

<b>16 January 2024</b>		<b>ITEM: 7</b>
<b>Children's Services Overview &amp; Scrutiny Committee</b>		
<b>Educational Attainment Data 2022-2023</b>		
<b>Wards and communities affected:</b> All	<b>Key Decision:</b> N/A	
<b>Report of:</b> Andrea Winstone, Head of Service, School Effectiveness and Special Educational Needs / Disabilities		
<b>Accountable Assistant Director:</b> Michele Lucas, Assistant Director, Education & Skills		
<b>Accountable Director:</b> Sheila Murphy, Executive Director, Children Services		
<b>This report is Public</b>		

## Executive Summary

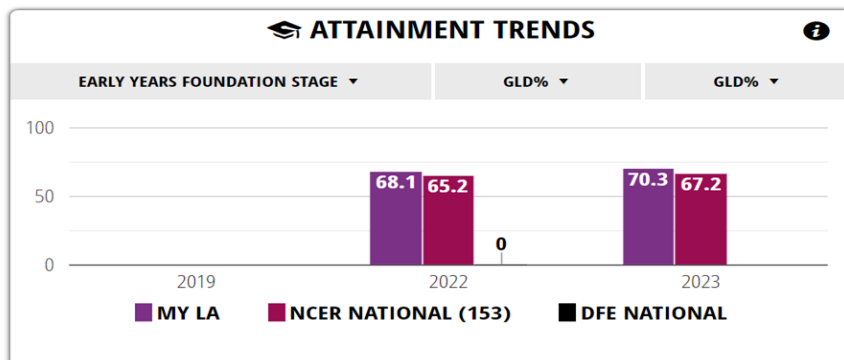
### 1. Recommendation(s)

- 1.1 **Children's Overview & Scrutiny receive the provisional outcomes of the summer 2023 tests and examinations and commends early years' settings, schools, pupils, and parents/carers on their achievements.**
- 1.2 **Children's Overview & Scrutiny formally thank our early years, school and college 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 data for our children and young people across Thurrock who are of statutory school age and 18 year olds. 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 tests (SAT) 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.
- 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.

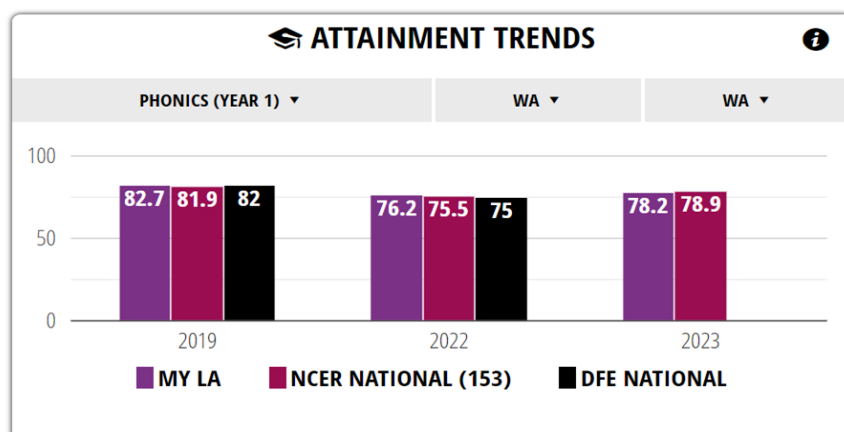


3.3 2019 is not showing as this was before the pandemic when children had a much more consistent and settled time in early years. In 2019 74% of Thurrock children achieved a good level of development. The gap is narrowing between 2019 and 2023 but there is still some way to go.

3.4 All areas of learning were affected by the pandemic and settings are being supported to develop them, 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.

3.5 To address some of these challenges, the School Effectiveness Early Years Team is working closely with all Early Years Providers and Family Hubs 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 Early Years Team and the Family Hubs and will remain a key focus for the forthcoming year.

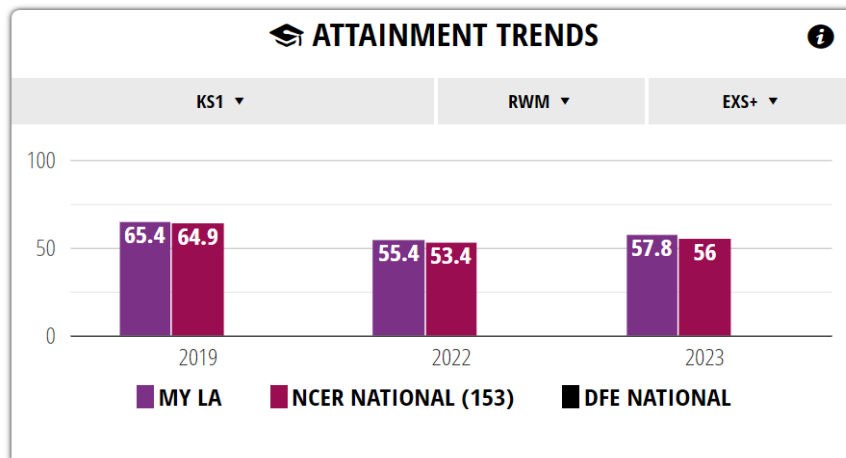
### 3.6 Y1 Phonics Screening Check



3.7 These children will have had a very disrupted nursery/ pre-school period and it is evident that fewer children have achieved the expected standard as a result. Schools are working hard to implement phonics as soon as children enter but

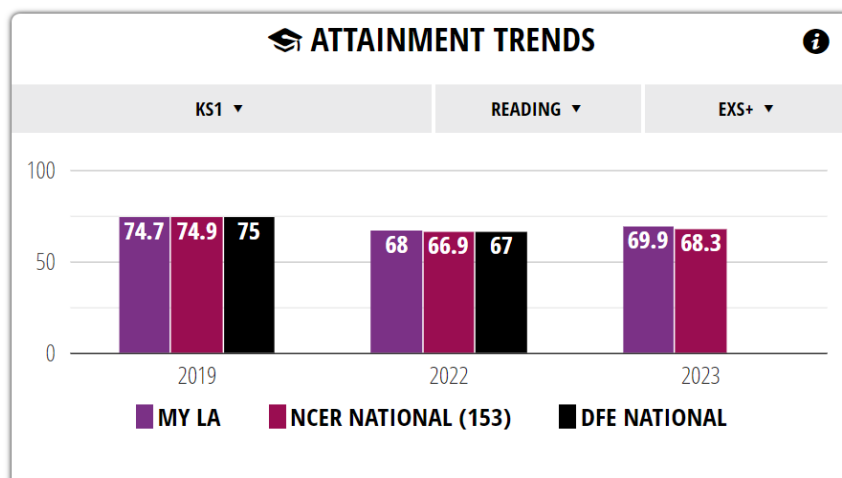
many of the pre-phonics skills and learning behaviours were disrupted in the preceding years.

### 3.8 KS1 Teacher Assessment

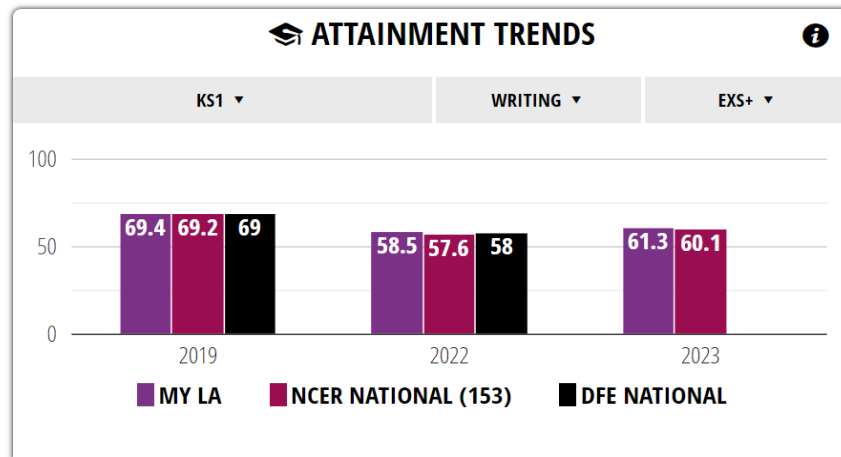


The above chart shows the outcomes for children at the end of the infant stage (KS1) in reading, writing and maths combined. This shows the percentage of pupils who achieved the expected standard in all 3 subjects.

#### 3.8.1

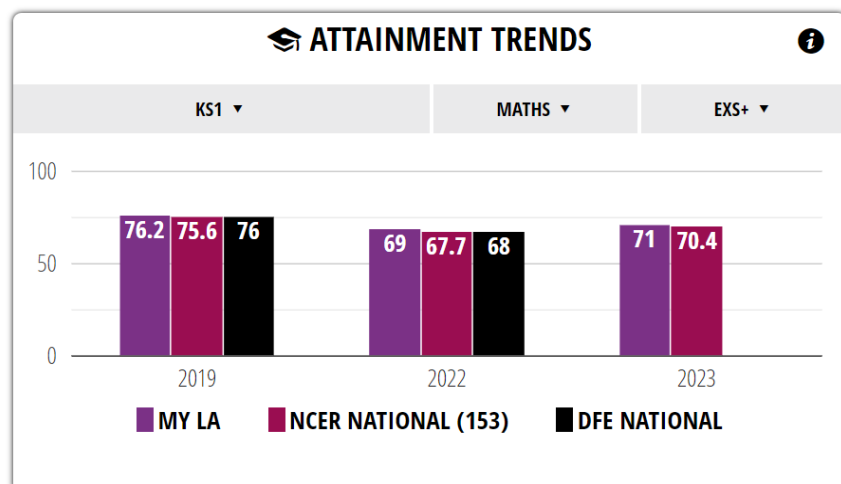


3.8.2 The data shows that whilst pre-pandemic levels have not been achieved yet, more children in Thurrock achieved age related expectations in all three subjects than their peers nationally.



3.8.3 The data shows that whilst pre-pandemic levels have not been achieved yet, more children in Thurrock achieved age related expectations in writing than their peers nationally. Writing skills develop after reading skills and are much harder to acquire which accounts for the lower writing scores.

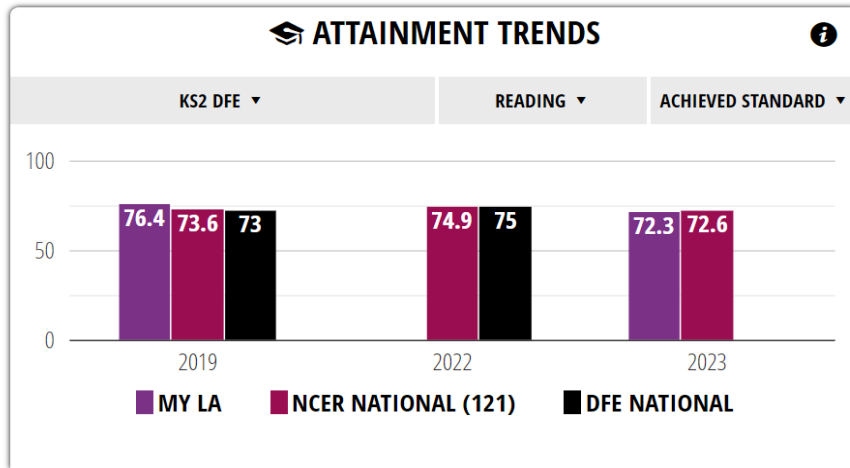
3.8.4



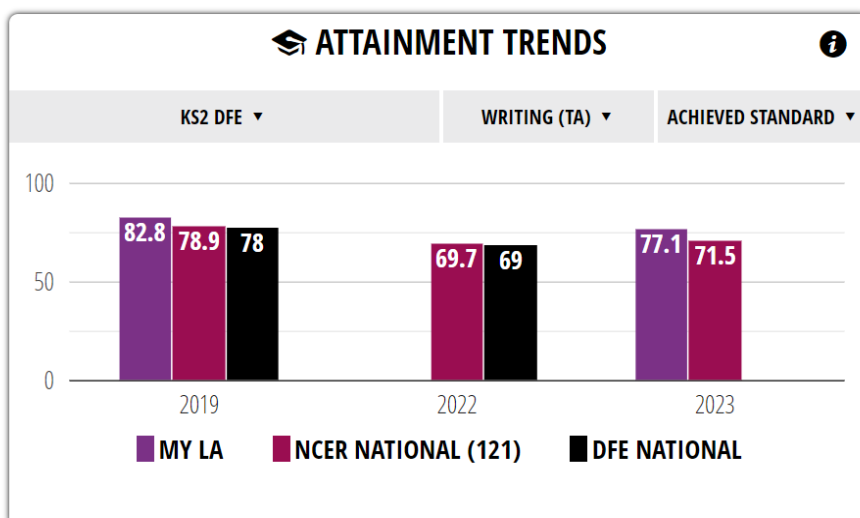
3.8.5 The data shows that whilst pre-pandemic levels have not been achieved yet, more children in Thurrock achieved age related expectations in all maths than their peers nationally.

### 3.9 Key Stage 2

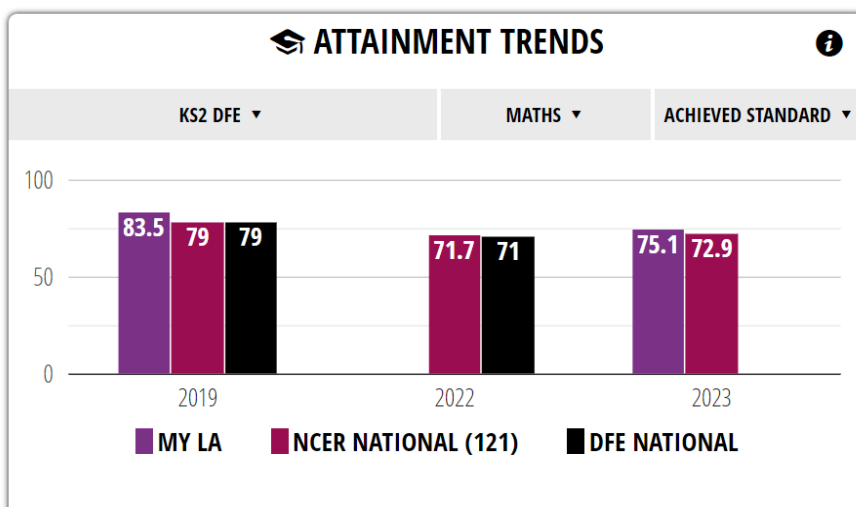
Standards are not yet in line with pre-pandemic times. However more children in Thurrock reached age-related expectations in writing and maths than their peers across the country.



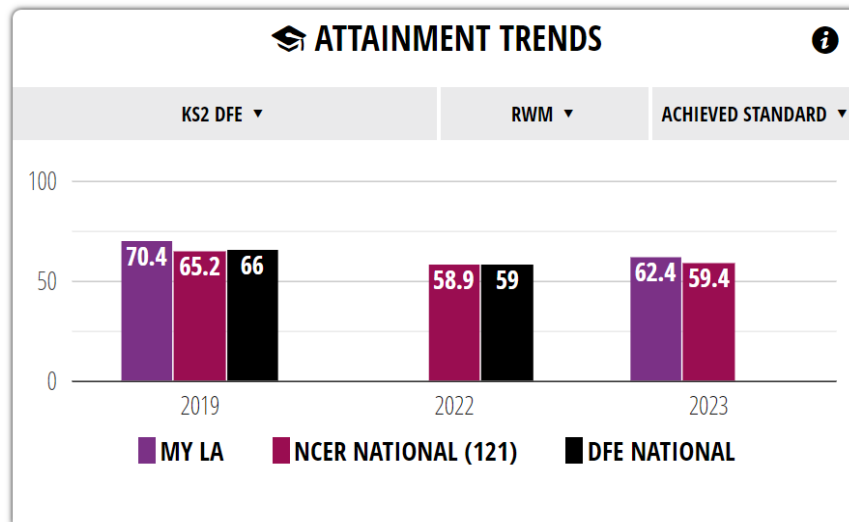
3.9.1



3.9.2



### 3.9.3



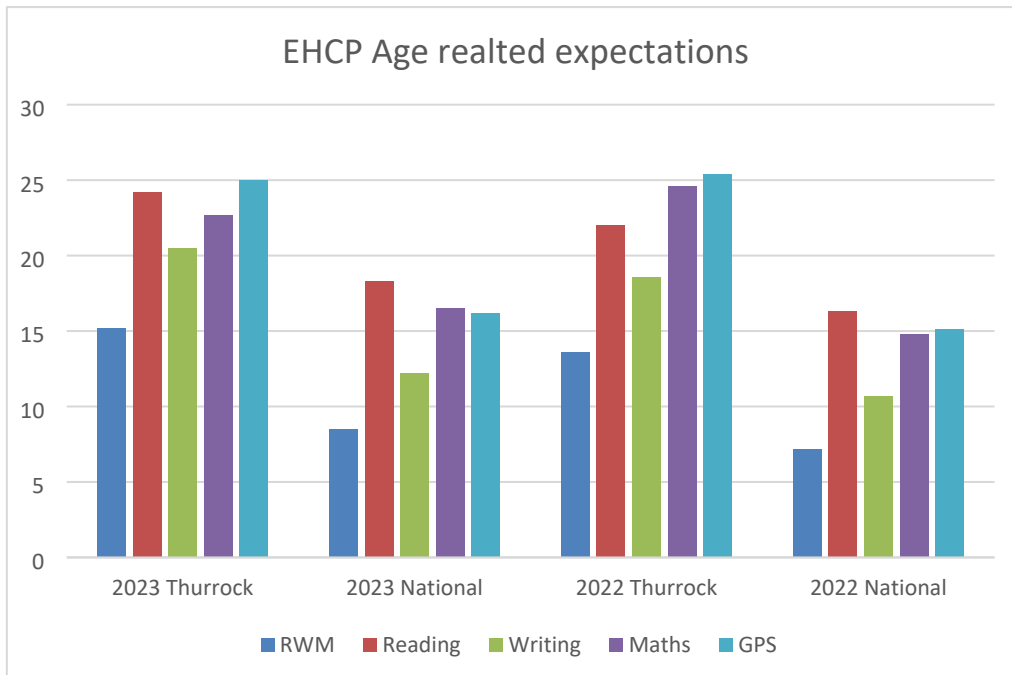
3.10 This chart shows the percentage of pupils who reached age-related expectations in all three subjects. It shows that a higher proportion of children in Thurrock achieved age-related expectation than their peers across the country.

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

### 3.11 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.

2023	RWM	Reading	Writing	Maths	GPS
National	8.5	18.3	12.2	16.5	16.2
Thurrock	15.2	24.2	20.5	22.7	25
2022	RWM	Reading	Writing	Maths	GPS
National	7.2	16.3	10.7	14.8	15.1
Thurrock	13.6	22	18.6	24.6	25.4

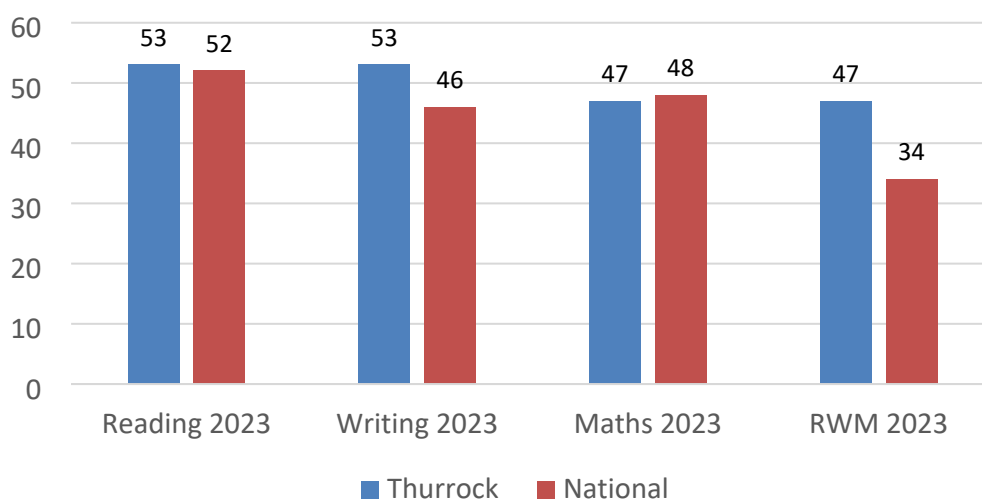


### 3.12 Children Looked After by Local Authority

- GLD at end of YR 57% (cohort of 7) compared to 41% nationally
- Y1 Phonics 35% passed (cohort of 14)
- Y2 SATS RWM combined 80% (cohort of 5) (National CLA was 30%)
- Y6 SATS RWM combined 36% (cohort of 12)

More Children Looked after (CLA) by the Local Authority in Thurrock achieve their age related expectations than their peers across the country.

### 3.13 Y6 Outcomes Children Looked After by Thurrock





Children Looked After by the Local Authority achieve similar outcomes to their peers across the country in single subjects. A higher proportion of CLA by Thurrock achieved a combination of age related in reading, writing and maths. 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.

### 3.14 GCSE English & Maths early results

	Thurrock	National	
<b>Attainment 8</b>	46	45	Attainment 8 measures pupils' attainment across 8 qualifications including maths and English
<b>Progress 8</b>	-0.14	-0.03	Closer to 0 better
<b>English GCSE(9-5)</b>	57%	60.5%	Strong pass
<b>Maths GCSE (9-5)</b>	49%	51%	Strong pass
<b>Basics (Eng &amp; Maths 9-5)</b>	43%	45%	Strong pass
2022 (teacher assessment)	Thurrock	National	
<b>Attainment 8</b>	46	47	Attainment 8 measures pupils' attainment across 8 qualifications including maths and English
<b>Progress 8</b>	-0.12	-0.03	Closer to 0 better
<b>English GCSE (9-5)</b>	61%	65%	Strong pass
<b>Maths GCSE (9-5)</b>	52%	55%	Strong pass
<b>Basics (Eng &amp; Maths 9-5)</b>	45%	50%	Strong pass

3.15 Attainment in Thurrock is slightly lower than national averages. However, there were four schools in Thurrock that exceeded the national averages in English and maths combined 9-5 and one that was in line with national averages.

### 3.16 GCSE % EHCP

	Thurrock	National	
<b>Attainment 8</b>	16	14	Attainment 8 measures pupils' attainment across 8 qualifications including maths and English
<b>Progress 8</b>	-0.89	-1.15	Closer to 0 better
<b>English GCSE (9-5)</b>	9%	11%	Strong pass
<b>Maths GCSE (9-5)</b>	9%	10%	Strong pass
<b>Basics GCSE (9-5)</b>	6%	7%	Strong pass
2022 teacher assessment	Thurrock	National	

<b>Attainment 8</b>	14	14	Attainment 8 measures pupils' attainment across 8 qualifications including maths and English
<b>Progress 8</b>	-1.33	-1.39	Closer to 0 better
<b>English GCSE (9-5)</b>	12%	12%	Strong pass
<b>Maths GCSE (9-5)</b>	10%	10%	Strong pass
<b>Basics (Eng &amp; Maths 9-5)</b>	11%	10%	Strong pass

Young people with an EHCP in Thurrock achieve broadly in line with their peers nationally.

### 3.17 Disadvantaged % GCSE

	<b>Thurrock</b>	<b>National</b>	
<b>Attainment 8</b>	44	46	Attainment 8 measures pupils' attainment across 8 qualifications including maths and English
<b>Progress 8</b>	-0.49	-0.59	Closer to 0 better
<b>English GCSE (9-5)</b>	39%	40%	Strong pass
<b>Maths GCSE (9-5)</b>	30%	30%	Strong pass
<b>Basics GCSE (9-5)</b>	23.5%	24.5%	Strong pass
	<b>Thurrock</b>	<b>National</b>	
<b>2022 teacher assessment</b>			
<b>Attainment 8</b>	37	37	Attainment 8 measures pupils' attainment across 8 qualifications including maths and English
<b>Progress 8</b>	-0.63	-0.61	Closer to 0 better
<b>English GCSE (9-5)</b>	43%	45%	Strong pass
<b>Maths GCSE (9-5)</b>	34%	34%	Strong pass
<b>Basics (Eng &amp; Maths 9-5)</b>	41%	43%	Strong pass

Disadvantaged children in Thurrock achieve similar outcomes to their disadvantaged peers nationally.

### 3.18 Children Looked After by Thurrock

	<b>Thurrock</b>	<b>National CLA</b>	
<b>Attainment 8</b>	35.5	23	Attainment 8 measures pupils' attainment across 8 qualifications including maths and English

<b>Progress 8</b>	-0.56%	-1.20	Closer to 0 better
<b>English GCSE (9-5)</b>	36%	22%	Strong pass
<b>Maths GCSE (9-5)</b>	32%	16%	Strong pass
<b>Basics GCSE (9-5)</b>	27%	12%	Strong pass

3.19 The Virtual School uses Pupil Premium Plus 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 to catch up and return to pre-pandemic levels.

4.2 Attendance rates are still lower than pre-pandemic levels (92% compared to 96% before the pandemic). It is hoped that Overview and Scrutiny members will join officers in promoting good school attendance which will, in turn, ensure better outcomes for children and young people in Thurrock.

#### **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**  
**Head of Finance, Children Services**

There are no direct financial implications in this report. Funding is provided to schools through the Dedicated Schools Grants and deployed in accordance with the conditions of grant and School and Early Years Finance (England) Regulations 2022. This report requires the Committee to note its contents only. No decision is required.

##### **6.2 Legal**

Implications verified by: **Judith Knight**  
**Interim Deputy Head of Legal (Social Care and Education)**

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: **Natalie Smith**  
**Head of Community Development | AHH: Adult Social Care and Community Development**

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 in Thurrock do better than their peers nationally, 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

Head of Service, School Effectiveness & SEND

## Education and Skills