

An Overview of 2014 Educational Achievement in Essex

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Executive summary

There were nearly 200,000 children in over 550 schools in Essex 2014

Although there are regional variations, overall, Essex pupils had lower than national rates of free school meals, children from ethnic minorities, and pupils not speaking English as a first language. Although Essex also has lower overall rates of SEN pupils, the proportion of statements is comparatively high (see page 7).

There were slightly lower than national rates of good or outstanding schools

Many schools in Essex are rated good or outstanding by OfSTED, but overall the proportions of such schools were lower than national averages in 2014. The ratings of more recently inspected schools are encouraging (see pages 9 and 10).

Early years attainment is slightly above the national average

The increase in percentage of children with a good level of development tracked the national changes so that Essex's rank position remained in the 2nd quartile overall (see pages 11 and 12).

Attainment in phonics improved to national average levels

The proportion of pupils meeting the expected phonics standard reached the national average for the first time in 2014 (see pages 13 and 14).

Attainment at key stage 1 remains close to the national average

Small improvements in overall attainment mean that Essex is ranked in the second or third quartile nationally, depending on subject (see pages 15 and 16).

Attainment at key stage 2 rose faster than national rates

Improvements in attainment in all subjects meant that Essex had the highest rank position compared to other local authorities in the last three years, although remaining in the 3rd quartile (see pages 17 to 20).

Essex remains in the third quartile at key stage 4

Changes in counting methodology make 2014 results impossible to compare to previous years. However, Essex maintained its national rank position in the 3rd quartile (see pages 21 to 24).

Key stage 5 attainment remains in top quartile

On several core measures Essex has been in the top quartile at Key stage 5 for the last three years (see pages 25 and 26).

The percentage of NEETS continues to fall

The percentage of young people not in employment, education or training is at its lowest level for the last three years, as is the percentage whose destination is unknown (see page 27).

Absence rates remained similar to

Absence rates in Essex place the county in the third quartile (primary schools) or fourth quartile (secondary schools) nationally, although there

previous years

is some recent evidence that absence rates are decreasing (see pages 28 and 29).

Guide to this report

The chapters on attainment and progression have three sections: background, Essex headlines and results:

Background

Provides a short description of the types of assessments at each Key stage (tests and/or teacher assessments and which subjects are assessed).

Essex headlines

Main headline describing a key aspect of attainment, progress or context

A few paragraphs of more detailed information to support the main headline.

Results

A more detailed breakdown of attainment, progress or context data, comparing Essex with other local authorities and national results. The performance of specific pupil groups is also presented, where appropriate.

Key comparator groups

Essex's national rank position (out of 152 local authorities)

EYFSP measure:	% GLD		% Inequality gap	
	2013	2014	2013	2014
Essex (national rank)	53% (51)	61% (57)	33.2% (104)	31.0% (53)
Statistical neighbours	53%	63%	31.5%	29.8%
Eastern region	52%	61%	34.7%	32.2%
England	52%	60%	36.6%	33.9%

Actual performance outcomes

Interpreting the pupil attainment tables

The tables on pupil group attainment (starting on page 34) have some cells highlighted pink or green. The shading has been added when the difference in attainment (or progress) between a particular pupil group and the equivalent national figure for that group are unlikely to have arisen by 'chance' – specifically when there is a less than 1 in 20 likelihood that the difference is due to chance (i.e. the difference is *statistically significant*):

Difference is noticeably higher

Difference is not unusual

Difference is noticeably lower

EXAMPLE: The attainment of Asian pupils in reading, writing and maths at Key stage 2 in Essex (88%) was 'noticeably' higher than the attainment of Asian pupils in reading nationally (80%), and so the cell is shaded green. On the other hand, pupils who do not speak English as a first language performed noticeably less well than similar pupils nationally (81% compared to 84%) and so that cell is shaded red.

Pupil groups & Level 4+		Green shading: Asian pupils in Essex schools perform well compared to Asian pupils nationally		No shading: The difference in attainment is not unusual given the number of pupils						Essex cohort 2014
		R, W & M		Reading		Writing		Maths		
		England	Essex	England	Essex	England	Essex	England	Essex	
Ethnic heritage	Mixed	80%	83%	90%	92%	87%	90%	86%	86%	527
	Asian	80%	88%	89%	93%	87%	90%	87%	91%	280
	Black	77%	79%	88%	89%	85%	87%	84%	84%	303
First language	English	79%	79%	89%	90%	86%	86%	86%	87%	13,823
	Not English	77%	75%	86%	84%	84%	81%	86%	85%	788
Disadvantaged	Disadvantaged	67%	66%	82%	82%	77%	74%	78%	77%	1,813

Red shading: Pupils who do not speak English as a first language perform noticeably less well than similar pupils nationally

How to interpret this? Firstly, note that the column on the far right of the table shows the cohort size for the Asian pupil group in Essex is 280. Now imagine repeatedly selecting 280 pupils at random from the entire national cohort of Asian pupils and, each time, calculating the percentage of your selection that obtained a level 2+ in reading, writing and maths. Most of the groups chosen would have average levels of attainment close to the national average of 80%, but some would have higher or lower values.

If the average score for a selected group of 280 pupils occurs less than 1 in 20 times in this process of repeated sampling then it is classed as 'statistically significantly' different from the national average, and is shaded either green or pink depending on whether it is above or below the national average for that group.

Attainment and progress data is presented for the key pupil groups of gender, ethnic heritage, first language spoken, entitlement to free school meals (or, at Key stages 2 and 4, disadvantaged pupils) and special educational needs.

A more detailed description of these pupil groups is provided on page 33.

Essex context

There were almost 200,000 pupils in Essex in 2014, attending 552 schools

By school type, the numbers were:

- 110,955 children in 457 primary schools
- 84,705 children in 78 secondary schools, and
- 2,197 children in 17 special schools.

There were lower than national levels of children entitled to free school meals...

14% of Essex primary school pupils were entitled to free school meals compared to 18% nationally. For secondary school pupils the figures were 10% for Essex and 15% nationally and for special schools 29% Essex and 37% nationally. These figures are slightly lower than in 2013.

...lower proportions of pupils from ethnic minorities...

The proportion of children from ethnic minority groups was less than half the national rate both in primary and secondary schools. Although the proportion of ethnic minority pupils increased between 2013 and 2014, the increase was less than that seen national.

...and of pupils who speak English as an additional language

There was a slight increase in the proportion of children who speak English as an additional language, but the overall rates are still only around one third of national levels.

The proportion of children with special educational needs fell

There was also a decrease in SEN pupils nationally, but the fall in Essex was larger both in primary and secondary schools. Essex schools also have lower than national average levels of pupils with SEN in both primary and secondary phases. However the proportion of pupils with statements is noticeably high (3.3%) compared to national rates (2.8%).



































































Table 1: The percentage of pupils in key pupil groups by school type, Essex vs. England, January 2014 and 2013.

Percentage of pupils in key pupil groups January 2014 (2013 in brackets)					
Pupil group	Phase	England		Essex	
		2013	2014	2013	2014
Entitled to free school meals	Primary	18.1%	17.0%	13.6%	12.8%
	Secondary	15.1%	14.6%	10.1%	10.0%
	Special	36.7%	37.2%	29.2%	29.3%
Ethnic minority (i.e. non-White British)	Primary	28.5%	29.5%	13.3%	14.0%
	Secondary	24.2%	25.3%	11.6%	12.4%
	Special	23.9%	24.7%	13.6%	13.8%
Speak English as an additional language	Primary	18.2%	18.7%	5.9%	6.1%
	Secondary	13.9%	14.3%	4.3%	4.4%
	Special	12.9%	13.2%	3.8%	3.7%
Having Special educational	Primary	17.4%	16.6%	16.2%	15.4%

needs	Secondary	19.0%	17.8%	16.1%	14.6%
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Comparative summary of attainment

Table 2: Overview of the relative performance of Essex against average performance of statistical neighbours, Eastern region and England state-funded schools

2014 results – how does Essex compare					
	Measure	Essex	Essex compared with:		
			Statistical neighbours	Eastern region	England
EYFS	Good level of development	61%			
Phonics	Working at required level	74%			
Key Stage 1	Level 2+ - Reading	91%			
	Level 2+ - Writing	86%			
	Level 2+ - Maths	93%			
Key Stage 2	Level 4+ - Reading	89%			
	Level 4+ - Writing	85%			
	Level 4+ - Maths	87%			
	Level 4+ R,W and M	79%			
	Expected progress KS1-2 - Reading	91%			
	Expected progress KS1-2 - Writing	92%			
	Expected progress KS1-2 - Maths	89%			
Key Stage 4	5+ A*-C incl. English and Maths	56.5%			
	5+A*-C	64.7%			
	5A*-G incl. English and Maths	91.7%			
	English Baccalaureate	19.9%			
	Expected progress KS2-4 - English	72.8%			
	Expected progress KS2-4 - Maths	65.5%			
Key Stage 5 (state-funded schools)	Points per student	821.7			
	Points per entry	216.2			
	3+ A grades	12.0%			
	AAB grades or better	18.6%			



Essex performance is lower

Essex performance is the same



Essex performance is higher

Summary of OfSTED inspections

Background

New frameworks introduced in September 2012 brought a focus on four key areas for school inspections: pupil achievement, teaching quality, the effectiveness of leadership and management; and the standards of behaviour and safety. The differences between the pre and post 2012 inspection frameworks are shown in table 3:

Table 3: Rating comparisons between the pre and post 2012 inspection framework

Pre September 2012	Post September 2012
1 Outstanding	1 Outstanding
2 Good	2 Good (minimum acceptable standard)
3 Satisfactory	3 Requires improvement
4 Inadequate	4 Inadequate with two categories of concern: <ul style="list-style-type: none"> • Special measures: one of more key areas is inadequate, but where leadership and management is graded at level 3 or better • Serious weaknesses: a school is failing to give its pupils an acceptable standard of education, and the leaders/managers/governors do not demonstrate the capacity for improvement.

All local and national statistics in the commentary below and in the subsequent chart describe the situation on the 31st August 2014 (i.e. the final day in the 2013/14 school year). There are two sets of figures – the proportion of Essex schools with a specific OfSTED rating and the proportion of children attending schools with a specific OfSTED rating.

Essex headlines

Overall, Essex had a slightly lower proportion of schools rated good or outstanding compared to national levels

74% of maintained schools and academies in Essex were rated good or outstanding at the end of 2013/14, an increase of 3 percentage points compared to the previous year. Nationally, 81% of schools were good or outstanding (compared to 78% in the previous year).

Three out of every four Essex pupils attended a good or outstanding maintained primary or academy school...

74% of pupils in Essex maintained primary schools and academies attended a good or outstanding school at the end of 2013/14. Nationally the equivalent figure was 81%, giving Essex a rank position of 120th out of 152 local authorities.

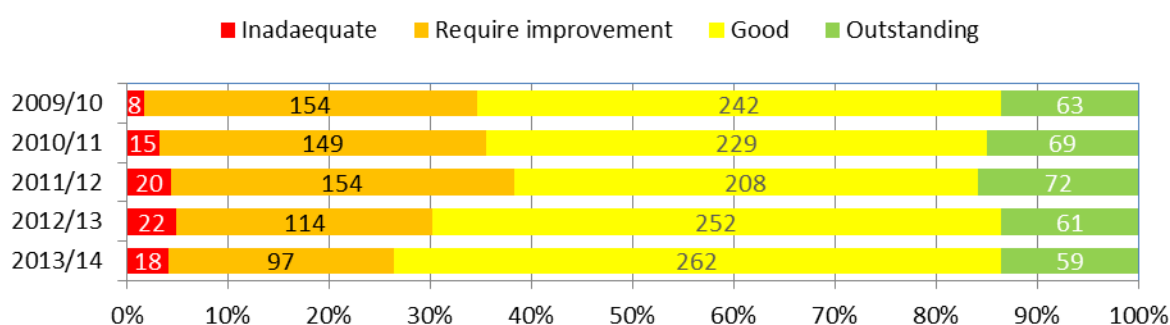
...and similarly for pupils

74% of pupils in Essex maintained secondary schools and academies

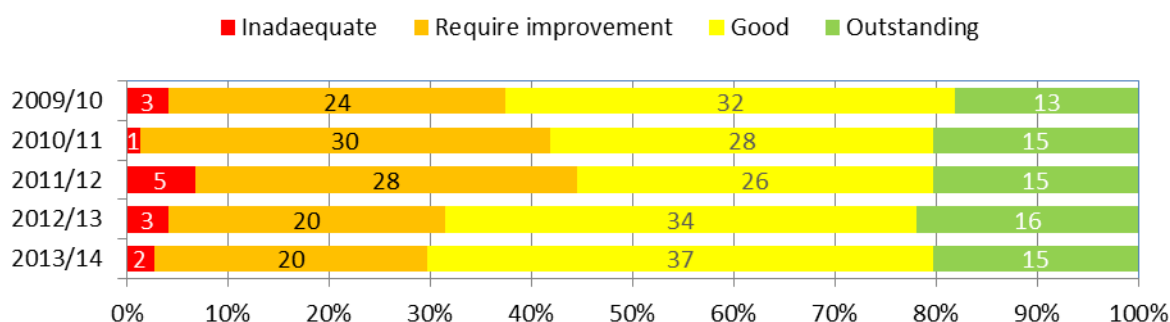
in Essex maintained secondary schools and academies	attended a good or outstanding school at the end of 2013/14. Nationally the equivalent figure was also 74%, giving Essex a rank position of 81 st out of 152 local authorities.
Essex has a slightly lower than national proportion of schools rated good or outstanding at all phases	74% of primary schools, 70% of secondary schools, and 89% of special schools in Essex were judged to be good or outstanding. Nationally 81% of primary schools, 70% of secondary schools and 90% of special schools were judged to be good or outstanding.
There was a decrease in the number of schools judged inadequate	21 maintained schools and academies were judged to be inadequate (18 primary (4%), 2 secondary (3%) and 1 special school (6%)). At the same point in 2013, 25 schools were rated inadequate. Nationally 2% of primary schools, 6% of secondary schools and 2% of special schools were judged to be inadequate in 2014.
The results of inspections during the autumn term 2014 are encouraging	Of the 33 primary schools inspected during this period, 81.2% were rated good or outstanding. Only 6 secondary schools were inspected, but 4 (67%) were rated good or outstanding.

Summary of OfSTED grades for Essex schools

Numbers of Essex Primary Schools by OfSTED Grade (Overall Effectiveness)



Numbers of Essex Secondary Schools by OfSTED Grade (Overall Effectiveness)



Early Years Foundation Stage

Background

Outcomes for pupils aged 5, at the end of the Early Years Foundation Stage (Reception class) are assessed using the Early Years Foundation Stage Profile (EYFSP). The assessments are carried out by the children's teacher; schools and settings are moderated by the Local Authority.

The two measures reported here were introduced in 2013 as part of a wider review of the EYFSP assessment system. This means that EYFSP data from earlier years cannot be compared:

1. *Attainment*: the percentage of pupils who achieve a 'Good Level of Development' (GLD). Pupils are assessed as either 'emerging' (1 point), 'expected' (2 points) or 'exceeding' (3 points) against seventeen Early Learning Goals. A 'Good Level of Development' requires pupils to be at least at the expected level in the three 'prime areas of learning', namely communication and language, physical development and personal, social and emotional development and the early learning goals within the literacy and maths areas of learning.
2. *Inequality*: the gap between the lowest attaining 20% of children and the mean average of all children.

Essex headlines

The percentage achieving a good level of development has increased...

61% of children achieved a good level of development. This is an increase of 8 percentage points compared with the 2013 figure of 53% and is in line with the national increase.

70% of girls achieved a good level of development, a rise of 8 percentage points from 62% in 2013.

The proportion of boys achieving a good level of development also increased in 2014 to 53%, up 9 percentage points from 44% in 2013.

...and the inequalities gap is narrowing

In 2014, the inequalities gap (the achievement gap between the lowest attaining 20% of children and the mean average) was 31.0%. The achievement gap has narrowed by 2.2 percentage points from 33.2% in 2013. This improvement resulted in a large jump in national ranking for Essex, from 194 to 53.

There was a small reduction in the gender attainment gap

The gap between the percentage of girls and boys achieving a good level of development reduced by 1 percentage point, having been 18% in 2013 (girls 62% v boys 44%), and 17% in 2014 (girls 70% v boys 53%).

Increase in FSM pupils' attainment, but widening of the gap

The proportion of FSM pupils achieving a GLD has increased from 35% in 2013 to 43% in 2014. However, the gap in attainment between FSM and non-FSP pupils increased slightly from 20 to 21 percentage points between 2013 and 2014.

The SEN attainment gap widened slightly. Pupils with SEN but no statement performed poorly

The gap between children with a special educational need (SEN) and those with no identified SEN has increased from 41 to 48 percentage points in 2014. A noticeably low proportion (18%) of SEN pupils achieved a GLD (21% nationally) compared with 66% of those pupils with no identified SEN, a gap of 48 percentage points. Nationally this gap was 45 percentage points.

Essex was ranked 57th out of 152 local authorities nationally

Maintaining higher than England performance in 2014 sees Essex ranked 57th and in the 2nd quartile. An additional 497 pupils would have been required to achieve a GLD to reach the top quartile threshold of 64%.

There was an 11 percentage point variation between districts

Maldon was the highest performing district with 68% of pupils achieving a GLD. Braintree was the lowest with 57%.

Results

Table 4: EYFSP attainment and inequality gap measures, Essex compared with geographical and statistical comparators, 2013 and 2014

EYFSP measure:	% GLD		% Inequality gap	
	2013	2014	2013	2014
Essex (national rank)	53% (51)	61% (57)	33.2% (104)	31.0% (53)
Statistical neighbours	53%	63%	31.5%	29.8%
Eastern region	52%	61%	34.7%	32.2%
England	52%	60%	36.6%	33.9%

Phonics Checks (Years 1 and 2)

Background

The phonics screening check indicates whether children have achieved a basic proficiency in identifying essential word structures; it was introduced in 2012 as a statutory assessment for all children in year 1 (typically aged 6). Those pupils who do not meet the standard in year 1 or who were not tested are re-checked at the end of year 2 (typically aged 7). Pupils meet the required standard of phonic decoding if they score 32 or more out of a possible 40 in the test.

Essex headlines

There was a further increase in the percentage of year 1 pupils (age 6) who met the expected standard in phonics

74% of year 1 pupils met the expected standard of phonic decoding in 2014, compared with 67% in 2013 and 54% in 2012.

This brings Essex in line with the national average for the first time.

Essex's rank position roughly in the middle of all local authorities

In 2014 Essex was ranked 74th out of 152 Local Authorities, an improvement from the 2013 rank of 97th. In order for us to have been in the top quartile, an additional 326 pupils would have needed to have been working at the required level.

There was a 13 percentage point difference between the highest and lowest attaining districts

Uttlesford becomes the first district with over 80% of pupils working at the required level since the introduction of the Phonics checks in 2012. At 81% Uttlesford is the highest performing district with Harlow the lowest on 68%.

Increase in the percentage of pupils who met the expected standard by the end of year 2 (age 7)

88% of pupils met the expected standard of phonic decoding by the end of year 2, an increase of 5 percentage points from 85% in 2013.

This includes the proportion reaching the expected standard in year 1 in 2013 and those retaking or taking the test for the first time in 2014.

Results

Table 5: The percentage of pupils working at the required level, Essex vs. statistical, geographical and national comparators. Note that there were no year 2 re-takes in 2012 because the assessments were introduced that year.

% working at the required level	Year 1 phonics			Year 2 phonics (re-takes)	
	2012	2013	2014	2013	2014
Essex (national rank)	54% (117)	67% (97)	74% (74)	83%	88%
Statistical neighbours	58%	70%	75%	87%	88%
Eastern region	55%	67%	73%	84%	88%
England	58%	69%	74%	85%	88%

Key Stage 1

Background

Assessments at the end of key stage 1 are made by teachers in order to measure pupil attainment against the levels set by the national curriculum. The national curriculum standards have been designed so that by the end of key stage 1 pupils are expected to reach level 2 or above.

Level 2b (sometimes referred to as a 'good level 2') refers to an assessment that a child has securely met the level 2 criteria.

Essex Headlines

Attainment at the end of key stage 1 has risen in reading and writing at level 2 or above ...

The percentage of pupils achieving level 2 or above in each of reading and writing increased by 1 percentage point in 2014 to 91% and 86% respectively. This means that roughly 150 more pupils reached the expected standard. Attainment in maths remained unchanged at 93%.

Attainment in all three subjects remained at or above the England average for the third consecutive year.

... and also at level 3 or above

The percentage of pupils achieving level 3 or above in reading increased by 1 percentage point in reading, writing and maths, so that Essex was 2 percentage points above the England average in all three subjects.

Nationally, Essex was ranked in the second quartile for reading and maths and the third quartile for writing

The rank position for level 2 or above in reading, writing and maths was 26, 66 and 34 respectively.

In reading and maths Essex was positioned at the very top of second quartile performance. Writing was 2 percentage points below the top quartile threshold, and an additional 317 pupils would have needed to achieve level 2 for Essex to reach the top quartile.

Girls continue to outperform boys at level 2 or above in all subjects

The largest gender difference is in writing, where the gap is 9 percentage points (no change from 2013) – the same as national.

Gender gaps for the other subjects are also unchanged from 2013 – 7 percentage points in reading and 2 percentage points in maths.

Brentwood district had the highest levels of attainment in all subjects

Brentwood is the highest performing district in reading, writing and maths (87%, 77% and 87% respectively at level 2b or above).

Tendring and Harlow are the lowest performing districts (76% and 70% respectively in reading, 64% and 65% in writing and both achieving 76% for maths – all measured at level 2b or above).

Asian pupils performed well in writing and white pupils in reading and maths	<p>92% of Asian pupils achieved the expected level in writing, 4 percentage points ahead of Asian pupils nationally.</p> <p>White pupils performed above the equivalent national average by 1 percentage point in reading and maths (91% and 93% respectively).</p>
Reading and writing had the largest first language attainment gap	The largest attainment gap between children who do not speak English as a first language and their peers was in reading and writing (4 percentage points). Both the attainment gap and the level of attainment were identical with the equivalent national percentages.
The attainment gaps for FSM pupils are similar to those seen nationally	The largest gap was in writing (14 percentage points) and the smallest in maths (8 percentage points). Attainment gaps in all three subjects in Essex were very similar to the gaps nationally.
SEN attainment gaps are widest in writing and reading	<p>The SEN attainment gap is widest in writing with 50% of pupils with SEN achieving the expected level compared with 95% of pupils with no identified SEN, an attainment gap of 45 percentage points. The national attainment gap is 40 percentage points.</p> <p>In reading the gap is 34 percentage points with 63% of pupils with SEN achieving the expected level compared with 97% of pupils with no identified SEN.</p> <p>The attainment gap in maths was much smaller at 24 percentage points and is similar to the gap nationally.</p>

Results

Table 6: Level 2b+

% Level 2b+	Reading			Writing			Maths		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Essex (national rank)	77% (46)	80% (45)	81% (56)	64% (63)	68% (55)	69% (79)	77% (53)	80% (37)	81% (44)
Statistical neighbours	78%	81%	83%	67%	70%	72%	78%	81%	82%
Eastern region	77%	80%	81%	66%	69%	71%	77%	79%	81%
England	76%	79%	81%	64%	67%	70%	76%	78%	80%

Key Stage 2

Background

All pupils in state-funded schools must be assessed against the standards of the national curriculum at the end of key stage 2 (age 11).

In 2014 there were statutory externally marked national tests in reading, maths and grammar, punctuation and spelling. In addition to the standard tests for national curriculum levels 3 to 5, externally marked level 6 tests were available for more able pupils.

Schools must also provide teacher assessments for English, reading, writing, maths and science.

Pupils at the end of key stage 2 are expected to achieve level 4 and to have made at least two levels of progress between key stages 1 and 2.

In 2014, schools were deemed to be underperforming if their performance is below the 'floor standard'. A school is below the minimum expected level if:

- Fewer than 65% of pupils are achieving level 4 or above in all of reading, writing and maths (this threshold was 60% in 2013); and
- The proportion of children making two levels of progress in reading, writing and maths are all below the median level for all state-funded mainstream schools (the median values in 2014 were: reading 94%, writing 96% and maths 93% - all higher than in 2013).

Essex headlines

Attainment rose in all subject areas...

Reading and maths had the largest increases, both up 3 percentage points over 2013 results, to 89% and 87% respectively. The improvement in writing was slightly smaller at 2 percentage points.

The improvement of 3 percentage points in maths was particularly noticeable as nationally attainment only improved by 1 percentage point to 86%.

...which led to an improvement in the attainment in reading, writing and maths combined...

79% of pupils achieved a level 4 or above in all of reading, writing and maths, compared to 75% in 2013.

This improvement means that over 900 more pupils achieved a level 4+ in reading, writing and maths in 2014 compared to 2013.

...giving Essex the best rank position compared with other local authorities in the last three years

The rank position for reading, writing and maths was 64, 81 and 53 respectively. In the combined reading, writing and maths measure Essex was ranked 69th.

In order to reach the top quartile, around 400 more pupils would need to have achieved a level 4+ in reading, writing and maths.

Attainment in reading and writing was at national levels whilst maths was slightly higher

The percentage of children achieving the expected level in reading and writing was 89 and 85% respectively – the same as national levels.

Attainment in maths was 87% - 1 percentage point above the national average. This equates to an additional 150 or so pupils in Essex reaching the expected level of attainment.

There was a 15 percentage point variation in attainment between districts on the overall reading, writing and maths measure

The highest attaining district for the percentage of children achieving a level 4 or above in reading, writing and maths was Uttlesford (88%), and the lowest was Tendring (73%).

There was an increase in the proportion of pupils making expected progress

The percentage of pupils making expected progress has increased by 5 percentage points to 91% in reading, by 3 percentage points to 89% in maths, and by 2 percentage points in writing to 92%.

This equates to roughly 700 additional pupils making expected progress in reading, for example, compared with 2013.

19 schools are below the primary school floor standard

This represents 5% of state-funded mainstream schools in Essex.

This is below the 2013 figure of 30 schools (9%); however the figures are not comparable as the attainment threshold increased from 60% in 2013 to 65% in 2014. 9 schools (3%) would have been below the floor if the threshold had not changed.

Attainment in LA maintained schools and sponsored academies was close to national equivalents, but converter academies performed better

This pattern can be seen across attainment *and* progress measures. For example, converter academies were 4 percentage points higher for the proportion of children achieving level 4 or above in reading, writing and maths compared to converters nationally (87% compared to 83%).

Progress in maths in sponsored academies was 4 percentage points lower than national equivalent levels (82% vs. 85%).

Girls continue to perform better than boys in reading and writing. There is no gender gap in maths

82% of girls achieved level 4 or above in reading, writing and maths, compared to 76% of boys – the same as the gender gap nationally.

The largest gap between boys and girls is in writing. At 9 percentage points, this is equivalent to the gap nationally (boys 81% and girls 90%, locally and nationally).

Boys in Essex schools performed well compared to their counterparts nationally in reading and maths.

Disadvantaged pupils had lower attainment and made less progress than similar pupils nationally

The attainment of disadvantaged pupils in Essex was lower than similar pupils nationally, especially in maths, where only 74% attainment level 4 compared to 77% nationally. However, the gap of 17 percentage points between disadvantaged pupils and their peers was the same as the gap nationally.

Asian pupils had noticeably high levels of attainment in all subjects

Although the number of Asian pupils is relatively small (the cohort in 2014 was 280 pupils), their attainment was noticeably higher than Asian pupils nationally, especially in the combined reading, writing and maths measure (8 percentage points higher).

The gap between pupils who do not speak English as a first language and their peers is larger in Essex than nationally across all subjects

The attainment gap is largest in reading (6 percentage points) and writing (5 percentage points) and smallest in maths (2 percentage points). The overall effect is a 4 percentage point gap in the combined reading, writing and maths measure of 4 percentage points – double the national gap.

The attainment of pupils who do not speak English as a first language is noticeably lower than similar pupils nationally in writing – 81% in Essex vs. 84% nationally.

Pupils with SEN but no statement perform noticeably less well in several measures than similar pupils nationally

There was noticeably lower comparative performance in reading and writing, resulting in a 4 percentage point gap in the combined reading, writing and maths measure (42% nationally for pupils with SEN but no statements compared to 38% in Essex).

These pupils also made noticeably less progress between key stages 1 and 2 than the same group nationally in all of reading, writing and maths.

Progress between key stages 1 and 2 was generally in line with national rates except for writing, where it was low

Overall, the percentage of pupils making expected levels of progress in reading and maths was equal to national rates (91% and 89% respectively) but was lower in writing (92% in Essex and 93% nationally).

Performance at several Essex schools was good enough for them to receive ministerial letters of congratulation for attainment or progress

-
- Radwinter CofE VA Primary school was congratulated because 100% of the pupils achieved a Level 4b or above and make the expected progress (or better) between Key stages 1 and 2;
 - Holy Cross Catholic Primary school in Harlow and Roach Vale Primary school showed the ‘most sustained improvement’ (awarded for the most year on year improvement in each year between 2012 and 2014 in the level 4 or above attainment in reading, writing and maths measure’);
 - Elm Hall school was congratulated for the very high value-added (progress) of pupils

Results

Table 7: The percentage of pupils attaining Level 4+ at key stage 2

% Level 4+	Reading			Writing (TA)			Maths			R,W,M		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Essex (national rank)	87% (65)	86% (73)	89% (64)	81% (80)	83% (87)	85% (81)	84% (75)	84% (94)	87% (53)	74% (82)	75% (90)	79% (69)
Statistical neighbours	87%	86%	89%	81%	83%	86%	84%	83%	86%	74%	74%	79%
Eastern region	86%	85%	88%	81%	83%	85%	83%	83%	85%	73%	74%	77%
England	87%	86%	89%	81%	83%	85%	84%	85%	86%	75%	76%	79%

Table 8: The percentage of pupils making expected progress between key stages 1 and 2

% expected progress	Reading			Writing			Maths		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Essex (national rank)	88% (110)	86% (124)	91% (78)	89% (110)	90% (116)	92% (115)	86% (97)	86% (119)	89% (95)
Statistical neighbours	88%	87%	90%	88%	90%	92%	85%	85%	88%
Eastern region	88%	86%	90%	88%	90%	92%	85%	85%	87%
England	90%	88%	91%	90%	92%	93%	87%	88%	90%

Table 9: Key stage 2 attainment by LA maintained and academy schools

	R,W & M Level 4+		R,W & M Level 5+		Reading progress		Writing progress		Maths progress	
	England	Essex	England	Essex	England	Essex	England	Essex	England	Essex
LA maintained	79%	78%	24%	23%	92%	90%	94%	92%	90%	89%
Sponsored academies	68%	69%	13%	11%	87%	86%	91%	91%	86%	82%
Converter academies	83%	87%	26%	30%	93%	93%	95%	95%	91%	92%

Key Stage 4

Background

Pupils are assessed the end of key stage 4 (aged 16) through external GCSE exams and vocational courses. Before 2014, measures allowed for 'GCSEs or equivalences' but in 2014 there were several changes to the counting methodology which are summarised below.

Two major reforms have been implemented which affect the calculation of key stage 4 (KS4) performance measures in 2014:

1. Professor Alison Wolf's Review of Vocational Education recommendations which:
 - restrict the qualifications counted
 - prevent any qualification from counting as larger than one GCSE
 - cap the number of non-GCSEs included in performance measures at two per pupil
2. An early entry policy to only count a pupil's first attempt at a qualification.

These changes mean that it is not possible to make direct comparisons between 2013/14 and earlier years.

Essex Headlines

Attainment on core GCSE measures remains close to national average

Despite changes to GCSE assessment in 2014 (see box above) the proportion of children achieving 5 or more good GCSEs (including English and maths) in Essex schools was 0.3 percentage points below national average - the same as in 2013.

The changes to counting methodology pulled results down locally and nationally

The net result of the changes was the same in England and Essex, with the percentage of children achieving 5 or more A* to C grades (including English and maths) falling 4 percentage points to 56.8% and 56.5% respectively (state-funded schools only).

However, there was little change in Essex's national rank position

Essex's rank position for 5+ A*-C grades (including English and maths) was 85, only slightly down from 81 in 2013.

An additional 560 pupils would need to attain this measure for Essex to be in the top quartile (the threshold is 59.9%).

Attainment in the English Baccalaureate remained low

The English Baccalaureate is achieved if pupils gain grades A*-C in five core subjects - maths, English, two science qualifications, a foreign language and either history or geography.

However, it should be noted that the English Baccalaureate is an

There was a 16.9 percentage point difference in attainment between districts for pupils achieving 5 good GCSEs

Several Essex schools achieved outstanding results

Girls again perform better than boys in Essex, as they do nationally

Asian pupils had noticeably high levels of attainment when compared to Asian pupils nationally

Pupils who do not speak English as a first language performed at least as well as, and often better than, pupils who do

Disadvantaged gap is generally similar to the gap nationally, but disadvantaged pupils in Essex schools perform less well than similar pupils elsewhere

Pupils with SEN but no statement perform noticeably less well than similar pupils nationally

optional measure, and will be replaced by the 'Best 8' measure from 2016.

The Essex district ranges for 5+ A*-C grades (including English and maths), are between 47.6% (Braintree) and 64.5% (Brentwood). Half of the Essex Districts performed above the national (State funded school) average of 56.6%.

Three Essex state funded secondary schools achieved 100% of pupils achieving 5+ GCSE's (including English and maths); Colchester Royal Grammar, Colchester County High School for girls and Chelmsford County High School for girls

Girls performed better than boys, with 61.6% of girls achieving 5+ A*-C (including English and maths) compared to 51.6% of boys. This difference is in line with national averages.

However, boys and girls in Essex made noticeably better progress than their peers nationally.

Asian pupils in Essex performed well compared to Asian pupils nationally (and made more progress in English than any other ethnic group in Essex). On the 5+ GCSE's A*-C (including English and maths), Asian pupils in Essex performed 14 percentage points higher (75.3% and 61.5% respectively) than Asian pupils nationally).

Pupils whose first language is not English performed above the national average for 5+A*-C (including English and maths) - 59.0% locally and 56.5% nationally. They also performed better than other pupils in Essex, especially in the English Baccalaureate, which was achieved by 29.6% of pupils not speaking English as a first language compared to 19.5% of those who do.

The gap between disadvantaged pupils and other pupils in Essex was similar to the gap nationally across most measures. For example for the 5+A*-C (incl. English and maths) measure the gap was 26.9 percentage points in Essex and 27.5 nationally.

Generally, however, disadvantaged pupils in Essex schools had noticeably lower levels of attainment than disadvantaged pupils elsewhere.

Pupils with special educational needs but no statement in Essex have noticeably lower attainment levels than those nationally. For example, only 19.3% achieved 5+A*-C grades compared to 23.5% of similar pupils nationally.

However, attainment for pupils with a statement of special educational need was more in line with equivalent national averages. For example on the 5+ A*-C (including English and maths) measure,

Progress between Key stages 2 and 4 in English was noticeably high, whereas progress in maths was similar at the national average, with SEN pupils making less than expected progress

7.5% of Essex statemented pupils were successful compared with 8.0% nationally.

Overall, progress in English was high, with 72% of pupils in Essex schools achieving the expected rate compared to 70% nationally. The progress of several pupil groups also was noticeably higher than their counterparts nationally, including White pupils, disadvantaged, pupils who do not speak English as a first language and SEN pupils with a statement.

Although progress in maths was, overall, similar to national rates, and white pupils progressed well, SEN pupils with no statement performed noticeably less well than similar pupils nationally (37% in Essex and 41% nationally).

LA maintained and sponsored academies in Essex performed similarly to their national equivalents

Performance at the 5+A*-C grades (incl. English and maths) measure and the proportion of children achieving the English baccalaureate in Essex schools was very close to the national average performance of these school types. However, only 44.5% of pupils in sponsored academies achieved 5+A*-C grades (including English and maths) – fewer than 1 in 2 pupils.

The progress of pupils in sponsored academies is also lower than in other school types. For example, 58.9% of pupils in sponsored academies made the expected progress in maths compared to 64.0% in LA maintained schools and ten percentage points below converter academies.

Results

Table 10: The attainment of pupils in national indicators at key stage 4

Pupil attainment at:	5+A*-C (incl. Eng and maths)			5+ A*-G (Incl. Eng and maths)			English Bacc.			Capped average points		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Essex (national rank)	59.0% (68)	60.5% (81)	56.5% (85)	94.7% (71)	99.2% (100)	91.7% (63)	13.4% (96)	19.5% (101)	19.9% (114)	341.4 (87)	337.7 (106)	307.6 (91)
Statistical neighbours	58.9%	60.3%	56.8%	94.7%	94.6%	91.4%	15.9%	20.3%	22.5%	342.0	341.6	312.2
Eastern region	58.2%	59.8%	57.2%	94.5%	94.3%	92.0%	16.9%	22.9%	24.1%	341.2	338.5	311.6
England	59.1%	60.8%	56.8%	92.4%	90.5%	85.1%	18.3%	23.0%	22.8%	341.0	339.8	302.9

Table 11: The percentage of pupils making expected progress between key stages 2 and 4

% making expected progress	English			Maths		
	2012	2013	2014	2012	2013	2014
Essex (national rank)	66.5% (101)	69.2% (94)	72.8% (67)	71.0% (53)	71.7% (62)	65.5% (77)
Statistical neighbours	68.1%	70.4%	70.8%	68.0%	65.7%	65.7%
Eastern region	66.5%	68.9%	72.6%	68.8%	71.5%	66.9%
England	68.0%	70.4%	71.6%	68.7%	70.7%	65.5%

Table 12: Key stage 4 attainment by LA maintained and academy schools

	5+A*-C grades (incl. E&M)		English Baccalaureate		English progress		Maths progress	
	England	Essex	England	Essex	England	Essex	England	Essex
LA maintained	55.7%	55.7%	22.6%	20.0%	N/A	71.0%	N/A	64.0%
Sponsored academies	45.4%	44.5%	12.8%	10.5%	N/A	67.5%	N/A	58.9%
Converter academies	63.8%	61.1%	30.5%	22.9%	N/A	76.1%	N/A	68.9%

Key Stage 5

Background

There are two sets of results reported below: table 13 covers all state-funded mainstream schools, academies, free schools, maintained special schools and FE colleges, whilst table 14 refers to results for pupils attending state-funded schools only.

The average point score per entry is one of the main headline measures for the 16-18 performance tables and will become the only key attainment measure by 2016. This measure gives an indication of the average result achieved per qualification taken which enables us to compare achievement over time regardless of the volume of qualifications taken.

Headlines

The average number of points per candidate remains high...

Despite a national trend for average points per candidate reducing over the last several years, Essex's relative position remained very good. Including college results performance was 728.4 points – well ahead of the national average of 714.0. Essex was ranked 31st nationally on this measure (comfortably within the top quartile) and top of our statistical neighbour group.

For those pupils attending state-funded schools, relative performance was even better with Essex being ranked 19th nationally.

...and the percentage of pupils achieving 3 or more top grades was also good

Looking at results which include pupils attending college, 10.6% of Essex pupils achieved 3 or more top grades, up by 0.6 percentage points from 2013 but still below the national average of 12.0%. The gap between Essex and national average has reduced from 2.5 percentage points in 2013 to 1.4 in 2014. Despite being below the national average, our national rank for this measure as a local authority is 35, once again placing us in the top quartile.

For those pupils attending state-funded schools, comparative performance was slightly better. With 12.0% of pupils achieving this measure of high-performance, Essex was ranked 28th nationally.

Several Essex schools achieved outstanding results

Essex has four of the top 31 schools in the Country for A level results (including two in the top ten) with Colchester Royal Grammar school the very top school (this list includes independent schools as well as state funded schools).

Results

Table 13: The attainment of school and college pupils in national indicators at key stage 5

Pupil attainment measures:	Points per candidate			Points per entry			3+ A grades			AAB or better grades		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Essex (national rank)	756.2 (20)	743.4 (28)	728.4 (31)	209.4 (57)	209.6 (74)	210.7 (72)	11.2% (35)	10.0% (38)	10.6% (35)	18.2% (37)	17.3% (44)	16.8% (46)
Statistical neighbours	697.3	687.5	671.7	206.8	208.4	208.8	8.4%	8.0%	7.7%	14.5%	14.2%	13.7%
Eastern region	722.7	711.4	703.8	209.9	210.2	211.6	11.0%	10.3%	10.6%	17.9%	17.9%	17.6%
England	733.0	724.3	714.0	212.8	213.7	214.6	12.8%	12.5%	12.0%	20.5%	20.3%	19.5%

Table 14: The attainment of pupils at state-funded schools only in national indicators at key stage 5

Pupil attainment measures:	Points per candidate			Points per entry			3+ A grades			AAB or better grades		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Essex (national rank)	833.5 (25)	826.0 (23)	821.7 (19)	213.9 (3)	215.2 (3)	216.2 (3)	13.9% (22)	12.4% (31)	12.0% (28)	21.2% (25)	20.2% (32)	18.6% (35)
Statistical neighbours	766	758.1	756.6	209.1	210.6	211	9.6%	8.8%	8.9%	15.9%	15.6%	15.5%
Eastern region	795.6	793.7	792.4	213.2	214.5	215.3	11.5%	10.8%	11.2%	18.7%	18.6%	18.2%
England	780.5	779.6	775.3	211.9	213.7	214.8	10.9%	10.7%	10.3%	17.9%	17.9%	17.4%

Young People not in Employment, Education or Training (NEETs)

Background

The Department for Education (DfE) monitors the performance of local authorities during November, December and January to establish the number and proportion of young people who are not in employment, education or training (NEETs) and those whose current activity is unknown. This period is when it is anticipated that the number of 'unknowns' will decrease from the peak in September. The DfE aims to bring the figure below 10% in every local authority.

Essex headlines

The average percentage of NEETs continues to decline in Essex

The figure has fallen from 5.7% in 2012/13 to 4.6% in 2014/15, so that there are fewer than 1 in 20 young people not in education, employment or training. This performance meant that Essex almost achieved its demanding target of 4.5%

The percentage of young people whose activity is unknown also continues to fall

The percentage of unknowns for the target period is 7.2%, compared to 7.9% last year. This improvement means that Essex is performing better than the DfE requirement to have unknowns below 10%. This achievement is especially impressive considering that the cohort size of young people in Essex is just under 50,000. It also meant that Essex exceeded its target of 7.9%. Over the last three years the Essex's national rank position has improved from 134 to 79 on this measure.

Results

Table 15: Proportion of NEET pupils in DfE monitoring period

Percentage of 16-19 year olds who are NEET						
Financial year	November 2014	December 2014	January 2015	Average of monitoring period:		
				Essex	Eastern	England
2014-15	4.7%	4.7%	4.4%	4.6%	4.5%	4.7%
2013-14	5.2%	4.9%	4.7%	4.9%	5.1%	5.3%
2012-13	6.0%	5.5%	5.5%	5.7%	5.6%	5.8%

Table 16: Proportion of pupils whose destination is unknown in DfE monitoring period

Percentage of 16-19 year olds whose current destination is unknown						
Financial year	November 2014	December 2014	January 2015	Average of monitoring period		
				Essex	Eastern	England
2014-15	9.3%	7.4%	5.0%	7.2%	6.6%	9.0%
2013-14	9.7%	7.8%	6.1%	7.9%	7.0%	9.2%
2012-13	27.8%	17.6%	9.7%	18.4%	10.6%	10.8%

Attendance

Background

In 2012/13 school absence in Essex was 5.4% across state-funded schools and academies (primary and secondary schools combined). This means that on an average day, for whatever reason, over 9,000 children were not at school - the approximate equivalent of 30 schools closing each day.

Just under 1 in every 20 children (4.7% - averaged across primary and secondary schools) were 'persistent absentees' (defined as those pupils who missed 15% or more possible sessions during the year).

Headlines

Absence rates at primary schools increased slightly in the 2012/13AY...

Historically Essex attendance rates have improved year on year since 2007 (in line with national trends) but this was reversed in 2012/13, when absence rates at primary schools rose 0.3 percentage points to 4.7%. This had a small change on our national rank position, from 71 to 77.

Early data for 2013/14 suggests that absence rates have fallen to 3.8% in the autumn & spring period. Nationally this would place Essex just outside the top 1/3rd of local authorities, with a national ranking of 55.

...but declined slightly in secondary schools

There was a very slight reduction in absence rates at secondary schools, down 0.1 percentage points in 2012/13 to 6.1%. Nationally Essex was ranked 107th out of all local authorities.

Early data for 2013/4 suggests that lower absence (5.2%) has been typical of the rest of the country, so that our national ranking remains in the bottom 1/3rd.

Persistent absentees in primary schools fell very slightly in 2012/13, in line with national changes

In the last full year for which data is available (2012/13) 3% of children were persistent absentees. Although in line with the national average it placed Essex below the mid-point in the national rankings and 10th out of 11 in our statistical neighbour group.

Persistent absentees in secondary schools followed a similar pattern, with the reduction in Essex tracking the change nationally

In 2012/13, 6.4% of secondary pupils in Essex were 'persistent absentees', an improvement from the 2011/12 figure of 7.7%. As with primary pupils this was in line with the national average and placed Essex below the 'mid-point' in the rankings and the lowest placed among our statistical neighbours.

There were improved rates of attendance during the first two terms of 2013/14

After the first 2 terms of 2013/14 there has been progress at **Primary** level with overall absence of 3.8% and PA at 2.6%. In both measures Essex are in the top half of the table of LAs and in the middle of our statistical neighbours.

Secondary absence overall was 5.2% which still leaves us in the bottom 1/3rd but 7th among our statistical neighbours. Persistent absence of 6.4% is higher than the national average but 4th among our statistical neighbours.

Results

NOTE: In the following tables the 2013/14 data refers to the autumn and spring terms only. Data covering the whole academic year (usually deemed to be the first five half terms) is not due for release until 18th March 2015.

Table 17: Overall and persistent absence rates, Essex primary schools and comparators

Primary	Overall absence			Persistent absentees		
	Whole year		Aut/Spr terms	Whole year		Aut/Spr terms
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
Essex (national rank)	4.4% (71)	4.7% (77)	3.8%	3.1% (75)	3.0% (81)	2.6%
Statistical neighbours	4.3%	4.6%	3.8%	2.9%	2.8%	2.7%
Eastern region	4.5%	4.7%	4.0%	3.3%	3.0%	2.7%
England	4.4%	4.7%	3.9%	3.1%	3.0%	2.8%

Table 18: Overall and persistent absence rates, Essex secondary schools and comparators

Secondary	Overall absence			Persistent absentees		
	Whole year		Aut/Spr terms	Whole year		Aut/Spr terms
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
Essex (national rank)	6.2% (110)	6.1% (107)	5.2%	7.7% (96)	6.4% (80)	6.4%
Statistical neighbours	6.0%	6.0%	5.2%	7.5%	6.9%	6.1%
Eastern region	6.0%	5.9%	5.1%	7.4%	6.2%	5.6%
England	5.9%	5.8%	5.1%	7.4%	6.4%	5.8%

Performance of particular pupil groups

Background

The attainment and progress of particular pupil groups has been addressed in the headlines throughout this report. This section summarises these headlines for each pupil group for easier reference.

Gender

In line with the national picture, girls perform better than boys at all key stages in Essex. The gap is largest (17%) in the early years foundation stage where 70% of girls and 53% of boys achieved a good level of development (the national gap is also 17%). The gap is lower in subsequent key stages, notably so in maths where it is just 2% at KS1 and equality at KS2. However, in writing the gap remains high – 9% at KS1 and KS2. At key stage 4, 10.0% more girls achieve the required standard of 5+ A*-C including English and maths (51.6% v 61.6%) – a similar gap to 2013 and also to national differences.

Ethnic heritage

Asian pupils in Essex performed particularly well, being consistently higher than national averages – typically between 2% - 9% higher key stages 1 and 2, and the early years foundation stage. Their performance in writing at Key Stage 2 stands out as being noticeably higher than Asian pupils nationally and the overall England average. At key stage 4 their performance was also exceptional, with 75.3% achieving 5+ A*-C including English and maths compared to 61.5% of Asian pupils nationally.

Chinese pupils, although a relatively small cohort, showed an improvement in attainment compared to 2013. They performed below the England average for Chinese pupils most noticeably at key stage 2, where they were 3 percentage points lower in reading and maths.

White British pupils form the largest ethnic group in Essex schools at all key stages. Their levels of attainment in 2014 show an improvement over 2013, when they were the lowest attaining ethnic group at all key stages except the EYFSP. In 2014 they performed above the average for White British pupils nationally and the England average for the EYFSP, and at key stage 1 reading and maths. At key stage 2 their performance was the lowest of the ethnic groups in Essex for reading and writing. For the high-profile measure of level 4+ in reading, writing and maths their performance was joint lowest (with Black pupils) at 79%. At KS4, 56.0% of White British pupils achieved 5+ A*-C grades (including English and maths), with only Black pupils having a lower average (53.7%). The performance of Black pupils on this measure was noticeably lower than Black pupils nationally (60.3%).

First language

The performance of Essex pupils with English as an Additional Language mirrors England averages very closely (typically +/- 1%) across all key stages and measures. The only notable exception to this

is at key stage 2 where 81% of Essex EAL pupils achieved level 4+ in writing compared to 84% nationally – a pattern repeated from 2013.

Free school meals/Disadvantaged

NOTE: The attainment of pupils entitled to free school meals is monitored in the early years foundation stage and key stage 1. For key stages 2 and 4 the attainment of disadvantaged pupils is monitored instead, in line with DfE measures.

Free School Meals: 43% of FSM pupils in Essex achieved a good level of development in the early years foundation stage compared to 51% of pupils with no FSM; nationally, 45% of FSM pupils reached the same level. At Key Stage 1 the gap between FSM/non-FSM pupils is largest in writing (14 percentage points) although this mirrors the situation nationally. Differences in reading and maths are smaller, at 11 and 8 percentage points respectively, again similar to the gaps nationally.

Disadvantaged: Key stage 2 is a particular area of concern for disadvantaged pupils, with 66% achieving level 4+ in reading, writing and maths compared to 83% for non-disadvantaged pupils. These results are very similar to the picture nationally (67% and 84% respectively). Disadvantaged pupils also make less overall progress between key stages 1 and 2 than other pupils, with the gap largest in maths, where 84% of disadvantaged pupils make the expected level of progress compared to 91% for non-disadvantaged pupils. Nationally that gap is 2 percentage points smaller.

The disadvantaged/non-disadvantaged gap increases further at key stage 4 to nearly 27 percentage points (35.4% v 62.3%) for pupils achieving 5+ A*-C (including English and maths). Disadvantaged pupils across England perform 1.3% higher than in Essex with 36.7% achieving the standard.

Special Educational Needs

Pupils with SEN in Essex tend to perform lower than their national counterparts across all key stages. In the early years foundation stage the gap between pupils with SEN but no statement in Essex schools and the same group nationally increased from 1 percentage point in 2013 to 3 in 2014. At key stage 1 the gap was largest in writing at 4 percentage points, whilst at key stage 2 there was low comparative performance in reading and writing, leading to a 4 percentage point gap in the combined reading, writing and maths measure (42% nationally for pupils with SEN but no statements compared to 38% in Essex). These pupils also made noticeably less progress between Key Stages 1 and 2 than the same group nationally (91% in Essex compared to 83% nationally).

At key stage 4 there was lower performance for SEN pupils with no statement in Essex across all indicators. For example, fewer than 1 in 5 pupils with SEN but no statement achieved the 5+A*-C (incl. English and maths) in Essex, a noticeably lower rate than nationally (19.3% compared to 23.5%). Progress between Key Stages 2 and 4 was lower than similar pupils nationally, especially in maths (37% in Essex making expected progress compared to 41% nationally).

Children in Care (CiC)

The figures below relate to those Children in Care for whom Essex is responsible, irrespective of which Local Authority provides their education. Any Children in Care who are the responsibility of other Local Authorities but are schooled in Essex are not included.

Key stage 1: The percentage of Children in Care achieving expected attainment levels in reading, writing and maths increased from 2013. For reading, the figure was 78% (+5 percentage points from 2013), writing 74% (+4) and maths 74% (+1). The improved figures put Essex in a good position when ranked against other LAs. In reading we were placed 17th (out of 65 LAs with published results), in writing 8th (out of 60) and in maths 30th (out of 65). Over the last three years the gap in attainment between Children in Care and their peers has reduced (especially in writing). There were also a fair proportion of high-achieving children, with 11% gaining a level 3 in reading and maths.

Progress between key stages 1 and 2: There was a sharp improvement in the percentage of children in care making two or more levels of progress between KS1 and 2 in reading, writing and maths – the best result in the last three years. In reading 84% of children made the expected rate of progress (+5 from 2013), in writing 89% (+17) and in maths 74% (+10). These results are collated internally, and although the DfE does not produce equivalent progression statistics for Children in Care nationally for each Key Stage 2 subject, they do state that progress for Children in Care was ‘around 75%’. The progression figures for **all** children in Essex were: 91% in reading, 92% in writing and 89% in maths – the equivalent figures for Children in Care compare well to these.

Key stage 2: Performance improved in reading (+2 from 2013) and writing (+6), but there was a fall (-4) in maths. Overall these results meant that the combined attainment in reading, writing and maths fell 4 percentage points to 40%, leaving Essex ranked 65th out of 81 local authorities. There were very high levels of SEN for this cohort – 55%.

Key stage 4: Only 8.5% of Children in care achieved five or more good grades including English and maths, the lowest result in the last five years. The drop can partly be attributed to several changes in GCSE counting methodology (see the box on page 22); nevertheless, the result left Essex ranked 31st (out of 45 LAs).

Progress between key stages 2 and 4: Progress in 2014 was slightly down on 2013, with only 38% of children in care making the expected rate of progress in English (-4 from 2013) and 35% in maths (-1). For comparison, 72% of **all** children in Essex made expected progress in English, and 65% in maths.

Table 19: The attainment of CiC at key stages 1 to 4, Essex vs. comparators.

Percentage of CiC reaching expected levels:	Key Stage 1 (level 2+)			Key Stage 2 (level 4+)	Key Stage 4
	Reading	Writing	Maths	R, W & M	5+A*-C (incl. E/M)
Essex (national rank)	78%	74%	74%	40% (65/81)	8.5% (31/45)
Statistical neighbours	Not published	Not published	Not published	45%	11.8%
Eastern region	Not published	Not published	Not published	44%	10.3%
England	71%	61%	72%	48%	12.0%

Description of pupil groups used in this report

Pupil group definitions

Gender: The gender of the pupil is recorded as male or female on the school census.

Free School Meals (FSM): states whether a pupil's family have claimed eligibility for free school meals in the academic year reported at the time of the annual spring school census for EYFSP, Phonics, KS1 and KS2. Parents are able to claim free school meals if they receive a qualifying benefit. For KS4, performance tables' data is used which means that the FSM variable outcome recorded for some pupils in the Spring census may change after the school checking exercise. Please note: The FSM variable does *not* relate to pupils who actually received free school meals but those who are eligible to receive free school meals.

Disadvantaged: defined as pupils known to be eligible to free school meals in the previous six years as indicated in any termly or annual school census, pupil referral unit or alternative provision census *or* are children looked after by the local authority for more than 6 months.

Ethnic heritage: Ethnicity is recorded for all pupils aged 5 and over in the January 2014 school census as at the previous 31 August. Those pupils who are classified according to their ethnic group and are other than white British are defined as minority ethnic pupils.

First language: "First Language" is the language to which a child was initially exposed during early development and continues to be exposed to this language in the home or in the community.

Special Educational Needs (SEN): The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Pupils with special educational needs comprise those at School Action, School Action Plus or with statements of SEN:

- School Action – where extra or different help is given, from that provided as part of the school's usual curriculum.
- School Action Plus – where the class teacher and the SENCO receive advice or support from outside specialists (the specialist teacher, an educational psychologist, a speech and language therapist or other health professionals).
- Statement – a pupil has a statement of SEN when a formal assessment has been made. A document setting out the child's needs and the extra help they should receive is in place.

Additional data annex

Early Years Foundation Stage

Table 20: EYFSP attainment, Essex pupil groups vs national pupil group attainment, 2013 and 2014

Pupil groups		Percentage of children achieving a good level of development				Essex cohort 2014
		2013		2014		
		England	Essex	England	Essex	
All pupils		52%	53%	60%	61%	16,444
Gender	Boys	44%	44%	52%	53%	8,468
	Girls	60%	62%	69%	70%	7,976
Ethnic heritage	White	53%	53%	62%	62%	14,052
	Mixed	53%	53%	62%	62%	716
	Asian	47%	48%	57%	63%	330
	Black	51%	52%	59%	58%	328
	Chinese	49%	50%	58%	59%	46
First language	English	54%	53%	63%	62%	14,006
	Not English	44%	43%	53%	51%	1,052
Free school meals	FSM	36%	35%	45%	43%	2,235
	Non-FSM	55%	55%	64%	64%	14,209
Special Educational Needs	No SEN	56%	56%	66%	66%	14,699
	SEN no statement	16%	15%	21%	18%	1,050
	SEN Statement	2%	3%	3%	6%	290

Key Stage 1

Table 21: Key Stage 1 Level 2+ attainment, Essex vs geographical and statistical comparators, 2012 to 2014

% Level 2+	Reading			Writing			Maths		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Essex (national rank)	88% (33)	90% (28)	91% (26)	83% (62)	85% (67)	86% (66)	92% (26)	93% (19)	93% (34)
Statistical neighbours	88%	90%	91%	85%	87%	87%	92%	93%	93%
Eastern region	88%	89%	90%	84%	86%	87%	91%	92%	93%

England	87%	89%	90%	83%	85%	86%	91%	91%	92%
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Table 22: Key Stage 1 Level 3 attainment, Essex vs geographical and statistical comparators, 2012 to 2014

% Level 3	Reading			Writing			Maths		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Essex (national rank)	29% (38)	32% (27)	33% (35)	14% (47)	17% (24)	18% (25)	23% (40)	25% (34)	26% (36)
Statistical neighbours	29%	31%	33%	15%	16%	17%	23%	24%	25%
Eastern region	30%	31%	33%	16%	17%	19%	24%	25%	26%
England	27%	29%	31%	14%	15%	16%	22%	23%	24%

Table 23: Key Stage 1 level 2+ attainment, Essex pupil groups vs national pupil group attainment, 2014

Pupil groups		% Level 2+						Essex cohort 2014
		Reading		Writing		Mathematics		
		England	Essex	England	Essex	England	Essex	
All pupils		90%	91%	86%	86%	92%	93%	15,854
Gender	Boys	87%	88%	82%	82%	91%	92%	8,116
	Girls	93%	93%	91%	91%	93%	94%	7,748
Ethnic heritage	White	90%	91%	86%	86%	92%	93%	14,005
	Mixed	91%	90%	87%	88%	92%	92%	696
	Asian	91%	93%	88%	92%	92%	93%	375
	Black	90%	92%	87%	87%	91%	91%	385
	Chinese	92%	94%	89%	91%	96%	96%	67
First language	English	91%	91%	87%	87%	93%	93%	14,711
	Not English	87%	87%	83%	83%	90%	91%	1,076
Free school meals	FSM	80%	81%	75%	74%	85%	86%	2,121
	Non-FSM	92%	92%	89%	88%	94%	94%	13,743
Special Educational Needs	No SEN	97%	97%	94%	95%	98%	98%	13,086
	SEN no statement	64%	63%	54%	50%	73%	74%	2,293
	SEN Statement	25%	31%	19%	21%	28%	33%	421

Key Stage 2

Table 24: Key Stage 2 Level 5+ attainment, Essex vs geographical and statistical comparators, 2012 to 2014

% Level 5+	R,W & M			Reading			Writing (TA)			Maths		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Essex (national rank)	20% (63)	21% (66)	24% (58)	49% (60)	45% (76)	50% (60)	28% (68)	31% (56)	33% (66)	40% (54)	40% (79)	42% (66)
Statistical neighbours	20%	20%	23%	49%	45%	51%	28%	30%	33%	39%	39%	42%
Eastern region	20%	21%	23%	48%	45%	49%	28%	30%	33%	39%	39%	74%
England	20%	21%	24%	48%	45%	50%	28%	30%	33%	39%	41%	76%

Table 25: Key Stage 2 Level 4+ attainment, Essex pupil group vs national pupil group attainment, 2014

Pupil groups & Level 4+		R, W & M		Reading		Writing		Maths		Essex cohort 2014
		England	Essex	England	Essex	England	Essex	England	Essex	
All pupils		79%	79%	89%	89%	85%	85%	86%	87%	14,640
Gender	Boys	76%	76%	87%	88%	81%	81%	86%	87%	7,424
	Girls	82%	82%	91%	91%	90%	90%	86%	87%	7,217
Ethnic heritage	White	79%	79%	89%	89%	85%	85%	86%	87%	13,246
	Mixed	80%	83%	90%	92%	87%	90%	86%	86%	527
	Asian	80%	88%	89%	93%	87%	92%	87%	91%	280
	Black	77%	79%	88%	89%	85%	87%	84%	84%	303
	Chinese	89%	88%	93%	90%	91%	90%	95%	92%	59
First language	English	79%	79%	89%	90%	86%	86%	86%	87%	13,823
	Not English	77%	75%	86%	84%	84%	81%	86%	85%	788
Disadvantaged	Disad	67%	66%	82%	82%	77%	74%	78%	77%	1,813
	Non-Disad	84%	83%	92%	92%	90%	89%	90%	90%	12,827
Special Educational Needs	No SEN	90%	90%	96%	96%	95%	95%	94%	94%	11,885
	SEN no statement	42%	38%	69%	67%	55%	51%	63%	61%	2,182
	SEN Statement	15%	16%	29%	31%	19%	20%	25%	29%	547

Table 26: Key Stage 1 to Key Stage 2 progress measure, Essex pupil group vs national pupil group attainment, 2014

Pupil groups		% Progress in Reading		% Progress in Writing		% Progress in Mathematics		Essex cohort 2014
		England	Essex	England	Essex	England	Essex	
All pupils		91%	91%	93%	92%	89%	89%	14,255
Gender	Boys	90%	90%	91%	91%	90%	89%	7,227
	Girls	91%	91%	94%	94%	89%	89%	7,028
Ethnic heritage	White	91%	90%	93%	92%	89%	89%	12,980
	Mixed	92%	95%	94%	95%	90%	90%	499
	Asian	92%	95%	94%	94%	93%	94%	255
	Black	91%	90%	93%	93%	90%	89%	262
	Chinese	95%	93%	95%	96%	97%	93%	56
First language	English	91%	91%	93%	92%	89%	89%	13,594
	Not English	91%	90%	93%	92%	92%	93%	630
Disadvantaged	Disad	88%	86%	90%	89%	86%	84%	3,434
	Non-Disad	92%	92%	94%	93%	91%	91%	10,821
Special Educational Needs	No SEN	94%	94%	96%	95%	94%	93%	11,585
	SEN no statement	83%	81%	86%	84%	79%	76%	2,135
	SEN Statement	49%	52%	51%	54%	48%	55%	533

Key Stage 4

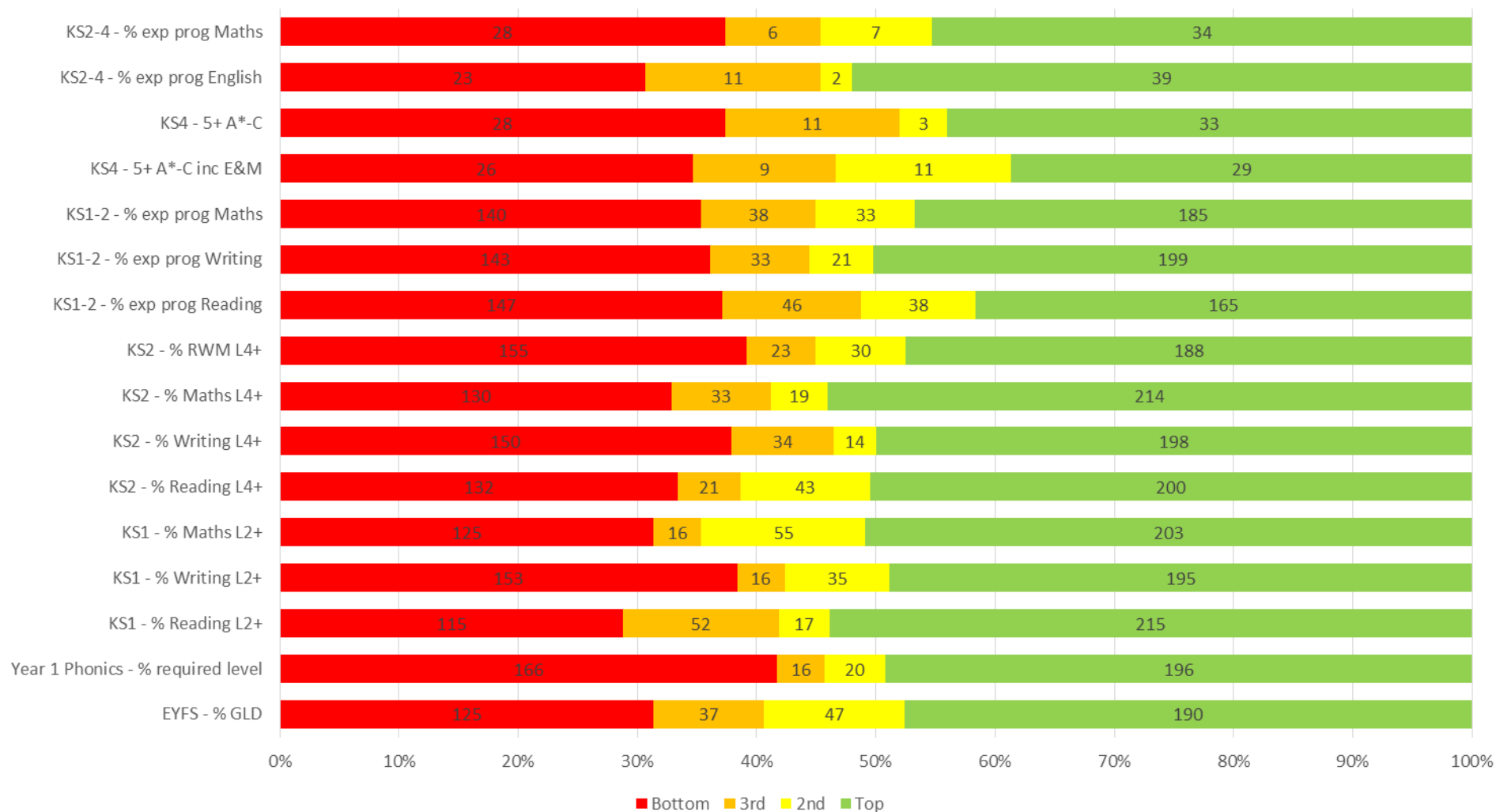
Table 27: Key Stage 4 attainment, Essex pupil group vs national pupil group attainment, 2014

Pupil groups		% 5+A*-C (incl. E&M)		5+A*-C		English Bacc.		Essex cohort 2014
		England	Essex	England	Essex	England	Essex	
All pupils		56.8%	56.5%	65.8%	64.7%	24.3%	19.9%	16,470
Gender	Boys	51.9%	51.6%	60.1%	58.8%	19.5%	15.3%	8,417
	Girls	62.0%	61.6%	71.7%	70.9%	29.2%	24.7%	8,053
Ethnic heritage	White	56.3%	56.0%	65.1%	64.3%	23.6%	19.6%	14,061
	Mixed	57.9%	60.1%	67.4%	69.6%	26.5%	23.2%	496
	Asian	61.5%	75.3%	70.9%	80.1%	29.6%	30.3%	271
	Black	60.3%	53.7%	64.7%	71.2%	21.4%	21.9%	302
	Chinese	76.3%	77.6%	87.1%	81.6%	50.8%	44.9%	49
First language	English	56.9%	56.3%	56.9%	56.3%	23.9%	19.5%	14,794
	Not English	56.5%	59.0%	56.5%	59.0%	26.6%	29.6%	632
Disadvantaged	Disad	36.7%	35.4%	45.1%	42.1%	11.0%	8.2%	3,346
	Non-Disad	64.2%	62.3%	73.4%	71.0%	29.2%	23.2%	12,090
Special Educational Needs	No SEN	65.7%	63.8%	75.0%	72.3%	29.0%	23.1%	13,034
	SEN but no statement	23.5%	19.3%	32.0%	27.5%	5.7%	3.0%	1,784
	SEN Statement	8.0%	7.5%	11.3%	11.0%	2.0%	1.3%	616

Table 28: Key Stage 2 to Key Stage 4 progress measure, Essex pupil group vs national pupil group attainment, 2014

Pupil groups		% Progress in English		% Progress in mathematics		Essex cohort 2014
		England	Essex	England	Essex	
All pupils		70%	72%	65%	65%	15,195
Gender	Boys	64%	66%	62%	63%	7,781
	Girls	76%	78%	67%	68%	7,414
Ethnic heritage	White	69%	71%	64%	65%	13,866
	Mixed	73%	73%	66%	67%	483
	Asian	80%	84%	78%	80%	265
	Black	75%	79%	68%	71%	275
	Chinese	86%	83%	92%	90%	48
First language	English	70%	72%	64%	65%	14,635
	Not English	76%	80%	72%	77%	534
Disadvantaged	Disadvantaged	58%	60%	48%	47%	3,293
	Non-disadvantaged	75%	75%	71%	70%	11,902
Special Educational Needs	No SEN	75%	76%	72%	71%	12,825
	SEN no statement	53%	52%	41%	37%	1,753
	SEN Statement	27%	31%	19%	21%	617

Number of Essex schools in national quartile bandings in 2014



Essex rank position summary

Measure	Essex National Ranking (out of 153 LAs)			Latest quartile group	Essex Statistical Neighbours Ranking (out of 11 LAs)			Essex Eastern Region Ranking (out of 11 LAs)		
	2012	2013	2014		2012	2013	2014	2012	2013	2014
EYFSP - Good Level of Development	107	51	57	B	10	5	6	7	2	4
EYFSP - Working at Required Level	117	99	74	C	8	9	6	6	7	3
KS1 - L2+ Reading	33	28	26	B	6	5	4	3	4	4
KS1 - L2+ Writing	62	67	66	C	8	7	9	7	5	4
KS1 - L2+ Maths	26	19	34	B	2	2	4	3	3	5
KS2 - L4+ Reading	65	74	64	C	4	4	4	2	2	3
KS2 - L4+ Writing	80	87	81	C	6	5	8	3	3	4
KS2 - L4+ Maths	75	94	53	C	3	4	2	2	2	2
KS2 - L4+ Reading, Writing & Maths	82	90	69	C	6	4	4	3	2	3
KS1-2 - Expected Progress Reading	110	124	78	C	4	7	3	4	4	2
KS1-2 - Expected Progress Writing	110	116	115	D	2	6	6	3	4	5
KS1-2 - Expected Progress Maths	97	119	95	C	2	4	4	2	4	3
KS4 - 5+ A*-C	96	116	92	C	5	8	7	6	7	5
KS4 - 5+ A*-C incl. English & Maths	68	81	85	C	4	4	7	4	4	4
KS4 - English Baccalaureate	96	101	114	D	8	7	10	6	6	9
KS4 - 5+ A*-G incl. English & Maths	71	100	63	B	6	9	6	4	7	4
KS4 - Average Points Score	83	91	98	C	5	7	9	6	8	10
KS2-4 - Expected Progress English	101	94	67	B	8	8	4	7	6	5
KS2-4 - Expected Progress Maths	53	62	77	C	2	3	7	4	6	6
KS5 - % AAB or better	37	44	46	B	3	3	3	4	4	4
KS5 - Average Points Score	20	28	31	A	2	2	1	2	1	2
KS5 - Average Points Score per Entry	57	74	72	B	3	4	3	4	4	4
Level 2 achievement	84	89	TBA	C	10	11	TBA	8	8	TBA
Level 3 achievement	77	83	TBA	C	9	9	TBA	8	7	TBA
FSM/non FSM gap level 3 attainment	77	84	TBA	C	3	4	TBA	7	4	TBA
FSM/non FSM gap level 2 attainment	62	68	TBA	C	2	4	TBA	3	6	TBA

Source : National - DfE Local Authority Data Matrix issued 4th January 2015, SN & ER - Local Authority Interactive Toolkit (LAIT)

Basildon District Summary

Measure		Basildon Performance		2014 comparisons		
		2013	2014	Basildon District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	64%	74%	6	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	63%	44%	11	100%	43%
EYFSP	EYFS Good Level of Development	52%	61%	7	68%	57%
Phonics	Year 1 Phonics (required level)	63%	72%	9	81%	68%
Key stage 1	KS1 L2B+ Reading	76%	80%	9	87%	76%
	KS1 L2B+ Writing	65%	68%	8	77%	64%
	KS1 L2B+ Maths	78%	80%	8	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	72%	76%	11	88%	73%
	KS2 L4+ Reading	83%	88%	11	95%	86%
	KS2 L4+ Writing	81%	84%	9	91%	82%
	KS2 L4+ Maths	83%	86%	7	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	72%	77%	7	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	83%	89%	10	94%	88%
	KS1-2 More than expected progress in Reading	25%	28%	10	38%	28%
	KS1-2 Expected progress in Writing	90%	93%	4	95%	90%
	KS1-2 More than expected progress in Writing	25%	33%	5	35%	26%
	KS1-2 Expected progress in Maths	84%	88%	8	93%	85%
	KS1-2 More than expected progress in Maths	25%	30%	11	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	56.6%	53.8%	9	64.5%	47.6%
	KS4 5+ GCSE's A*-C	79.8%	60.4%	10	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	65.9%	71.4%	11	79.9%	65.1%
	KS2-4 Expected progress in Maths	68.0%	64.3%	9	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	5.32%	4.04%	12	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	6.87%	5.66%	12	4.53%	5.66%

Braintree District Summary

Measure		Braintree Performance		2014 comparisons		
		2013	2014	Braintree District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	77%	75%	5	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	57%	50%	9	100%	43%
EYFSP	EYFS Good Level of Development	52%	57%	12	68%	57%
Phonics	Year 1 Phonics (required level)	64%	72%	9	81%	68%
Key stage 1	KS1 L2B+ Reading	79%	79%	10	87%	76%
	KS1 L2B+ Writing	68%	68%	8	77%	64%
	KS1 L2B+ Maths	79%	79%	9	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	75%	79%	6	88%	73%
	KS2 L4+ Reading	87%	89%	6	95%	86%
	KS2 L4+ Writing	86%	84%	9	91%	82%
	KS2 L4+ Maths	84%	86%	7	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	72%	75%	9	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	88%	91%	6	94%	88%
	KS1-2 More than expected progress in Reading	27%	32%	6	38%	28%
	KS1-2 Expected progress in Writing	91%	91%	11	95%	90%
	KS1-2 More than expected progress in Writing	29%	32%	6	35%	26%
	KS1-2 Expected progress in Maths	86%	89%	7	93%	85%
	KS1-2 More than expected progress in Maths	27%	32%	7	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	53.0%	47.6%	12	64.5%	47.6%
	KS4 5+ GCSE's A*-C	73.5%	58.8%	12	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	65.1%	65.1%	12	79.9%	65.1%
	KS2-4 Expected progress in Maths	65.0%	58.0%	12	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	4.86%	3.91%	8	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	6.40%	5.29%	10	4.53%	5.66%

Brentwood District Summary

Measure		Brentwood Performance		2014 comparisons		
		2013	2014	Brentwood District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	92%	96%	1	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	60%	80%	5	100%	43%
EYFSP	EYFS Good Level of Development	52%	63%	4	68%	57%
Phonics	Year 1 Phonics (required level)	75%	78%	2	81%	68%
Key stage 1	KS1 L2B+ Reading	86%	87%	1	87%	76%
	KS1 L2B+ Writing	79%	77%	1	77%	64%
	KS1 L2B+ Maths	85%	87%	1	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	84%	86%	2	88%	73%
	KS2 L4+ Reading	92%	93%	2	95%	86%
	KS2 L4+ Writing	89%	91%	1	91%	82%
	KS2 L4+ Maths	91%	91%	2	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	84%	82%	2	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	89%	93%	2	94%	88%
	KS1-2 More than expected progress in Reading	25%	28%	10	38%	28%
	KS1-2 Expected progress in Writing	91%	94%	3	95%	90%
	KS1-2 More than expected progress in Writing	27%	31%	7	35%	26%
	KS1-2 Expected progress in Maths	90%	92%	2	93%	85%
	KS1-2 More than expected progress in Maths	34%	35%	3	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	70.9%	64.5%	1	64.5%	47.6%
	KS4 5+ GCSE's A*-C	82.2%	73.0%	1	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	79.0%	72.4%	7	79.9%	65.1%
	KS2-4 Expected progress in Maths	76.9%	74.6%	1	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	4.37%	3.27%	1	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	5.98%	5.04%	6	4.53%	5.66%

Castle Point District Summary

Measure		Castle Point Performance		2014 comparisons		
		2013	2014	Castle Point District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	87%	74%	7	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	100%	100%	1	100%	43%
EYFSP	EYFS Good Level of Development	52%	59%	9	68%	57%
Phonics	Year 1 Phonics (required level)	66%	73%	8	81%	68%
Key stage 1	KS1 L2B+ Reading	80%	82%	6	87%	76%
	KS1 L2B+ Writing	67%	70%	5	77%	64%
	KS1 L2B+ Maths	79%	79%	9	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	80%	82%	3	88%	73%
	KS2 L4+ Reading	89%	90%	4	95%	86%
	KS2 L4+ Writing	88%	87%	3	91%	82%
	KS2 L4+ Maths	87%	89%	4	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	75%	79%	3	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	88%	91%	6	94%	88%
	KS1-2 More than expected progress in Reading	28%	30%	9	38%	28%
	KS1-2 Expected progress in Writing	94%	92%	7	95%	90%
	KS1-2 More than expected progress in Writing	30%	34%	3	35%	26%
	KS1-2 Expected progress in Maths	89%	90%	6	93%	85%
	KS1-2 More than expected progress in Maths	36%	37%	2	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	61.1%	54.1%	8	64.5%	47.6%
	KS4 5+ GCSE's A*-C	90.2%	61.0%	9	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	69.6%	74.8%	5	79.9%	65.1%
	KS2-4 Expected progress in Maths	72.4%	65.2%	7	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	5.39%	4.24%	11	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	6.50%	5.17%	7	4.53%	5.66%

Chelmsford District Summary

Measure		Chelmsford Performance		2014 comparisons		
		2013	2014	Chelmsford District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	75%	85%	2	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	90%	90%	4	100%	43%
EYFSP	EYFS Good Level of Development	55%	65%	2	68%	57%
Phonics	Year 1 Phonics (required level)	70%	74%	6	81%	68%
Key stage 1	KS1 L2B+ Reading	84%	84%	3	87%	76%
	KS1 L2B+ Writing	71%	73%	2	77%	64%
	KS1 L2B+ Maths	82%	83%	2	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	79%	80%	5	88%	73%
	KS2 L4+ Reading	90%	90%	4	95%	86%
	KS2 L4+ Writing	84%	86%	4	91%	82%
	KS2 L4+ Maths	88%	86%	7	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	80%	79%	3	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	88%	91%	6	94%	88%
	KS1-2 More than expected progress in Reading	25%	31%	8	38%	28%
	KS1-2 Expected progress in Writing	90%	90%	12	95%	90%
	KS1-2 More than expected progress in Writing	23%	28%	9	35%	26%
	KS1-2 Expected progress in Maths	89%	88%	8	93%	85%
	KS1-2 More than expected progress in Maths	31%	32%	6	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	62.4%	61.7%	1	64.5%	47.6%
	KS4 5+ GCSE's A*-C	79.6%	71.0%	3	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	68.4%	74.6%	6	79.9%	65.1%
	KS2-4 Expected progress in Maths	73.1%	70.6%	3	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	4.44%	3.56%	4	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	6.19%	4.96%	2	4.53%	5.66%

Colchester District Summary

Measure		Colchester Performance		2014 comparisons		
		2013	2014	Colchester District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	67%	74%	4	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	45%	55%	8	100%	43%
EYFSP	EYFS Good Level of Development	56%	61%	7	68%	57%
Phonics	Year 1 Phonics (required level)	68%	76%	5	81%	68%
Key stage 1	KS1 L2B+ Reading	80%	82%	6	87%	76%
	KS1 L2B+ Writing	68%	70%	5	77%	64%
	KS1 L2B+ Maths	78%	81%	6	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	75%	79%	6	88%	73%
	KS2 L4+ Reading	87%	89%	6	95%	86%
	KS2 L4+ Writing	83%	85%	7	91%	82%
	KS2 L4+ Maths	85%	88%	5	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	74%	78%	5	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	89%	92%	3	94%	88%
	KS1-2 More than expected progress in Reading	30%	34%	2	38%	28%
	KS1-2 Expected progress in Writing	92%	93%	4	95%	90%
	KS1-2 More than expected progress in Writing	33%	34%	3	35%	26%
	KS1-2 Expected progress in Maths	88%	91%	4	93%	85%
	KS1-2 More than expected progress in Maths	31%	34%	4	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	66.2%	56.3%	7	64.5%	47.6%
	KS4 5+ GCSE's A*-C	80.0%	65.7%	6	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	74.1%	72.1%	8	79.9%	65.1%
	KS2-4 Expected progress in Maths	73.1%	64.5%	8	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	4.70%	3.82%	5	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	5.60%	4.98%	4	4.53%	5.66%

Epping Forest District Summary

Measure		Epping Forest Performance		2014 comparisons		
		2013	2014	Epping Forest District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	66%	70%	8	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	67%	83%	5	100%	43%
EYFSP	EYFS Good Level of Development	54%	62%	5	68%	57%
Phonics	Year 1 Phonics (required level)	67%	74%	6	81%	68%
Key stage 1	KS1 L2B+ Reading	82%	84%	3	87%	76%
	KS1 L2B+ Writing	68%	70%	5	77%	64%
	KS1 L2B+ Maths	81%	83%	2	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	74%	78%	8	88%	73%
	KS2 L4+ Reading	85%	89%	6	95%	86%
	KS2 L4+ Writing	84%	86%	4	91%	82%
	KS2 L4+ Maths	83%	85%	10	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	72%	75%	9	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	83%	89%	10	94%	88%
	KS1-2 More than expected progress in Reading	24%	28%	10	38%	28%
	KS1-2 Expected progress in Writing	91%	92%	7	95%	90%
	KS1-2 More than expected progress in Writing	28%	28%	9	35%	26%
	KS1-2 Expected progress in Maths	85%	87%	10	93%	85%
	KS1-2 More than expected progress in Maths	25%	31%	10	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	68.7%	61.4%	5	64.5%	47.6%
	KS4 5+ GCSE's A*-C	86.0%	68.7%	5	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	77.3%	76.3%	4	79.9%	65.1%
	KS2-4 Expected progress in Maths	76.8%	68.1%	6	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	4.76%	3.91%	9	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	5.54%	5.17%	8	4.53%	5.66%

Harlow District Summary

Measure		Harlow Performance		2014 comparisons		
		2013	2014	Harlow District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	48%	64%	11	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	80%	100%	1	100%	43%
EYFSP	EYFS Good Level of Development	38%	59%	9	68%	57%
Phonics	Year 1 Phonics (required level)	66%	68%	12	81%	68%
Key stage 1	KS1 L2B+ Reading	76%	79%	11	87%	76%
	KS1 L2B+ Writing	61%	65%	11	77%	64%
	KS1 L2B+ Maths	72%	76%	11	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	69%	78%	8	88%	73%
	KS2 L4+ Reading	82%	89%	6	95%	86%
	KS2 L4+ Writing	77%	85%	7	91%	82%
	KS2 L4+ Maths	83%	87%	6	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	69%	76%	8	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	86%	92%	3	94%	88%
	KS1-2 More than expected progress in Reading	27%	38%	1	38%	28%
	KS1-2 Expected progress in Writing	88%	95%	1	95%	90%
	KS1-2 More than expected progress in Writing	29%	35%	1	35%	26%
	KS1-2 Expected progress in Maths	86%	91%	4	93%	85%
	KS1-2 More than expected progress in Maths	26%	32%	7	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	52.7%	59.2%	6	64.5%	47.6%
	KS4 5+ GCSE's A*-C	79.6%	65.6%	7	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	63.7%	78.3%	2	79.9%	65.1%
	KS2-4 Expected progress in Maths	67.5%	68.5%	5	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	4.84%	3.83%	6	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	5.25%	4.53%	1	4.53%	5.66%

Maldon District Summary

Measure		Maldon Performance		2014 comparisons		
		2013	2014	Maldon District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	65%	69%	9	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	100%	100%	1	100%	43%
EYFSP	EYFS Good Level of Development	54%	67%	1	68%	57%
Phonics	Year 1 Phonics (required level)	72%	77%	4	81%	68%
Key stage 1	KS1 L2B+ Reading	81%	84%	3	87%	76%
	KS1 L2B+ Writing	69%	73%	2	77%	64%
	KS1 L2B+ Maths	83%	83%	2	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	74%	77%	10	88%	73%
	KS2 L4+ Reading	87%	89%	6	95%	86%
	KS2 L4+ Writing	83%	83%	11	91%	82%
	KS2 L4+ Maths	83%	85%	10	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	74%	75%	9	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	89%	91%	6	94%	88%
	KS1-2 More than expected progress in Reading	31%	34%	2	38%	28%
	KS1-2 Expected progress in Writing	92%	92%	7	95%	90%
	KS1-2 More than expected progress in Writing	27%	26%	12	35%	26%
	KS1-2 Expected progress in Maths	86%	87%	10	93%	85%
	KS1-2 More than expected progress in Maths	27%	32%	7	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	54.5%	51.9%	11	64.5%	47.6%
	KS4 5+ GCSE's A*-C	79.3%	59.7%	11	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	68.2%	71.6%	10	79.9%	65.1%
	KS2-4 Expected progress in Maths	69.2%	61.1%	11	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	4.78%	3.84%	7	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	7.00%	5.25%	9	4.53%	5.66%

Rochford District Summary

Measure		Rochford Performance		2014 comparisons		
		2013	2014	Rochford District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	61%	52%	10	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	75%	75%	1	100%	43%
EYFSP	EYFS Good Level of Development	56%	62%	5	68%	57%
Phonics	Year 1 Phonics (required level)	70%	78%	2	81%	68%
Key stage 1	KS1 L2B+ Reading	83%	81%	8	87%	76%
	KS1 L2B+ Writing	70%	68%	8	77%	64%
	KS1 L2B+ Maths	82%	81%	6	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	73%	81%	4	88%	73%
	KS2 L4+ Reading	87%	93%	2	95%	86%
	KS2 L4+ Writing	81%	86%	4	91%	82%
	KS2 L4+ Maths	85%	91%	2	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	75%	78%	5	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	85%	92%	3	94%	88%
	KS1-2 More than expected progress in Reading	22%	33%	5	38%	28%
	KS1-2 Expected progress in Writing	87%	93%	4	95%	90%
	KS1-2 More than expected progress in Writing	22%	27%	11	35%	26%
	KS1-2 Expected progress in Maths	84%	92%	2	93%	85%
	KS1-2 More than expected progress in Maths	23%	34%	4	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	60.6%	63.5%	3	64.5%	47.6%
	KS4 5+ GCSE's A*-C	80.0%	69.8%	4	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	64.0%	77.7%	3	79.9%	65.1%
	KS2-4 Expected progress in Maths	77.6%	71.4%	2	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	4.40%	3.35%	2	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	5.92%	5.04%	5	4.53%	5.66%

Tendring District Summary

Measure		Tendring Performance		2014 comparisons		
		2013	2014	Tendring District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	49%	56%	12	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	50%	43%	12	100%	43%
EYFSP	EYFS Good Level of Development	50%	58%	11	68%	57%
Phonics	Year 1 Phonics (required level)	61%	70%	11	81%	68%
Key stage 1	KS1 L2B+ Reading	77%	76%	11	87%	76%
	KS1 L2B+ Writing	61%	64%	12	77%	64%
	KS1 L2B+ Maths	76%	76%	11	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	65%	73%	12	88%	73%
	KS2 L4+ Reading	78%	86%	12	95%	86%
	KS2 L4+ Writing	76%	82%	12	91%	82%
	KS2 L4+ Maths	78%	82%	12	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	64%	72%	12	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	81%	88%	12	94%	88%
	KS1-2 More than expected progress in Reading	24%	32%	6	38%	28%
	KS1-2 Expected progress in Writing	85%	92%	7	95%	90%
	KS1-2 More than expected progress in Writing	24%	29%	8	35%	26%
	KS1-2 Expected progress in Maths	79%	85%	12	93%	85%
	KS1-2 More than expected progress in Maths	20%	26%	12	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	61.0%	52.4%	10	64.5%	47.6%
	KS4 5+ GCSE's A*-C	86.5%	62.4%	8	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	75.4%	79.9%	1	79.9%	65.1%
	KS2-4 Expected progress in Maths	70.3%	61.2%	10	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	5.49%	4.48%	12	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	6.43%	5.60%	11	4.53%	5.66%

Uttlesford District Summary

Measure		Uttlesford Performance		2014 comparisons		
		2013	2014	Uttlesford District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	89%	80%	3	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	75%	75%	9	100%	43%
EYFSP	EYFS Good Level of Development	54%	65%	2	68%	57%
Phonics	Year 1 Phonics (required level)	74%	81%	1	81%	68%
Key stage 1	KS1 L2B+ Reading	87%	85%	2	87%	76%
	KS1 L2B+ Writing	75%	72%	4	77%	64%
	KS1 L2B+ Maths	86%	83%	2	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	81%	88%	1	88%	73%
	KS2 L4+ Reading	90%	95%	1	95%	86%
	KS2 L4+ Writing	88%	91%	1	91%	82%
	KS2 L4+ Maths	89%	94%	1	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	77%	83%	1	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	89%	94%	1	94%	88%
	KS1-2 More than expected progress in Reading	29%	34%	2	38%	28%
	KS1-2 Expected progress in Writing	94%	95%	1	95%	90%
	KS1-2 More than expected progress in Writing	33%	35%	1	35%	26%
	KS1-2 Expected progress in Maths	91%	93%	1	93%	85%
	KS1-2 More than expected progress in Maths	32%	40%	1	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	64.3%	63.7%	2	64.5%	47.6%
	KS4 5+ GCSE's A*-C	78.0%	71.3%	2	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	68.1%	71.6%	9	79.9%	65.1%
	KS2-4 Expected progress in Maths	75.9%	70.0%	4	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	4.38%	3.38%	3	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	6.13%	4.97%	3	4.53%	5.66%

This report was written by

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