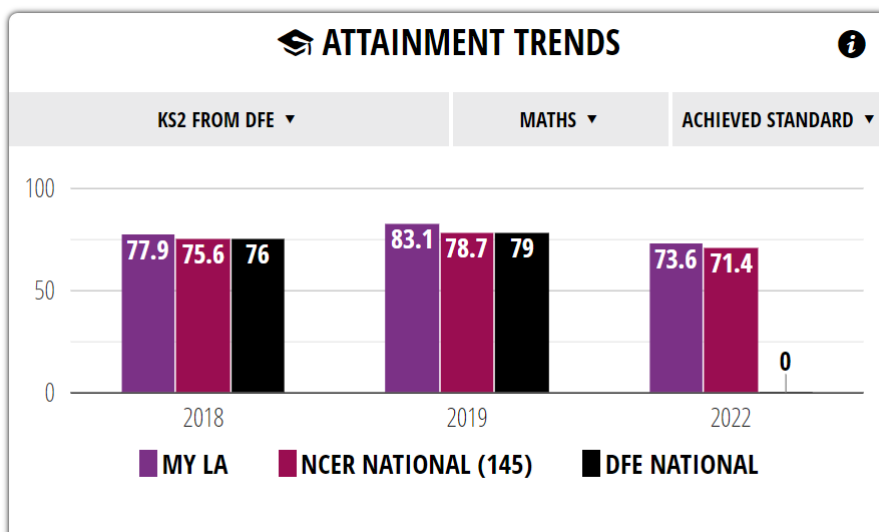
3.11 Key Stage 2



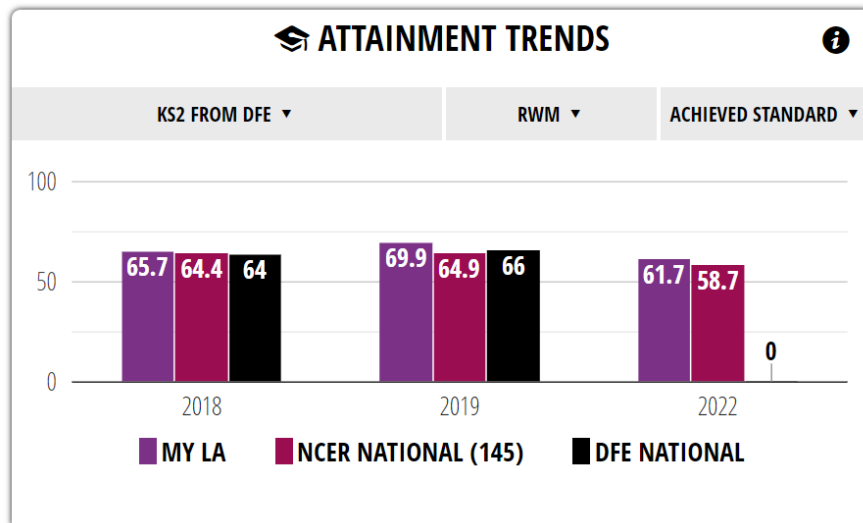
3.11.1



3.11.2



3.11.3

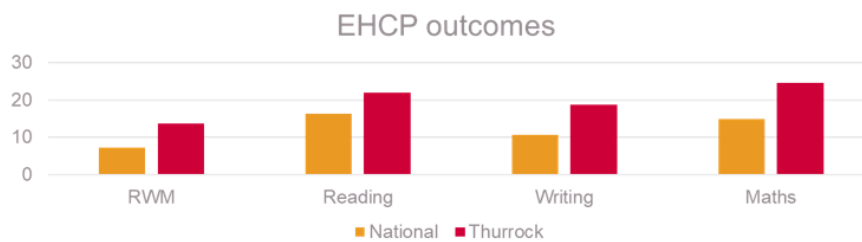


Children in Thurrock still made better than expected progress in writing and maths compared to children nationally.

3.12 Percentage of children with an EHCP achieving expected standards

More children with an EHCP in Thurrock achieve age related expectations than their peers across the country. This is a demonstration of how well children’s needs are being met and the effectiveness of the EHCPs.

2022	RWM	Reading	Writing	Maths	GPS
National	7.2 (0.4)	16.3 (3.5)	10.7 (1.0)	14.8 (2.8/)	15.1 (3.9)
Thurrock	13.63 (0.8)	22 (7.6)	18.6 (4.2)	24.6 (4.2)	25.4 (5.9)



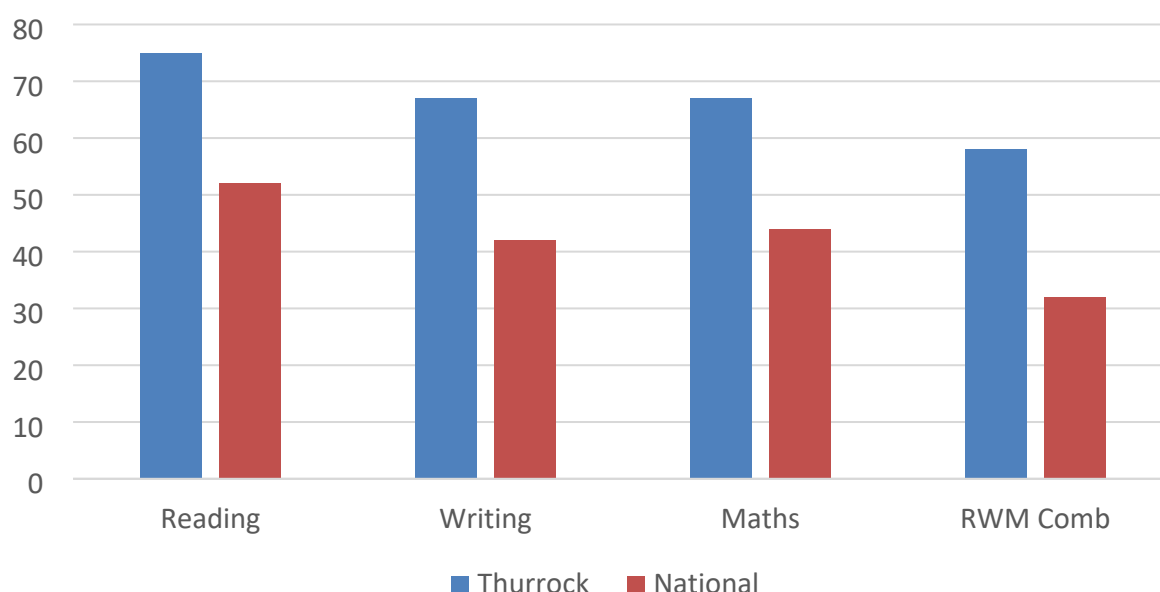
Progress	Reading	writing	Maths
National	-4.32	-4.02	-3.68
Thurrock	-4.30	-1.43	-2.63

3.13 Children Looked After by Local Authority

- GLD at end of YR 50% (cohort of 10)
- Y1 Phonics 83% passed (cohort of 6)
- Y2 SATS RWM combined 45.5% (cohort of 11) (National CLA was 29%)
- Y6 SATS RWM combined 58% (cohort of 12)
- (National CLA was 32%)

More children looked after by the Local Authority in Thurrock achieve their age related expectations than their peers across the country.

3.14 Y6 Outcomes Children Looked After

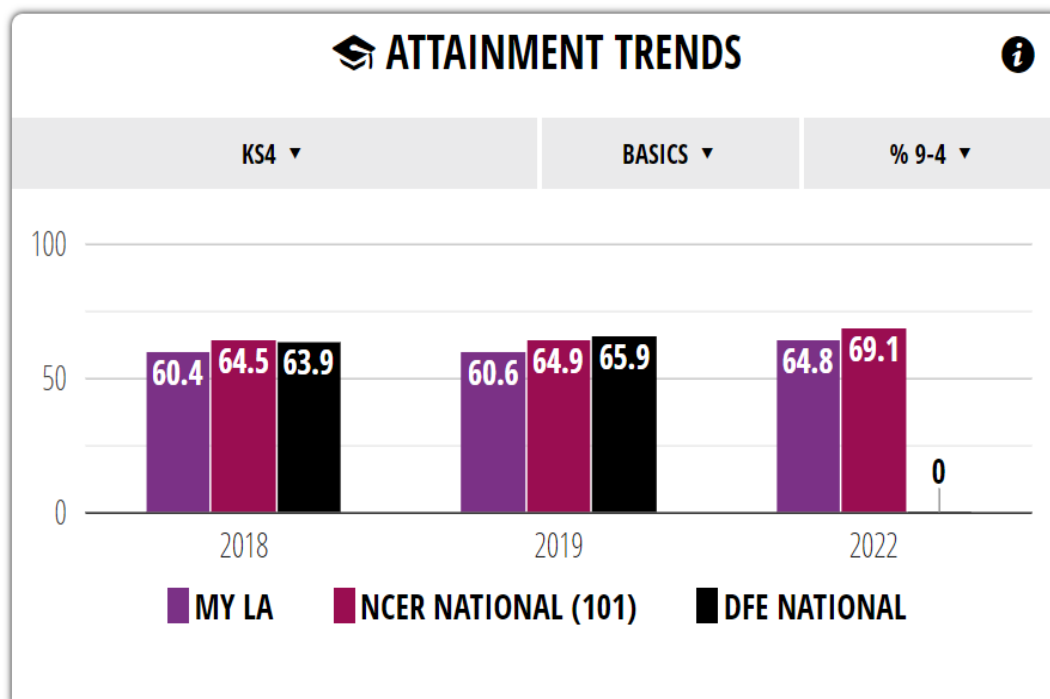


Children looked after by the Local Authority achieve better outcomes than their peers across the country. This is due to the commitment of the Virtual School to improving the outcomes for all children looked after. This is achieved through tuition that is provided by the Virtual School to children at the end of year 5 and throughout Y6.

3.15 GCSE English & Maths early results

	Thurrock	National	
Attainment 8	46	49	Attainment 8 measures pupils' attainment across 8 qualifications including maths and English
Progress 8	0.19	-0	Closer to 0 better
English GCSE(9-5)	60%	65%	Strong pass
Maths GCSE (9-5)	52%	55%	Strong pass
Basics (Eng & Maths 9-5)	45%	50%	Strong pass

3.16



3.17 Attainment is slightly better in Thurrock than pre-pandemic outcomes but not yet in line with national outcomes.

3.18 **GCSE % EHCP**

	Thurrock	National	
Attainment 8	20.8	14.3	Attainment 8 measures pupils' attainment across 8 qualifications including maths and English
Progress 8	-0.74	-1.32	Closer to 0 better
English GCSE (9-5)	21%	12%	Strong pass
Maths GCSE (9-5)	17%	10%	Strong pass
Basics GCSE (9-5)	14%	7%	Strong pass

More young people with an EHCP make better progress and achieve GCSEs than their peers across the country.

3.19 **Disadvantaged % GCSE**

	Thurrock	National	
Attainment 8	37	37.4	Attainment 8 measures pupils' attainment across 8 qualifications including maths and English

Progress 8	-0.64	-0.56	Closer to 0 better
English GCSE (9-5)	43%	46%	Strong pass
Maths GCSE (9-5)	34%	34%	Strong pass
Basics GCSE (9-5)	29%	29%	Strong pass

3.20 Children Looked After by Thurrock

	Thurrock	National CLA	
Attainment 8	36	25	Attainment 8 measures pupils' attainment across 8 qualifications including maths and English
Progress 8	-0.78	-1.19	Closer to 0 better
English GCSE (9-5)	33.3%	25%	Strong pass
Maths GCSE (9-5)	25%	18%	Strong pass
Basics GCSE (9-5)	21%	14%	Strong pass

3.21 The Virtual School uses Pupil Premium + to ensure that all children are well prepared for their GCSEs through 121 tuition and the provision of laptops and resources to support their studies.

4. Reasons for Recommendation

4.1 From the data it is evident that schools have been working incredibly hard to support their pupils throughout the pandemic and to help them catch up as we came out of restrictions.

4.2 Schools have taken advantage of the many Covid Catch up programmes of support on offer including:

- a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for missed learning
- a £350 million [National Tutoring Programme](#) to provide additional, targeted support for those children and young people who need the most help, which includes:
 - a schools programme for 5 to 16-year-olds – for more information, see the [National Tutoring Programme FAQs](#)
 - a [16 to 19 tuition fund](#)
 - an oral language intervention programme for [reception-aged children](#)

5 Impact on corporate policies, priorities, performance and community impact

- 5.1 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.

6. Implications

6.1 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.

6.2 Legal

Implications verified by: **Daniel Longe**
**Principal Solicitor for Education on behalf of
Thurrock Council**

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. ii) 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. iii) Section 19 of the Children and Families Act 2014 imposes a duty on local authorities to facilitate the development of children and young people to help them achieve the best possible educational and other outcomes, and section 20 onwards includes children with special education needs.

There are no direct legal implications in this report.

6.3 Diversity and Equality

Implications verified by: **Roxanne Scanlon**
Community Engagement and Project
Monitoring Officer - Adults, Housing & Health

While there are no direct implications arising from this report, it is important to note the statement at section 3.12 to 3.18 that demonstrates that children looked after by the Local Authority and children with an EHCP do better than the peers ensuring better education, and career opportunities and outcomes for these vulnerable groups.

6.4 Other implications (where significant) – i.e. Staff, Health Inequalities, Sustainability, Crime and Disorder, or Impact on Looked After Children

None

7. 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

8. Appendices to the report

- None

Report Author:

Andrea Winstone
Strategic Lead School Effectiveness & SEND
Education and Skills