

Children & Young People PSC	<b>CYP/05/13</b>
7 February 2013	

## **Analysis of 2012 Essex School Performance**



# **Analysis of 2012 ESSEX School Performance**

**Children and Young People's Scrutiny  
Committee**

7 February 2013

Information and Intelligence  
Essex County Council

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## **Contents**

<b>Contents</b>	<b>3</b>
<b>2012 Key Data Summary</b>	<b>5</b>
<b>Executive Summary</b>	<b>6</b>
<b>Performance</b>	<b>6</b>
Early Years	6
Year 1 Phonics	6
Key Stage 1	6
Key Stage 2	6
Key Stage 4	6
Vulnerable Groups	7
<b>Actions</b>	<b>8</b>
<b>Background and Context</b>	<b>8</b>
<b>Scope of the Analysis</b>	<b>8</b>
<b>Glossary of Terms</b>	<b>11</b>
Statistical Neighbour	11
Quartile and top quartile threshold	11
Expected levels of performance	11
Early Years Foundation Stage Profile (EYFSP)	11
Year 1 Phonics Checks	11
Key Stage 1	11
Key Stage 2	11
Key Stage 4	11
Ranking	12
Vulnerable groups	12
DFE	12
<b>About Essex</b>	<b>13</b>
<b>Essex Schools</b>	<b>13</b>
<b>Early Years</b>	<b>14</b>
Summary	14
Current Position	14
Trends	15
Further Developments	15
<b>Year 1 Phonics Checks</b>	<b>16</b>
Summary	16
Current Position	16
<b>Key Stage 1</b>	<b>17</b>
Summary	17

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## Analysis of 2012 Essex School Performance

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Science	18
Reading	18
Writing	18
Mathematics	18
Top Quartile Performance	19
<b>Key Stage 2</b>	<b>20</b>
Summary	20
Overview	20
Level 4+ English and Maths	21
Progress in English KS1-KS2	21
Progress in Maths KS1-KS2	21
<b>Key Stage 4</b>	<b>22</b>
Summary	22
Current Position	22
5+A*-C at GCSE or Equivalent (inc. English & Maths)	23
5+A*-C at GCSE or Equivalent	23
3+ Level of Progress KS2-KS4 (English)	23
3+ Level of Progress KS2-KS4 (Maths)	24
<b>Vulnerable Groups</b>	<b>25</b>
Pupils with Special Educational Needs (SEN)	25
Free School Meal Eligibility (FSM)	25
FSP	25
Key Stage 2	25
Key Stage 4	25
Children in Care	25
<b>Appendix A: SEN Tables</b>	<b>26</b>
FSP	26
Key Stage 2	26
Key Stage 4	26
<b>Appendix B: FSM Tables</b>	<b>27</b>
FSP	27
Key Stage 2	27
Key Stage 4	27
<b>Appendix C: CiC Tables</b>	<b>28</b>
Key Stage 2	28
Key Stage 4	28

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## 2012 Key Data Summary

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Green = 1<sup>st</sup> (top) quartile, Yellow = 2<sup>nd</sup> quartile, Orange = 3<sup>rd</sup> quartile, Red = 4<sup>th</sup> (bottom) quartile

	Essex	SNs	England	Essex Rank	Quartile		Top quartile	Gap to top quartile	Pupils in the 'gap'
% of pupils at the expected level in <b>Foundation Stage Profile</b>	60%	64%	64%	107 / 152	3rd		68%	8%	1272
% of pupils working at required level in Year 1 <b>Phonics</b>	54%	58%	58%	116 / 152	4th		61%	7%	1078
% of pupils at the expected level (2B+) in <b>KS1 Reading</b>	77%	78%	76%	52 / 152	2nd		78%	1%	150
% of pupils at the expected level (2B+) in <b>KS1 Writing</b>	64%	67%	64%	64 / 152	2nd		66%	2%	300
% of pupils at the expected level (2B+) in <b>KS1 Maths</b>	77%	79%	76%	63 / 152	2nd		79%	2%	300
% of pupils at the expected level in <b>KS2 English</b>	85%	85%	85%	85 / 152	3rd		87%	2%	288
% of pupils at the expected level in <b>KS2 Maths</b>	84%	84%	84%	75 / 152	2nd		86%	2%	290
% of pupils at the expected level in <b>KS2 English and Maths</b>	79%	79%	79%	80 / 152	3rd		82%	3%	432
% of pupils making 2 levels of <b>progress in KS2 English</b>	88%	87%	89%	106 / 152	3rd		92%	4%	560
% of pupils making 2 levels of <b>progress in KS2 Maths</b>	86%	87%	87%	97 / 152	3rd		90%	4%	564
% of pupils achieving <b>5+ A*-C grades at GCSE (including English and Maths)</b>	58.9%	59.1%	59.4%	70 / 150	2nd		61.9%	3%	467
% of pupils achieving <b>5+ A*-C grades at GCSE</b>	82%	82.3%	81.8%	96 / 150	3rd		86.8%	4.8%	739
% of pupils achieving expected <b>progress KS2-4 English</b>	66.5%	67.9%	68.0%	101 / 150	3rd		71.2%	4.7%	712
% of pupils achieving expected <b>progress KS2-4 Maths</b>	71.0%	68.8%	68.7%	53 / 150	2nd		73.3%	2.3%	349

## **Executive Summary**

### **Performance**

#### ***Early Years***

- Essex Early Years Foundation Stage Profile (FSP) attainment increased by 8% to 60% in 2012, compared to an increase of 2.2% in 2011.
- Essex is ranked 107<sup>th</sup>, putting it in the 3<sup>rd</sup> quartile compared to a rank of 135<sup>th</sup> - bottom quartile in 2011.
- Writing was the Learning Goal needing the most development.
- The 8% increase equates to an average of 1000 more children achieving the required level

#### ***Year 1 Phonics***

- Phonics was a new measure introduced in 2012.
- 54% of Essex pupils are working at the required level in 2012, 4% behind its Statistical Neighbour and England averages.
- Essex is ranked 116<sup>th</sup> (out of 152 local authorities) putting it in the bottom quartile.
- Despite a cross county approach to preparing schools for the new Phonics test, we are disappointed that the performance for 2012 was not higher.

#### ***Key Stage 1***

- In 2012, Essex matches or betters the England average for those achieving levels 2B and above in Reading, Writing and Maths but falls below its Statistical Neighbour average.

- The highest percentage of pupils achieving levels 2B and above in Essex is in Reading closely followed by Maths.
- The highest proportion of high attainers (Levels 2B and above) are in Reading.
- Writing is the lowest performing subject in Essex at Key Stage 1
- Essex is in the 2<sup>nd</sup> quartile for Reading and Maths but in the 3<sup>rd</sup> quartile for Writing.

#### ***Key Stage 2***

- In 2012, Essex Key Stage 2 performance improved by 5% to 70% and equals that of England and Statistical Neighbour averages
- Essex remains in the 3<sup>rd</sup> quartile for those achieving Levels 4 and above in English, Maths and English and Maths combined.
- Essex is ranked 80<sup>th</sup> out of 152 local authorities for the percentage of children achieving Level 4 or above in English and Maths combined.

#### ***Key Stage 4***

- In 2012, Essex matched or bettered the England average in all measures other than the percentage achieving 5+A\*-C GCSEs or equivalent (including English and Maths), in which our results were slightly lower than the national average. Some schools were affected by the English GCSE grade boundary changes.
  - 58.9% of pupils achieved 5+A\*-C including English and Maths Essex is 70th out of 152 local authorities and is in the 2nd quartile.
-

- The percentage achieving 5+A\*-C in 2012 was 82%.
- 66.5% of pupils achieved two levels of progress between KS2 and KS4 in English due to the impact on the grade boundary changes on some schools
- 71% of Essex pupils achieved expected progress in Maths between KS2 and KS4 in 2012. Essex is currently in the 2nd quartile for this performance and above the England average.

### ***Vulnerable Groups***

- The percentage of Statemented pupils achieving expected levels is above England average at FSP and Key Stage 4 but below at Key Stage 2.
  - The percentage of School Action pupils achieving expected levels was below the England average at FSP and Key Stage 2 and Key Stage 4
  - School Action Plus pupils achieving expected levels of progress are again below the England average at FSP, Key Stage 2 and Key Stage 4. At FSP Essex performance is 5% below the England average, 10% below at Key Stage 2 and 5.9% below at Key Stage 4
  - Essex is reducing the gap in performance between FSM and non-FSM pupils. However, the percentage of FSM pupils achieving expected levels is only higher than England for Key Stage 2
  - Essex has made significant improvements in the expected outcomes for children and young people in care
-



## **Actions**

### **Early Years**

- The Early Years Quality Improvement Team has identified 60 schools where intervention measures have been put in place to improve performance. In addition, a deep dive into Early Years Foundation Stage is currently being undertaken to look more deeply at pupil/school level attainment with a view to accelerating improvements in the sector.
- The Early Years Quality Improvement Team is also supporting schools to make the transition to the new assessment framework for 2013.

### **Year 1 Phonics**

- The Primary Commissioning team have identified schools that did not perform as well as expected and have brokered additional support for those schools from the Essex Education Consultancy Service. In addition, a specialist has been commissioned to provide bespoke support to those schools identified as being in need of greatest improvement.
- The Essex Education Consultancy Service also offer a universal traded service through consultancy services and courses to support schools to improve outcomes in phonics

### **Primary and Secondary Schools**

- The Primary and Secondary Commissioning Teams have developed a system to keep in touch with all good and outstanding schools across Essex.
- During the summer 2012 a programme was commissioned to review the performance of all

satisfactory schools across Essex.  
The programme has three phases:

- A 'desk top- analysis has been completed following the style of a pre-inspection briefing, supplemented by a discussion with the head of the key points of the analysis – this phase of the programme has been completed.
  - Where the analysis has caused concern, the school has been offered a review, with a view that any key issues for improvement and identified and suitable plans put in place between the school and the commissioning team
  - Where further concerns are identified, individual packages of support are brokered in agreement with the school included 'Getting to Good' and 'Securing Good' programmes of support
- There is a clear framework in place for schools causing concern with frequent visits and bespoke support given to each school.
  - Where there is no confidence that the school has the capacity to improve the LA has used its powers of intervention through warning notices and putting in place Interim Executive Boards (IEB's)

### **Vulnerable Groups**

- A new SEN Strategy has been developed to reconfigure how SEN services work in Essex in line with changing government policy. Part of the new strategy addresses the performance of children and young

people with SEN and a new Inclusion Commissioning Team has been put in place to support schools to improve outcomes for children and young people with SEN

- For Children on Free School Meals both the Primary and Secondary Commissioning Teams are working with schools to assess how effectively schools are using their Pupil Premium allocations to improve outcomes for this cohort.
- The Achievement Service for Children in Care will continue to monitor and drive up outcomes for children in care

## **Background and Context**

In its role as the champion for children and families, Essex County Council's ambition is for a World Class Lifelong Learning system. The Lifelong Learning Strategy has been developed to deliver this and sets out five key priorities.

The key priority supported in this report is that Essex should lead the UK in education and skills attainment. Part of this priority will be delivered by developing strategies to raise attainment in reading, maths and science across the county and by developing a new Strategy for Special Educational Needs and Disabilities.

In essence, Essex aspires to be in the top quartile of local authority areas against all key stage measures for educational and skills attainment (including early years and Key Stages 1, 2 and 4).

## **Scope of the Analysis**

The analysis in this document covers data that was available as at 31st December 2012. It does not cover any post-16 participation or outcomes.

This report has been written to support the Lifelong Learning Strategy and the Children's Outcomes Framework.

Essex has been compared to its Statistical Neighbours and England for completeness, but the focus has been moved to progress measures and the comparison of Essex performance to its rank amongst other local authorities and in turn, the top quartile threshold. Where possible, the distance between current Essex performance and this threshold has been quantified in terms of the number of children it equates to.

It is not possible to forecast the top quartile threshold effectively. In reality, although Essex performance may improve across time, so too could other authority performance effectively pushing up this threshold and making our target higher. Where percentage and pupil differences have been quoted, these refer to the latest data available and can be extrapolated for 2013 performance with the proviso that it will assume all else remains the same; that all other local authority performance remain broadly similar.

Some mention has been made around district performance. However, more detailed analyses will be presented in quadrant level reports in the Spring.

Please refer to the glossary for a further description of the terms in the report.

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## **Glossary of Terms**

The following report includes some acronyms and terms which are explained below. Please refer to these definitions when reading the body of the report.

### **Statistical Neighbour**

Essex is often benchmarked against its statistical neighbours; these are local authorities to have similar characteristics. They are:

Leicestershire, Staffordshire, Warwickshire, Worcestershire, Central Bedfordshire, Hampshire, Kent, West Sussex, North Somerset, Swindon.

### **Quartile and top quartile threshold**

If local authorities are ordered by some particular measure and grouped into four equal clusters, each group of local authorities would be considered to be in a quartile (i.e. a group containing 25% of local authorities). The cut-off point for each quartile (i.e. the level of performance that determines in which quartile a local authority should be placed) is a quartile threshold. Essex aspires to be in the top quartile for all educational measures. So, the top quartile threshold is the value at which Essex would be clustered in the top quartile.

### **Expected levels of performance**

#### ***Early Years Foundation Stage Profile (EYFSP)***

This is divided into 7 elements which are sub-divided into 13 assessment scales. Each pupil is assessed in the Reception year against each assessment scale and awarded a score of up to 9 points. Thus, the maximum possible score is 117 points. The expected level of performance is for pupils

to achieve at least 78 points and score at least 6 or more in EACH assessment scale contained within the Communication, Language and Literacy (CLL) and Personal, Social and Emotional Development (PSED) elements. Please note the EYFSP has changed in 2012/13.

#### ***Year 1 Phonics Checks***

This was introduced for the first time in the 2011-12 academic year. The purpose of the check is to confirm whether each child has learned phonic decoding to an age-appropriate standard. The check comprises a list of 40 words and a teacher known to the child is required to use their professional judgement about which responses are correct. Pupils are required to achieve a score of at least 32 out of 40 to be deemed to be 'working at the required level'. Those below this are deemed to be 'working towards the required level'.

#### ***Key Stage 1***

Nationally pupils are expected to achieve level 2 or above in Teacher Assessments. Level 2 is sub-divided into 2A, 2B and 2C. Essex strives for pupils to achieve level 2B - 'working securely at level 2'.

#### ***Key Stage 2***

Pupils are expected to achieve level 4 or above. The most commonly used measure requires pupils to achieve this in BOTH English and Maths. Progress measures are widely used and these require pupils to achieve at least two levels of progress between KS1 and KS2. Thus if a pupil achieved level 1 in KS1 Maths they would need to achieve level 3 in KS2 Maths and so on.

#### ***Key Stage 4***

The most common benchmark for KS4 is for pupils to achieve 5 or more A\*-C grades at

GCSE (including equivalences such as NVQ, BTEC, etc) including English and Maths. Other measures also used to a lesser extent are pupils achieving 5+ A\*-C grades, 5+ A\*-G grades, 1+ A\*-G grades. Progress measures are widely used and these require pupils to achieve at least three levels of progress between KS2 and KS4. Thus if a pupil achieved level 4 in KS2 Maths they would need to achieve a grade C in KS4 Maths.

### **Ranking**

Some charts refer to Essex's rank amongst other authorities. For Primary performance, Essex has been compared to the other 151 authorities who have Primary schools. For Secondary performance, Essex has been compared to the other 149 local authorities who have Secondary schools.

Any authorities ranked as 1 will have the best performance across all local authorities.

### **Vulnerable groups**

Acronyms may be used to refer to some of the vulnerable groups studied. The definitions are as follows:

FSM	Free School Meals
SEN	Special Educational Need
SA	School Action
SA+	School Action Plus
Statement	Where pupils have a statement of Special Needs
CiC	Children in Care

### **DFE**

Most of the data included in this report is available via the Department for Education website:

[www.education.gov.uk/rsgateway/](http://www.education.gov.uk/rsgateway/)

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## About Essex

Essex contains 12 districts aggregated into four quadrants (North East, Mid, South, West).

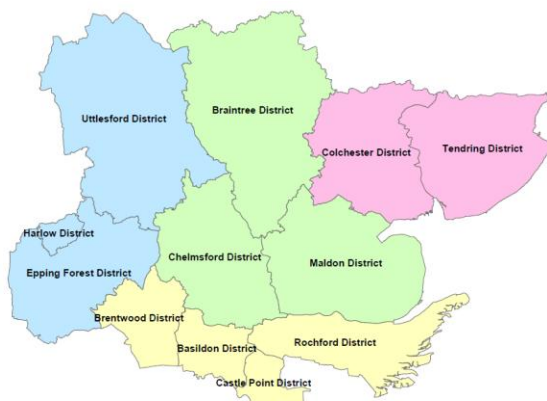


Figure 1: Map of Essex districts and quadrants (Pink = North East, Green = Mid, Blue = West, Yellow = South)

Essex is one of the largest authorities in terms of both geographical size and population. Local areas vary from the very densely populated urban areas to the very rural, and from being among the most affluent parts of England to the most deprived.

## Essex Schools

At the beginning of January 2013, Essex had 553 Nursery, Primary and Secondary schools and just under 200,000 pupils. On the 8<sup>th</sup> January 2013, 106 schools were Academies (around 19% of all schools). Around 77% of all Secondary schools are now Academies.

Nearly a quarter of Special school children are also eligible for Free School Meals and around 2% of Primary and Secondary school children have a statement.

	LA Maintained	Academy	Total
Primary	415	44	459
Secondary	18	59	77
Special	14	3	17
Total	447	106	553

Figure 2: Number of schools by phase and school type (as at 8<sup>th</sup> January 2013)

	LA Maintained	Academy	Total
Primary	99,900	9,063	108,963
Secondary	36,070	51,123	87,193
Special	2,355	134	2,489
Total	138,325	60,320	198,645

Figure 3: Number of pupils on roll by phase and school type (Autumn 2012 School Census)

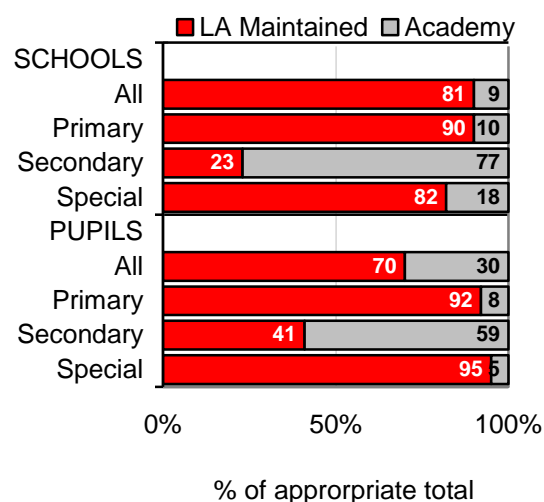


Figure 4: % of schools and pupils on roll by phase and school type

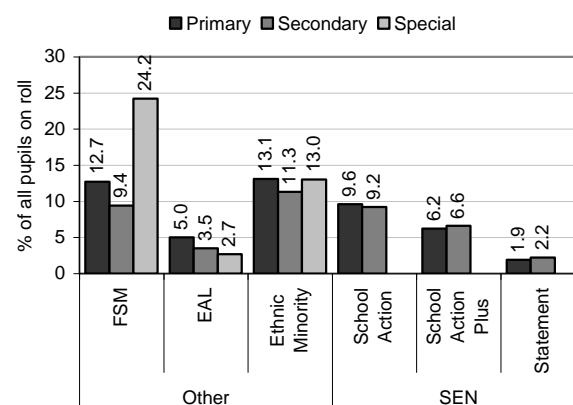


Figure 5: % of pupils on roll by phase that has other vulnerabilities

## Early Years

### Summary

- Essex Early Years Foundation Stage Profile (FSP) attainment increased by 8% to 60% in 2012.
- Essex is now ranked 107<sup>th</sup>, putting it in the 3<sup>rd</sup> quartile.
- Writing was the Learning Goal needing the most development.
- The 8% increase equates to an average of 1000 more children achieving the required level

### Current Position

Currently, 60% of Essex pupils achieve expected levels in Foundation Stage, ranking Essex 107<sup>th</sup> out of 152 other local authorities.

Whilst this is an 8% increase on 2011 performance, some of this is a result of the first time use of a single term of entry (i.e. all reception pupils starting in September).

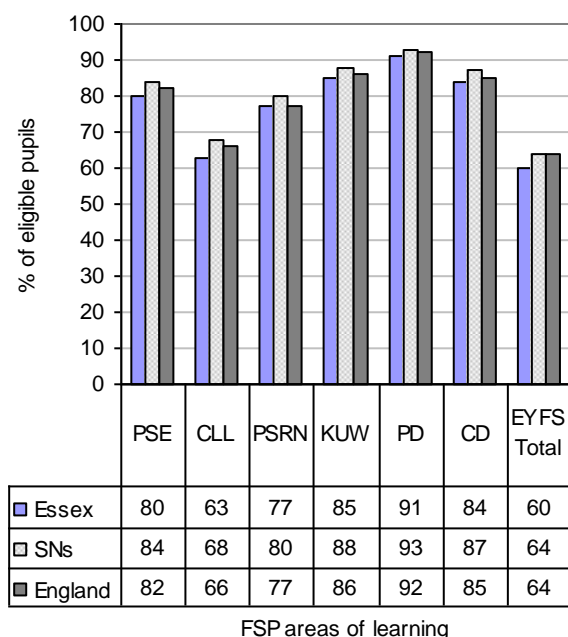


Figure 6: % of children achieving the expected levels in areas of learning at FSP in 2012

Key to Figure 6: Areas of Learning	
PSE	Personal, social & emotional development
CLL	Communication, language & literacy
PSRN	Problem solving, reasoning & numeracy
KUW	Knowledge & understanding of the world
PD	Physical development
CD	Creative development

Writing was the area at greatest need of development. Of the 6330 pupils (40%) who did not achieve the expected level, 80% (5086 of 6330) failed to score 6 or more points in Writing.

Learning Goals within Areas of Learning		Pupils achieving less than expected level
CLL	Writing	5086
CLL	Reading	3395
PSRN	Calculating	3237
CLL	Linking sounds & letters	2916
PSE	Emotional development	2683
CD	Creative development	2481
KUW	Knowledge & understanding of the world	2297
CLL	Language for communication & thinking	2204
PSRN	Shape, space & measures	2077
PSE	Social development	1885
PD	Physical development	1414
PSRN	Numbers as labels & for counting	1376
PSE	Dispositions & attitudes	1268

Figure 7: Of those not achieving expected level, the number who failed to achieve 6 or more points split by each Learning Goals.

## Trends

Essex performance at FSP has improved over time going from 43% in 2008 to 60% in 2012. However, Essex has remained below its Statistical Neighbour and England averages.

Essex performance has closely followed the trajectory of the top quartile threshold but is still 8% away. Based on 2012 results, and assuming all else stays the same, Essex would need an additional 1272 pupils to achieve the expected level of development to reach this threshold.

## Further Developments

For the academic year 2012/13, a revised assessment procedure has been introduced to replace the previous one. The learning goals in the new assessment appear to be fundamentally the same as the previous one, except for the old CLL – Linking Sounds and Letters, which has been subsumed as part of the new Reading learning goal.

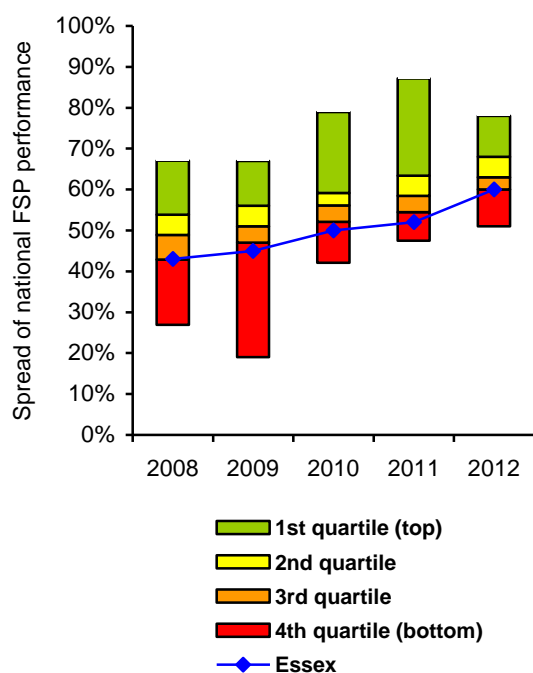


Figure 8: % of pupils in Essex achieving the expected level in FSP across time compared to national quartile bounds



## Year 1 Phonics Checks

### Summary

- Phonics was a new measure introduced in 2012
- 54% of Essex pupils are working at the required level in 2012, 4% behind its Statistical Neighbour and England averages.
- Essex is now ranked 116<sup>th</sup> (out of 152 local authorities) putting it in the bottom quartile.
- Despite a cross county approach to preparing schools for the new Phonics test, we are disappointed that the performance for 2012 was not higher.
- The Primary Commissioning team have identified schools that did not perform as well as expected and have brokered additional support for those schools from the Essex Education Consultancy Service.
- The Essex Education Consultancy Service also offer a universal traded service through consultancy services and courses to support schools to improve outcomes in phonics

The top quartile threshold for the percentage working at the required level in Phonics in 2012 was 61%. The bottom quartile range was between 47% and 55%.

As 2012 was the first year Phonics tests were carried out, there is no trend information. However, Essex is 7% away from the top quartile threshold.

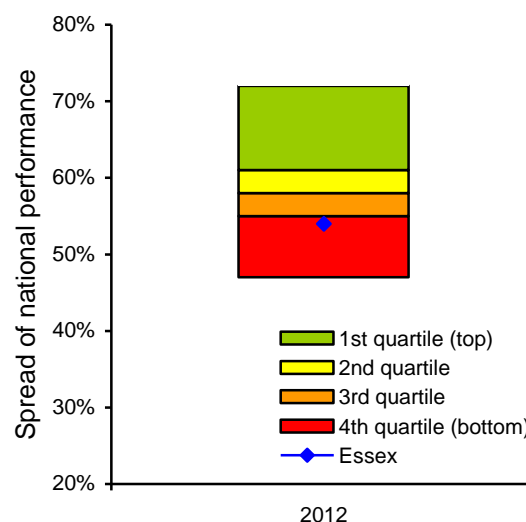


Figure 9: % of pupils in Essex achieving the expected level in Phonics compared to national quartile bounds

### Current Position

2012 was the first year in which the Year 1 Phonics Checks were undertaken. To be classed as working at the required level, pupils were required to achieve a score of at least 32 out of 40.

In Essex, 54% of pupils are working at the required level placing it in the bottom quartile and below its Statistical Neighbour and England averages of 58%.

## **Key Stage 1**

and courses to support schools to improve outcomes across Key Stage 1

### **Summary**

*Historically Essex has reported Key Stage 1 outcomes at the national expected level of 2 and above for reading, writing and maths and science. For 2012 we have raised the expectation for children to level 2B and above and where the data is available, analysed our performance at Level 2B and above. This level is a better indicator for forecasting outcomes at Key Stage 2. This analysis is available for reading, writing and maths but not for science and therefore the analysis for science is at level 2 and above.*

- In 2012, Essex matches or betters the England average for those achieving levels 2B and above in Reading, Writing and Maths but falls below its Statistical Neighbour average.
- The highest percentage of pupils achieving levels 2B and above in Essex is in Reading closely followed by Maths.
- The highest proportion of high attainers (Levels 2B and above) are in Reading.
- Writing is the lowest performing subject in Essex at Key Stage 1.
- Essex is in the 2<sup>nd</sup> quartile for Reading and Maths but in the 3<sup>rd</sup> quartile for Writing.
- The Primary Commissioning Team have identified schools that did not perform well, especially in writing and have brokered additional support for those schools from the Essex Education Consultancy Service
- The Essex Educational Consultancy Service offer a universal traded service

## Science

In Essex, the percentage of children achieving Levels 2 and above was 91%. This was above the England average but below the Statistical Neighbour average.

Essex is slightly behind the England average for children making higher than expected levels of attainment (level 3 and above), but 7% below Statistical Neighbours.

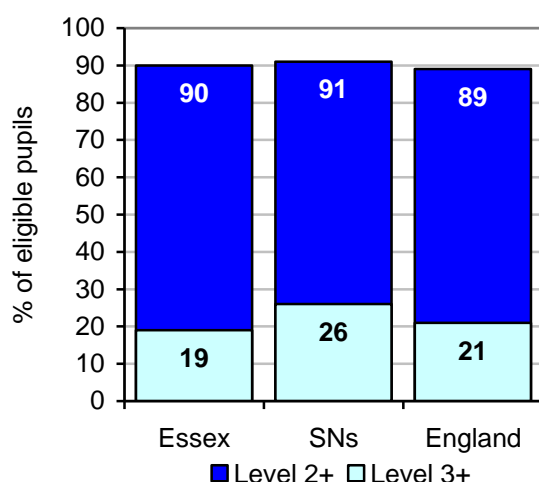


Figure 10: 2012 % of pupils achieving various levels of attainment in KS1 Teacher Assessments in Science

## Reading

In 2012, the percentage of pupils achieving levels 2B and above in Reading was 77% which is a 3% increase on 2011 performance. This was above the England average but below the Statistical Neighbour average and ranks Essex 52<sup>nd</sup> out of 152 other local authorities (2<sup>nd</sup> quartile).

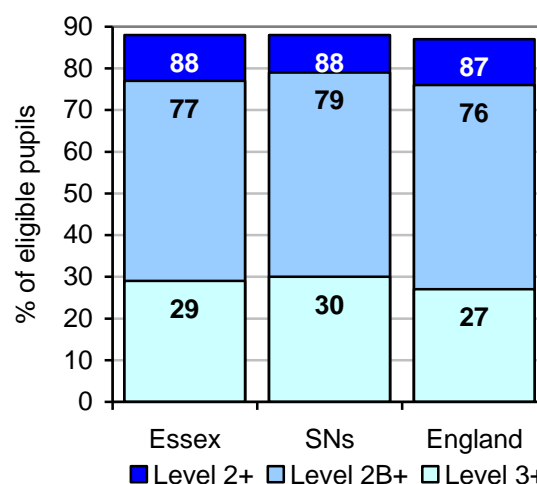


Figure 11: 2012 % of pupils achieving various levels of attainment in KS1 Teacher Assessments in Reading

## Writing

In 2012, the percentage of pupils achieving Levels 2B and above was 64%. This was an increase of 4% on 2011 performance. This matched the England average but was below the Statistical Neighbour average and ranks Essex 64<sup>th</sup> out of 152 other local authorities (2<sup>nd</sup> quartile).

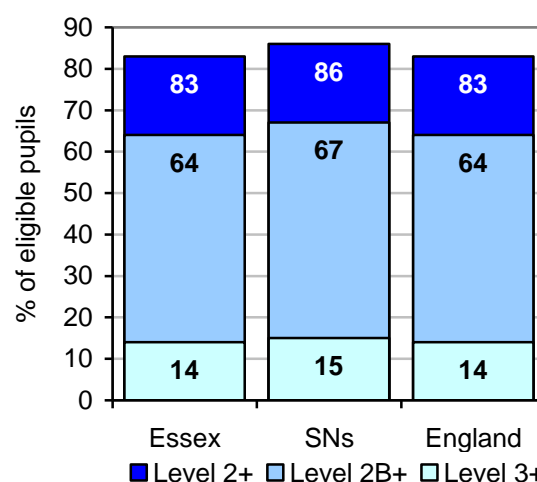


Figure 12: 2012 % of pupils achieving various levels of attainment in KS1 Teacher Assessments in Writing

## Mathematics

In 2012, the percentage of pupils achieving levels 2B and above was 77%, an increase of 1% on 2011 performance. This was above the England average but below the

Statistical Neighbour average and ranks  
Essex 63<sup>rd</sup> out 152 (2<sup>nd</sup> quartile).

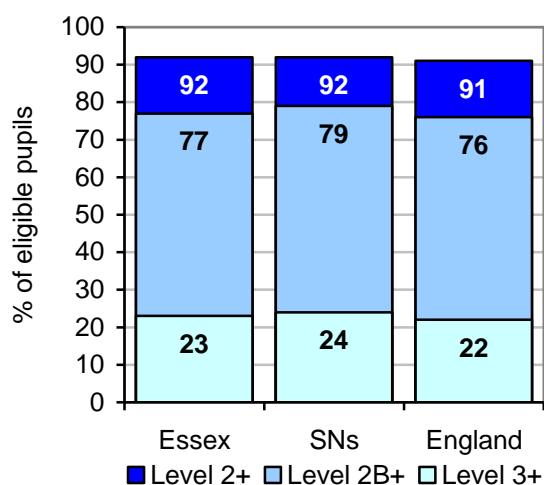


Figure 13: 2012 % of pupils achieving various levels of attainment in KS1 Teacher Assessments in Maths

## Top Quartile Performance

Essex is behind top quartile performance, by 1%, 2%, and 2% in Reading, Writing and Mathematics respectively.

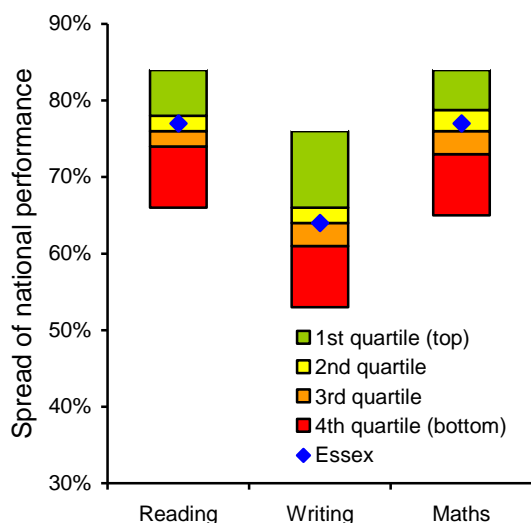


Figure 14: % of pupils in Essex achieving level 2B+ in Key Stage 1 in Reading, Writing and Maths in 2012 compared to national quartile bounds

## Key Stage 2

### Summary

- In 2012, Essex Key Stage 2 performance improved by 5% to 70% and equals that of England and its Statistical Neighbour averages
- Essex remains in the 3<sup>rd</sup> quartile for Level 4+ performance in English and Maths combined.
- Essex is ranked 80<sup>th</sup> out of 152 local authorities for the percentage of children achieving Level 4 and above in English and maths combined
- Primary schools are supported through the Primary Commissioning Team and Essex Education Consultancy Service to improve the quality of teaching and learning and leadership and management as well as wider whole schools programmes if the school is judged satisfactory or inadequate by Ofsted or where the local authority has identified concerns.

### Overview

As in previous years the Essex performance at Key Stage 2 is equal to that of its Statistical Neighbours and England averages. National rankings have remained relatively static but Essex remains in the 3<sup>rd</sup> quartile for most key measures.

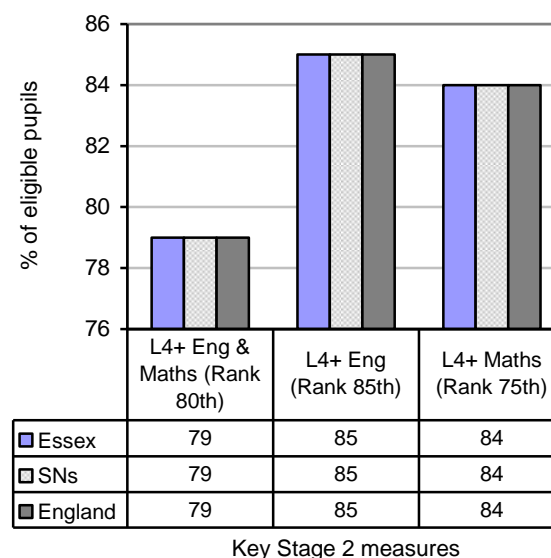


Figure 15: % achieving various Key Stage 2 measures in 2012

## Level 4+ English and Maths

Following two consecutive increases of 1% since 2009 to 74%, 2012 saw a 5% improvement in performance to 79%. This performance places Essex 80 out of 153 local authorities (3<sup>rd</sup> quartile) and is 3% below top quartile performance of 82%.

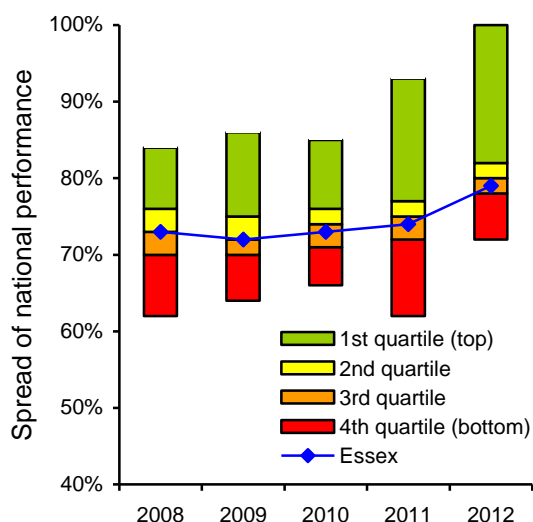


Figure 16: % of pupils in Essex achieving level 4+ in Key Stage 2 English and Maths compared to national quartile bounds

## Progress in English KS1-KS2

A 7% increase in performance to 88% in 2012 saw Essex's comparative results with England improve to just less than 1% below the national average. Essex is currently ranked 106<sup>th</sup> compared to other Local Authorities (3<sup>rd</sup> quartile) and is 4% below top quartile performance of 92%.

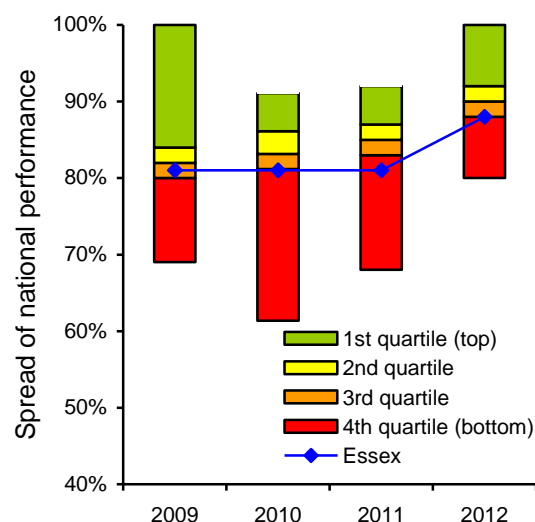


Figure 17: % of pupils in Essex achieving two levels of progress in Key Stage 2 in English compared to national quartile bounds

## Progress in Maths KS1-KS2

A 5% increase in performance to 86% in 2012 saw Essex's comparative results with England improve to around 1% below the England average. Essex is currently ranked 97<sup>th</sup> compared to other Local Authorities (bottom quartile) and is 4% below top quartile performance of 90%.

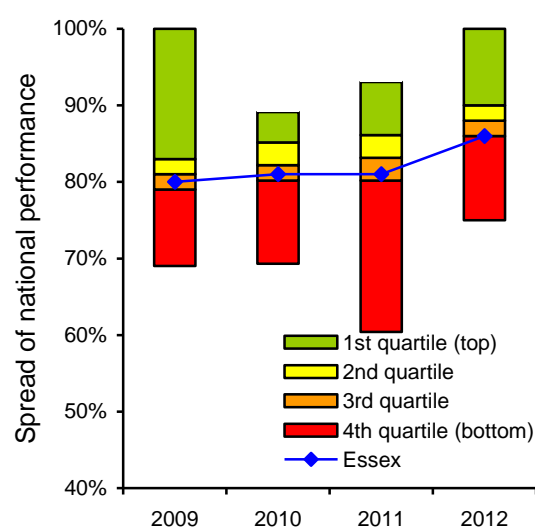


Figure 18: % of pupils in Essex achieving two levels of progress in Key Stage 2 in Maths compared to national quartile bounds

## Key Stage 4

### Summary

- In 2012, Essex matched or bettered the England average in all measures other than the percentage achieving 5+A\*-C GCSEs or equivalent (including English and Maths), in which our results were slightly lower than the national average
- 58.9% of pupils achieved 5+A\*-C including English and Maths. Essex is 70th out of 152 local authorities and is in the 2nd quartile.
- The percentage achieving 5+A\*-C in 2012 was 82
- 66.5% of pupils achieved two levels of progress between KS2 and KS4 in English
- 71% of Essex pupils achieved expected progress in Maths between KS2 and KS4 in 2012 which is above the England average.
- A proportion of Essex schools were affected by the changes made to the grade boundaries for the English GCSE which affected outcomes in some schools
- Secondary schools are supported through the Secondary Commissioning Team and Essex Education Consultancy Service to improve the quality of teaching and learning and leadership and management as well as wider whole schools programmes if the school is judged satisfactory or inadequate by Ofsted or where the local authority has identified concerns.

### Current Position

In 2012, Essex matched or bettered the England average in most Key Stage 4 measures although the percentage achieving 5+A\*-C GCSEs or equivalent (including English and Maths) was slightly lower than the England figure.

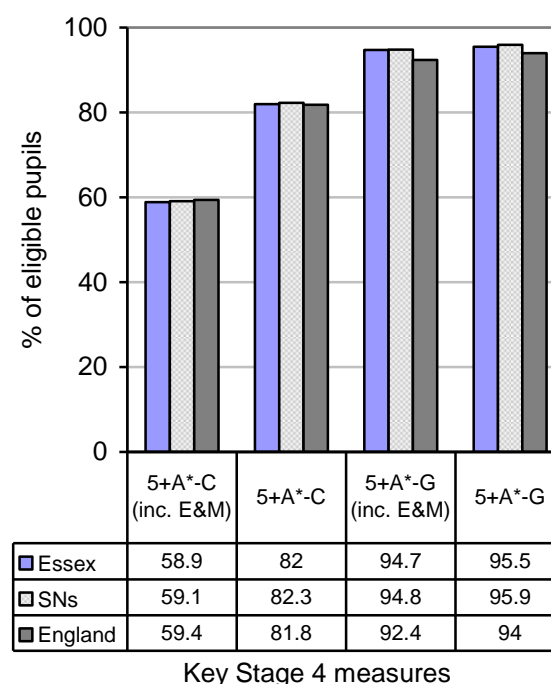


Figure 19: % pupils achieving various Key Stage 4 measures in 2012

## 5+A\*-C at GCSE or Equivalent (inc. English & Maths)

In 2012, 58.9% of Essex pupils achieved five or more A\* to C grades at GCSE or equivalent, slightly below Statistical Neighbours and England averages but a 0.7% improvement on 2011 performance. It is currently ranked 70<sup>th</sup> out of 152 local authorities (2<sup>nd</sup> quartile) and is 3% below top quartile performance of 61.9%.

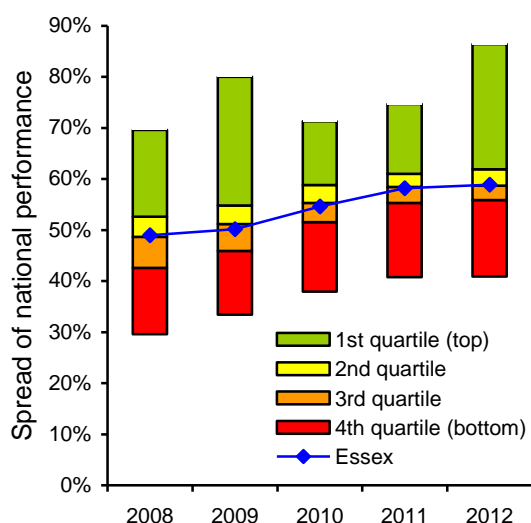


Figure 20: % pupils achieving 5+ A\*-C GCSE (inc English & Maths) over time compared to national quartiles

## 5+A\*-C at GCSE or Equivalent

Performance in Essex has steadily improved year on year since 2008 having risen from 63.3% to 82% over this period. It is currently ranked 96<sup>th</sup> out of 152 Local Authorities (3<sup>rd</sup> quartile) and is 4.8% below top quartile performance of 86.8%.

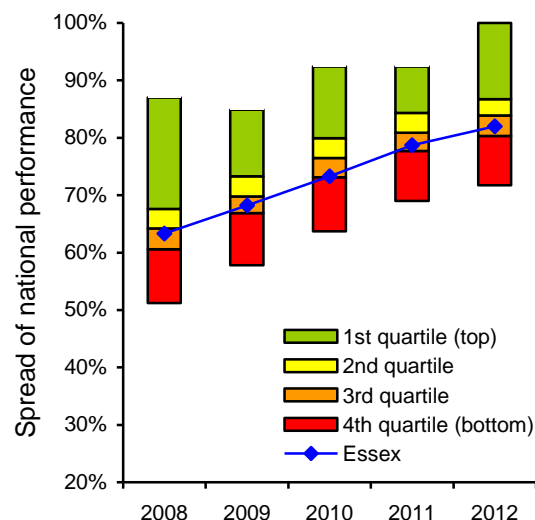


Figure 21: % pupils achieving 5+ A\*-C GCSE over time compared to national quartiles

## 3+ Level of Progress KS2-KS4 (English)

Essex saw a reduction in performance from 71.6% in 2011 to 66.5% in 2012. Essex's national ranking has remained relatively static since 2009 but currently stands at 101 out of 152 Local Authorities (3<sup>rd</sup> quartile) and 4.7% below top quartile performance of 71.2%. The decline in the English performance is a result on the national changes made to the GCSE grade boundary changes during the summer of 2012.

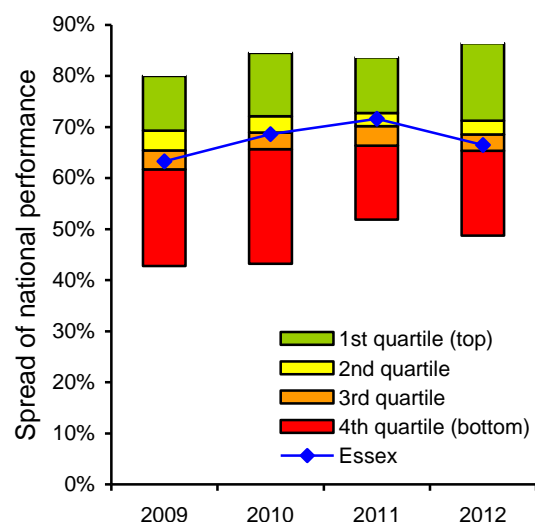


Figure 22: % pupils achieving expected progress KS2-4 English over time compared to national quartiles



### 3+ Level of Progress KS2-KS4 (Maths)

Progress in Maths has steadily improved since 2009, more rapid than seen nationally. 71% of Essex pupils achieved expected progress in 2012 (2.3% higher than the national average). Essex is currently 53<sup>rd</sup> out of 150 Local Authorities (2<sup>nd</sup> quartile) and is 2.3% below top quartile performance of 73.3%.

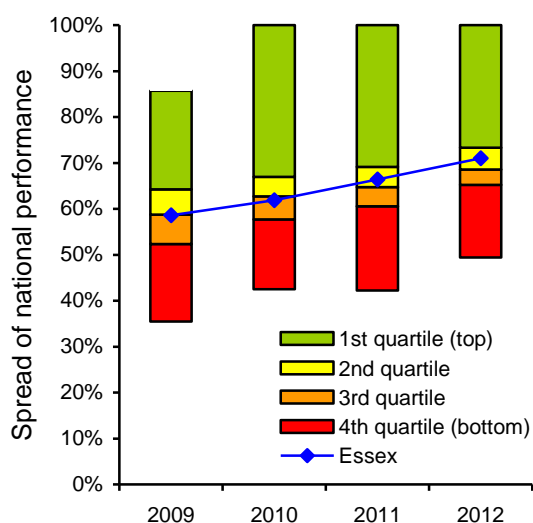


Figure 23: % pupils achieving expected progress KS2-4 Mathematics over time compared to national quartiles

## **Vulnerable Groups**

*This section focuses on the key priority vulnerable groups – children with Special Educational Needs (SEN), those on Free School Meals (FSM) and Children in Care. Further analysis of children with English as an Additional Language (EAL) and those from Black and Minority Ethnic (BME) backgrounds can be provided on request.*

### **Pupils with Special Educational Needs (SEN)**

The percentage of Statemented pupils achieving expected levels is above the England average at FSP and Key stage 4 but below at Key Stage 2. At FSP Essex performance exceeds the England average by 1% and Key Stage 4 by 2.7% but is below the England average by 1% at Key Stage 2

The percentage of School Action pupils achieving expected levels was below the England average for similar pupils at FSP, Key Stage 2 and Key Stage 4. At FSP Essex performance was 5% below the England average, 4% below at Key Stage 2 and 3.8% below at Key Stage 4.

School Action Plus pupils achieving expected levels of progress are again below the England average at FSP, Key Stage 2 and Key Stage 4. At FSP Essex performance is 5% below the England average, 10% below at Key Stage 2 and 5.9% below at Key Stage 4

### **Free School Meal Eligibility (FSM)**

#### **FSP**

Essex remains behind the England average of 48% and has 6% fewer FSM pupils achieving a good level of development at FSP (42%).

#### **Key Stage 2**

Essex performance is behind the England average of 66% at 62% of children with FSM achieving the expected level of attainment (level 4 with English and Maths). The gap however, has reduced from 6% in 2010 to 4% in 2012.

The Essex FSM/non FSM gap shrunk to 20% in 2012, from 27% in 2010. However the gap is still 3% above the England gap of 17%.

#### **Key Stage 4**

A 4.4% improvement in the performance of FSM pupils in 2012 sees Essex just 2% below the England average. In addition, the Essex FSM/non FSM gap has reduced further to 26.9% from 34.1% in 2010.

### **Children in Care**

Essex has made significant improvements in the expected outcomes for children and young people in care.

At key stage 2 the percentage of children in care achieving L4 with English and maths has increased to 57% from 35% in 2009.

The percentage of children achieving Level 4 in maths increased to 70% from 51% in 2009 and in English to 67% from 49% in 2009. Overall Essex performance exceeded the England average.

At key stage 4, the percentage of young people in care achieving 5A\*-C GCSE inc. English and Maths increased to 17.1% from 15.4% in 2009.

The percentage of young people in care achieving 5 A\*-C GCSE increased to 42.9% from 26% in 2009.

The percentage of young people in care achieving A\*-C GCSE in English and Maths increased to 17.1% from 16.3% in 2009.

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## Appendix A: SEN Tables

### FSP

		2008	2009	2010	2011	2012
School Action	Essex	8	13	17	15	22
	SN	16	17	22	25	30
	Eng	16	18	22	24	27
School Action Plus	Essex	7	13	11	10	18
	SN	13	16	19	22	27
	Eng	14	15	18	21	23
S'ment	Essex	2	4	6	6	6
	SN	3	4	6	5	6
	Eng	4	4	5	5	5

Figure 24: % of Essex SEN pupils achieving a good level of development in FSP across time compared to its Statistical Neighbour and England averages

### Key Stage 4

		2008	2009	2010	2011	2012
School Action	Essex	13.6	15.0	21.2	25.1	24.0
	SN	15.5	20.1	24.4	27.7	26.2
	Eng	16.9	21.2	25.9	27.6	27.8
School Action Plus	Essex	8.6	6.9	12.4	16.2	14.6
	SN	11.1	13.4	16.3	18.3	18.4
	Eng	11.0	13.3	17.1	19.3	20.5
S'ment	Essex	5.7	4.3	7.3	8.3	11.1
	SN	6.0	6.8	7.5	9.2	8.5
	Eng	5.3	6.1	7.3	8.5	8.4

Figure 26: % of Essex SEN 5+A\*-C GCSE (including English and Maths) across time compared to its National Quartile

### Key Stage 2

		2008	2009	2010	2011	2012
School Action	Essex	33	34	36	38	48
	SN	36	36	37	39	48
	Eng	39	32	41	43	52
School Action Plus	Essex	19	19	20	22	28
	SN	24	23	25	28	35
	Eng	27	25	29	31	38
S'ment	Essex	12	12	12	12	16
	SN	13	13	12	13	15
	Eng	14	11	13	15	17

Figure 25: % of Essex SEN pupils achieving level 4+ in Key Stage 2 English and Maths across time compared to its Statistical Neighbour and England averages

## Appendix B: FSM Tables

### FSP

		2008	2009	2010	2011	2012
FSM	Essex			33	33	42
	SN		Not published by DfE	37	41	46
	Eng			40	44	48
Non FSM	Essex			52	55	63
	SN		Not published by DfE	59	63	68
	Eng			59	62	67

Figure 27: % of Essex FSM pupils achieving a good level of development in FSP across time compared to its Statistical Neighbour and England averages

### Key Stage 2

		2008	2009	2010	2011	2012
FSM	Essex			50	53	62
	SN		Not published by DfE	49	52	60
	Eng			56	58	66
Non FSM	Essex			77	77	82
	SN		Not published by DfE	76	77	82
	Eng			77	78	83

Figure 28: % of Essex FSM pupils achieving level 4+ in Key Stage 2 English and Maths across time compared to its Statistical Neighbour and England averages

### Key Stage 4

		2008	2009	2010	2011	2012
FSM	Essex	21.5	20.0	27.9	30.0	34.4
	SN	20.3	21.9	26.0	29.2	30.3
	Eng	24.0	26.7	31.4	34.7	36.4
Non FSM	Essex	50.9	52.4	56.6	60.6	61.3
	SN	52.5	54.0	58.3	61.3	61.9
	Eng	51.8	54.5	59.0	62.2	62.8

Figure 29: % of Essex FSM 5+A\*-C GCSE (including English and Maths) across time compared to its National Quartile

## Appendix C: CiC Tables

### Key Stage 2

		2009	2010	2011	2012
	Essex	35	61	47	57
CiC	SN	28	43	33	47
	Eng	37	40	43	50

*Figure 30: % of Essex CiC pupils achieving level 4+ in Key Stage 2 level English and Maths across time compared to its Statistical Neighbour and England averages*

### Key Stage 4

		2009	2010	2011	2012
	Essex	15.4	9.5	12.0	17.1
CiC	SN			8.2	14.8
	Eng	10.9	12.4	13.6	14.6

*Figure 31: % of Essex CiC 5+A\*-C GCSE (including English and Maths) across time compared to its National Quartile*

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