

		AGENDA ITEM 6
		PAF/04/17
Committee:	People and Families Scrutiny Committee	
Date:	Thursday 9 March 2017	
Enquiries to:	<p>Name: Clare Kershaw</p> <p>Designation: Director for Commissioning Education and Lifelong Learning</p> <p>Contact details: clare.kersahaw@essex.gov.uk</p>	

Educational Attainment Annual Report 2015-16

Summary:

To receive the annual report on Educational Attainment for 2015-16.

An Overview of 2016 Educational Achievement in Essex

1. Purpose of the report: Scrutiny of attainment and progress in the 2015-16 academic year

This scrutiny report presents educational outcomes for children and young people in Essex primary, secondary and special schools for the academic year ending summer 2016, covering Early Years Foundation Stage, Key Stages 1, 2, 4 and 5. It includes an update on absence levels and those young people Not in Education, Employment and Training (NEETs), as well as an overview of specific cohorts of pupils. It also covers Ofsted inspection outcomes, as at the end of academic year 2015/16 and updated as of December 2016.

Annex 1 appended to this report sets out the detailed data overview across Key Stages and pupil groups. **Annex 2** presents additional tables and charts with full breakdowns by districts and pupil groups.

2. Background

Essex's Lifelong Learning strategy launched in 2013 set out the authority's vision and key measures for the next five years:

- Every school in Essex to be at least a good school;
- To ensure outcomes for children and young people are in the top quartile nationally;
- To reduce the gap in achievement between children and young people from deprived backgrounds and their peers, in line with the highest performing 25% of local authorities nationally.

These priorities formed the basis for the Council's Outcome 3 Commissioning strategy: People have aspirations and achieve their long term ambitions through education, training and lifelong learning, adopted by the Council in February 2014. The strategy sets out the ambition that these priorities outlined above will be achieved by 2018.

In order to achieve the authority's vision, we are committed to deliver a School Led Improvement System (SLIS) across all schools in Essex. 27 partnerships have received funding to provide capacity and each partnership has signed a memorandum of understanding with a commitment to collaborative working.

This report summarises the progress in improving educational attainment and progress, supported by a detailed analysis set out in the Educational Scrutiny Report and in progressing towards the targets as set out in the Commissioning Strategy.

3. Summary of progress against targets

At the end of the academic year 2015/2016, there was a very good improvement on the percentage of pupils attending good and outstanding schools in Essex (9% points in primary and 14% points in secondary).

Essex finalised examination results for 2015/2016 show the gap is reducing to top quartile authorities, with Essex maintaining or improving at all key stages. This year's scrutiny report includes quartile positions comparing Essex to all other authorities (see page 37 of the Annex):

- Essex's performance for almost all indicators at Early Years and Key Stage 1 places it in the top or second quartile. With over half of Essex schools having attainment that placed them in the top quartile, Essex is now in the top quartile for EYFS outcomes.
- In line with national performance, there was a further increase in the percentage of Year 1 pupils (aged 6) meeting the expected standard in phonics. Essex is in the third quartile with an improved ranking of 58th from 64th in 2015
- At Key Stage 2, Essex is now in the second quartile for all indicators except Reading, this represents continued improvement made in the ranking position for the key threshold measure of reading, writing and maths combined which is now 50th from 63rd last year and sees Essex within 2% points of top quartile.
- At Key Stage 4, Essex is now in the second quartile for all performance indicators.
- At Key Stage 5, Essex schools feature in the top quartile for 2 of the 9 national attainment measures including the percentage of students gaining 3+ A grades and the percentage of A level students achieving grades AAB or better at A level, of which at least two are in facilitating subjects. They are in the second quartile for all other measures.

For vulnerable groups, the gaps between their achievement and that of all other pupils is broadly similar to the gap seen nationally, but for some it remains wide, particularly when looking at the progress between key stages and for children with special educational needs (excluding statemented children).

4. Overview of results and measures to address school improvement

Ofsted performance

- At the end of December 2016, 92% of primary, 95% of secondary, and 100% of special schools in Essex were judged to be good or outstanding (compared to 65%, 58% and 79% respectively in 2011/12). (At the end of the academic year we were in line with national at 89% in Essex Primary schools).
- Essex is outperforming the England average for the number of good and outstanding secondary schools.

[see pages 35 to 36 of Annex 1 - Education Scrutiny report]

Essex schools, both maintained and academies, are responsible for their own improvement. The expectation is that all schools will monitor and evaluate the quality of education they provide and the standards they achieve for all children. ECC works in partnership with all Essex schools, both maintained and academies, in the essential task of raising standards and narrowing the achievement gap between different groups and individuals. In working with academies, ECC works closely with the DfE and Regional Schools Commissioner to ensure that standards are closely monitored and performance issues addressed.

There have been marked successes over the past three years, particularly in respect of schools previously graded requires improvement and inadequate. Essex continues to buck the trend with secondary performance, in comparison with national performance. Primary performance is also improving, but continues to require a focus on those schools who have received a second judgement of 'requires improvement' and those who have not been able to maintain their 'good' judgement. The Standards and Excellence Service and its commissioners (SECs) have clear processes and protocols to assess all schools, enabling a clear prioritisation of intervention and support to be established for under-performing schools and appropriate commissioning for support undertaken. Support is prioritised for schools requiring improvement and in a category; however these are supplemented by visits to good and outstanding schools to enable more collaborative working and sharing of good practice to support school led improvement partnerships. The service works closely with the DfE and Regional Schools Commissioner to share intelligence about the performance and progress of academy trusts in Essex, and to support the East of England region ambition to ensure that no academy or free school will be judged less than good.

An indication of progress being made is seen in the reduction of the number of schools who do not meet the required national floor standard during the 2015/16 academic year, now at 3% for primary schools (11) and 6.8% for secondary schools (5).

The focus on three locality areas (Tendring, Harlow and Basildon) and collaborative local partnerships have continued to see sustained improvements across these 3 areas. The Basildon Excellence Panel (BEP) has set challenging targets for 2017, and results continued to improve in all key measures across the primary phase with 96% of primary schools eligible for inspection judged at least a good school by Ofsted. There are 5 schools which recently became sponsored academies, these schools were previously judged a good school prior to their closure. Only one school in BEP requires improvement and is sitting on two RI judgements.

As of December 2016, for Harlow District, the percentage of good and outstanding primary schools (those open and inspected) is 86% (up from 62% in August 2014); with all secondaries being good and outstanding. Similarly for Tendring District, which

has seen an increase where 95% of primaries (up from 56% in August 2014) and 100% of secondaries (up from 43% in August 2014) being judged good or outstanding (See page 68 of Annex 2 - Additional tables)

5. Overview of results and measures to address pupil outcomes

5.1 Early Years

- With over half of schools in the top quartile, Essex is now in the Top quartile overall, reaching our 2018 ambition a year earlier
- The inequalities gap between average GLD performance and the lowest 20% continues to decrease.
- There have been good improvements in every learning goal over the last three years. The gender gap has reduced in 13 out of the 17 Early Learning Goals over this period.

[see pages 38 to 40 of Annex 1 – Education Scrutiny report]

Essex EYFSP continues to show an improving trajectory with 11 out of the 12 districts attaining a GLD above national. A range of strategies have been implemented to support this steady increase with interventions in both schools and early years settings taking place across the year.

School readiness projects in Essex within targeted districts and localities continue to be a focus in supporting effective transitions and to increase the Good Level of Development (GLD) outcomes for all children.

There has been significant input into the Braintree District, which had the lowest GLD outcomes in 2015, including pre-moderation visits to targeted schools, training on using social media to better engage with partners, training on the home learning environment and building relationships with parents, resource bags provided to schools and settings in target areas to support parental engagement and facilitation of transition events such as the 'transition speed dating' session that took place in Halstead involving settings and schools.

Tackling the attainment of disadvantaged children remains a high priority and work has been undertaken to increase the number of 2 year olds accessing Free Early Education Entitlement, in conjunction with Children's Centres, settings and schools. This has been supplemented by early intervention work through the development of the Integrated Review for 2 year olds bringing together the EYFS progress check and the Healthy Child review completed by health visitors. The Quality Improvement team have established a Best Practice Room in Basildon enabling practitioners in schools and settings to visit and consider how their own EYFS environment impacts on children's learning and development.

The take up of Early Years Pupil Premium for 3 and 4 year olds has increased and support and guidance provided to early years providers in both the maintained and non-maintained sector to enable them to make effective use of the additional

funding for disadvantaged children and to ensure that evidence of impact is monitored in line with Ofsted requirements

The 2016 moderation process resulted in the engagement of all schools across Essex and supplementary support for those with low GLD from 2015. The Standards and Testing Agency validated the process employed in Essex as being a strategic and robust model.

Transition also continues to be a focus with learning communities encouraging schools and settings to link more effectively. Further work to support this as the School-led Improvement System gains momentum will continue to be a priority.

5.2 Year 1 Phonics

- 4 years of consecutive improvements in Phonics sees Essex with an improved ranking to 58th from 63rd nationally
- 81% of pupils are working at the required level in 2016, which places Essex in line with national. There was an increase of 4 % points since 2015.

[see page 41 of Annex 1 – Education Scrutiny report]

Reviews of phonics provision are commissioned for individual schools from EES and from higher performing schools which have supported the sustained improvement seen across schools and improved outcomes.

Improving phonics remains a key priority for the Council and many school led improvement partnerships have this a local priority, particularly for disadvantaged pupils, pooling together effective strategies and using the Pupil Premium Grant to fund effective teaching interventions.

5.3 Key Stage 1

- Essex exceeds the England average for pupils working at or above the expected standard in Reading, Writing and in Maths and for pupils achieving at the higher standard in each subject.
- Nationally Essex is ranked in the 2nd quartile in most measures for those who achieved 'at least expected' but has achieved top quartile performance in the higher standard of Reading.

[see pages 42 to 43 of Annex 1 - Education Scrutiny report]

Support for a range of English and Mathematics programmes and CPD courses for schools continues to be commissioned through a range of credible providers including EES for Schools, Teaching School Alliances and school to school support partnerships.

Work is ongoing across infant and junior schools to ensure assessments at Key Stage 1 are externally and internally moderated and provide a secure platform for making at least expected progress at Key Stage 2.

5.4 Key Stage 2

- Combined attainment in Reading, Writing and Maths at end of Key Stage 2 is outperforming all comparators. Essex is 3% points above National at 56%.
- Progress between KS1 and KS2 is slightly higher than national in Writing and Maths.
- The number of schools classed as below the National Floor Standard has reduced to 11 in 2016.
- For the key threshold measure of attaining at least the expected standard in Reading, Writing and Maths combined, Essex is just 2 % points below the top quartile threshold – which equates to about 304 pupils. (see page 37 of Scrutiny report for all measures and pupil numbers)

[see pages 44-46 of Annex 1 – Education Scrutiny report]

All Primary schools are supported by the Standards and Excellence Primary Commissioners (SECs) and additional support is targeted to those schools at risk of not achieving a good Ofsted judgement and/or not performing in line with age related expectations for pupils for Reading, Writing and Maths aligned to the agreed RAG criteria set out in Excellence in Essex Primary Schools. The SECs have actively utilised the strengths of particular schools to provide additional capacity, support and examples of outstanding practice that all should aspire to in order to meet Essex's goals. To improve the quality of teaching and learning and leadership and management, SECs are targeting schools requiring improvement, and those identified as needing more support to secure a good Ofsted judgement.

In addition:

- 74 commissioned Local Authority reviews of individual schools were undertaken;
- 25 Governance Reviews were commissioned from EES to ensure robust governance arrangements are in place
- Statutory moderation across KS1 and KS2 took place in 25% of schools for each key stage in the summer term 2016.
- During 2016, we co-run a targeted programme: Getting to Good, Maintaining Good to 20 schools with HMI.

The work of the Standards and Excellence Service, aligned to the School Led Improvement Partnership strategy and a range of commissioned school to school support from the Teaching School Alliances, has supported the increases in good and outstanding Essex schools seen over the last year across both the primary and secondary sector.

5.5 Key Stage 4

- The proportion of students attaining A*-C grades in English and Maths has increased moving Essex into the second quartile (64.3% in Essex above the national average of 63.3%).
- Essex Attainment 8 was 50.4, which is above the national average and our Statistical Neighbours placing Essex in the second quartile.
- For Progress 8, Essex again was in the second quartile.
- The proportion of pupils entered for EBACC has increased to 38%.
- There was a lower proportion of Essex schools below the floor compared with national (5 Essex schools, two fewer than in 2015).

[see pages 47 to 51 of Annex 1 – Education Scrutiny report]

All Secondary schools are supported by a Secondary Standards and Excellence Commissioner (SECs). They ensure additional support is targeted to those schools where there is a concern or are considered to be under performing. The SECs have actively utilised the strengths of particular schools to provide additional capacity, support and examples of outstanding practice that all should aspire to in order to meet Essex's goals. To improve the quality of teaching and learning and leadership and management, SECs are targeting schools requiring improvement, and those identified as needing more support. This includes school to school collaborations, and work supported by the Teaching School Alliances (TSAs). The SECs role has been key to the improvements in Key Stage 4 and 5 and the improved Ofsted outcomes.

The TSAs are now running and delivering local Subject Excellence across the county which allows staff in all subject disciplines to see, to hear about and discuss best practice in their areas of expertise. In addition the TSAs have been commissioned to develop specialised Centres of Excellence to enable schools to access the latest best practice and so support school improvement across Essex in all phases.

The joint LA /HMI Ofsted Triad project which first started in the Spring term 2015 has supported focused school improvement. This programme was so well received this has now culminated in a joint approach with ASHE and the Secondary SECs to roll out the triad review programme across all Secondary schools. Currently over 52 secondary schools are involved in the peer review process.

5.6 Key Stage 5 and Post 16

- Sustained position in top quartile for many KS5 measures.
- Essex schools have achieved above national in almost every reported measure of Post 16 performance. When looking at quartile performance across all measures Essex is in the top quartile for 2 out of 9 measures and in 2nd quartile for the remainder.
- Essex in Top quartile for 3+ A*-A grades
- The % of Essex students gaining AAB grades or better above national average (21.0%, 1.1% above national).
- Increase in numbers of people starting an apprenticeship but Essex below national average for apprenticeship achievement rates
- 4.4% NEET/Unknown means the 5.5% target for 2016/17 has been achieved. This is a 2.9% decrease since 2013/14.

[see pages 52 to 60 of Annex 1 – Education Scrutiny report]

Collaborative networks across sixth forms and the college sector supported by Secondary commissioners are enabling closer working and sharing of good practice during this time of significant change to the curriculum, accountability and funding. These networks are also linking to Universities (for example through the Essex Collaborative Outreach Network) to help raise aspirations and help students progress to their next stage of education. The level of engagement of schools and colleges at these networks is very high.

There has been a continued emphasis on creating training and sustainable employment opportunities in Essex, with particular attention on the skills needs of key growth sectors, as identified in the Skills Evidence Base commissioned by the Essex Employment and Skills Board (ESB). Examples of activities include:

- Extension of the ESB Education and Industry STEM Programme, working with schools to drive improvements in the quality of information, advice and guidance (IAG) delivered, take up of STEM subjects, awareness of apprenticeships and other qualifications required by growth sectors as well as the development of employability skills;
- Employer engagement through the ESB leading to projects such as Tutor CPD, with employers opening their doors to college tutors to gain insight into industry needs for application into their teaching. Development of materials such as posters, factsheets and videos are also underway for schools and colleges.

Colleges have also been able to utilise ECC grants to lever capital funding from the Local Enterprise Partnership, which will see the development of state-of-the-art training facilities in the county.

The continued reduction of the reported NEET cohort has been primarily achieved by robust tracking, complemented by data sharing protocols, allowing supportive strategic interventions towards engagement in education, employment or training (EET).

5.7 Pupil groups

- The performance of disadvantaged pupils (and other pupils) is higher than the national average for Early Years, Reading at KS1 and Progress 8 measures. For all other KS1, KS2 and KS4 measures, Essex is slightly below or in line with the national averages.
- There remains significant differences between disadvantaged pupils and national 'other' pupils across all key stages.
- Pupils with statements continue to perform in line or above national averages; however pupils with SEN support tend to perform below national averages (for KS1, KS2 and KS4).
- Provisional data for Children in Care (CiC) shows an improvement at most key stages.

[under each Key Stage of Annex 1, CiC section available on pages 64 to 65]

There remains an urgent priority to improve outcomes for all vulnerable groups. The particular focus on improving the attainment of **disadvantaged** pupils in Essex schools is high profile in our work with school led improvement partnerships, individual schools and challenging governance on the impact of the Pupil Premium Grant. Whilst improvements have been made in the last 2 years, particularly across the primary sector, more is needed to diminish the differences and improve outcomes at the pace required.

The National Education Trust (NET) has been commissioned to undertake a review of the Pupil Premium Grant across Essex schools and a toolkit of evidence based practice to develop sustainable improvements was developed and launched in April 2016 which was attended by over 400 delegates and where a range of strategies and approaches were used to support schools in raising achievement for disadvantaged. Further promotion of Essex Toolkit has been carried out in each area quadrant with presentations to representatives of School Led Improvement Partnerships. The targeted work has involved the development of self-evaluation materials to support identification of strengths and next steps for these schools. This work has been supplemented by research undertaken by a small number of Teaching School Alliances who are looking at best practice in parental engagement for those parents of disadvantaged pupils and supporting Children in Care to maximise their learning potential.

Plans are being made to hold a Summer conference in 2017 entitled 'Learning to Learn' aimed to support schools in developing metacognitive strategies for promoting positive learning attitudes for disadvantaged pupils.

Data analysis has been used to identify those schools with largest gaps in outcomes in order to target additional SEC visits, as well as providing support for disadvantaged pupils across a school led partnership to achieve and sustain good outcomes for all.

All Special Schools, PRUs and mainstream schools with an enhanced provision are supported by an **SEND** Standards and Excellence Commissioner (SEC). They ensure that schools are challenged to provide high quality provision which leads to positive outcomes for their children and young people. The SEND SECs work as part of the wider SEND workforce, which includes specialist teachers and educational psychologists, to identify and target support to schools where pupils with SEND are underperforming. The SECs have actively utilised the strengths of particular schools to provide additional capacity, support and examples of outstanding practice that all should aspire to in order to meet Essex's goals.

We have begun to move towards establishing consistent practice and performance around SEND across the LA which is school led rather than LA led strategy. To develop this new way of working, projects have been established across the county which aim to explore how schools can best use scarce resources through collaborative working and how to best ensure early intervention and accurate assessment in order to meet needs without escalating to statutory assessments. All SEND SECS are working with groups of schools from small groups based on previous SEN Innovation Projects, Local Delivery Groups, to a Teaching School Alliance which is focussing on SEND. All are researching and developing approaches which will inform development and our approach to school led SEND in the future.

The SEND SECs work in partnership with ESSET (Essex Special Schools Education Trust) to support the development of a range of offers around school improvement and leadership development. These include the development of a Special School Leadership Programme and the sharing of Autism expertise through the development of Autism Hubs where staff are offering outreach to mainstream schools and are supporting the development of the new Autism Support Centres based in eight schools across the county.

The Essex Virtual School for **Children in Care** (CiC) provides a range of support to the CIC cohort, to ensure they are appropriately supported in school so outcomes are improved, including attendance and exclusions, and support to school leadership to enhance a shared objective of improving life opportunities through education. New initiatives put in place in 2015/16 included additional school improvement capacity for the secondary sector, an 'attachment aware schools' programme and additional support for the learning outcomes of CiC in the Early Years sector.

5.8 Absence and Exclusions

- An increase in primary attendance, now in the 2nd quartile at 3.7% for absence.
- Secondary absence rates continue to fall, at 4.8%.
- Decline in permanent exclusions in secondary maintained schools placing Essex in the top quartile.
- Continuing low proportions of primary permanent exclusions, however, there has been a slight increase in the proportion of permanent and fixed-term exclusions at primary schools. Essex is ranked 101st nationally for fixed-term exclusions, placing it in the third quartile.

[see pages 61 to 63 of Annex 1 – Education Scrutiny report]

Missing Education and Child Employment Service (MECES) (formally Education Welfare Service) continue to support schools to address school absence and improve attendance. If school interventions have not improved a child or young person's school attendance, then MECES use their statutory powers by issuing penalty notices, formally cautioning and interviewing parents and prosecuting or applying for an Education Supervision Order where necessary. Quadrant attendance workshops have continued to be facilitated for schools where good practice and data analysis on improving school attendance has been shared. The Alternative Education Commissioning Service (AECS) continue to hold the statutory duty to provide education for pupils permanently excluded from school or who are unable to attend school for medical reasons. There has been a significant rise in demand from schools for the services provided by the Essex Alternative Provision Schools, which has placed them close to capacity. In order to address this issue a full review of Alternative Education across Essex is underway.

6. Conclusions and Priorities for 2016/17

This report, and detailed annex, set out the progress achieved by Essex schools this year, across all three priority areas. The gaps in outcomes that remain include:

- Getting every school to be at least a good school and more to be judged outstanding, continuing the improvements seen across the primary sector, which at December 2016 was 1% above the England average. A further 3% or 12 new schools are required to be judged good for Essex to be in the top quartile;
- Achieving top quartile positions – there are no threshold indicators in the fourth quartile. Continued focus is on phonics, KS2 and English Baccalaureate measures which are in the third quartile;
- Continuing to diminish the differences between disadvantaged and other pupils, particularly across secondary schools; achieving better outcomes for SEND pupils, especially those with SEN (but without a statement); and continuing to achieve improved outcomes for Children in Care.
- Raising attainment and progress and increasing the percentage of good and outstanding schools will always remain as core priorities.

Key areas of focus for school improvement for 2016/17 also include:

- Develop a workforce which will have the training and skills to work with families to ensure the early identification of SEN and disabilities, to carry out effective and thorough assessments in order to plan and deliver support that enables children and young people to achieve the best possible educational and other outcomes;
- Develop a school led SEND system across all schools where collaborative groups will be supported and empowered to make decisions based on accurate assessment of need and from there have access to provision to enable them to support that need and improve outcomes.
- Delivering the invest to save programme to increase the number of special school places including residential provision and enhanced provision based in mainstream schools for children and young people with ASC and SEMH.
- Raising the attainment of disadvantaged children, building on the work of NET and the Essex Toolkit to develop more impactful and sustained improvements across all schools;
- Supporting the developing maturity of the school led improvement system – building on the work of the strategy to date in order to further develop the school led improvement partnerships across Essex. We are working with the Education Development Trust to strengthen effective peer review for both schools and governors. This will include the introduction of a Partnership Evaluation and Development Tool. There is a clear focus to develop the role of the Project Board in order to secure a self-sustaining, self-improving school led Improvement Strategy across the County.
- Teacher recruitment and retention, co-producing with schools, Teaching School Alliances and the district and borough councils, a sustainable strategy to look at short term and long term recruitment and retention.

We will also continue to work very closely with the DfE and Regional Schools Commissioner in line with the DfE Schools Causing Concern Guidance of March 2016.

We continue to provide support to schools to enable them to implement the required curriculum and exam/assessment reforms. We will review the impact of these on schools, working with the headteacher associations - EPHA (primary), ASHE (secondary) and ESSET (special).

Annex 1

Education Scrutiny Report 2017

Attainment and progress in the
2015-16 academic year

March 2017

Version 1.0

This page is intentionally blank

Contents

1.	Aim of report and sources of data	30
1.1.	A note on previous trends.....	30
1.2.	Statistical Significance	31
2.	Executive summary	32
3.	Summary of Essex Pupils in Context	34
4.	Summary of school performance.....	35
4.1.	Ofsted ratings.....	35
4.2.	Summary of attainment across each Key Stage in 2016: How Does Essex Compare?	37
5.	Early Years Foundation Stage Profile (EYFSP) Reception year pupils.....	38
6.	Phonics checks (Year 1)	41
7.	Key Stage 1 (Year 2).....	42
7.1	Performance across pupil groups – KS1	43
8.	Key Stage 2 (Year 6).....	44
	Headlines	44
8.1	Performance across pupil groups – KS2	46
9.	Key Stage 4 (Year 11).....	47
	Headlines	47
9.1	Performance across pupil groups – KS4	50
10.	Post-16 qualifications and other FE college outcomes.....	52
10.1.	KS5 - Level 3 points per exam entry.....	53
10.2.	KS5 - 3+ A*-A grades: school and college students vs state-funded school students	54
10.3.	Apprenticeship participation 2013 to 2015	55
10.4.	Apprenticeship achievement rates 2012 to 2015.....	56
10.5.	Education & training headline achievement rates (all institutions) 2015 to 2015	56
10.6.	Learner and Employer Satisfaction scores 2015	57
10.7.	Level 2 (incl. English and Maths) and Level 3 Qualifications: at age 19, 2015.....	58
11.	Young people not in education, employment or training (NEETs)	59
	Headlines	59
12.	Attendance and Exclusions	61
	Headlines	61
13.	Children in Care (CiC)	64
	Headlines	64

1. Aim of report and sources of data

This report provides a high-level overview of educational outcomes at each of the key stages at school and post 16.

The information shown here comes from a variety of sources, specifically:

Report section	Source
Pupil Context	January 2016 School Census
Ofsted	Ofsted Monthly Management Information
EYFS	Collected from schools each May - July and processed in NEXUS
Year 1 Phonics	Collected from schools each May - July and processed in NEXUS
Key Stage 1	Collected from schools each May - July and processed in NEXUS
Key Stage 2	Performance Tables download from Key to Success on 15th December 2016
Key Stage 4	Performance Tables download from Key to Success on 19th January 2017
Key Stage 5	Performance Tables download from Key to Success on 19th January 2017
Apprenticeship participation	Further Education Data Library Apprenticeships November 2016
Apprenticeship achievement rates	SFA National Achievement Rates tables 2014 to 2015: published May 2016 (local). SFA Further education and skills: statistical first release, June 2016: last updated 20 Sep 2016 (national).
Employer and learner satisfaction	FE Choices learner satisfaction survey 2014 to 2015: Nov 2016 (local and national). SFA FE Choices: performance indicators: Oct 2016 (local), FE Choices learner satisfaction survey 2014 to 2015: Nov 2016 (national).
Level 2 and 3 by age 19	LAIT Dec 2016
NEET	November 2016 - January 2017 three month average from Capita One
Attendance and Exclusions	DfE Statistical first release published July 2016 and School Census

1.1. A note on previous trends

A number of key measures have changed meaning it is not possible to present trend data for the majority of measures*, with exception to Early Years Good Level of Development (GLD), Year 1 Phonics, Post 16 Apprenticeships and overall absence rates. All other findings relate to the 2015/16 academic year only.

There has also been a change in the way differences between disadvantaged pupils performance is assessed, with pupils now compared to 'national other' (non-disadvantaged) pupils rather than national disadvantaged pupils or other pupils in Essex.

* Key stage	* Change
Key Stage 1	Assessments at the end of Key Stage 1 are made by teachers. From 2016, KS1 National Curriculum outcomes were no longer reported using levels. <u>Scaled scores</u> in Reading and in Maths are now used to inform the overall Teacher Assessment. For Writing and Science, children are assessed against the criteria set out in the Interim Teacher Assessment Frameworks. In order to measure pupil attainment and progress by the end of Key Stage 1 pupils are assessed to determine whether they have reached at least the expected standard in Reading, Writing and Maths compared with their end of Early Years outcomes in the Early Learning Goals.

Key Stage 2	The previous system of pupils being assigned a level (the expectation being that pupils should achieve Level 4+ by age 11), now sees pupils assigned a scaled score in Reading and in Maths, which is aligned to a series of standards set out in the Interim Teacher Assessment Frameworks. For Writing and Science, children are assessed against the criteria set out in the Interim Teacher Assessment Framework as there are no tests for these subjects. The expectation is that pupils achieve at least the expected standard for their age. Progress is measured from each pupil's end of KS1 outcome for each of Reading, Writing and Maths. Due to the changes to the assessment framework in 2016, this means that it is no longer possible to use trend data for Key Stage 2.
Key Stage 4	2016 saw a shift away from headline measures previously reports (5+ A*-C including English and Maths). The focus is now on pupils/schools achieving both good performance and progress across a range of subjects. The measures used are Attainment 8 and Progress 8, supplemented by English Baccalaureate measures.

1.2. Statistical Significance

Essex performance has been tested for statistical significance (in line with the RAISEonline approach) against the England average for the given pupil group. The test determines whether or not, given the size of the Essex cohort, the result is statistically significant and not as a result of chance. A 95% confidence interval has been applied.

Wherever the word '**significance**' appears in body of this report, this relates to statistical significance.

2. Executive summary

Background

This report provides a high-level overview of educational outcomes at each of the key stages at school and post 16.

The information shown here comes from a variety of sources including statistics published by the DFE, The Termly School Census, Ofsted, The Skills Funding Agency (SFA), The Local Authority Interactive tool (LAIT) and Local Authority recording systems such as Capita One.

Key headlines and areas of focus

Trends in quality

- ✓ Essex is now above the England average for the number of good and outstanding Primary schools, and overall improvement is now greater than England.
- ✓ Essex is outperforming the England average for the number of good and outstanding Secondary schools.
- ✗ Essex has some Outstanding Post 16 provision but learner and employer satisfaction is below national averages.

Early years

- ↑ Further increases in children achieving a Good Level of Development (GLD).
- ↓ The inequalities gap between average GLD performance and the lowest 20% continues to decrease.
- ✓ With over half of schools in the top quartile, Essex is now in the top quartile overall, reaching our 2018 ambition a year earlier.

KS1

- ✓ Essex is significantly above England in Reading, Writing and Maths achieving at least age related standards.
- ✓ Although not directly comparable, Reading continues to be the best subject and Writing the lower of the three.

KS2

- ✓ Combined attainment in Reading, Writing and Maths at end of the Key Stage is outperforming Eastern Region, Statistical Neighbours and the national average.
- ✓ Progress between KS1 and KS2 is in line or slightly above the national average.
- ✓ Proportions of schools below Floor Standards lower than national average. Those deemed to be coasting, similar to national average.

KS4

- ✓ Proportion of young people attaining A* to C grades in English and Maths above national average
- ✓ Essex pupils' attainment is higher than national average in the best 8 subjects measure (referred to as 'Attainment 8').
- ✓ Pupil progress (measured by 'Progress 8') similar to national average.
- ↑ Rise in proportion of pupils achieving the English Baccalaureate.

Organisational Intelligence

Post 16

- ✓ Essex schools above national in most measures and in the Top quartile for 2
- ✓ Points per entry above the national average for schools, but below for schools and colleges combined.
- ✓ Essex state-funded schools perform better than colleges
- ✓ Essex in Top quartile for 3+ A*-A grades
- ✓ Only 3.9% of Essex state-funded schools and colleges below minimum standard
- ✓ The % of Essex students gaining AAB grades well above national average
- ± Increase in the percentage of 19 year olds with a level 2 or level 3 qualification in 2015 but below the national average.
- ± Increase in numbers of people starting an apprenticeship but Essex below national average for apprenticeship achievement rates.

Young people not in Education, Employment or Training

- ✓ NEET target achieved for 2016/17
- ✓ Target for unknowns also achieved for 2016/17
- ✓ Target for combined NEET/unknowns for 2016/17 achieved.
- ✓ Increase in Participation rates over the last 4 years

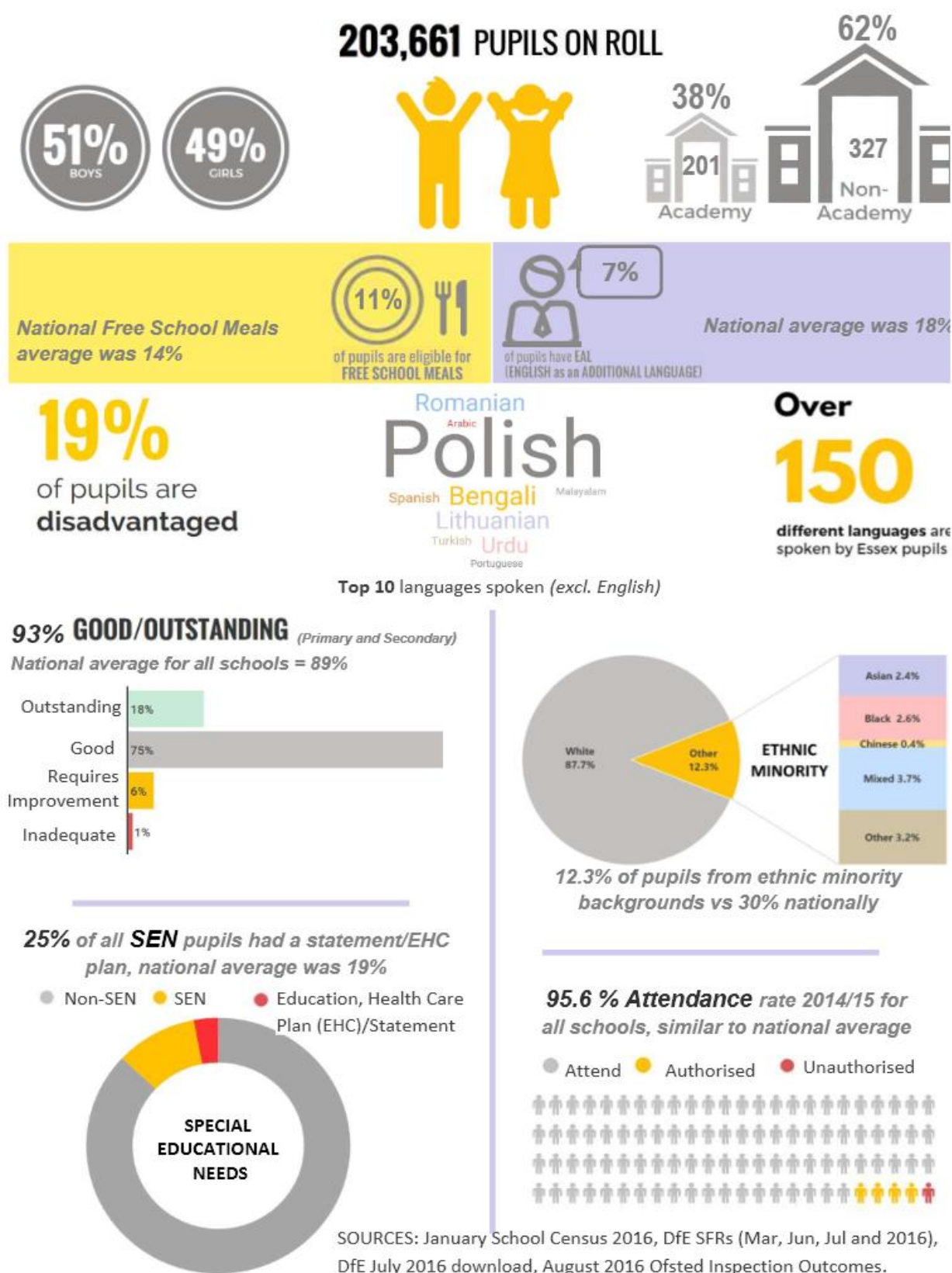
Across Key stages and pupil groups

- ✗ Pupils at SEN school support generally performing below peers at Key Stage 2 and Key Stage 4 but outperform national peers in the Early Years.
- ✗ There are significant differences between disadvantaged pupils and national pupils across all key stages.
- ✓ Pupils from Ethnic minorities and pupils with English as an additional language in Essex generally do well and in most cases outperform their national peers.
- ↓ Reduction in absence rates at Essex schools.
- ± The Children in Care cohort do not achieve as well as other pupils but there is reduced absence amongst this cohort.
- ↓ Secondary School permanent exclusions have been reducing over time in line with national.
- ✓ Secondary fixed term exclusions below national average.
- ✗ Primary permanent exclusions are on the rise, but from a low base.
- ✗ Fixed-term exclusions in Primary phase increasing in line with national trend.

Key to symbols

- ↑ Increase Improving
- ↓ Decrease Improving
- ✓ Positive news
- ± Positive and negative aspects
- ✗ Areas of focus

3. Summary of Essex Pupils in Context



4. Summary of school performance

4.1. Ofsted ratings

Background

Ofsted inspections are summarised based on the proportion of schools within the County or nationally graded as 'Good' or 'Outstanding' overall. All data used within this report has been sourced from Ofsted Monthly Management Information published on 31st December 2016. This provides inspections for the whole of the previous academic year and includes information going back to March 2013. Inspections shown are for open schools only. Any schools previously inspected but now closed are not included unless the 'new' academy has been inspected since opening (newly converted academies inspected for the first time or schools closing will change our denominator) and of course, as nationally things change, so will the top quartile threshold.

2016 Essex Ofsted Comparisons

2016 Essex Ofsted Comparisons

Ofsted grade by type of school		2016 Performance (% of schools)				Ranks			Quartiles							
		Essex	ER	SN	England	ER	SN	England	Min		Top of 4th		Top of 3rd		Top of 2nd	Max
Primary	Good or Out.	92	91	90	91	5	4	68	70		88	●	92		94	100
	Outstanding	16	16	17	19	5	6	97	0		14	●	18		25	100
	Good	76	74	74	72	6	3	32	0		66		72		75	86
Secondary	Good or Out.	95	86	80	79	1	1	21	0		67		81		90	100
	Outstanding	23	21	22	23	5	7	66	0		14		22	●	33	80
	Good	71	65	58	56	3	1	19	0		44		54		65	100
Special	Good or Out.	100	97	94	94	1	1	1	50		91		100		100	100
	Outstanding	35	37	26	39	6	3	79	0		21	●	37		53	100
	Good	65	60	69	55	4	8	57	0		33		55	●	73	100
All Schools (inc. PRU)	Good or Out.	93	90	89	89	3	1	33	0		86		90		92	100
	Outstanding	18	18	18	21	7	7	99	0		16	●	21		27	100
	Good	75	72	71	68	4	3	20	0		62		67		71	80

- The blue dot in the above table denotes the Essex County position within the national quartile range (ER = Eastern Region, SN = Statistical Neighbour)

Headlines



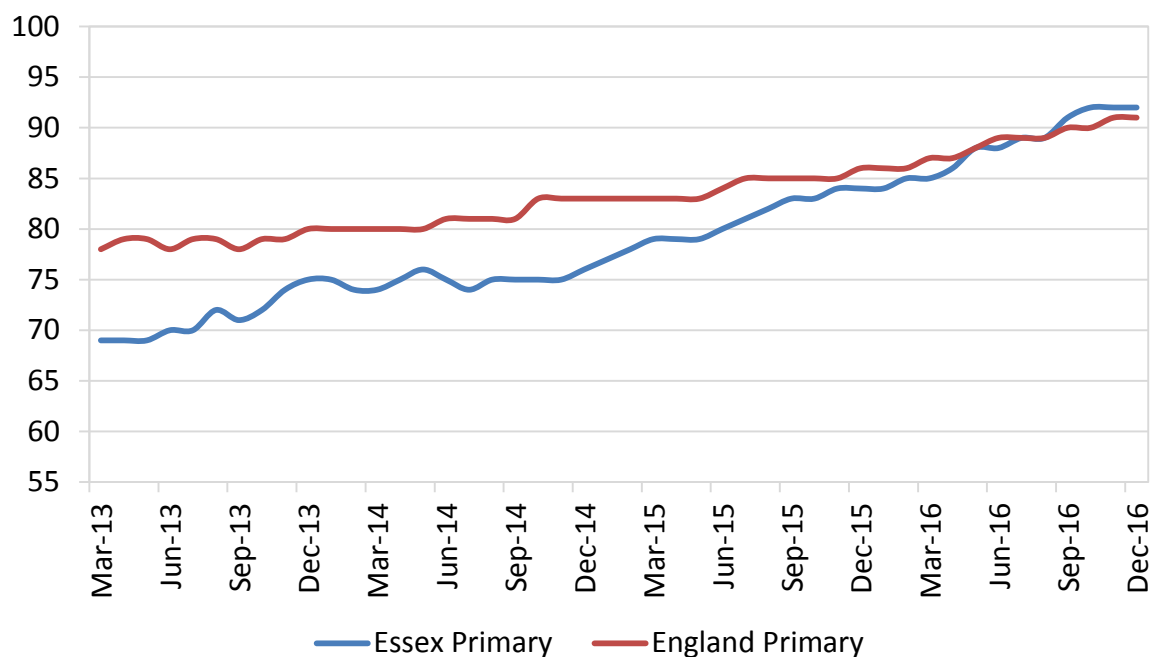
Essex primary average now 1% point higher than England

92% of Essex primary schools graded good or outstanding at the end of December 2016 (at the end of 2015/2016 academic year we were in line with national at 89%).



Primary performance improving but still more to do to increase % of outstanding schools

The trend chart shows the rate on improvement over recent years in Essex primaries. As of December 2016, we have 377 of 409 inspected schools as good/outstanding (92%). To achieve top quartile we need to hit 95%. This would mean 389 schools so therefore we are currently 12 short. Essex has fewer outstanding schools than the national average and when compared to our Statistical Neighbours.

% primary schools graded good or outstanding

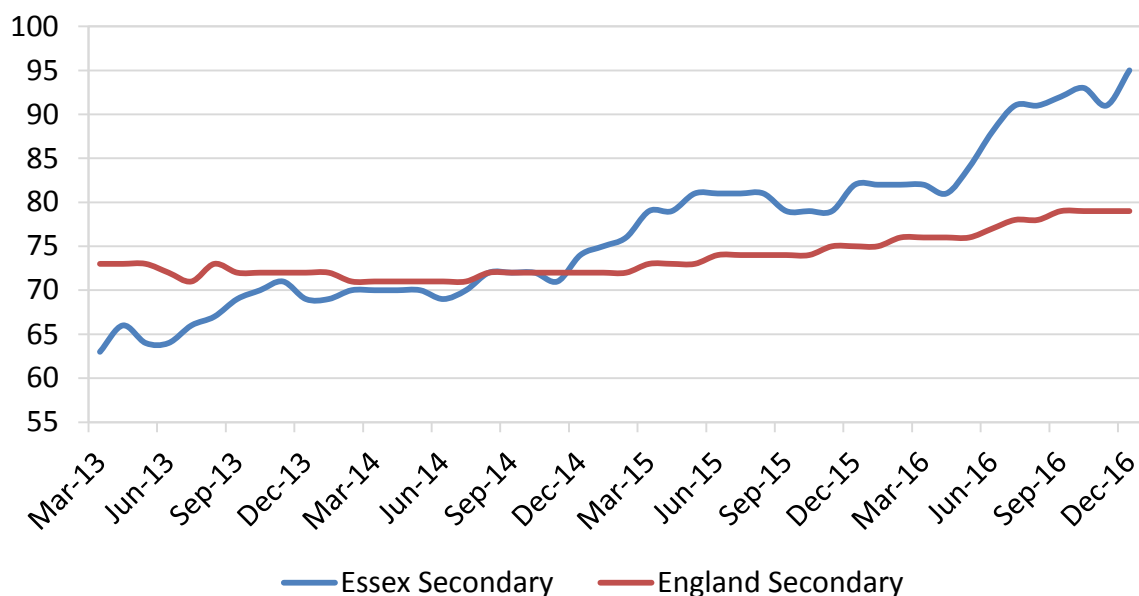
Higher percentage of secondary schools graded good or outstanding

This is higher than all comparators. With 95% of Essex schools achieving at least a good grade, this is 16 % points above the national average.































Essex higher than England since December 2014

Rapid improvements have seen Essex come from a position of being below national performance as recently as November 2014 to being higher ever since – to the point where Essex is now 16 % points higher than England.

% secondary schools graded good or outstanding

4.2. Summary of attainment across each Key Stage in 2016: How Does Essex Compare?

The table below shows the Essex, Eastern Region (ER), Statistical Neighbours (SN) and England performance for each key stage attainment measures.

Key Stage	Measure		Performance				Quartile	Gap to top quartile	
			Essex	ER	SN	England		Actual	Pupils
EYFS	% GLD		71.9	69.7	71.9	69.3	 Top		
Yr 1 Phonics	% required level		81	80	81	81	 3rd	2	335
Key Stage 1	% at least expected standard	Reading	77	75	75	74	 2nd	1	165
		Writing	68	67	66	65	 2nd	2	329
		Maths	74	74	74	73	 2nd	3	494
	% higher standard	Reading	28	27	26	24	 Top		
		Writing	16	15	14	13	 2nd	1	165
		Maths	21	20	18	18	 2nd	1	165
Key Stage 2	% at least expected standard	Reading	67	66	67	66	 3rd	4	609
		Writing	76	75	73	74	 2nd	3	456
		Maths	71	68	68	70	 2nd	4	609
		RWM	56	53	53	53	 2nd	2	304
	% higher standard	Reading	19	19	20	19	 3rd	4	609
		Writing	18	16	12	15	 2nd	1	152
		Maths	17	16	15	17	 2nd	3	456
		RWM	7	6	5	5	 2nd	1	152
	KS1-2 Progress Score	Reading	-0.1	-0.4	-0.3	0.0	 3rd	0.8	
		Writing	0.5	0.0	-0.9	0.0	 2nd	0.5	
		Maths	0.1	-0.7	-0.9	0.0	 2nd	1.0	
Key Stage 4	% A*-C in English & Maths		64.3	64.0	63.6	63.3	 2nd	2	278
	Attainment 8		50.4	50.4	49.9	50.1	 2nd	1	
	Progress 8		0.0	0.0	0.0	0.0	 2nd	0.2	
	English Baccalaureate	% entered	38.0	38.5	36.8	39.8	 3rd	7	1008
		% achieving	23.4	24.4	22.8	24.8	 3rd	6	847
Key Stage 5 (state funded schools)	Points per entry		32.4	32.3	31.2	32.3	 2nd	0.5	
	% 3+ A*-A grades or better		12.7	11.1	10.0	11.5	 Top		
	% Grades AAB or better		21.0	19.7	17.8	19.9	 2nd	0.3	16
	% Grades AAB or better (of which at least two are in facilitating subjects)		16.6	15.1	13.4	15.6	 2nd	0.3	16

GLD = Good Level of Development, RWM = Reading, Writing & Maths

5. Early Years Foundation Stage Profile (EYFSP) Reception year pupils

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 with the current measures:

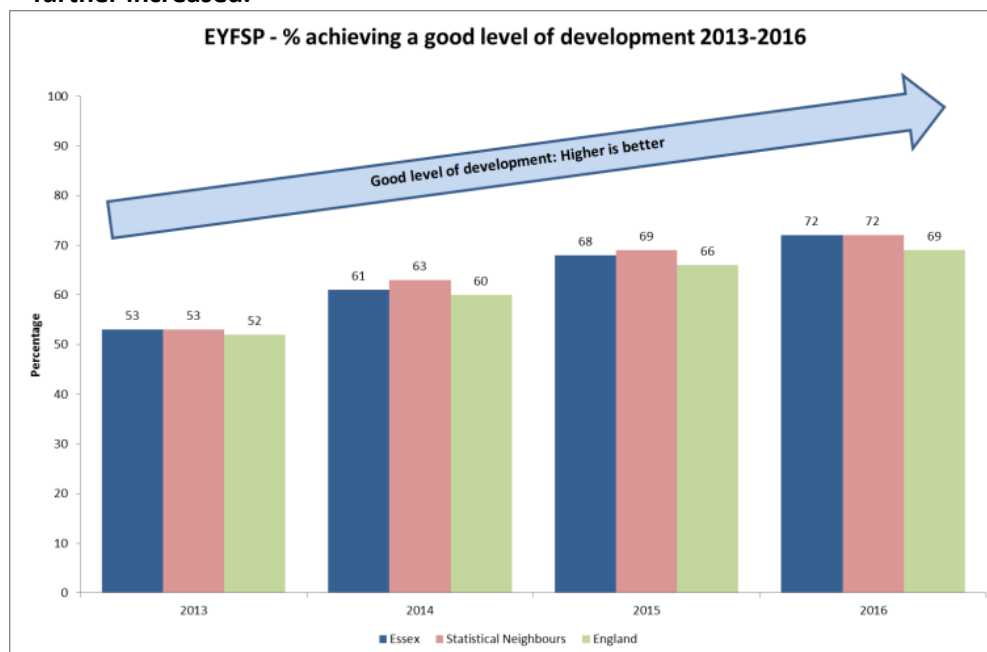
1. *Attainment*: the percentage of pupils who achieve a 'Good Level of Development' (GLD). Pupils are assessed as either 'emerging' (1 point), 'expected' (2 points) or 'exceeding' (3 points) against seventeen Early Learning Goals. A 'Good Level of Development' requires pupils to be at least at the expected 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.

Headlines



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

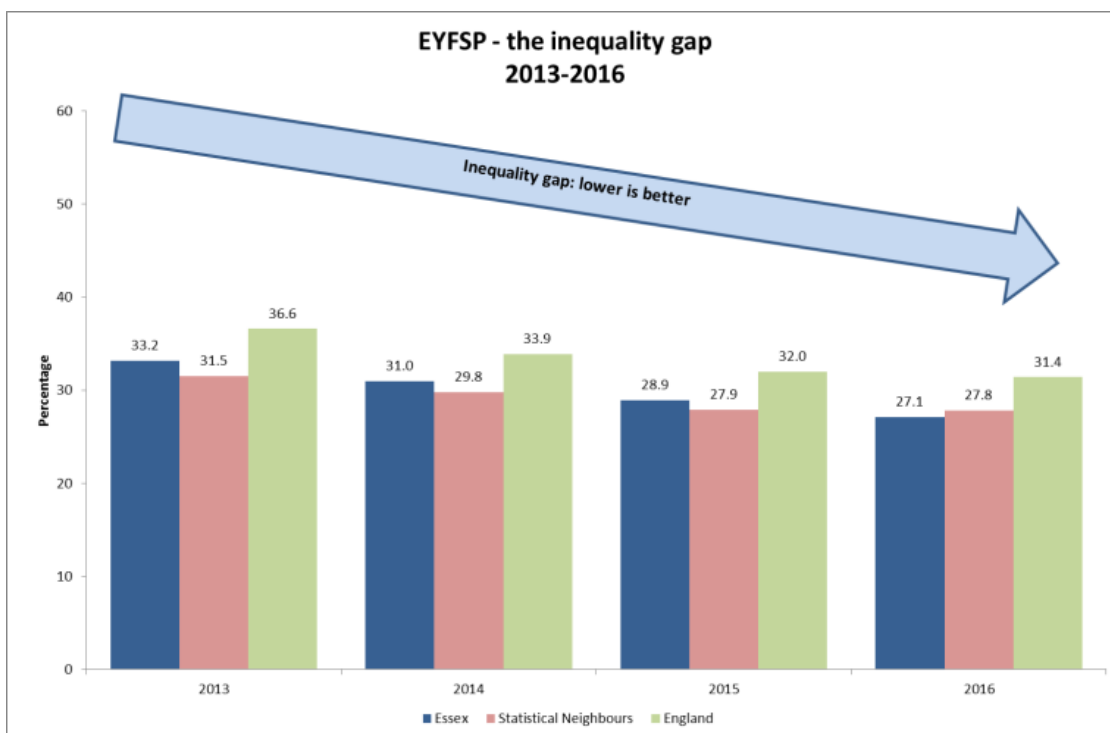
72% of children in Essex achieved a Good Level of Development, an increase of 4 % points since 2015, and ahead of the national increase. Nationally, Essex's rank position has moved up from 52nd to 35th out of 151 local authorities in 2016. This is from an original position of 135th in 2011.





The inequalities gap continues to decrease

The inequalities gap (the difference in achievement between the lowest 20% of children and the mean average) was 27.1%, down from 33.2% in 2014. Nationally, Essex's rank has improved from 52 in 2014 up to 31 out of 151 local authorities.



All bar one Learning Goal has higher performance than in 2015 and all above England Average.

Other than Self-Confidence & Self-Awareness (no change), every goal sees more pupils who are expected or exceeding than in 2015. We are also above England on these measures.

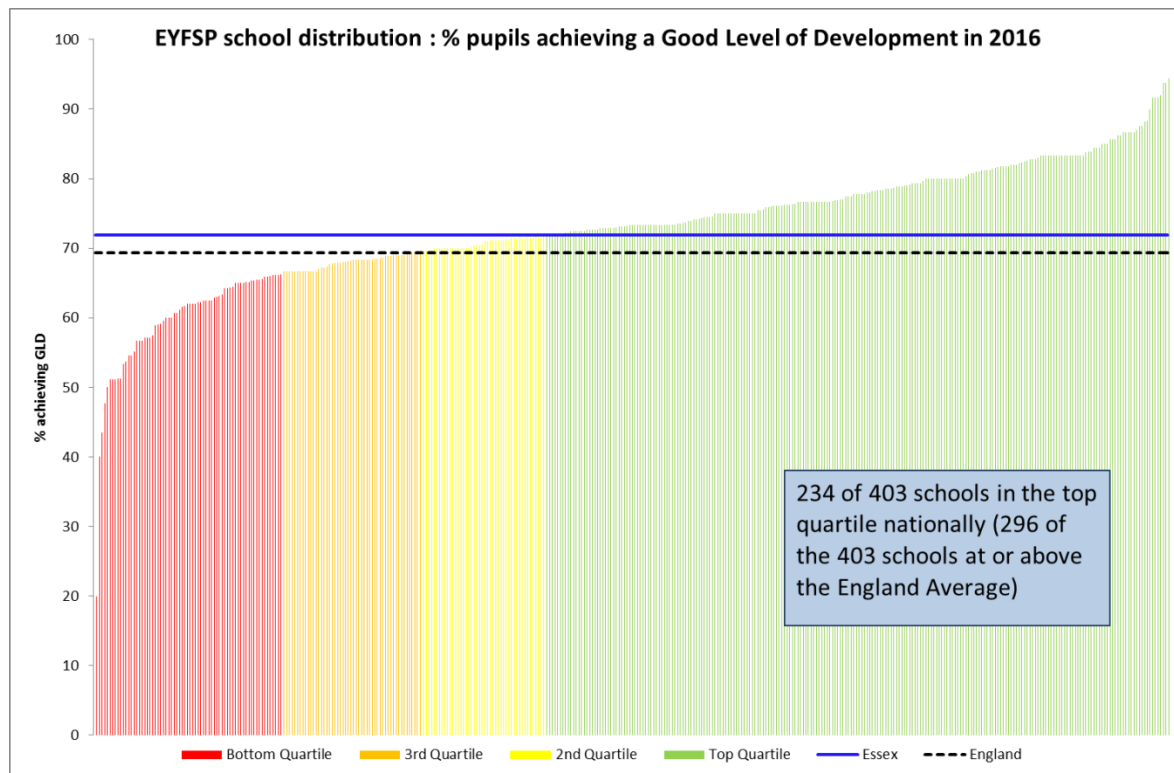


With over half of Essex schools having attainment that placed them in the top quartile, Essex is in now in the top quartile.

234 of 403 schools had a performance level which put them into the top quartile of national performance (46 in 2nd quartile, 52 in 3rd and 71 in bottom quartile). Overall, this means Essex has reached the top quartile for the first time. 296 of 403 schools were at or above the England Average.

2016 Early Years Foundation Stage Results																	
Measure	Year	Essex	ER	SN	England	Ranks			Quartiles								
						ER	SN	England	Min		Top of 4th		Top of 3rd		Top of 2nd		Max
Good Level of Development	2013	52.5	51.8	53.3	51.7	3	5	57	27.7		46.0		50.7		55.4		69.0
	2014	61.4	60.9	63.2	60.4	3	6	56	41.2		56.7		60.0		63.7		75.3
	2015	67.7	66.6	69.0	66.3	3	6	52	50.7		63.4		66.1		68.6		77.5
	2016	71.9	69.7	71.9	69.3	2	6	35	59.8		66.2		69.5		71.7		78.7
Lowest 20% Gap	2013	33.2	34.7	31.5	36.6	4	5	47	44.6		38.2		35.5		32.0		23.0
	2014	31.0	32.2	29.8	33.9	5	6	52	45.2		37.4		33.2		29.7		21.9
	2015	28.9	30.6	27.9	32.1	5	5	40	45.2		35.3		31.7		28.8		22.7
	2016	27.1	29.9	27.8	31.4	3	5	31	45.2		34.8		31.4		28.2		18.6

● The blue dot in the above table denotes the Essex County position within the national quartile range (ER = Eastern Region, SN = Statistical Neighbour)



Differences between girls' and boys' attainment similar to national.

79% of girls attained GLD compared to 65% of boys, a difference of 14 % points. This was the same as the national gap. Reductions in gaps were also seen in 13 of the 17 Early Learning Goals over this period.



Attainment of pupils eligible for Free School Meals increasing.

55% of children eligible attained GLD, similar to the national average and above SN average. An increase of 4 % points compared to 2014 and 20 % points since 2013.



All children with Special Educational Needs performing above national comparators.

8% of children with a Statement or Education Health Care Plan attained GLD (higher than the national average) and 30% of SEN Support pupils now achieve a GLD compared to 15% in 2013. This means 330 pupils achieved compared to 149 three years before. For the first time Essex SEN Support pupils outperform national peers. 76% of Children with no SEN attained GLD.



There was a 12 % point variation between districts (an increase of 4 % points).

Uttlesford and Brentwood had the highest proportion of children attaining a GLD (78.9% and 76.0%) compared to Colchester and Tendring (70.5% and 67%).

All districts increased their GLD percentage in 2016. 11 out of the 12 districts attained GLD above national in 2016. This is unprecedented.

6. Phonics checks (Year 1)

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.

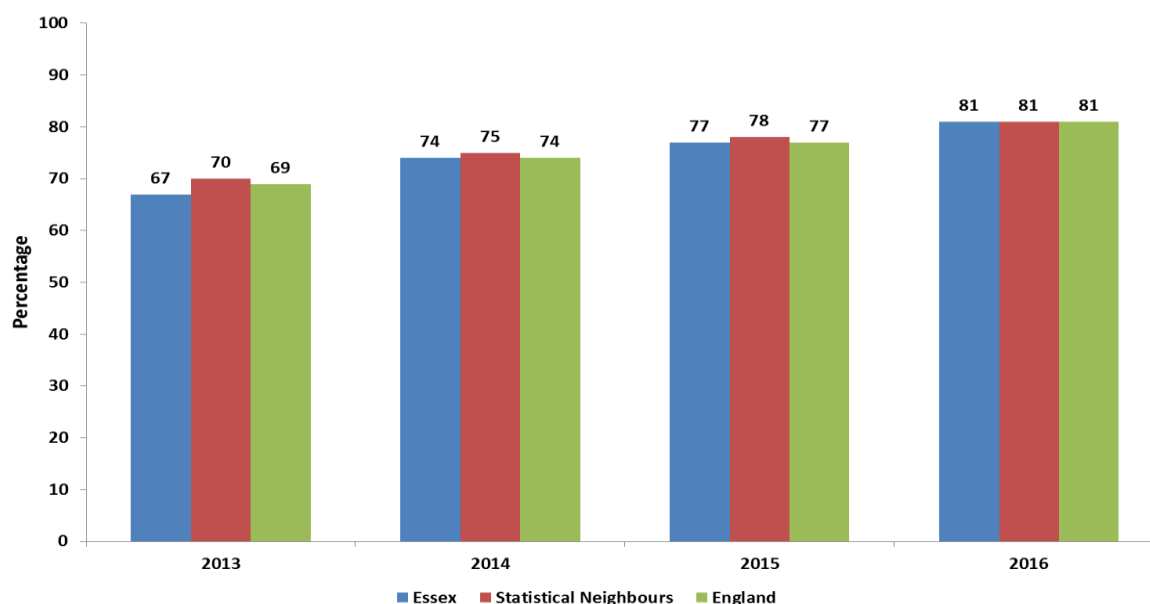
Headlines



In line with national performance, there was a further increase in the percentage of year 1 pupils (aged 6) meeting the expected standard in phonics.

81% of Year 1 pupils achieved the expected standard of phonic decoding, up 4 % points over 2015 and in line with the national increase. This is the 4th consecutive year of improvement. Nationally Essex's rank position improved slightly, from 63rd in 2015 to 58th out of 151 local authorities. This means over 5200 more pupils are now working at the required level.

**Phonics - percentage of children achieving the expected level
2013-2016**



SEN Support pupils performing significantly lower than SEN Support pupils nationally.

43 % of SEN support pupils were working at the expected/required level, 3 % points below the England Average for SEN support pupils.



Some differences seen between districts, best performance in Brentwood.

Brentwood had the highest proportion of pupils working at the expected standard in phonics (84%), whilst Basildon had the lowest proportion (79%), a difference of 5 % points.

7. Key Stage 1 (Year 2)

Background

Assessments at the end of Key Stage 1 are made by teachers. From 2016, KS1 National Curriculum outcomes were no longer reported using levels. Scaled scores in Reading and in Maths are now used to inform the overall Teacher Assessment. For Writing and Science, children are assessed against the criteria set out in the Interim Teacher Assessment Frameworks. In order to measure pupil attainment and progress by the end of Key Stage 1 pupils are assessed to determine whether they have reached at least the expected standard in Reading, Writing and Maths compared with their end of Early Years outcomes in the Early Learning Goals. Data is taken from DFE performance tables and RAISE online.

Headlines



RWM

Essex is significantly above England in Reading, Writing and Maths.

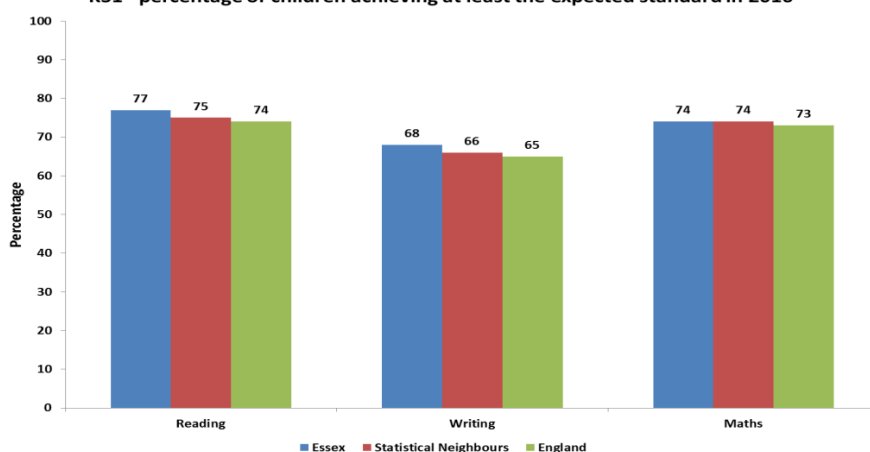
A higher percentage of Essex pupils achieved at least the expected standard in all three subjects (Reading, Writing and Maths) and Essex is above for all national comparators in these subjects.



Reading continues to be the best subject and writing the lowest.

Although not directly comparable, the best performance was seen in Reading (77%) and the lowest in Writing (68%). Reading has historically seen the best performance.

KS1 - percentage of children achieving at least the expected standard in 2016









Nationally, Essex was ranked in the 2nd quartile in most measures for those who achieved 'at least expected'.

The actual rank positions for Essex pupils achieving 'at least the expected standard' out of 152 local authorities were: Reading 29th, Writing 43rd and Maths 55th, placing Essex in the 2nd quartile overall.

2016 Key Stage 1 Results																			
Measure	Subject	Pupils	Essex	ER	SN	England	Ranks			Quartiles								From top quartile:	
							ER	SN	England	Min		Top of 4th		Top of 3rd		Top of 2nd		Max	% points Pupils
At least expected	Reading	16466	77	75	75	74	2	3	29	64		72		75		77		81	1 165
	Writing		68	67	66	65	5	4	43	53		63		66		69		78	2 329
	Maths		74	74	74	73	4	7	55	62		71		73		76		82	3 494
Higher standard	Reading	16466	28	27	26	24	4	3	23	10		21		24		27		36	0 0
	Writing		16	15	14	13	3	1	29	5		11		14		16		24	1 165
	Maths		21	20	18	18	4	2	31	8		15		18		21		32	1 165

● The blue dot in the above table denotes the Essex County position within the national quartile range (ER = Eastern Region, SN = Statistical Neighbour)

7.1 Performance across pupil groups – KS1

	Girls outperform boys	<p>Girls outperform boys in each subject (Reading, Writing, Maths). Most evident in Writing - boys 60% v girls 76% achieving at least expected standard. Gender gaps are higher than the national average in each subject (not in line with previous trends).</p>
	Differences between Disadvantaged pupils and national peers are expected to diminish, greatest differences seen in Writing.	<p>The performance of Essex Disadvantaged pupils is now compared to that of other pupils nationally. Local Authorities are expected to see any difference diminish. 2016 results show the difference between disadvantaged and national outcomes is higher in Writing (by 19 % points), followed by Maths (17 % points) and Reading (15 % points).</p>
	Pupils with SEN Support perform lower than pupils with a Statement/EHC plan.	<p>Pupils with a Special Educational Need (SEN) who have a Statement/EHC plan are at least 7 % points higher than other pupils with a Statement/EHC plan nationally in each subject. However, SEN Support pupils perform much lower. This contributes to the much higher SEN/no SEN gaps in Essex.</p>
	Ethnic groups compare favourably with national peers.	<p>All ethnic groups compare favourably with England, Eastern Region and Statistical Neighbours averages – particularly so for Asian pupils.</p>
	EAL pupils outperforming national peers and non EAL pupils in Essex in some subjects.	<p>Pupils with English as an Additional Language (EAL) performed at least 4 % points higher than nationally in each subject. EAL/non EAL gaps are much lower with EAL pupils in Essex outperforming non EAL pupils in Writing and Maths.</p>
	A high proportion of CiC without a Special Educational Need (SEN) achieved the expected standards at KS1.	<p>Children in Care (CiC) in KS1 tend to be a very small cohort and performance will therefore tend to fluctuate more across years compared to larger groups. In 2016, provisional data indicates that 39% of children achieved the expected standard in RWM. Of those children without SEN 70% achieved the expected standard in all three subjects.</p>
	Greatest differences between districts for Writing and combined RWM measure.	<p>There was a 10 percentage point difference between the highest and lowest performing districts for Reading, 11% point difference for Maths, 13% point difference for Writing and for the combined Reading, Writing and Maths (RWM) measure there was a 15% point difference (Tendring 57%, Brentwood 72%). Tendring was the lowest performing district in all cases. Brentwood had the highest performance for all measures, except Maths, which was in Rochford (82%).</p>

8. Key Stage 2 (Year 6)

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).

The previous system of pupils being assigned a level (the expectation being that pupils should achieve Level 4+ by age 11), now sees pupils assigned a scaled score in Reading and in Maths, which is aligned to a series of standards set out in the Interim Teacher Assessment Frameworks. For Writing and Science, children are assessed against the criteria set out in the Interim Teacher Assessment Framework as there are no tests for these subjects. The expectation is that pupils achieve at least the expected standard for their age. Progress is measured from each pupil's end of KS1 outcome for each of Reading, Writing and Maths. Due to the changes to the assessment framework in 2016, this means that it is no longer possible to use trend data for Key Stage 2.

The source for the information shown here are DfE Statistical First Releases and Performance Tables.

Headlines

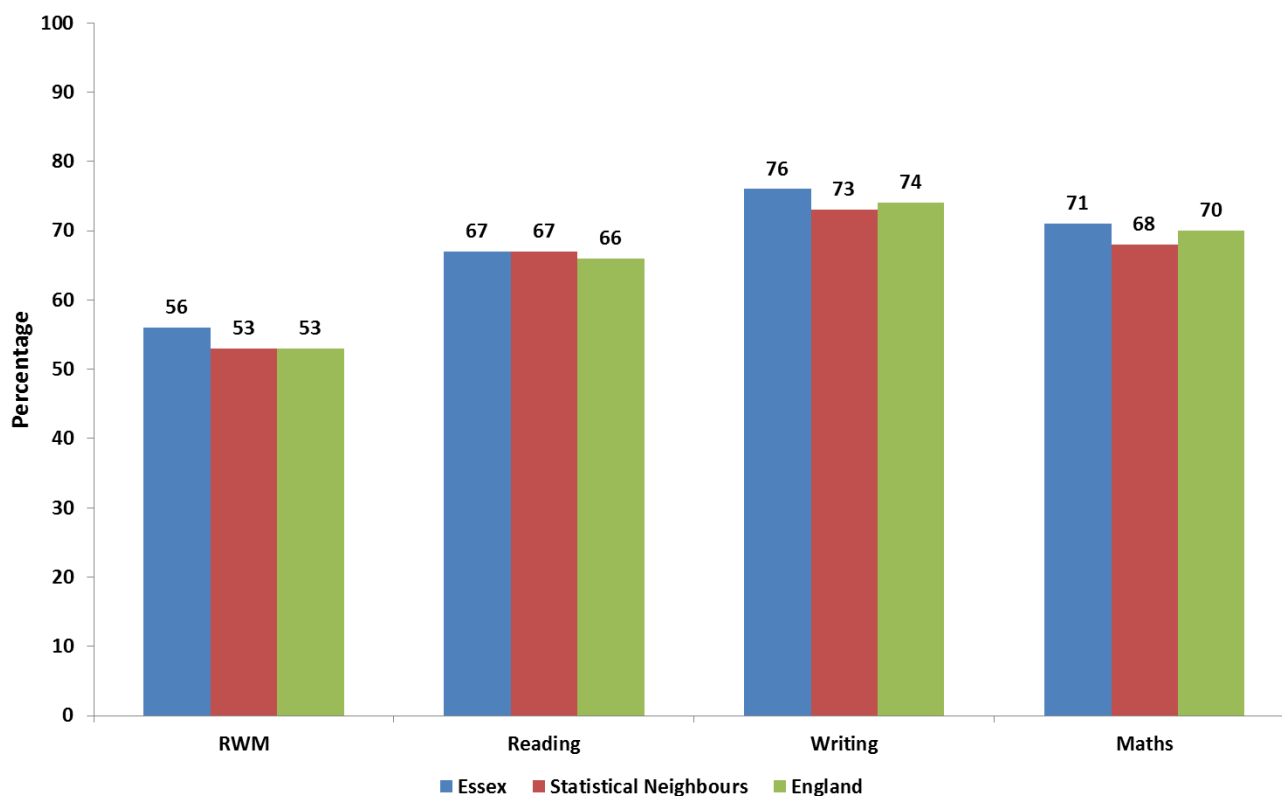


RWM

Best combined performance in Reading, Writing and Mathematics

For all pupils, Essex is at or above the England averages against all measures. Performance is significantly higher than nationally in RWM and Writing. Performance against all measures is either in the 2nd quartile or higher end of the 3rd quartile.

KS2 - percentage of children achieving at least the expected standard in 2016

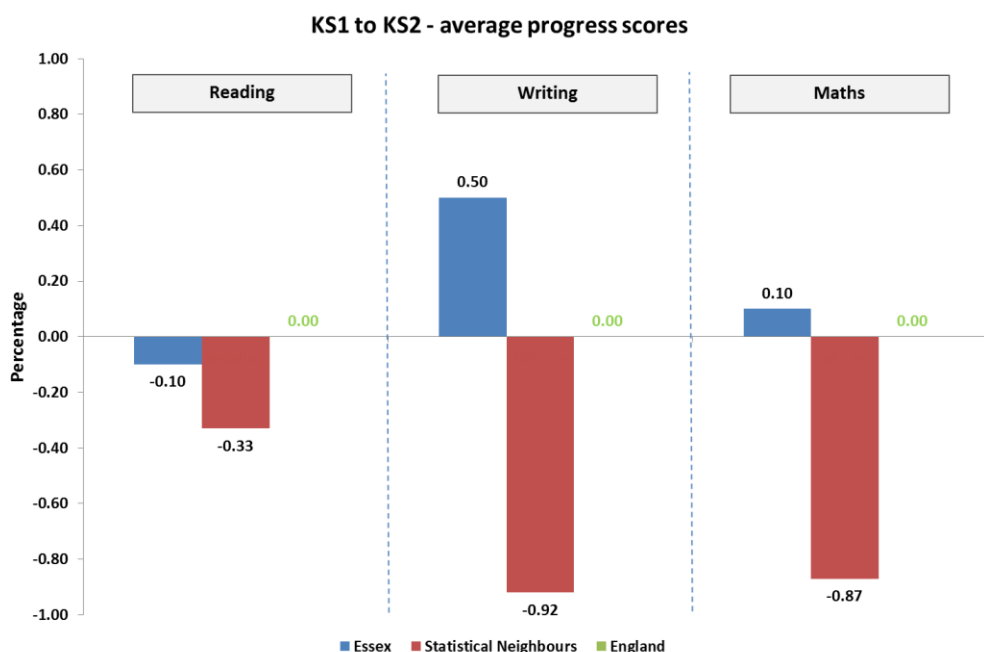




KS1 – KS2

Average progress made by pupils in Essex is higher than national in Writing and Mathematics but lower for Reading. Statistical Neighbours are below for all three subjects.

The chart below compares both our performance and the performance of our Statistical Neighbours to national pupils who achieved similar performance at Key Stage 1. Progress of Essex pupils was +0.5 in Writing and +0.1 in Maths compared to national averages of 0.0. Performance for Reading was -0.5 below.



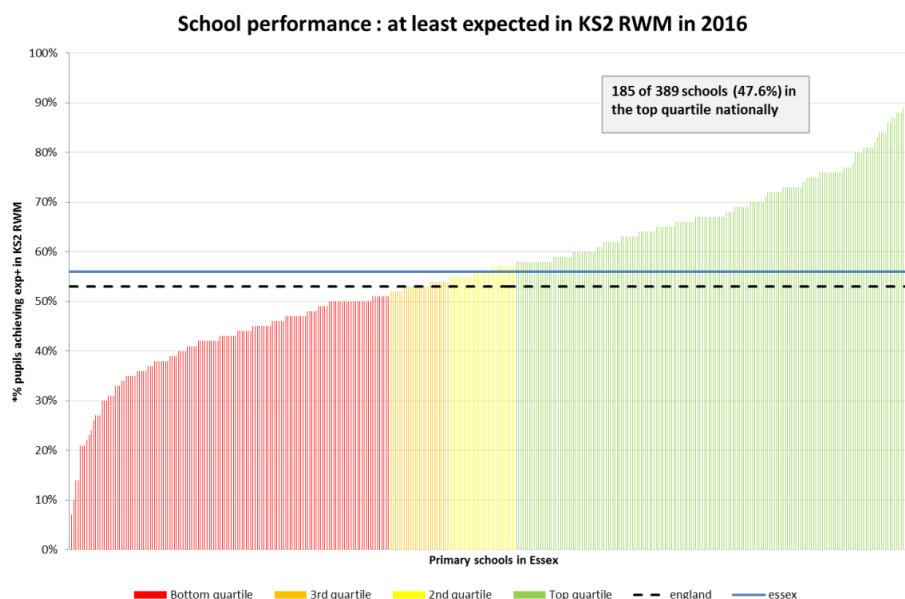
Almost half of Essex schools had top quartile performance nationally in RWM (combined).

185 out of 389 schools were in the top quartile nationally for the combined Reading Writing and Maths measure, placing Essex in the 2nd quartile nationally overall.



Proportions of schools below Floor Standards lower than national average. Those deemed to be coasting, similar to national average.

11 schools (<3% of Essex schools) are below floor standards, this is below national average. The proportion of schools deemed to be coasting schools (10 schools or 3%) is similar to national average.



8.1 Performance across pupil groups – KS2

	Both boys and girls exceeding their national peers in all measures.	Gender gaps are in line with national average for most measures. For both genders the performance of Essex pupils achieving the expected standard or higher, exceeds that of their national peers in all subjects. Boys significantly so in Writing (Essex 70%, England 68%) and Maths (Essex 72%, England 70%). Girls significantly so in Writing (Essex 83%, England 81%) and GPS (Essex 79%, England 78%).
	Disadvantaged pupils differ from other pupils nationally by 23%.	Disadvantaged pupils perform below their national peers, although not significantly so. Against all expected standard or higher measures, Essex Disadvantaged pupils performed 1% point lower. In terms of diminishing differences, 38% of Essex Disadvantaged pupils achieved at least the expected standard in the RWM combined measure compared to 61% of Other pupils nationally – a difference of 23 % points.
	EAL pupils performing better than other pupils in Essex.	Nationally the tendency is for English speaking pupils to outperform those who have English as an Additional language (EAL). However the reverse is the case in Essex where EAL pupils perform higher in most subjects. This is most evident in Writing and Maths where EAL pupils performed 6 % points higher than English speaking pupils.
	Pupils from ethnic minorities achieve at or above England averages.	All ethnic groups in Essex performed at or above England averages in each subject (based on pupils achieving at least the expected standard). Asian pupils performed significantly higher in each subject. For the RWM combined measure 71% of Essex Asian pupils achieved at least the expected standard compared to 56% nationally.
	Pupils with a Statement/EHC plans out-perform peers but SEN support pupils perform lower.	Essex pupils with a Statement/EHC Plan outperformed their national peers in each subject. However, SEN Support pupils performed lower, specifically 3 % points lower in RWM (combined), 3% in Maths and 4 % points in Reading.
	A quarter of CiC attain at least the expected standard in combined Reading, Writing and Maths (RWM) measure.	Children in Care (CiC) tend to be a small cohort and performance will therefore tend to fluctuate more across years compared to larger groups. Provisional data indicates that 22% achieved the expected standard in the combined RWM measure. In total 47% of the cohort has an identified Special Educational Need, 30% having a Statement/EHC and 15% attending a specialist educational/care provision.
	Greatest differences between districts were in Reading and in the combined RWM measure.	Uttlesford had the highest performance against the majority of KS2 measures, including progress in Reading. Tendering and Epping Forest had the lowest performance for most measures; conversely, Tendring saw the greatest progress for Writing. The greatest differences in attainment between districts were in Reading (15 % points) and in the combined Reading, Writing and Maths (RWM) measure (12 % points).

9. Key Stage 4 (Year 11)

Background

Pupils are assessed the end of Key Stage 4 (aged 16) through external GCSE exams and vocational courses. Since 2014 there have been several major reforms implemented and in 2016 new measures were introduced which affect the calculation of Key Stage 4 (KS4) performance measures. They were:

1. Professor Alison Wolf's Review of Vocational Education recommendations which:

- restricts the qualifications counted
- prevent any qualifications 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 that only counts a pupil's first attempt at a qualification.

3. As part of changes to secondary accountability system, Attainment 8 and Progress 8 are the new key measures of secondary school performance from 2016 onwards. **It is not possible to make direct comparisons to results prior to 2016 across these measures. Other headline measures are: Percentage of pupils achieving A* to C Grades in English and Maths, percentage of pupils entered for the English Baccalaureate (EBACC) and the percentage achieving the EBACC.**

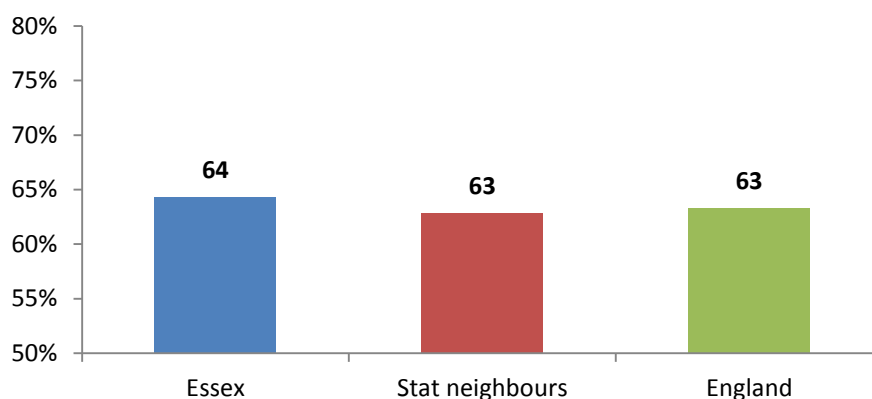
Headlines



Proportion of young people attaining A* to C grades in English and Maths above national average

64.3% students attained A* to C grades in English and Maths, putting Essex in the 2nd quartile nationally. Performance was 1 % point above the national average of 63.3%, slightly higher than the Eastern Region average and well above performance for Statistical Neighbours.

% A*-C in English & Maths





Essex performance is higher than national average in Attainment 8

The Essex score for average student performance across their highest best subjects (the new Attainment 8 measure) was 50.4, above the national average and statistical neighbours and similar to attainment across the Eastern Region. Essex was in the 2nd quartile nationally for this measure.



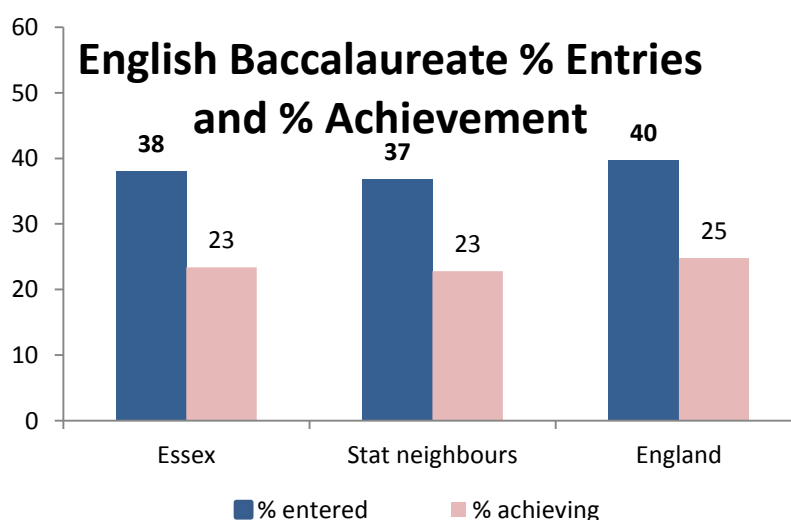
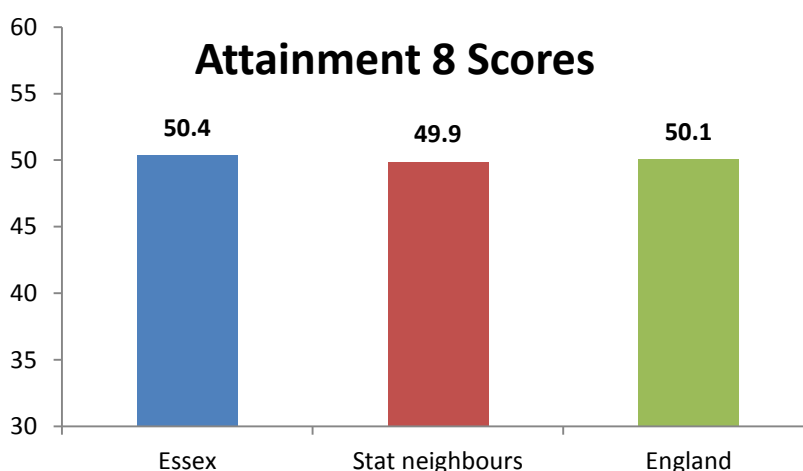
Progress 8 – similar to national average

Essex was again in the 2nd quartile nationally. Students made progress across their secondary education in line with the national average.



Rise in proportion of pupils achieving the English Baccalaureate

The proportion of pupils entered for the EBACC has increased from 31% in 2013 to 35% 2015 and now 38% in 2016. The percentage of young people who have achieved the award has also increased year on year, and now 23.4% of young people attain the EBACC, 1 % point higher compared to last year.





Half of Essex schools had overall attainment at GCSE that put them in the top quartile nationally

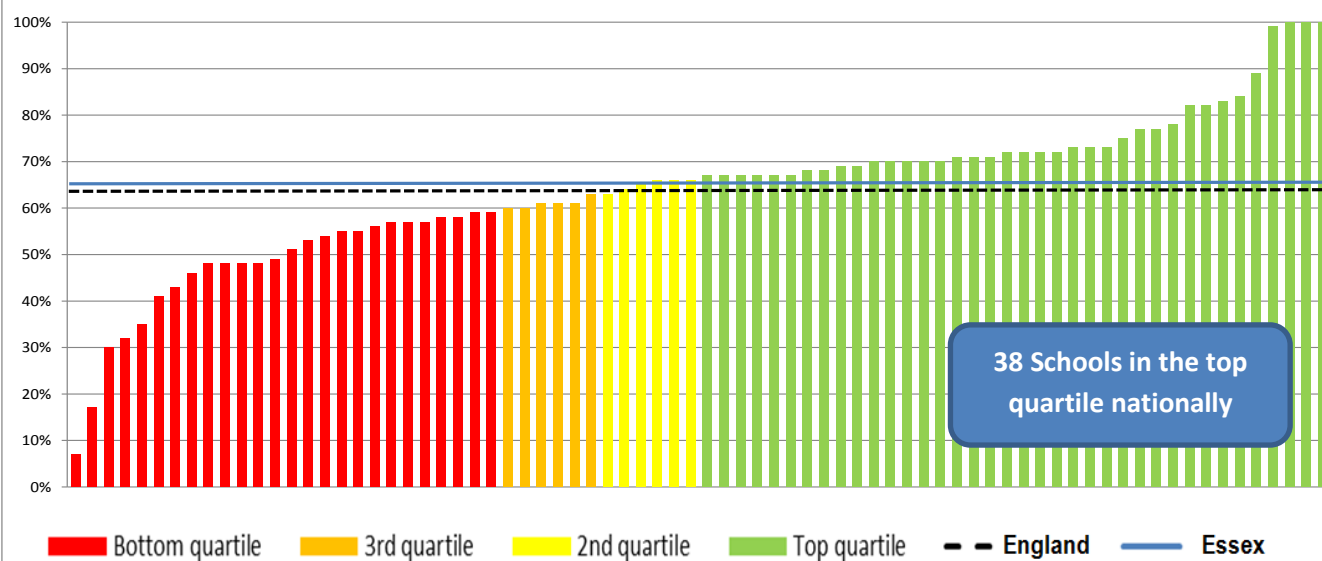
38 out of 76 schools had a level of attainment of A* to C Grades in English and mathematics to place them in the top quartile nationally.



Lower proportions of schools below Floor Standards and deemed coasting

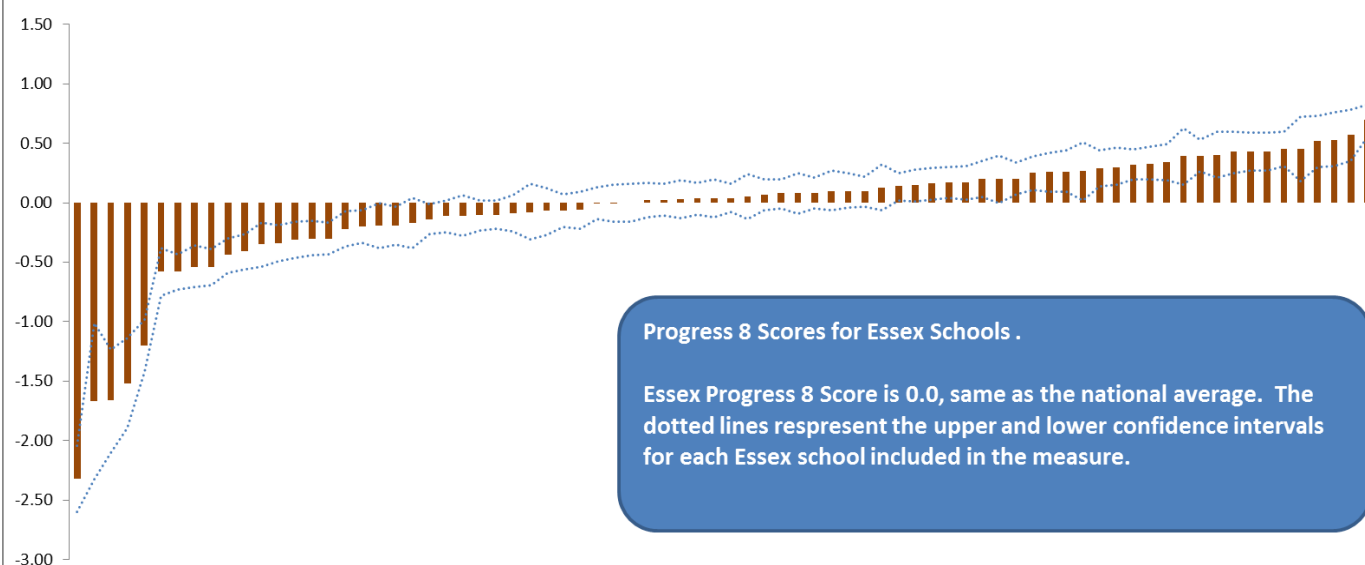
5 of 74 (6.8%) schools are below floor compared to 9.3% nationally. 4 of 71 (5.6%) schools are deemed to be coasting compared to 11.3% nationally. (NB. Two schools appear in both lists). Essex is in the 2nd quartile nationally for these measures.

Essex Schools - % Achieving A* to C Grades in English and Maths



Source: final performance tables data. School status as shown in Performance tables published dataset.

Essex Schools - Progress 8 Scores



9.1 Performance across pupil groups – KS4

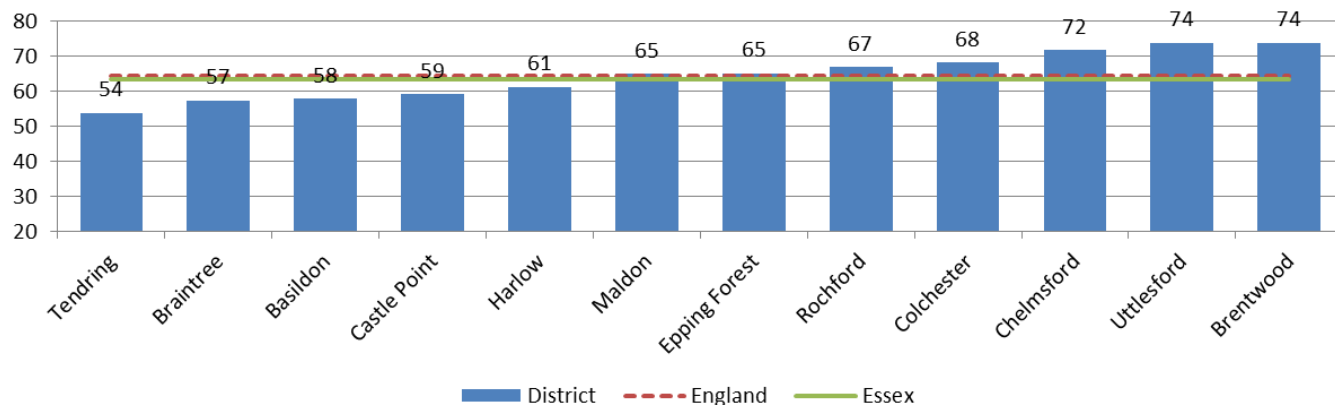
	<p>Girls continue to outperform boys but both genders do better than their peers nationally</p>	<p>Girls' performance in the Progress 8 measure (0.12) was significantly higher, compared to their peers, nationally. Boys (-0.12) were significantly lower than girls, but higher than their peers nationally. Both groups were above national average for % achieving A* to C in English and Maths however both groups are significantly below their national peers in both English Baccalaureate measures (% entered and % achieving).</p>
	<p>Disadvantaged pupils' progress higher than national average</p>	<p>Essex Disadvantaged pupils performed slightly higher than their national Disadvantaged peers in Progress 8 compared to non-Disadvantaged learners. However, the difference between Essex Disadvantaged pupils and national other pupils is 28.2 % points for pupils achieving A*-C in English and Maths. Fewer Disadvantaged learners in Essex entered the full English Baccalaureate and therefore fewer achieve them than seen nationally.</p>
	<p>Higher performance for pupils with English as an Additional Language</p>	<p>EAL pupils performed significantly higher than EAL pupils nationally in all measures featured. 55.2% of EAL pupils in Essex were entered for the English Baccalaureate compared to 37.1% of English speaking pupils.</p>
	<p>Significantly high performance amongst some ethnic minority groups</p>	<p>Asian and Black pupils performed significantly higher than their national peers in virtually all measures. 58.2% of Asian pupils achieved the English Baccalaureate compared to 21.7% of White pupils. Chinese pupils performed lower in all measures although as the Essex cohort is just 51 pupils, this was only significantly lower in the Progress 8 measure.</p>
	<p>Progress of pupils with a Statement/EHC Plan above national peers.</p>	<p>Pupils with a Statement/EHC Plan performed broadly in line with national averages for their peers and outperformed them in Progress 8.</p> <p>SEN Support pupils were below all pupils nationally in every measure, except Progress 8, where performance was broadly in line with national average.</p>
	<p>Attainment of CiC based on small numbers.</p>	<p>Children in Care (CiC) tend to be a very small cohort and performance will therefore tend to fluctuate more across years compared to larger groups. Overall in the cohort the provisional data indicates that 12.7% of the cohort achieved five A* to C GCSEs including English and Maths.</p>



20% point difference between districts of pupils achieving A* to C. Less variation for Attainment 8.

Highest performance was in Chelmsford and Uttlesford with 74% of students gaining A* to C grades in English and Maths and Attainment 8 scores of 54.3 and 54.0 respectively. Tendring had the lowest performance with just over half of students gaining A* to C Grades and Attainment 8 score of 45.4

% of Pupils Achieving A* to C in English and Maths



Attainment and Progress 8 by District –

District averages shown below are based on location of schools not pupil residence

	Attainment 8 score	Pupil progress 8 score
Basildon	48.0	0.0
Braintree	48.0	-0.2
Brentwood	53.6	0.0
Castle Point	48.3	-0.1
Chelmsford	54.6	0.1
Colchester	52.9	0.1
Epping Forest	50.6	0.1
Harlow	48.0	-0.1
Maldon	52.2	0.2
Rochford	50.3	-0.1
Tendring	45.5	-0.1
Uttlesford	54.1	0.0
Essex	50.4	0.0
National	50.1	0.0

10. Post-16 qualifications and other FE college outcomes

Background

This section covers Key Stage 5, Apprenticeships and qualifications by age 19 at level 2 and 3

Key Stage 5 (KS5): The KS5 results presented in this section come from DFE national performance tables. There are 9 measures covering KS5. Key findings from a selection of these are presented in more detail: 3+ A*-A grades or better, Average points per entry (APS), % AAB or better and % AAB or better (including at least 2 facilitating subjects). For Average points per exam entry (APS) and 3+ A*-A grades we present results by state-funded maintained schools only and by state-funded maintained schools, FE colleges, academies, free school and maintained special schools combined. Due to changes in methodology, it is not possible to provide trend data for the measures presented.

Apprenticeships: In 2012, the Richard Report called on the government to improve the quality of apprenticeships and make them more focused on the needs of employers. The Government has set a target that by 2020 3 million people will have completed an apprenticeship. This demands a significant increase in apprenticeship delivery.

Apprenticeships start at level 2 (intermediate) through to level 7 (degree); and can take between one and four years to complete (depending on the level of apprenticeship and industry area). The statistical data below provides information on apprenticeships starts and achievement rates, education and training achievement rates (formerly referred to as success rates) covering further education learning delivered mainly in a classroom, workshop or through distance or e-learning methods, retention rates and employer and learner satisfaction scores.

Qualifications by age 19 level 2 and 3: The data presented in this section comes from the DFE Local Authority Interactive Tool. These indicators are a percentage of young people who have attained a full level 2 or level 3 qualification by the end of the academic year in which they turn 19. A full level 3 equates to 2 or more A levels or an equivalent qualification. Attainment at level 3 is a minimum requirement for entry into higher education and has demonstrable returns in the labour market. Disadvantaged young people are less likely to achieve Level 3 qualifications. Due to changes in methodology, it is not possible to provide trend data.

Headlines



Essex schools above national in most measures and in the Top quartile for 2

Essex schools have achieved above national in almost every reported measure of Post 16 performance. When looking at quartile performance across all measures Essex is in the top quartile for 2 out of 9 measures and in 2nd quartile for the remainder.



Essex has some Outstanding Post 16 provision

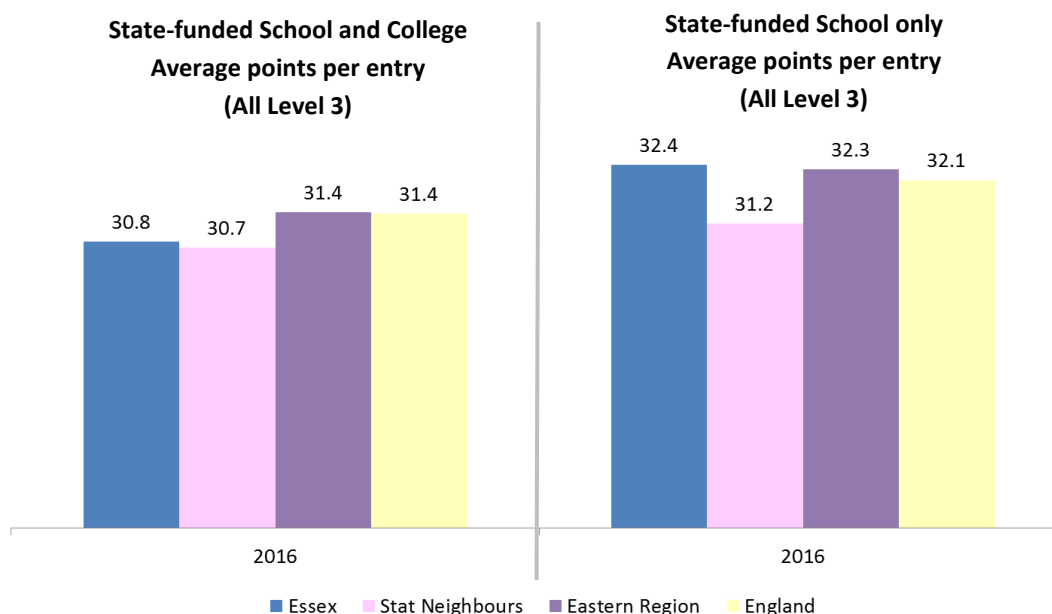
3 schools are in the top 4% of all providers nationally for A level and academic progress and 3 schools are in the top 4% of all providers nationally for applied general progress.

10.1. KS5 - Level 3 points per exam entry



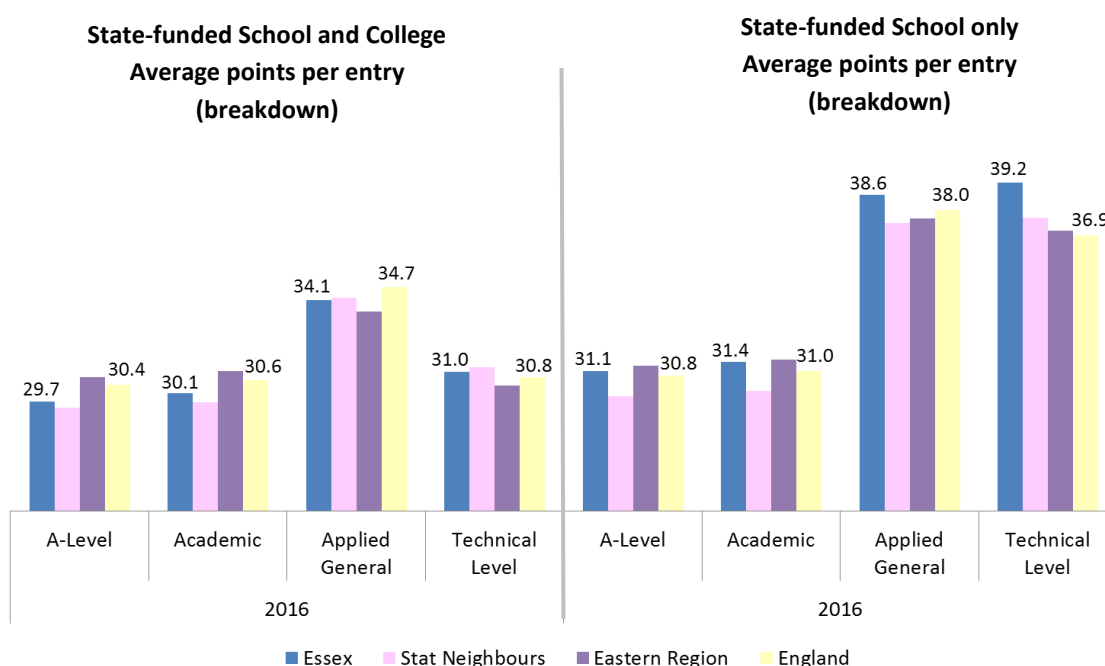
Points per entry above the national average for schools, but below for schools and colleges combined.

The average number of points per entry for students in state-funded schools was 32.42, slightly above national average. Essex has been above national average for the last three years.



Essex state-funded schools perform better than colleges

Level 3 qualification breakdowns show state-funded schools achieving higher average points per exam entry across all qualification types than that of state-funded schools and colleges combined for 2016, the highest being in Technical qualifications (8.2 average points difference). Similar patterns are seen across SN's, Eastern Region and national averages.

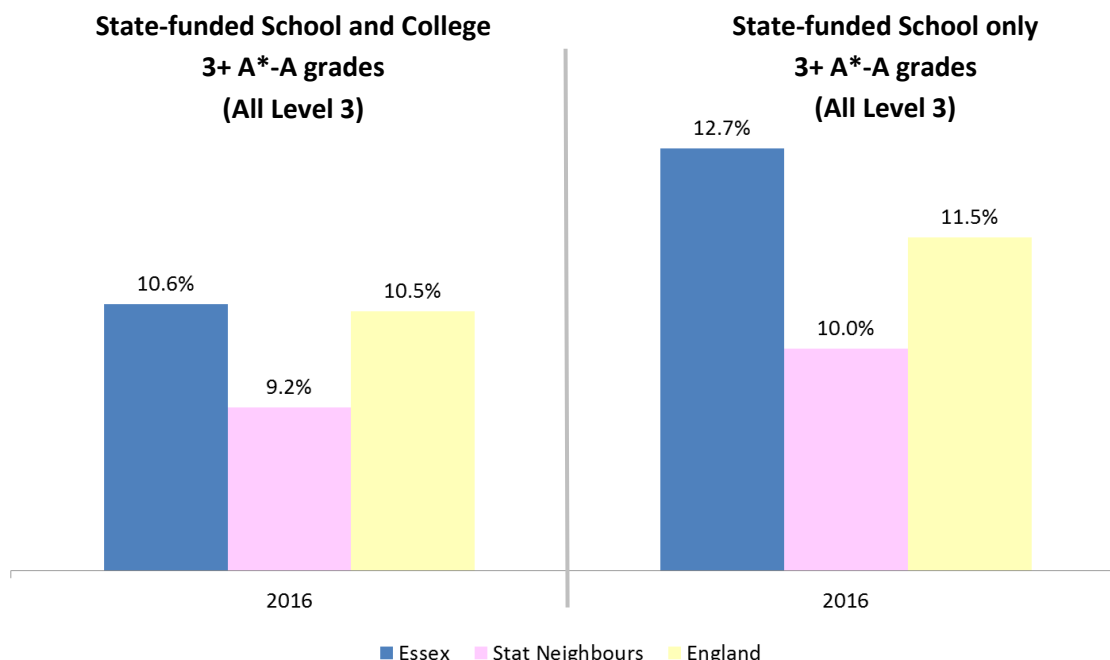


10.2. KS5 - 3+ A*-A grades: school and college students vs state-funded school students



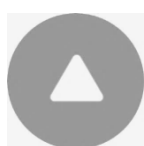
Essex in Top quartile for 3+ A*-A grades

1.2% more students in Essex schools achieved at least three A grades at A level in comparison to national schools (+0.1% for schools and colleges). Essex is in the top quartile for this school performance measure.



Only 3.9% of Essex state-funded schools and colleges below minimum standard

Only 2 out of 51 (3.9%) of Essex state-funded schools and colleges assessed are below the minimum standard for 2015, which is in line with national.



The % of Essex students gaining AAB grades well above national average

The percentage of students in schools achieving grades AAB or better at A level is 21.0% (1.1% above national). The proportion of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects is 16.6%, compared to a national percentage of 15.6%. Essex is on the top quartile of Local authorities for both of these measures for school performance.



3 out of 6 FE colleges inspected in Essex have been rated by Ofsted as 'requiring improvement'

3 out of 6 FE colleges inspected in Essex have been rated by Ofsted as 'requiring improvement'. The other three colleges out of these six are rated 'Good'.

10.3. Apprenticeship participation 2013 to 2015



Increase in numbers of people starting an apprenticeship

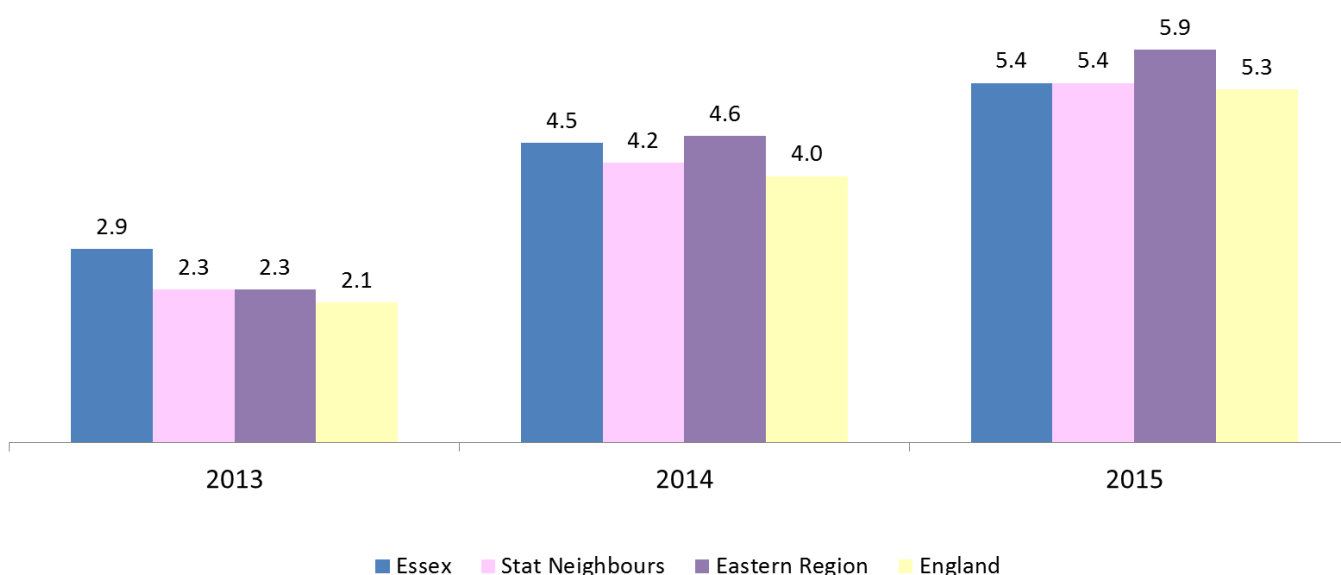
The number of people starting an apprenticeship is increasing (by 13.1% from 10,390 in 2013, to 11,750 in 2015).



The take up of Higher or Degree Level apprenticeships in Essex continues to increase, albeit at a slower rate than nationally

The number of Essex residents starting a Higher or Degree Level Apprenticeship increased from 300 in 2013/14 to 630 in 2015/16. Starts on Higher or Degree Level Apprenticeship now account for just over 5% of all apprenticeship starts by Essex residents, a similar percentage to the England average.

**Higher & Degree Level Apprenticeship:
Proportion of All Apprenticeship (%)**



Source: FE Data Library Apprenticeships: Nov 2016.

10.4. Apprenticeship achievement rates 2012 to 2015



Essex below national average for apprenticeship achievement rates

Average achievement rates for Essex residents enrolled on an Apprenticeship have increased by 2.4 % points over the last three years and stand at 70.3% in 2014/15 (1.4% below the national average at 71.7%).

Nationally, achievement rates have decreased by 0.6 % points (from 72.3% in 2012/13, to 71.7% in 2014/15).

Hybrid End Year		Overall Achievement Rate %
2012/13	Essex weighted average	67.9
2013/14	Essex weighted average	66.6
2014/15	Essex weighted average	70.3
2012/13	National	72.3
2013/14	National	68.9
2014/15	National	71.7

10.5. Education & training headline achievement rates (all institutions) 2015 to 2015



Education and Training retention rates same as national average

Overall achievement rates for Essex residents enrolled on education and training courses were slightly below the national average in 2014/15, though retention rates were the same as the national average. *Due to changes in methodology, it is not possible to make comparisons with year 2012/13.*

Expected End Year		Starters (Excluding Transfers)	Achievement Rate %	Retention Rate %	Pass Rate % *
2012/13	Essex weighted average	80,690	84.2	91.0	92.6
2013/14	Essex weighted average	95,010	83.3	92.3	90.3
2014/15	Essex weighted average	84,370	82.7	91.7	90.2
2012/13	National	3,934,220	86.0	91.7	93.8
2013/14	National	4,439,000	84.7	92.3	91.7
2014/15	National	3,946,620	83.4	91.7	90.9

** The overall pass-rate percentage is based on the calculation: number of learning aims that have been achieved, divided by the number of learning aims that have been successfully completed.*

10.6. Learner and Employer Satisfaction scores 2015



Learner satisfaction at further education colleges in Essex are lower than the National Average

72.6% of learners attending FE colleges in Essex surveyed for 2015/16 would recommend their college/training organisation to their friends or family, as opposed to 80.4% nationally (a 7.9 % points difference)..



Employer Satisfaction at further education colleges in Essex lower than the National Average

62.7% of employers (of learners attending FE colleges in Essex) surveyed for 2015/16 would recommend their employees' college/training organisation to another employer, as opposed to 74.9% nationally (a 12.2 % points difference).

Year		Learner Satisfaction Score	Employer Satisfaction Score
2015/16	Essex median	72.6	62.7
2015/16	National median	80.4	74.9

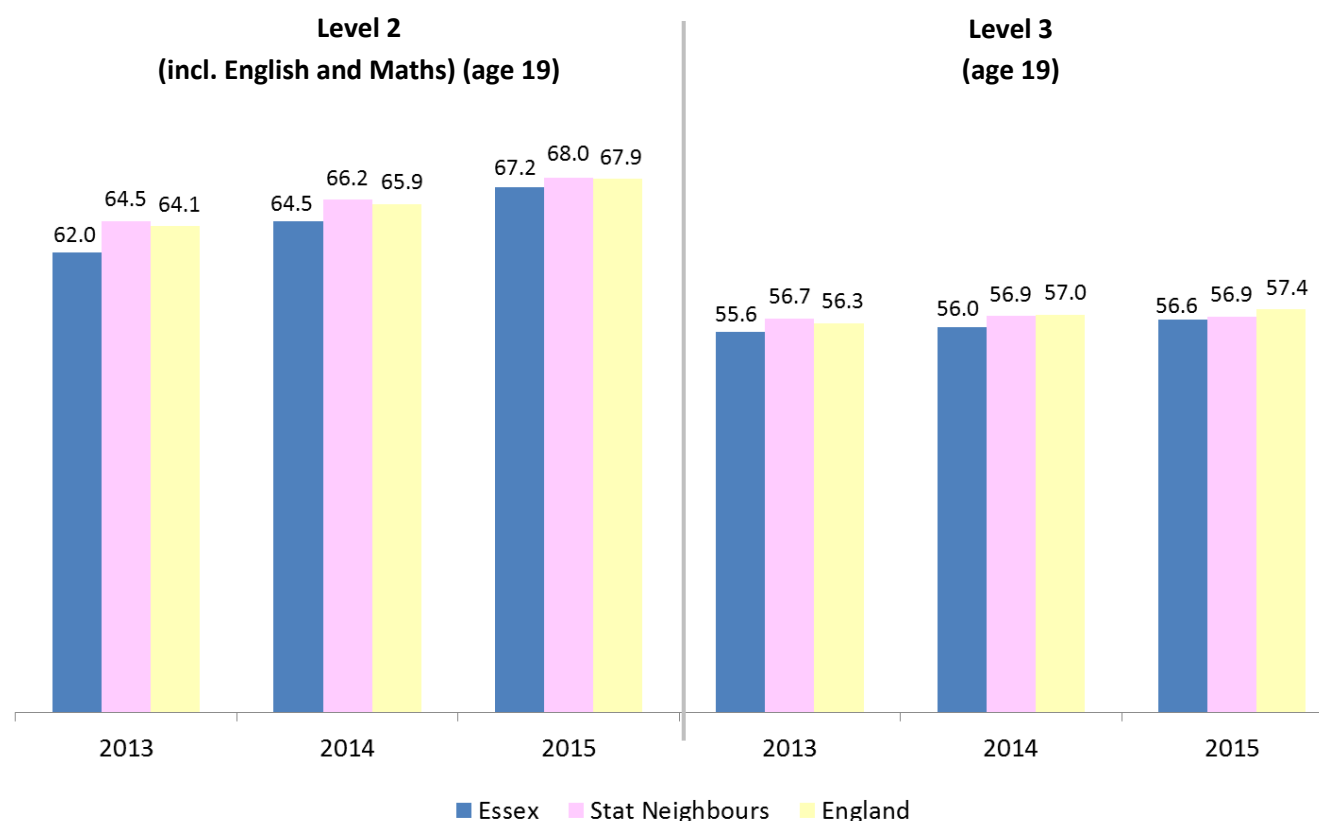
10.7. Level 2 (incl. English and Maths) and Level 3 Qualifications: at age 19, 2015



By age 19, 67.2% of young people attained a level 2 qualification (incl. English and Maths) and 56.6% attained level 3.

The latest published figures are for 2015 and show that there was a 2.7 percentage point increase in the percentage of 19 year olds with a level 2 qualification including English and Maths compared to 2014 in Essex. Essex is 0.7 % points below the national average and in the third quartile nationally.

There was also a slight improvement in Essex for Level 3 but overall Essex is in the third quartile nationally and 0.8 % points below the national average.



Decrease in inequality gap in Level 2 qualifications by the age of 19

The inequality gap reported is based on the difference in performance of young people who were eligible and not eligible for free school meals (FSM). Compared to 2014, there was a decrease of 2.9 % points in the attainment gap at Level 2 for young people reaching age 19. The Essex gap is lower than for SN and ER but 1.4 % points above the national average. Essex is now in the second quartile nationally for this measure.



2.8% change in the FSM gap for 19 year olds who attained Level 3 qualifications

In 2015 the inequality gap (FSM) has reduced by 2.8% to 26.1%, nationally it is 24.6% but there has been little change over the last 7 years. The Essex gap is lower than ER and the SN average (28.1 and 31.4%).

11. Young people not in education, employment or training (NEETs)

Background

From September 2016, The Department for Education (DfE) have reduced the amount of information that local authorities must collect, record and submit by reducing the cohorts that local authorities have to report on from Year 12, 13 and 14 to Year 12 and 13. This will provide a much more accurate measure of tracking. There is also a new combined NEET/Unknown measure.

The 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 do

Headlines



2.6% NEET means the 2.7% NEET target has been achieved for 2016/17

There has been a reduction in NEET during the target period (November, December January) from 3.4% in 2013/14 to 2.6% in 2016/17. A 2.6% figure for January is the lowest NEET percentage achieved in January for the last four years.



1.7% Unknowns means the 2.8% target has been achieved for 2016/17

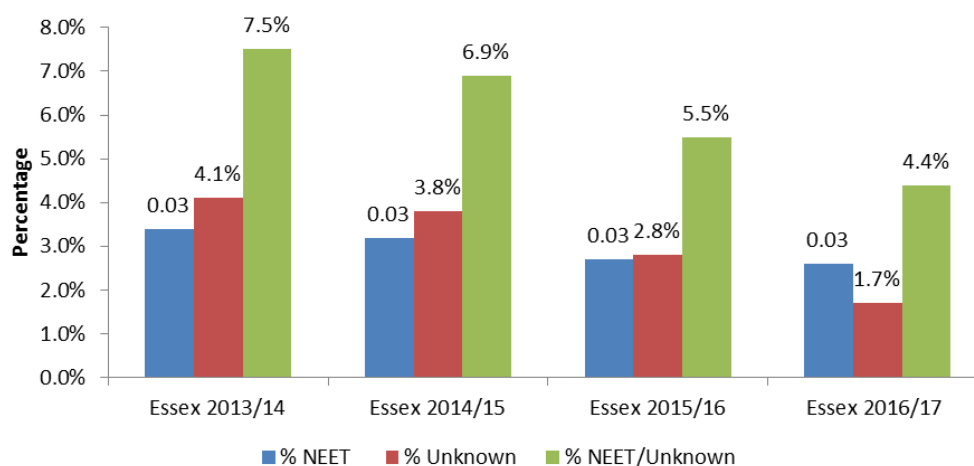
The proportion of 'Unknowns' are well below the DfE 10% threshold Just 1.7% in January which makes data more robust and NEET figures more reliable.



4.4% NEET/Unknown means the 5.5% target for 2016/17 has been achieved.

Currently at 4.4%, Essex is also under the 5.5% target for the combined NEET and unknown measure. This is a 2.9% decrease since 2013/14.

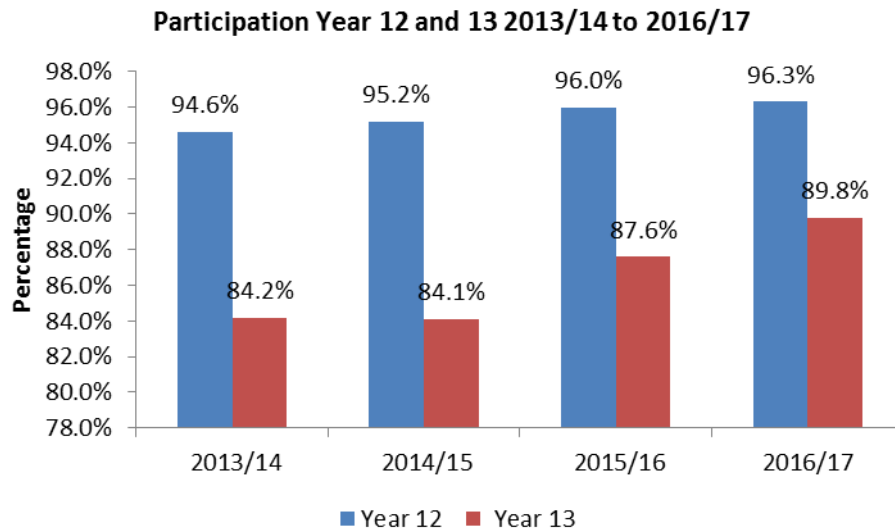
Percentage of 16 and 17 year olds Not in Education, Employment or Training or whose activity is unknown 2013/14 to 2016/17





**Increase in
Participation rates
over the last 4 years**

Robust tracking and intervention to support young people back into meaningful employment or training has increased participation rates for Year 12 and 13 have over the last 4 years.



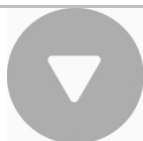
12. Attendance and Exclusions

Background

To the end of the Spring term 2015/6, absence in Essex was 4.2% across state-funded schools and academies (primary and secondary schools combined) compared to 5.4% in 2012/3. This means that on an average day, over 7,200 children were not at school - the approximate equivalent of 22 schools closing each day (down from over 9000 children and 30 schools 'closed' in 2013/4).

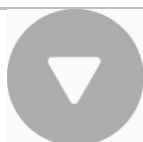
Just under 1 in 10 children (9.3% - averaged across primary and secondary schools) were 'persistent absentees' (defined as those pupils who missed at least 10% of possible sessions during the year to date for both authorised and unauthorised reasons).

Headlines



Reduction in absence rates at Essex schools.

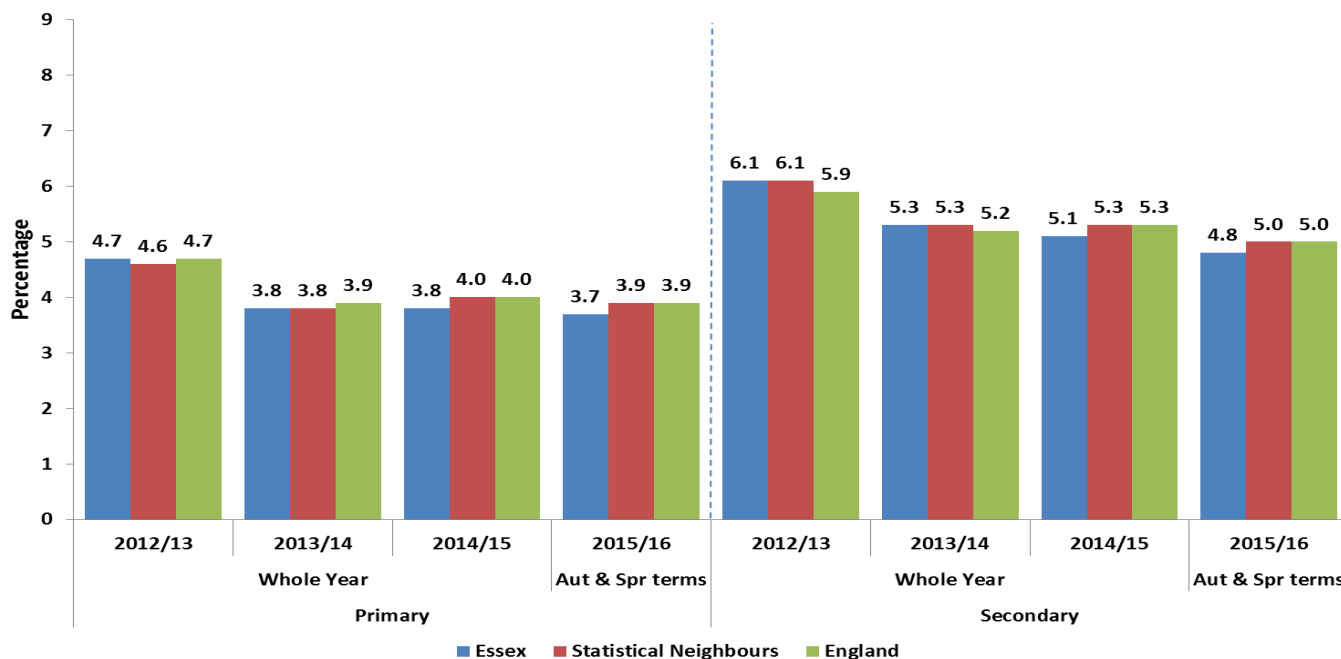
Essex rose to the Top quartile nationally for overall primary absence and rates maintained at nearly 1 percentage point lower than 2013/14 AY. Essex ranks 29th among LAs, up from of 33rd the previous year and 61st in 2013/4. Similar success is evident in Secondary schools. Absence has fallen by 1.3 % points compared with 2012/3 and Essex ranking improved from 103rd in 2013/4 to 54th in the last 2 years.



Reduced absence among CiC.

National absence rates for Children in Care (CiC) have been between 4.0% and 4.4% over the last three years. There has been a steady reduction in CiC absence in Essex from 4.3% in 2013 to 3.7% in 2015 (latest published figures) this is 0.3% better than national average.

Overall Absence: Primary & Secondary schools
2012/13 - 2015/16 (Autumn & Spring terms)





Persistent Absence lower than national.

In 2015/16 the measure of persistent absence was changed to 10% or more. Provisional Autumn and Spring term data indicates that Essex is below national comparators in both Primary (Essex 7.7%, England, 8.8%) and Secondary phases (Essex 11.3%, England 12.3%).

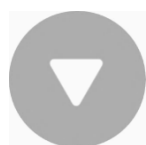
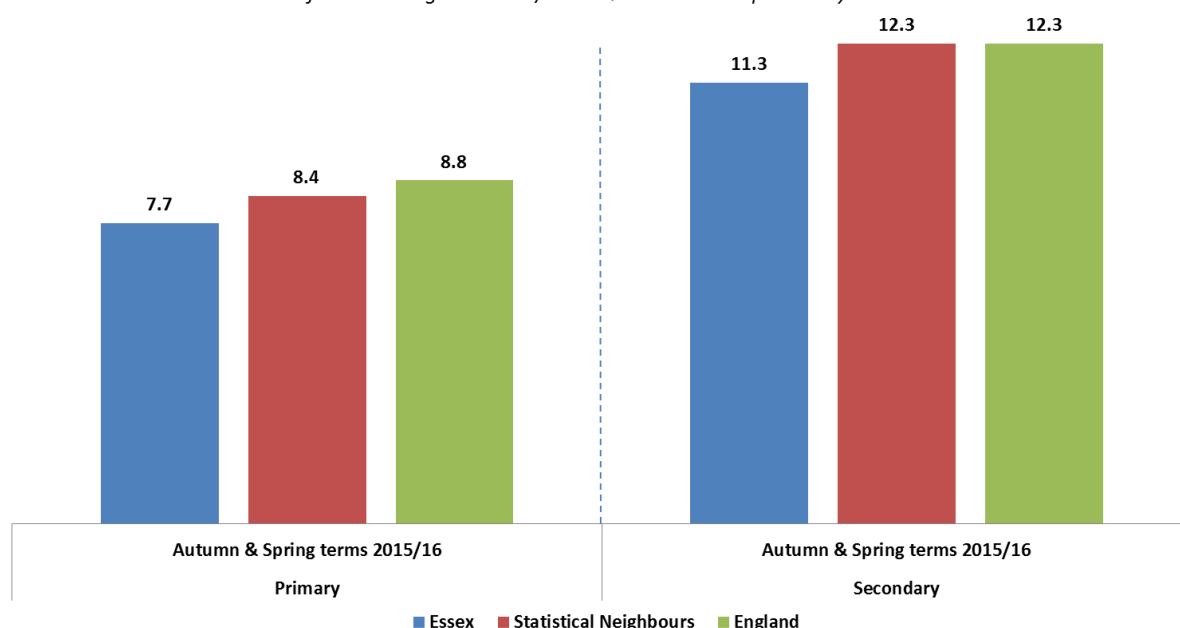


CiC persistent absence lower than other pupils in Essex.

Provisional data indicates that for Children in Care (CiC), Essex has maintained a low level of persistent absence at 5.9%, which is lower than pupils that are not in Care.

**Persistent Absence (PA) : Primary and Secondary Schools
2015/16 (Autumn & Spring terms)**

NB: 'PA' definition changed in 2015/6 to 10% threshold so previous years not shown



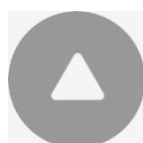
Secondary School permanent exclusions reducing

Secondary exclusions have decreased from 0.23% to 0.05% of the secondary school population since 2006/07. Although there was a slight increase on previous year (0.04%) they remain well below national average which increased to 0.15% in 2015.



Secondary fixed term exclusions below national average

Essex is in the second quartile nationally (54th) and exclusions have declined from 12.9% in 2006/07 to 6.03% in 2014/15.



Prior low proportions of Primary permanent exclusions appear to be on the rise

Primary permanent exclusions remain very low at 0.01% of the school population in 2014/15 and is in line with SN (0.03%), ER (0.02%) and national average (0.02%). However, 2015/6 has witnessed a significant increase in reported cases. Data published in July will reveal whether this is part of a national trend.



**Fixed-Term
exclusions in
Primary phase
increasing in line
with national trend**

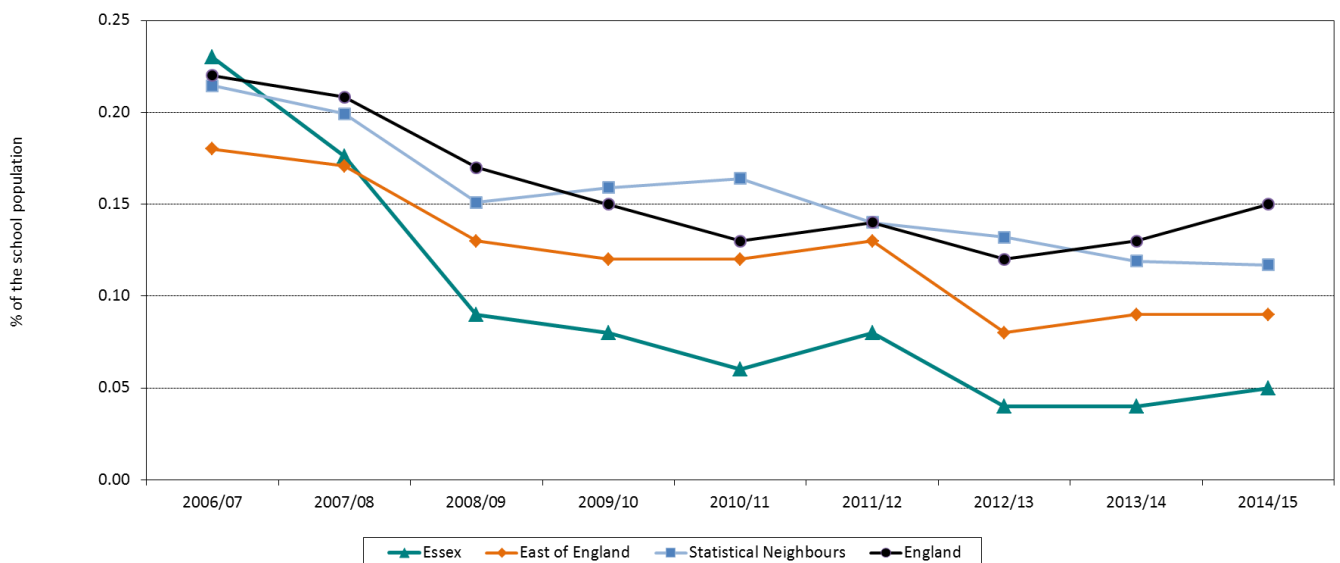
There has been a slight increase in the proportion of fixed-term exclusions at primary schools. Essex is ranked 101st nationally, placing it in the third quartile. The proportion of fixed term exclusions increased from 1.02% to 1.18% over the year.



**Disruptive
behaviour was the
most common
reasons for
exclusion**

'Persistent disruptive behaviour' (22%) was the most commonly recorded reason for fixed-term and permanent exclusions across primary and secondary schools followed by 'Verbal abuse/threatening behaviour against an adult' (20%) and 'Physical assault against a pupil' (19%).

Secondary Permanent Exclusions from school as a % of the school population



13. Children in Care (CiC)

Background

The information presented in this report on Children in Care is based on provisional data for 2015-16. Whilst we know the results for individual children, there are a number of factors that make calculating this cohort problematic, particularly in KS4, due to the variety of educational establishments, children educated out of their chronological age, some children leave care after 31st March but can still count in the cohort. All these factors contribute to making it difficult to predict which young people are reported by the DfE in the qualifying cohort.

Role of the Virtual School

The role of the Virtual School is to promote the educational achievement of Children in Care, whether educated in Essex or placed out of authority, through having high aspirations and working to close the attainment gap between them and their peers. There is a requirement to maintain an up to date roll and have robust procedures in place to monitor the attendance and educational progress. In Essex attendance and exclusion is monitored through a commissioned service 'Welfare Call'. Progress is monitoring through PEPs completed by schools on CLA Tracker. There is a requirement to inform head teachers that they have a child on roll that is under the Care of the Local Authority. In addition, the Virtual School should ensure that each child has an up to date, effective and high quality PEP that focuses on education outcomes. The Virtual School Head has primary responsibility for ensuring that there is a suitable education in place for all Children in Care, this includes oversight of admissions, managed moves and education moves brought about through care placement moves.

Headlines



Increase in numbers of CiC attending good or outstanding schools.

There has been an increase of Children in Care (CiC) attending good or outstanding schools from 77% in 2015 to 87.3% in 2016.



CiC not achieving GLD standards due to PSE development learning goals.

There were 13 children in this cohort, 31% (4) achieved a Good Level of Development (the expected standard). Those children that did not achieve their expected levels were mainly due to not achieving the standard in the Personal Social and Emotional (PSE) Development aspects.

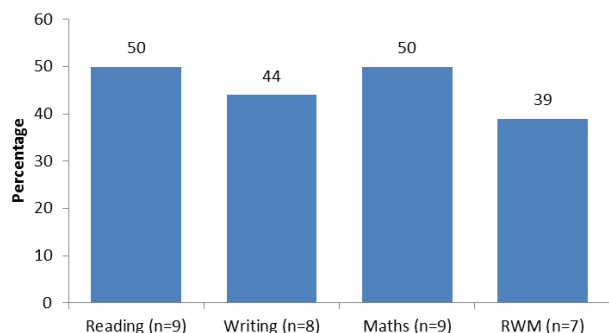


KS1

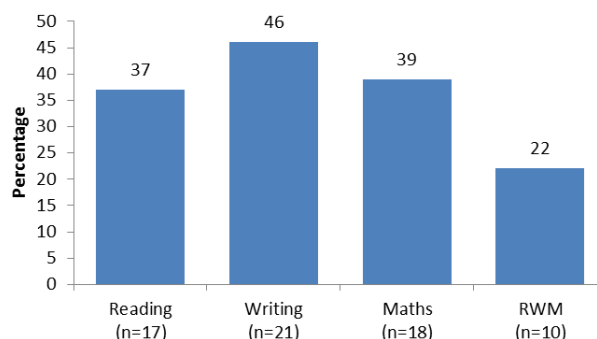
Overall improvement at KS1

There was an average improvement of 11% across all three curriculum subjects at KS1 in 2016. It was a small cohort of 18 children. Of the 10 children that did not have an identified level of SEN, 70% (7) attained expected standards in RWM. 44.4% (8) of the cohort has an identified level of SEN of which a small number had an EHC/statement.

Key Stage 1 - Performance of CiC



Key Stage 2 - Performance of CiC



CiC with SEN KS2

% of CiC achieving RWM higher for those without SEN

There are 46 children in the cohort. Provisional data indicates that 22% achieved the expected standard in the combined RWM measure. Of those children without an identified SEN 47% (22) achieved the expected standard in RWM. 47% (22) of the cohort have an identified level of SEN, with 30% (14) of those already having a Statement/EHC and 15% (7) attending specialist care/education provision.



KS4

12.7% achieved 5 A*-C GCSEs including English and Maths

Overall in the cohort the provisional data indicates that 12.7% of the cohort achieved five A* to C GCSEs including English and Maths.

In excess of 65% of pupils in the provisional qualifying cohort left with a range of GCSEs or other appropriate qualifications.

Other points to note about the **included cohort** (provisional 70 children):

- 40% (28) identified as having SEN (38.5% Statement/EHC, 24.2% attended special schools and 7% were educated at PRUs).
- 11 young people were unaccompanied asylum seeking children and one young person had English as a second language.

Points to note regarding those **not included**:

- 15 young people not included were in specialist independent care/education.



Many CiC going onto FE

On leaving statutory education, the majority of CiC moved on to study at a Further Education (FE) College (62.3%).

Moved on to study at FE college	Remained in a school setting	Became parents	Left care since 31/3/2016	Are engaged in employment /training	Were NEET on leaving statutory education
62.30%	27.50%	8%	2.80%	1.40%	2.80%



Reduced absence for CiC

Provisional data indicates low levels of permanent exclusions for Children in Care (CiC) (5.9%) and static numbers of fixed term exclusions at 10.1%.

You can contact us in the following ways:

By email:

Visit our Council website: www.essex.gov.uk

Visit our Partnership intelligence sharing website: www.essexinsight.org.uk

By telephone:

03330138370

By post:

Organisational Intelligence

EUG Zone1, County Hall, Chelmsford, Essex CM1 1QH

Read our online magazine at www.essex.gov.uk/ew

Follow us on Twitter



Essex_CC

Find us on



facebook.com/essexcountycouncil

Organisational Intelligence

Annex 2

2016 Education Scrutiny Report – Additional tables

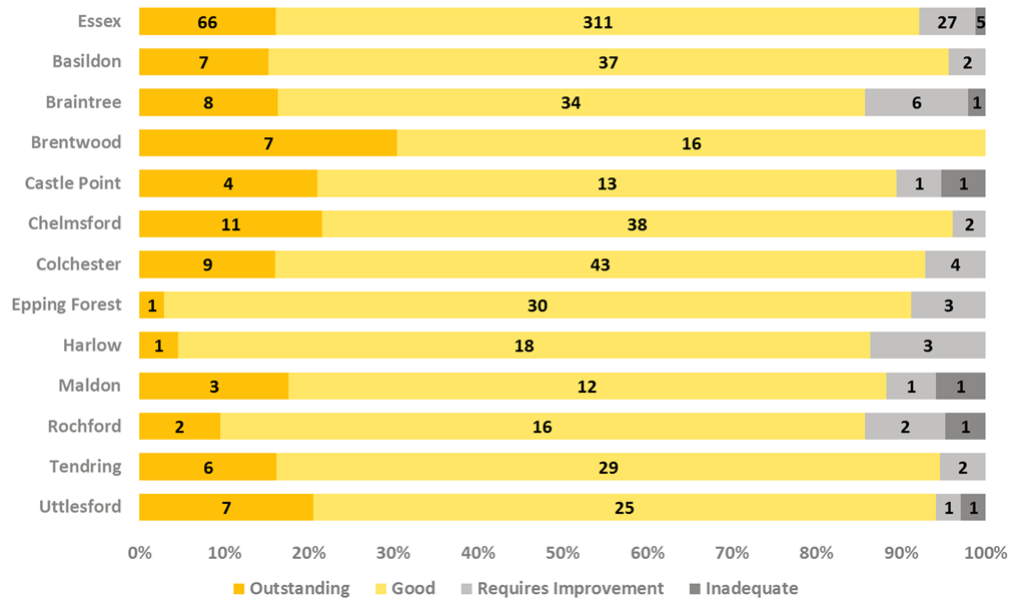
February 2017

Scrutiny date – 9th of March 2017

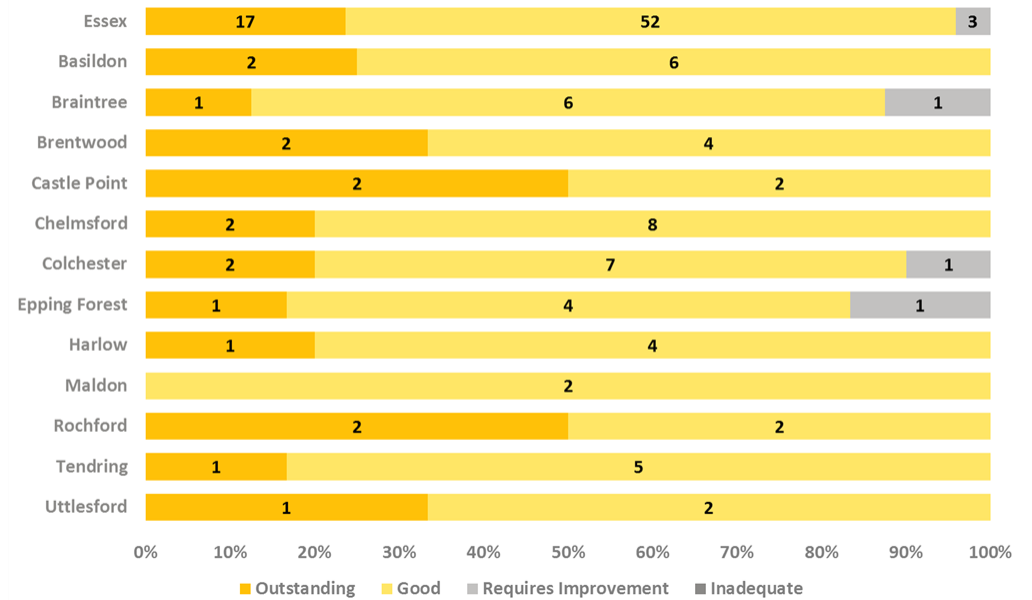
Ofsted Ratings

Ofsted Ratings by District

Primary schools by Ofsted Overall Effectiveness grade as at 31st December 2016
















Secondary schools by Ofsted Overall Effectiveness grade as at 31st December 2016



Early Years Foundation Stage

EYFSP attainment, District summary 2013 to 2016

District	% pupils achieving a Good Level of Development					
	2013	2014	2015	2016*		
Basildon	52%	61%	67%	71%		2%
Braintree	52%	57%	65%	72%		3%
Brentwood	52%	63%	70%	76%		7%
Castle Point	52%	59%	65%	72%		3%
Chelmsford	55%	65%	69%	73%		4%
Colchester	56%	61%	66%	71%		2%
Epping Forest	54%	62%	68%	71%		2%
Harlow	38%	59%	66%	71%		2%
Maldon	54%	67%	73%	73%		4%
Rochford	56%	62%	72%	75%		6%
Tendring	50%	58%	66%	67%		-2%
Uttlesford	57%	65%	73%	79%		10%
Essex	53%	61%	68%	72%		3%
England	52%	60%	66%	69%		

* Bars show variation from England average

EYFSP attainment, Essex pupil groups vs national pupil group attainment, 2014-2016

Pupil Groups		Percentage of pupils achieving a Good Level of Development												Essex Cohort 2016
		2014				2015				2016				
		England	Essex	Difference		England	Essex	Difference		England	Essex	Difference		
All Pupils		60%	61%	<div></div>	1%	66%	68%	<div></div>	2%	69%	72%	<div></div>	3%	17,058
Gender	Boys	52%	53%	<div></div>	1%	59%	60%	<div></div>	1%	62%	65%	<div></div>	3%	8,795
	Girls	69%	70%	<div></div>	1%	74%	76%	<div></div>	2%	77%	79%	<div></div>	2%	8,263
Ethnic Heritage	White	62%	62%	<div></div>	0%	68%	67%	<div></div>	-1%	70%	73%	<div></div>	3%	14,412
	Mixed	62%	62%	<div></div>	0%	68%	69%	<div></div>	1%	71%	72%	<div></div>	1%	857
	Asian	57%	63%	<div></div>	6%	64%	71%	<div></div>	7%	68%	71%	<div></div>	3%	406
	Black	59%	58%	<div></div>	-1%	65%	66%	<div></div>	1%	68%	73%	<div></div>	5%	362
	Chinese	58%	59%	<div></div>	1%	67%	63%	<div></div>	-4%	69%	62%	<div></div>	-7%	53
First Language	English	63%	62%	<div></div>	-1%	68%	69%	<div></div>	1%	71%	73%	<div></div>	2%	13,848
	Not English	53%	51%	<div></div>	-2%	60%	61%	<div></div>	1%	63%	64%	<div></div>	1%	1,240
Free School Meals	FSM	45%	43%	<div></div>	-2%	51%	51%	<div></div>	0%	54%	55%	<div></div>	1%	1,976
	Non FSM	64%	64%	<div></div>	0%	69%	70%	<div></div>	1%	72%	74%	<div></div>	2%	15,082
Special Educational Needs	No SEN	66%	66%	<div></div>	0%	71%	72%	<div></div>	1%	75%	76%	<div></div>	1%	15,365
	SEN Support	21%	18%	<div></div>	-3%	24%	22%	<div></div>	-2%	26%	30%	<div></div>	4%	1,100
	Statement/EHCP	3%	6%	<div></div>	3%	4%	5%	<div></div>	1%	4%	8%	<div></div>	4%	244

Source : DfE SFR November 2016. Difference refers to that between Essex and England

Phonics

District Summary 2013 to 2016

District	% pupils working at the required standard				
	2013	2014	2015	2016*	
Basildon	63%	72%	76%	79%	-2%
Braintree	64%	72%	75%	80%	-1%
Brentwood	75%	78%	81%	84%	3%
Castle Point	66%	73%	72%	83%	2%
Chelmsford	70%	74%	80%	82%	1%
Colchester	68%	76%	76%	81%	0%
Epping Forest	67%	74%	78%	82%	1%
Harlow	66%	68%	76%	83%	2%
Maldon	72%	77%	79%	79%	-2%
Rochford	70%	78%	77%	84%	3%
Tendring	61%	70%	76%	79%	-2%
Uttlesford	74%	81%	80%	83%	2%
Essex	67%	74%	78%	81%	0%
England	69%	74%	77%	81%	0%

* Bars show variation from England average

Key Stage 1

Key Stage 1 District Summary – Pupils at expected standard or higher, 2016 only

District	% pupils expected standard or higher*									
	Reading		Writing		Maths		RWM			
Basildon	75%		1%	66%		1%	73%		62%	
Braintree	74%		0%	67%		2%	73%		61%	
Brentwood	84%		10%	76%		11%	80%		72%	
Castle Point	77%		3%	67%		2%	72%		61%	
Chelmsford	77%		3%	69%		4%	75%		65%	
Colchester	76%		2%	67%		2%	73%		61%	
Epping Forest	75%		1%	65%		0%	72%		59%	
Harlow	77%		3%	68%		3%	73%		61%	
Maldon	79%		5%	68%		3%	76%		63%	
Rochford	81%		7%	75%		10%	82%		69%	
Tendring	74%		0%	63%		-2%	71%		57%	
Uttlesford	82%		8%	74%		9%	79%		69%	
Essex	77%		3%	68%		3%	74%		63%	
England	74%		65%		73%		60%			

* Bars show variation from England average

Key Stage 1 District Summary – Pupils working at a greater depth, 2016 only

District	% pupils working at a greater depth*									
	Reading		Writing		Maths		RWM			
Basildon	28%		4%	15%		2%	20%		10%	
Braintree	27%		3%	14%		1%	19%		9%	
Brentwood	40%		16%	25%		12%	29%		17%	
Castle Point	25%		1%	16%		3%	17%		10%	
Chelmsford	29%		5%	18%		5%	22%		12%	
Colchester	29%		5%	17%		4%	21%		12%	
Epping Forest	28%		4%	15%		2%	22%		11%	
Harlow	25%		1%	14%		1%	15%		7%	
Maldon	27%		3%	16%		3%	21%		12%	
Rochford	29%		5%	20%		7%	26%		15%	
Tendring	22%		-2%	12%		-1%	18%		8%	
Uttlesford	34%		10%	21%		8%	24%		13%	
Essex	28%		4%	16%		3%	21%		11%	
England	24%		13%		18%		Not available			

* Bars show variation from England average

Key Stage 1 attainment: Essex pupil groups vs national pupil group attainment, 2016 only.

Pupil Groups		Percentage of pupils achieving the expected standard or higher												Essex Cohort 2016
		Reading				Writing				Maths				
		England	Essex	Difference		England	Essex	Difference		England	Essex	Difference		
All Pupils		74%	77%	<div><div></div></div>	3%	65%	68%	<div><div></div></div>	3%	73%	74%	<div><div></div></div>	1%	16,466
Gender	Boys	70%	72%	<div><div></div></div>	2%	59%	60%	<div><div></div></div>	1%	72%	73%	<div><div></div></div>	1%	8,465
	Girls	78%	82%	<div><div></div></div>	4%	73%	76%	<div><div></div></div>	3%	74%	76%	<div><div></div></div>	2%	8,001
Ethnic Heritage	White	74%	77%	<div><div></div></div>	3%	65%	68%	<div><div></div></div>	3%	73%	74%	<div><div></div></div>	1%	14,495
	Mixed	76%	78%	<div><div></div></div>	2%	68%	70%	<div><div></div></div>	2%	74%	75%	<div><div></div></div>	1%	786
	Asian	76%	84%	<div><div></div></div>	8%	69%	78%	<div><div></div></div>	9%	75%	82%	<div><div></div></div>	7%	367
	Black	76%	80%	<div><div></div></div>	4%	69%	73%	<div><div></div></div>	4%	71%	74%	<div><div></div></div>	3%	410
	Chinese	80%	84%	<div><div></div></div>	4%	77%	82%	<div><div></div></div>	5%	88%	92%	<div><div></div></div>	4%	49
First Language	English	75%	77%	<div><div></div></div>	2%	66%	68%	<div><div></div></div>	2%	73%	74%	<div><div></div></div>	1%	15,089
	Not English	70%	74%	<div><div></div></div>	4%	64%	69%	<div><div></div></div>	5%	72%	77%	<div><div></div></div>	5%	1,298
Disadvantaged	Disadvantaged	62%	63%	<div><div></div></div>	1%	53%	51%	<div><div></div></div>	-2%	60%	60%	<div><div></div></div>	0%	3,345
	Other	78%	80%	<div><div></div></div>	2%	70%	72%	<div><div></div></div>	2%	77%	78%	<div><div></div></div>	1%	13,121
Special Educational Needs	No SEN	82%	85%	<div><div></div></div>	3%	74%	76%	<div><div></div></div>	2%	80%	82%	<div><div></div></div>	2%	14,118
	SEN Support	32%	30%	<div><div></div></div>	-2%	22%	18%	<div><div></div></div>	-4%	33%	31%	<div><div></div></div>	-2%	1,857
	Statement/EHCP	14%	21%	<div><div></div></div>	7%	9%	16%	<div><div></div></div>	7%	14%	22%	<div><div></div></div>	8%	444

Source : DfE SFR October 2016. Disadvantaged data not published at LA level so Essex figures calculated by ECC. Difference refers to that between Essex and England.

Key Stage 2

Key Stage 2 District Summary, 2016 only

District	% pupils expected standard or higher*											
	Reading			Writing			Maths			RWM		
Basildon	65%		-1%	79%		5%	71%		1%	54%		1%
Braintree	69%		3%	77%		3%	72%		2%	57%		4%
Brentwood	72%		6%	78%		4%	75%		5%	61%		8%
Castle Point	64%		-2%	78%		4%	70%		0%	55%		2%
Chelmsford	71%		5%	76%		2%	74%		4%	60%		7%
Colchester	69%		3%	76%		2%	72%		2%	58%		5%
Epping Forest	65%		-1%	69%		-5%	70%		0%	51%		-2%
Harlow	64%		-2%	78%		4%	70%		0%	54%		1%
Maldon	67%		1%	74%		0%	68%		-2%	54%		1%
Rochford	71%		5%	78%		4%	75%		5%	59%		6%
Tendring	60%		-6%	76%		2%	65%		-5%	50%		-3%
Uttlesford	75%		9%	79%		5%	76%		6%	62%		9%
Essex	67%		1%	76%		2%	71%		1%	56%		3%
England	66%			74%			70%			53%		

* Bars show variation from England average








































Key Stage 2 attainment, Essex pupil groups vs national pupil group attainment, 2016 only.

Pupil Groups		Percentage of pupils achieving the expected standard or higher													Essex Cohort 2016
		Reading			Writing			Maths			RWM				
		England	Essex	Difference	England	Essex	Difference	England	Essex	Difference	England	Essex	Difference		
All Pupils		66%	67%	<div><div></div></div> 1%	74%	76%	<div><div></div></div> 2%	70%	71%	<div><div></div></div> 1%	53%	56%	<div><div></div></div> 3%	15,218	
Gender	Boys	62%	63%	<div><div></div></div> 1%	68%	70%	<div><div></div></div> 2%	70%	72%	<div><div></div></div> 2%	50%	52%	<div><div></div></div> 2%	7,724	
	Girls	70%	71%	<div><div></div></div> 1%	81%	83%	<div><div></div></div> 2%	70%	71%	<div><div></div></div> 1%	57%	60%	<div><div></div></div> 3%	7,494	
Ethnic Heritage	White	67%	67%	<div><div></div></div> 0%	74%	76%	<div><div></div></div> 2%	69%	71%	<div><div></div></div> 2%	54%	55%	<div><div></div></div> 1%	13,451	
	Mixed	69%	69%	<div><div></div></div> 0%	76%	78%	<div><div></div></div> 2%	71%	74%	<div><div></div></div> 3%	56%	59%	<div><div></div></div> 3%	711	
	Asian	64%	76%	<div><div></div></div> 12%	78%	86%	<div><div></div></div> 8%	75%	83%	<div><div></div></div> 8%	56%	71%	<div><div></div></div> 15%	322	
	Black	63%	66%	<div><div></div></div> 3%	76%	82%	<div><div></div></div> 6%	69%	73%	<div><div></div></div> 4%	51%	57%	<div><div></div></div> 6%	412	
	Chinese	76%	78%	<div><div></div></div> 2%	85%	91%	<div><div></div></div> 6%	92%	94%	<div><div></div></div> 2%	72%	76%	<div><div></div></div> 4%	54	
First Language	English	68%	67%	<div><div></div></div> -1%	74%	76%	<div><div></div></div> 2%	69%	71%	<div><div></div></div> 2%	54%	56%	<div><div></div></div> 2%	14,213	
	Not English	61%	67%	<div><div></div></div> 6%	75%	82%	<div><div></div></div> 7%	74%	77%	<div><div></div></div> 3%	52%	60%	<div><div></div></div> 8%	967	
Disadvantaged	Disadvantaged	53%	52%	<div><div></div></div> -1%	64%	63%	<div><div></div></div> -1%	58%	57%	<div><div></div></div> -1%	39%	38%	<div><div></div></div> -1%	3,908	
	Other	73%	72%	<div><div></div></div> -1%	79%	81%	<div><div></div></div> 2%	76%	76%	<div><div></div></div> 0%	61%	62%	<div><div></div></div> 1%	11,310	
Special Educational Needs	No SEN	74%	75%	<div><div></div></div> 1%	84%	85%	<div><div></div></div> 1%	78%	79%	<div><div></div></div> 1%	62%	64%	<div><div></div></div> 2%	12,897	
	SEN Support	32%	28%	<div><div></div></div> -4%	32%	31%	<div><div></div></div> -1%	36%	33%	<div><div></div></div> -3%	16%	13%	<div><div></div></div> -3%	1,788	
	Statement/EHCP	14%	16%	<div><div></div></div> 2%	13%	18%	<div><div></div></div> 5%	15%	18%	<div><div></div></div> 3%	7%	9%	<div><div></div></div> 2%	517	

Source : DfE SFR December 2016. Difference refers to that between Essex and England. Cohorts differ very slightly between subjects - figure shown relates to Reading.

Key Stage 1 to Key Stage 2 progress

Key stage 1 to 2 by District, 2016 only

District	KS1-2 Average Progress Scores					
	Reading		Writing		Maths	
Basildon	-0.77		1.00		-0.10	
Braintree	0.25		0.60		0.11	
Brentwood	-0.07		-0.15		0.45	
Castle Point	-0.87		-0.30		-0.07	
Chelmsford	0.31		0.08		0.46	
Colchester	0.23		0.77		0.13	
Epping Forest	-1.14		-1.13		-0.34	
Harlow	0.15		1.36		0.97	
Maldon	-0.08		0.32		-0.26	
Rochford	0.20		0.72		0.58	
Tendring	-0.56		1.51		-0.35	
Uttlesford	0.66		-0.04		-0.11	
Essex	-0.15		0.47		0.12	
England	0.00		0.00		0.00	

* Bars show variation from England average

Key Stage 1 to 2 progress in Essex by pupil groups, 2016 only.

Pupil Groups		Average Progress Scores											
		Reading				Writing				Maths			
		Cohort	Essex			Cohort	Essex			Cohort	Essex		
All Pupils		14,592	-0.22		-0.22	14,668	0.41		0.41	14,659	0.04		0.04
Gender	Boys	7,373	-0.63		-0.63	7,436	-0.49		-0.49	7,424	0.65		0.65
	Girls	7,219	0.19		0.19	7,232	1.32		1.32	7,235	-0.59		-0.59
Ethnic Heritage	White	12,993	-0.27		-0.27	13,069	0.30		0.30	13,056	-0.10		-0.10
	Mixed	675	-0.11		-0.11	677	0.52		0.52	677	0.26		0.26
	Asian	293	1.22		1.22	294	2.58		2.58	293	3.10		3.10
	Black	353	-0.06		-0.06	353	1.68		1.68	356	0.85		0.85
	Chinese	50	2.75		2.75	49	3.33		3.33	50	6.86		6.86
First Language	English	13,766	-0.31		-0.31	13,840	0.27		0.27	13,831	-0.12		-0.12
	Not English	794	1.33		1.33	796	2.91		2.91	797	2.75		2.75
Disadvantaged	Disadvantaged	3,712	-1.33		-1.33	3,762	-0.29		-0.29	3,745	-0.85		-0.85
	Other	10,880	0.15		0.15	10,906	0.65		0.65	10,914	0.34		0.34
Special Educational Needs	No SEN	12,507	0.18		0.18	12,471	0.94		0.94	12,510	0.33		0.33
	SEN Support	1,676	-2.14		-2.14	1,741	-2.23		-2.23	1,719	-1.10		-1.10
	Statement/EHCP	409	-4.66		-4.66	456	-4.21		-4.21	430	-4.15		-4.15

Source : LA Populated RAISEonline.

Key Stage 4

Key Stage 4 District Summary, 2016 only

District	% A*-C in English & Maths		English Baccalureate			
			% entered		% achieving	
Basildon	58.2%		38.1%		21.1%	
Braintree	57.4%		37.4%		17.2%	
Brentwood	73.9%		46.9%		30.2%	
Castle Point	59.2%		38.0%		21.9%	
Chelmsford	72.2%		42.8%		32.7%	
Colchester	67.9%		36.2%		25.9%	
Epping Forest	65.2%		44.2%		26.5%	
Harlow	61.3%		40.2%		17.6%	
Maldon	65.1%		45.3%		26.8%	
Rochford	67.0%		30.9%		18.3%	
Tendring	53.9%		15.5%		9.0%	
Uttlesford	73.9%		58.7%		39.8%	
Essex	64.3%		38.0%		23.4%	
England	63.3%		39.8%		24.8%	

* Bars show variation from England average

District	Average Scores			
	Attainment 8		Progress 8	
Basildon	48.0		0.00	
Braintree	48.0		-0.17	
Brentwood	53.6		-0.01	
Castle Point	48.3		-0.09	
Chelmsford	54.6		0.11	
Colchester	52.9		0.12	
Epping Forest	50.6		0.07	
Harlow	48.0		-0.06	
Maldon	52.2		0.19	
Rochford	50.3		-0.06	
Tendring	45.5		-0.08	
Uttlesford	54.1		0.02	
Essex	50.4		0.00	
England	50.1		-0.03	

* Bars show variation from England average































Key Stage 4 attainment, Essex pupil group vs national pupil group attainment, 2016 only.

Pupil Groups		% achieving A*-C in English & Maths			English Baccalaureate								Essex Cohort 2016
					% entered			% achieving					
		England	Essex	Difference	England	Essex	Difference	England	Essex	Difference			
All Pupils		63%	64%	<div></div> 1%	40%	38%	<div></div> -2%	25%	23%	<div></div> -1%	14,052		
Gender	Boys	59%	61%	<div></div> 1%	35%	33%	<div></div> -2%	20%	18%	<div></div> -1%	7,474		
	Girls	67%	68%	<div></div> 1%	45%	43%	<div></div> -2%	30%	29%	<div></div> -2%	7,133		
Ethnic Heritage	White	63%	64%	<div></div> 1%	38%	36%	<div></div> -2%	24%	22%	<div></div> -2%	13,142		
	Mixed	63%	66%	<div></div> 4%	42%	47%	<div></div> 5%	27%	30%	<div></div> 3%	541		
	Asian	68%	83%	<div></div> 14%	48%	71%	<div></div> 23%	32%	58%	<div></div> 27%	337		
	Black	60%	71%	<div></div> 11%	43%	55%	<div></div> 11%	23%	39%	<div></div> 16%	333		
	Chinese	84%	80%	<div></div> -4%	64%	63%	<div></div> -1%	53%	51%	<div></div> -2%	51		
First Language	English	64%	64%	<div></div> 1%	39%	37%	<div></div> -2%	24%	23%	<div></div> -2%	13,887		
	Not English	63%	68%	<div></div> 5%	47%	55%	<div></div> 9%	29%	39%	<div></div> 10%	706		
Disadvantaged	Disadvantaged	43%	43%	<div></div> 0%	25%	21%	<div></div> -4%	12%	10%	<div></div> -2%	3,218		
	Other	71%	70%	<div></div> -1%	46%	43%	<div></div> -3%	30%	27%	<div></div> -3%	11,389		
Special Educational Needs	No SEN	70%	71%	<div></div> 1%	45%	43%	<div></div> -2%	28%	26%	<div></div> -2%	12,744		
	SEN Support	29%	25%	<div></div> -4%	15%	9%	<div></div> -6%	6%	3%	<div></div> -3%	1,260		
	Statement/EHCP	11%	10%	<div></div> 0%	4%	3%	<div></div> -1%	2%	2%	<div></div> 0%	603		

Source : DfE SFR January 2017. Difference refers to that between Essex and England

Key Stage 4 Progress and Attainment 8

Key Stage 4 attainment, Essex pupil groups vs national pupil group attainment

Pupil Groups		Average scores							
		Progress 8				Attainment 8			
		England	Essex		Difference	England	Essex		Difference
			Cohort	Performance			Cohort	Performance	
All Pupils		-0.03	14,052	0.00	 0.03	50.1	14,052	50.4	 0.3
Gender	Boys	-0.17	7,203	-0.12	 0.05	47.8	7,474	48.2	 0.4
	Girls	0.11	6,849	0.12	 0.01	52.4	7,133	52.8	 0.4
Ethnic Heritage	White	-0.09	12,763	-0.02	 0.07	49.8	13,142	50.0	 0.2
	Mixed	-0.04	511	0.05	 0.09	50.6	541	51.6	 1.0
	Asian	0.31	287	0.49	 0.18	52.9	337	62.2	 9.3
	Black	0.17	278	0.40	 0.23	48.9	333	53.8	 4.9
	Chinese	0.68	45	0.57	 -0.11	63.0	51	59.4	 -3.6
First Language	English	-0.09	13,515	-0.02	 0.07	50.0	13,887	50.2	 0.2
	Not English	0.39	524	0.58	 0.19	50.8	706	54.7	 3.9
Disadvantaged	Disadvantaged	-0.38	3,120	-0.35	 0.03	41.2	3,218	41.1	 -0.1
	Other	0.10	10,932	0.10	 0.00	53.5	11,389	53.0	 -0.5
Special Educational Needs	No SEN	0.06	12,244	0.07	 0.01	53.3	12,744	53.5	 0.2
	SEN Support	-0.38	1,234	-0.31	 0.07	36.2	1,260	35.2	 -1.0
	Statement/EHCP	-1.03	574	-0.76	 0.27	17.0	603	18.1	 1.1

Source : DfE SFR January 2017. Difference refers to that between Essex and England

Post 16 Key Stage 5

District Summary, 2016 only

District	A Levels									
	Students	APS per entry		% AAB in at least two facilitating subjects		% 3+ A*-A or better				
Basildon	496	28.1		-2.3	8.7%		-5.2%	6.6%		-3.9%
Braintree	268	24.8		-5.7	5.1%		-8.8%	1.3%		-9.2%
Brentwood	660	29.9		-0.5	8.4%		-5.5%	5.2%		-5.3%
Castle Point	626	27.4		-3.1	3.6%		-10.3%	1.7%		-8.8%
Chelmsford	1124	34.3		3.9	24.1%		10.2%	19.2%		8.7%
Colchester	2019	29.9		-0.5	15.0%		1.1%	14.0%		3.5%
Epping Forest	371	31.0		0.6	14.0%		0.1%	10.2%		0.3%
Harlow	227	26.1		-4.3	2.8%		-11.1%	3.4%		-7.1%
Maldon	216	26.2		-4.2	8.1%		-5.8%	2.4%		-8.1%
Rochford	309	23.9		-6.5	1.5%		-12.4%	1.5%		-9.0%
Tendring	404	24.9		-5.5	6.2%		-7.7%	2.3%		-8.2%
Uttlesford	412	32.0		1.6	17.1%		3.2%	15.4%		4.9%
Essex	7132	29.7		-0.7	13.0%		-0.9%	10.6%		0.1%
England		30.4			13.9%			10.5%		

* Bars show variation from England average

District	Level 3 Value Added Scores in 2016					
	A Level		Academic		Applied	
	All	LA only	All	LA only	All	LA only
Basildon	-0.30	-0.30	-0.30	-0.30	0.02	0.11
Braintree	-0.19	-0.19	-0.20	-0.20	0.31	0.31
Brentwood	0.01	0.01	0.02	0.02	0.69	0.69
Castle Point	-0.12	-0.18	-0.12	-0.19	0.44	0.63
Chelmsford	-0.01	0.00	-0.01	-0.01	-0.03	0.00
Colchester	-0.14	-0.06	-0.14	-0.06	0.29	0.72
Epping Forest	-0.19	-0.09	-0.19	-0.09	-0.33	-0.32
Harlow	0.02	-0.09	0.01	-0.09	-0.25	-0.48
Maldon	-0.19	-0.19	-0.18	-0.18	0.89	0.89
Rochford	-0.27	-0.27	-0.27	-0.27	0.32	0.32
Tendring	-0.30	-0.30	-0.30	-0.30	0.25	0.25
Uttlesford	-0.04	-0.04	-0.03	-0.03	0.03	0.03
Essex	-0.13	-0.13	-0.13	-0.13	0.17	0.24

* All includes colleges, LA only includes LA schools. Independent schools not included at all.