

People and Families Scrutiny Committee

Educational Attainment 2022/23 academic year.

Cllr Tony Ball

Cabinet Member for Education Excellence, Lifelong Learning
and Employability

Clare Kershaw











Director of Education



Current Essex Schools

School Type	LA Maintained	Academy	Total	% Academy
All Through	0	2	2	100.0%
Nursery	2	0	2	0.0%
Primary	204	241	445	54.2%
Pupil Referral Unit	3	3	6	50.0%
Secondary	4	75	79	94.9%
Special	6	16	22	72.7%
Total	219	337	556	60.6%

The Changing School Population

Pupil Group	2020	2021	2022	2023	2024	Pre-COVID to Present: % Change	
All Pupils	214,488	216,731	218,970	221,520	223,319		4.1%
Disadvantaged*	41,304	41,089	43,549	44,815	45,238		9.5%
Non Disadvantaged*	157,904	159,511	158,867	160,504	161,644		2.4%
No SEN	184,550	185,876	186,788	187,350	185,996		0.8%
SEN Support	22,517	23,069	23,954	25,631	27,987		24.3%
EHCP	7,421	7,786	8,228	8,539	9,336		25.8%
BME	39,745	41,522	44,206	48,452	52,610		32.4%
White British	170,744	171,063	170,693	169,335	167,011		-2.2%
EAL	16,639	17,241	18,247	20,961	22,775		36.9%
English	197,187	198,741	199,908	199,732	199,602		1.2%

* applies to R-11 year groups only

Some ethnicities and languages were not recorded at the time of each respective January School Census

How we work with schools regarding school improvement:

- ECC has a statutory responsibility for school improvement across LA Maintained Schools
- However, ALL schools and academies are run on a day-to-day basis by a governing board and school leaders.
- DfE Guidance “*Governance Handbook for Academy Trusts and Maintained Schools*” defines the purpose of strong governance as providing “*confident and strong strategic leadership which leads to robust accountability, oversight and assurance for educational and financial performance*”
- All Boards have 3 core functions:
 - Ensuring clarity of vision, ethos and strategic direction
 - Holding executive leaders to account for educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
 - Overseeing the financial performance of the organisation and making sure its money is spent well
- The handbook calls for governing boards to be “ambitious” for their pupils and children.
- Statutory powers of intervention for LA’s and DfE is outlined in the “*Schools Causing Concern Handbook*” – powers of intervention are placed upon governing boards.

LA Maintained Schools and Academies

- ECC is neutral about academisation.
- Core strategic educational priorities are offered to all schools at no cost to ensure improvement across the county for ALL children and young people, e.g.:
 - Inclusion
 - Disadvantaged
 - School Partnerships
 - Levelling Up initiatives
 - Safeguarding
 - Early Years
 - Essex Educational Taskforce
 - Trauma Perceptive Practice
- There are strong professional associations in Essex (ASHE, EPHA, ESSET, ESGA) and ECC works across these associations as well as with individual schools and groups of schools
- ECC also works directly with governors
- Schools decide who they commission services from including ECC, Juniper and other private organisations.
- Essex **IS NOT** a DfE identified 'Education Improvement Area' or 'Priority Improvement Area'.

OVERVIEW OF 2023 EDUCATIONAL OUTCOMES

Performance & Business Intelligence (Education)

March 2024



Essex County Council

Key Messages

- Slightly more Essex schools graded at least good by Ofsted than nationally but fewer pupils attending such schools.
- At least a 2% points improvement on 2022 outcomes for attainment measures across the primary phase.
- Essex outcomes consistently higher than other LA comparator averages to the age of 11.
- Whilst KS2 performance compares favourably, to achieve the Government target of 90% pupils achieving the expected standard in Reading, Writing and Maths by 2030, this still means more than 5000 more pupils need to achieve each year.
- KS4 outcomes are lower than in 2022 but this was anticipated due to DfE reverting back to pre-COVID marking standards. The same reduction in performance was seen nationally too.
- Essex KS4 performance lower than all comparator averages and in the fourth quartile nationally for Progress 8.
- Disadvantaged pupils in Essex perform lower than their national peers
- The disadvantaged gap also progressively increases - from 22% points at age 5 to nearly 34% points at age 16
- Absence rates were lower in Essex than national
- The permanent exclusion rate in Essex is consistently lower than nationally (although is increasing). However, a greater proportion of pupils received at least one suspension
- The span between district performance increases throughout the key stage – from 10% points at age 5 to nearly 23% points at age 16
- High performance across all key stages for EAL pupils and those from Asian and Black ethnic groups

% schools graded good or outstanding as at 31 08 23		
School Type	Essex	England
Primary	92.2%	90.0%
Secondary	74.4%	81.4%
Special	94.7%	89.3%
All (including PRUs)	89.5%	88.7%

% pupils attending good or outstanding schools as at 31 08 23		
School Type	Essex	England
Primary	92.9%	91.5%
Secondary	75.7%	83.9%
Special	97.6%	92.8%
All (including PRUs)	85.7%	88.3%

Schools by Overall Effectiveness Grade as at 31 08 23					
District	Outstanding	Good	Requires Improvement	Inadequate	% good or outstanding
Uttlesford	4	35	2		95.1%
Brentwood	8	22	2		93.8%
Epping Forest	3	38	1	2	93.2%
Chelmsford	15	51	4	1	93.0%
Basildon	13	41	5		91.5%
Colchester	11	61	3	4	91.1%
Braintree	6	50	4	2	90.3%
Harlow	1	33	3	1	89.5%
Essex	76	417	41	17	89.5%
Castle Point	6	20	3	1	86.7%
Rochford	3	19	5		81.5%
Maldon	3	14	2	2	81.0%
Tendring	3	33	7	4	76.6%

* 6 schools were yet to be inspected

2023 Attainment Outcomes: Primary Phase

		Shows highest performance			
Key Stage	Measure	Essex	ER	SN	England
EYFS	% Good Level of Development	68.9	67.2	69.4	67.2
Year 1 Phonics	% expected standard	79.3	78.0	79.2	78.9
Key Stage 1	% expected standard - Reading	70.4	67.5	70.1	68.2
	% expected standard - Writing	62.5	58.5	61.6	60.1
	% expected standard - Maths	72.6	69.5	71.9	70.4
Key Stage 2	% expected standard - RWM	61.1	58.0	58.6	59.8
	% expected standard - Reading	74.0	72.7	73.3	73.3
	% expected standard - Writing	73.4	69.8	71.3	71.7
	% expected standard - Maths	74.4	72.1	72.0	73.3
	Progress score - Reading	-0.1	-0.1	-0.4	0.0
	Progress score - Writing	0.3	-0.3	-0.6	0.0
	Progress score - Maths	0.0	-0.2	-0.7	0.0

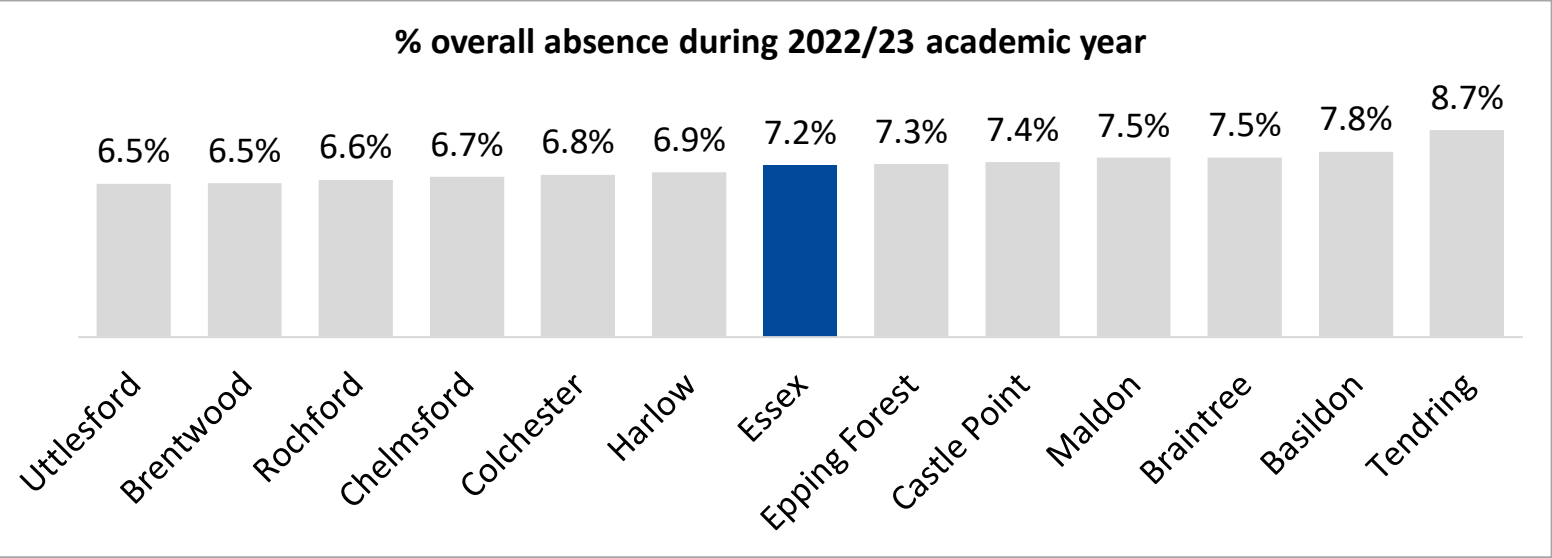
2023 Attainment Outcomes: Secondary Phase

		Shows highest performance			
Key Stage	Measure	Essex	ER	SN	England
Key Stage 4	% 9-4 in English & Maths	63.7	66.3	65.7	65.4
	Attainment 8 score	45.3	46.6	45.9	46.4
	Progress 8 score	-0.18	0.01	-0.06	-0.03
Key Stage 5 (college data not included)	Average APS per A level entry	34.6	34.3	33.0	34.6
	% achieving 2+ A levels	87.0	87.3	84.4	86.7
	% achieving AAB or better in A levels*	17.7	16.2	14.6	17.2

* in facilitating subjects

Absence

Absence measures during the 2022/23 academic year								
Measure	Primary		Secondary		Special		All Schools	
	Essex	England	Essex	England	Essex	England	Essex	England
% overall absence	5.9%	5.9%	8.8%	9.0%	12.0%	13.0%	7.2%	7.4%
% authorised absence	4.4%	4.3%	5.6%	5.7%	10.6%	9.9%	5.0%	5.0%
% unauthorised absence	1.5%	1.6%	3.2%	3.3%	1.4%	3.2%	2.2%	2.4%
% persistent absence (10%+ sessions missed)	15.6%	16.2%	25.4%	26.5%	37.6%	38.5%	20.2%	21.2%
% severe absence (50%+ sessions missed)	0.7%	0.7%	3.3%	3.4%	4.5%	6.3%	1.9%	2.0%



Exclusions

Exclusion and Suspension measures per academic year						
Academic Year	Permanent Exclusions (per 100 pupils)		Fixed Term Suspensions (per 100 pupils)		Pupils with 1+ suspensions (per 100 pupils)	
	Essex	England	Essex	England	Essex	England
2020/21	0.03	0.05	4.04	4.10	2.18	2.13
2021/22	0.05	0.07	6.87	6.10	3.15	2.73
2022/23	0.07	0.10	9.30	8.77	3.86	3.37

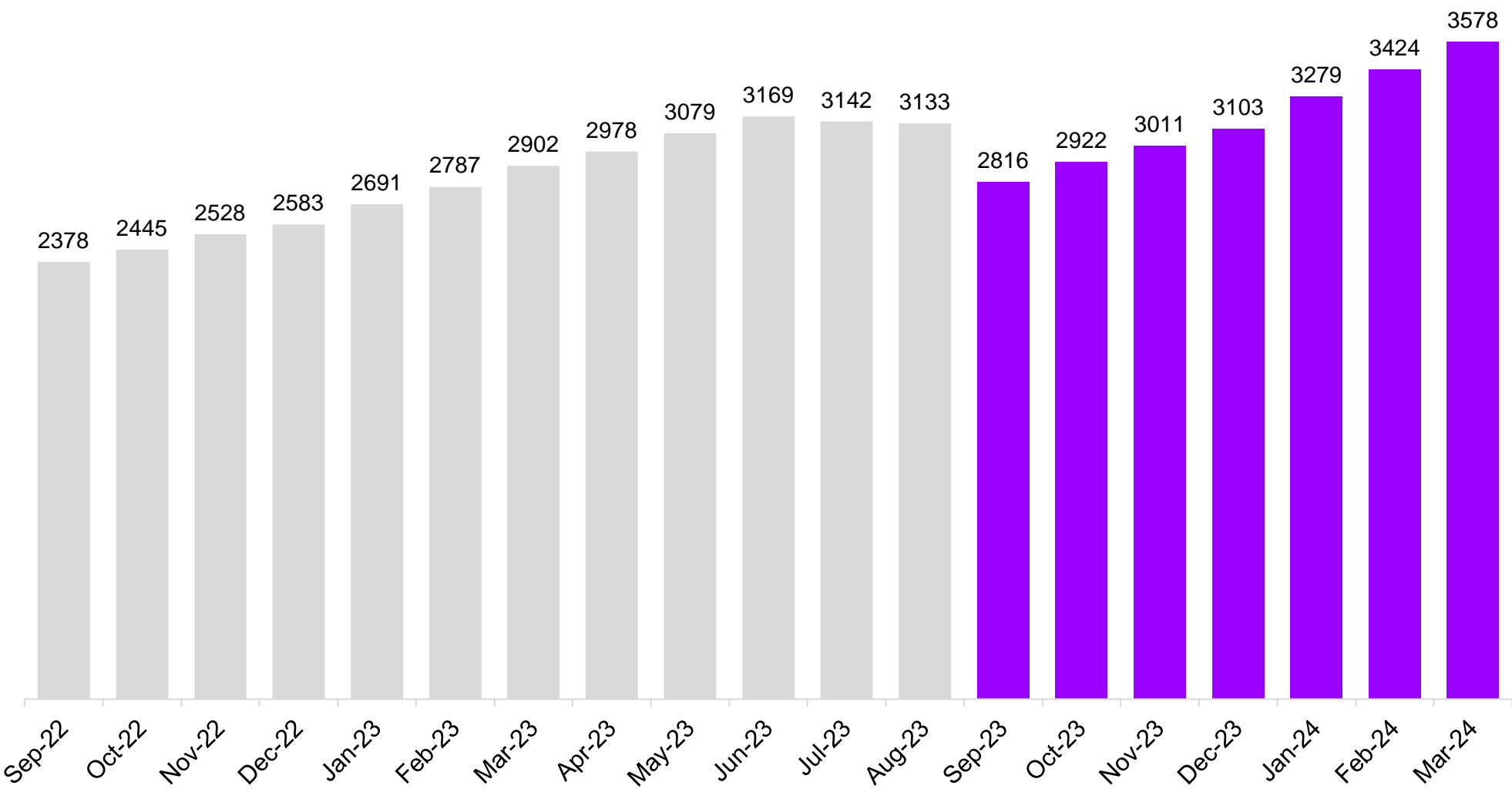
Note: Analysis by the Education Access team for the 2023/24 year to date shows a significant increase in both referrals to the LA and permanent exclusions that are upheld. Compared to the same point in 2022/23, there is currently a 179% (14-39) increase in referral numbers from primary schools and 21% increase from secondary schools (143-173).

A referral means that the school have sent the official letter to the parent / carer that the pupil has been permanently excluded, and have also notified the LA. This triggers a response from Education Access to fulfil the LA’s statutory duty to provide education from the 6th day.

Alternative outcomes to avoid a PEX may have been secured for some of the pupils or the governing body may have reinstated the pupil. Due to the appeal process and other work that may be happening with the school and the pupil the current years data must be seen as a snapshot in time and not be taken as an accurate reflection of the number of Essex children PEX from their school as this may change. For the first three half terms of 2023/24, there have been 212 referrals (compared to 157 at the same point in 2022/23). As explained, **not all of these will be upheld** and the actual number that result in a permanent exclusion will not be known until the end of the 2024 calendar year.

Electively Home Educated (EHE)

March 23 to March 24 shows a 23% increase in numbers



How ECC directly supports schools to improve:

Schools have access to a wide range of support including:

- Essex Schools Infolink resources
- Weekly email communication updates
- Termly meetings with the professional associations
- Termly director briefings with chairs of governors
- The development of county wide strategies and local initiatives
- Access to staff expertise including:
 - School Effectiveness Partners
 - Early Years Education Partners
 - Education Access Team
 - Attendance specialists and attendance compliance
 - Inclusion Partners
 - School Place Planning Team
 - School admissions
 - Safeguarding advice and termly forums
 - Emotional Wellbeing support
 - School crisis support
- Maintained schools also access:
 - Health and Safety
 - School building maintenance support
 - School finance support
 - School based interventions (voluntary and statutory)

Disadvantaged outcomes – our approach

- Offer of support for all Essex schools (maintained and academies) since 2020
- Training for a senior leader with responsibility for overseeing the outcomes of disadvantaged pupils on best practice, signposting to schools and approaches that lead to improved outcomes
- Support with the development of inclusive practice linked to relationships, language development and comprehension, metacognition and self-regulated learning and social, emotional and mental health

Disadvantaged outcomes and the self reflection tool (slide 22)

- Schools complete a reflection tool annually to aid their thinking and support reporting to governors/trustees and the development of the Pupil Premium Grant (PPG) statement (which is required on schools' websites)
- The reflection tool supports with monitoring and evaluation of the impact of the strategy. It identifies where a school is at in their journey to being 'mature' ('there is extensive evidence that the seven main outcomes in the school are embedded and impacting on pupil outcomes').
- Schools and the School Effectiveness team have each school's data on outcomes and maturity to support school improvement planning. Some schools have started to look at partnership data.

Responding to exclusions:

- Only the headteacher of a school can make the decision to exclude and only the governing board of the excluding school have the right to reinstate the pupil
- The Education Access team have produced a guidance document for schools on best practice to manage exclusions, encouraging early conversation with the IP or the EAT.
- Education Access work closely with excluding schools to ensure they understand the risks associated with exclusion and will try and find a different response to avoid an exclusion although this often means an alternative education package funded by the LA.
- Only if the pupil is a CIC or has a social worker does the LA have to be consulted prior to an exclusion and only the Virtual school and or social worker have an automatic right to be part of the appeal hearing for these pupils.
- EAT have no right to attend GB hearings unless the school is a maintained school. However, the team do send a statement to the GB for all exclusions and attend, if possible, where we are invited. Our statement to the governing board has recently been updated and trialled in south.
- Patterns and trends on high excluding schools / MATS are shared with ADs and Inclusion Teams and collaborative approaches to highlight concerns are taken.
- We are currently working with ASHE to develop some principles around headteachers use of exclusions, and this work will be finalised in the summer term.

Essex School Partnership Strategy 2021- 2025

***“Accelerators of
school
improvement”***

Building on the success of the School Led Improvement Strategy, this School Partnership Strategy seeks to expand and mature the system of school partnerships across Essex to accelerate school improvement and outcomes for all children and young people.

School Partnerships refers to all types of partnerships, including local authority-maintained school partnerships and multi-academy trusts (MATs).

Aims of the School Partnership Strategy

The aims of this strategy are to **mature partnerships into accelerators of school improvement** and to enable partnerships to become **enablers and drivers of education strategy**. This means that partnerships have a tangible, sustainable impact on school improvement outcomes for children and young people, school staff and wider community. Through direct partnership working, partnership to partnership working and through shaping and implementing the wider education strategies of Essex.

Maturing the partnership system and structures into accelerators of school improvement

Peer Review

Partnership Evaluation Development Tool (PEDT)

Leadership Handbook

Culture, environment and ethos

Approach to engaging with the Teaching School Hubs at partnership and board level.

Partnership to partnership working

Wellbeing and support

Partnerships as drivers and enablers of education strategy

Trauma Perceptive Practice

SEND Strategy

Inclusion Framework

Disadvantaged Strategy

COVID response and recovery

Early Years

Core Offer to Partnerships* 2023/2024

* School Partnerships refers to all types of partnerships, including local authority-maintained school partnerships and multi-academy trusts (MATs) and mixed partnerships of maintained and academy schools.

Up to 4 days LA flexible support across the year which will include

- SEP will arrange a termly meeting with partnership Lead/MAT CEO or steering / management group - this will depend on size of partnership and the relationship and knowledge of the partnership. This meeting will include how collaborative working can improve curriculum equity and opportunity for all pupils with a focus on Disadvantage and SEN Support outcomes*
- SEP support for collaborative working in and between partnerships so that Partnerships can be accelerators of school improvement.
- Support for Peer review if requested
 - Facilitating/Quality assuring peer review
 - Assessing the Impact of Peer review
 - capacity training for Peer Review
- Support with Partnership Meeting agenda planning
- Support and training for Partnership Evaluation and Development Tool and outputs where requested
- County Partnership Leads meetings
- Support and attendance at Quadrant meetings
- Support with analysis and resulting actions of partnership data pack if purchased
- Support for Quadrant chairs in their role
- Support with identification of additional traded work to support the partnership agreed priorities.

Working with LA Maintained schools

Maintained schools receive a core offer of school improvement support depending on their level of concern to ECC

Prioritisation of maintained schools

- All maintained schools will be allocated their **core offer based on the level of prioritisation** awarded to them.
- Schools are currently familiar with this model and it has been communicated that this is the intended mechanism by which schools will continue to be prioritised.
- Maintained schools will continue to be monitored through the **Standards and Intervention Board for moderation of prioritisation** as well as any decision making that may need to be taken if a school is causing significant concern.

	HIGH	MEDIUM	LOW
SAFEGUARDING	Safeguarding is ineffective (evidenced by a review/ high number of qualifying complaints) therefore the school's arrangements for safeguarding pupils gives the LA serious cause for concern.	There has been an increasing number of complaints where advice has had to be given in relation to the schools safeguarding procedures and practices. This has made the school vulnerable at this time.	School is unlikely to be inspected this academic year.
INSPECTION	Schools which remained good under an Ungraded inspection and received an indication that their next inspection will be Graded because there are identified priorities for improvement. The school is due inspection AY2023-2024.	Schools which have had a recent Ungraded inspection which indicated that they are unlikely to retain good at their next inspection. There is evidence that the school has addressed the areas for improvement and on track to be judged at least a Good school.	
	Good or Outstanding school due an Ungraded inspection but there is a known risk that the inspection could convert to a Graded inspection.	Schools which remained good under an Ungraded inspection and received an indication that their next inspection will be Graded. Ofsted evaluated that there is enough evidence of improved performance to suggest that the school could be judged outstanding.	
	Good or Outstanding school, due a Graded inspection, but there is a known risk that is unlikely to be judged at least good if inspected within the academic year.	School is likely to be inspected in the academic year and was not supported as a medium priority school last year.	School is due an inspection, it was supported as a medium priority last year and is on track to be judged at least a <u>Good</u> school.
	Requires improvement due Graded inspection AY2023/24 and there is evidence that the school is unlikely to be judged at least a Good school if inspected.	School is currently graded as Requires Improvement.	
	Requires improvement for the last 2 inspections and due Graded inspection.	EYF5/Sixth Form judgement is less than Good.	
	Inadequate Ofsted outcome	Inadequate Ofsted but there is evidence that the school will be Good at its next Graded inspection.	
LEADERSHIP	The school is experiencing temporary adversity affecting leadership, governance, staffing, SEND, budget, which is impacting on leadership and management of the school.	Has a new or acting headteacher this year.	
	As a result of a likely deficit in the future, or due to school receiving an LA loan, the School is undergoing a significant staffing or school restructure and this is likely to impact on leadership and the quality of provision.	The School is experiencing a challenging time which may be linked to a critical incident, significant leadership changes and, therefore, additional support for at least this term is required.	
		School is going through a consultation for a structural change, significant expansion or was recently amalgamated, federated or is in its first year of operation.	
	There are concerns about inclusive practices (e.g., admissions practices, off-rolling, use of part time timetable/AP, equality of curricular access, etc.).	Leaders are committed to inclusive practices (e.g., admissions practices, off-rolling, use of part time timetable/AP, equality of curricular access, etc.), but the impact of their work (as evidenced by their self-evaluation) is not fully embedded across the school for all pupils.	
	There are concerns in relation to key indicators such as permanent exclusions, suspensions, EHE, absence/persistent absence, SEND/DA outcomes.	There are emerging, or isolated concerns in relation to key indicators such as permanent exclusions, suspensions, EHE, absence/persistent absence, SEND/DA outcomes.	

Traded Offer

Schools are be able to access the school improvement services brochure and booking form via Schools Info Link which details the type of support available to schools and to governing bodies. Alternatively, schools may wish to speak to their named School Effectiveness Partner about any school improvement support they require.

Within the school improvement services brochure, schools will be able to browse the pen portraits of the school improvement team, which gives an overview of some of their key specialisms.

Also contained within the brochure is the detail of one off training dates and costs for some specific activity e.g. training support for teachers to effectively carry out statutory assessment processes.

Examples of some of the type of school improvement support available:

- Headteacher performance management with/without a mid-year review
- Bespoke reviews – E.g. Curriculum/RSE/Inclusion/Disadvantaged/Governance
- Self-evaluation sustainable schools' toolkit
- Early Reading and Phonics
- Middle and senior leadership development
- Bespoke Governor training and support
- Assessment and Moderation
- Statutory assessment support (administration of KS1 and KS2 stat test, phonic screening check, KS1 & 2 assessment writing clinics, moderation health checks)
- Sixth sense (Bespoke 6th Form support for schools and colleges)
- Flying start (new headteacher support)
- Data packages available to schools

Supporting Inclusion



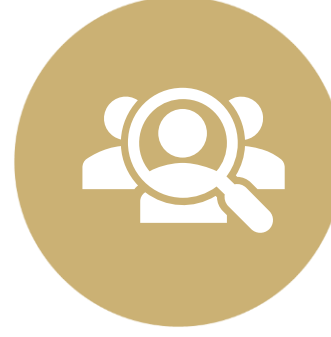
Inclusion Strategy

Our vision and commitments, for equity and excellence in education for all children and young people.



Inclusion Framework

Enabling early intervention and inclusion in mainstream schools through the principle of Lives without Labels.



Inclusion Reviews

Supporting schools to review and reflect on their culture, provision and practices.








Resources & Learning

Research visits, gathering and sharing intelligence and best practice, as well as professional learning programmes.

Tendring Education Strategic Board





- Formed in 2020/2021
- Twinned with the Norwich and Ipswich Educational Improvement Area - £175K DfE investment
- Priorities:
 - Attendance
 - NEET
 - Recruitment
- Latterly a Levelling Up Area - £500K ECC Investment
 - Speech Language and communication
 - Communication Hubs
 - Attendance

TESB Overview – focus on change between 2022 and 2023

		2022	2023	Change**		
EYFS: % GLD	Tendring	65.8%	69.1%	3.3%	<div><div></div></div>	
	Essex	66.8%	68.9%	2.1%	<div><div></div></div>	
Yr 1 Phonics: % expected	Tendring	70.5%	74.9%	4.4%	<div><div></div></div>	
	Essex	75.3%	79.3%	4.0%	<div><div></div></div>	
KS1 RWM: % expected	Tendring	51.1%	55.7%	4.6%	<div><div></div></div>	
	Essex	55.6%	57.8%	2.2%	<div><div></div></div>	
KS2 RWM: % expected	Tendring	45.0%	52.6%	7.6%	<div><div></div></div>	
	Essex	58.8%	61.1%	2.3%	<div><div></div></div>	
KS4: % 9-4 Eng & Maths*	Tendring	55.1%	51.3%	-3.8%	<div><div></div></div>	
	Essex	68.2%	63.7%	-4.5%	<div><div></div></div>	

* performance expected to fall (Tendring falls by less)

** RAG looks at in year change only and is not a performance RAG

		2022	2023	Change**		
% overall absence	Tendring	9.6%	8.7%	-0.9%	<div><div></div></div>	
	Essex	7.7%	7.2%	-0.5%	<div><div></div></div>	
Permanent exclusion rate	Tendring	0.05	0.08	0.03	<div><div></div></div>	
	Essex	0.05	0.07	0.02	<div><div></div></div>	
% NEET/Unknown	Tendring	7.1%	8.1%	1.0%	<div><div></div></div>	
	Essex	4.1%	5.2%	1.1%	<div><div></div></div>	
Ofsted: % schools at least good	Tendring	72.3%	76.6%	4.3%	<div><div></div></div>	
	Essex	89.6%	89.5%	-0.1%	<div><div></div></div>	



Tendring change better than Essex



Tendring change slightly worse than Essex

Harlow Futures Levelling Up

- Formed in 2022/23
- Voice of Young People shaped the priorities
 - Priorities:
 - Emotional Wellbeing and Mental Health
 - Early Years
 - Reading
 - NEET

Essex Education Taskforce

- Formed in May 2021 as a response to the lost education of children and young people during the pandemic.
- Independently Chaired
- Representatives from EY – Post 16, business and voluntary sector
- In total £3.5m investment
 - Emotional Wellbeing and mental health
 - Essex Year of Reading
 - Essex Year of Numbers
 - Essex Year of???

Overview – Essex Year of Reading

The Essex Year of Reading was a £1 million, countywide campaign launched in 2022 aimed at helping every child to become a confident reader and leave school able to read at their age level or better. Over 30 projects were funded by the Year of Reading and delivered to schools and families across Essex throughout the year.

- Schools engaged in 877 events
- KS2 comprehension age increased by 14 months through the Reading Fluency programme
- KS3 comprehension age increased by 13 months through the thinking reading programme
- Every child in Essex given a library card - 3,300 children's library cards used since the campaign
- 98% of families engaged felt inspired to use the library more
- 5,455 children took part in a Winter Reading Challenge
- Over 3,300 downloads of the Year of Reading app
- 80 early years practitioners engaged in Continuous Professional Development workshops
- ECC hosted the National Literacy Trust Annual Conference March 2024

Overview – Essex Year of Numbers

The Essex Year of Numbers is a £1.5million countywide campaign that aims to inspire a love of learning, with a focus on numeracy. It is a year of exciting learning opportunities, fun events and initiatives aimed at children aged 0 to 18-years-old. The events, competitions and initiatives aim to give every child's maths skills a magic boost

- 38 internal and external partners funded to run projects throughout the year
- 95 Numberstacks kits delivered to schools during the autumn term, a further 59 in Spring Term – 155 Total
- 700 children engaged in the Winter Talks events in December
- 3 teachers from Essex schools seconded to support the Year of Numbers project
- Opportunities to earn a financial literacy certificate with HSBC
- My First Love Maths project with the RAF (10,000 pupils engaged)
- Bobby Seagull acting as ambassador (lots of positive press coverage)

Acronyms

KS	Key Stage
ER	Eastern Region
SN	Statistical Neighbours
LA	Local Authority
EYFS	Early Years Foundation Stage
GLD	Good Level of Development
SEN	Special Educational Needs
EHCP	Educational Health and Care Plan
RWM	Reading, Writing and Maths
PEX	Permanent Exclusion
DfE	Department for Education

ASHE	Association of Secondary Schools in Essex
EPHA	Essex Primary Headteacher Association
ESSET	Essex Special Schools Educational Trusts
ESGA	Essex School Governor Association
TESB	Tendring Education Strategic Board